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A DESCRIPTIVE STUDY OF ALABAMA TEACHER-COORDINATORS'  
REACTIONS TO THE IMPLEMENTATION OF THE  
COMPETENCY-BASED CURRICULUM IN  
DISTRIBUTIVE EDUCATION

by

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A DISSERTATION

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## CHAPTER I

### INTRODUCTION

Many efforts toward curriculum improvement in the twentieth century have attempted to diminish the use of the textbook as the curriculum plan. The curriculum movement itself began in the 1920s with aims and activity-analysis approaches of Bobbitt and Charters.<sup>1</sup>

The earliest published justification of a competency-based curriculum design appeared in 1918 in Bobbitt's The Curriculum. Bobbitt's rationale is depicted in the following statement:

The central theory is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits,

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<sup>1</sup> John Franklin Bobbitt, The Curriculum (Boston: Houghton Mifflin Co., 1918); W. W. Charters, Curriculum Construction (New York: Macmillan Co., 1929).

appreciations, and forms of knowledge that men need. These will be numerous, definite, and particularized. The curriculum will then be that series of experiences which children and youth must have by way of attaining those objectives.<sup>2</sup>

More detail analysis was presented in 1923 by Charters in his publication Curriculum Construction. Charters proposed that the curriculum should be derived from both "ideals" and "activities." Activities are not carried on without ideals to govern and ideals will not operate except through activities. Activity analysis was regarded by Charters as an extension of job analysis which, he suggested, could be accomplished through at least four methods: (1) introspection, (2) interviewing, (3) working on the job, and (4) questionnaires. He also described the "difficulty analysis" Bobbitt had cited and summarized the importance of the whole process in these words:

In determining the activities upon which instruction is to be given, analysis is necessary. This may be done by use of job analysis in certain types of situations, or by setting up control elements in informational analysis. Difficulty analysis indicates that these are duties and information upon which special emphasis must be laid in the curriculum.

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<sup>2</sup> Bobbitt, The Curriculum, p. 21.

Without such analysis we are entirely at a loss to know how to proceed in building the curriculum.<sup>3</sup>

In the early 1900s, vocational educators recognized that the first step in designing an instructional program for teaching and training prospective workers was to identify skills, knowledge, and attitudes that a competent worker should possess to enter, hold, and advance in a trade. Dr. Charles R. Allen developed a plan during World War I that was used in obtaining and identifying skills needed by workers in a specific trade and wartime jobs. In 1927, Dr. William Rasche directed a program using the technique of trade analysis for the Chicago Board of Education. A definite plan of procedure was presented based on the works of Allen, Wright, Prosser, and Selvidge.

Except for some work in adult vocational education, there were few advocates of a competency-based curriculum in the 1930s.

During World War II, the military used the analysis procedure for determining competencies for different training programs. Dr. Vern C. Fryklund designed

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<sup>3</sup>Charters, Curriculum Construction, p. 40.

one of these courses, combat tank repair. Due to the lack of competent manpower to meet the needs of industry during the war years, more interest was generated in competency-based instruction.

Probably the most frequently quoted curriculum rationale of the 1950s was that published by Tyler. His proposed rationale was comprised of four basic questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?<sup>4</sup>

Tyler identified the concepts, skills, and values cited as behavioral objectives. For pupils, these represented the organizing elements of a curriculum.

Many writers have expounded upon the virtues of a competency- or performance-based curriculum in the 1960s and 1970s. Popham has been one of the most articulate and prolific writers and proponents of the

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<sup>4</sup>Ralph W. Tyler, "Curriculum Organization," The Integration of Educational Experiences, in Fifty-Seventh Yearbook, National Society for the Study of Education, pt. 3 (Chicago: University of Chicago Press, 1958), pp. 1-2.

specific competency-based curriculum design. While the curriculum of Bobbitt and Charters envisioned performance-based instruction, it was viewed primarily as a general guideline for instruction. Popham's design related to classroom transactions and the criterion-referenced test to specific objectives so that quality of teaching and learning could be assessed in terms of the particular objectives taught. The case for the behavioral objectives design, with its performance standards and tests, included the argument that both student and teacher performance could be determined effectively by the Popham model.<sup>5</sup>

Competency-based objectives and curriculum plans advocated in the early and mid-1970s resulted, in part, from the accountability movement that was and still is a popular term among educators in administrative agencies. Mager's classic books, Preparing Instructional Objectives and Developing Attitudes Toward Learning, and Mager and Beach's Developing Vocational Instruction, are excellent

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<sup>5</sup>James W. Popham, "Objectives and Instruction," in Robert E. Stake, ed., Instructional Objectives (Chicago: Rand McNally & Co., 1969).

examples of the focus given the accountability movement through developing behavioral objectives.<sup>6</sup>

Evaluation of any type of curriculum long had been a source of contention among education evaluators. It appeared that after many years of evaluation-related research, this area remained largely summative, relying on testing, grading, categorizing, and measuring students' achievements. It seemed that the day of the standardized test, hastily made objective/subjective tests, and even answering the questions at the end of the chapter in a textbook were still popular methods of evaluating student performance. While these evaluative methods are not condemned per se, they are not comprehensive enough to offer a critical analysis of a student's performance.<sup>7</sup>

However, since the late 1960s, evaluation as a factor in curriculum planning had created great interest. Anderson stated that:

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<sup>6</sup>Robert F. Mager, Preparing Instructional Objectives (Palo Alto, Calif.: Fearon Publishers, 1962); Robert F. Mager, Developing Attitudes Toward Learning (Palo Alto, Calif.: Fearon Publishers, 1968); Robert F. Mager and Kenneth M. Beach, Jr., Developing Vocational Instruction (Palo Alto, Calif.: Fearon Publishers, 1967).

<sup>7</sup>J. Galen Saylor and William M. Alexander, Planning Curriculum for Schools (New York: Holt, Rinehart, & Winston, 1974), p. 301.

. . . if evaluation is a science at all, it is a sick science. As evaluators we have patronized, threatened, and insulted our clients and the people whose programs we have evaluated. Our results, when not trivial, have often been unverifiable, irrelevant or just plain wrong.<sup>8</sup>

Bernabei and Leles stated that a:

. . . comprehensive evaluation program should go beyond testing for the mere acquisition of specific skills, facts and knowledge from the cognitive domain. It should extend into measurement of the pupil's ability to interpret, to evaluate, or to extrapolate information so as to solve real problems. It should enter into the affective domain of attitudes, motivations, interests, adjustments, anxieties, and ideals. It should include physical and social development.<sup>9</sup>

Glass provided a model of his own after rejecting the Tyler model and others.<sup>10</sup> Stake also criticized the Tyler model. He asked for what he called a "responsive

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<sup>8</sup>Richard Anderson, "A Review of Educational Evaluation and Decision Making by Daniel L. Stufflebeam and Others," Harvard Educational Review, November 1971, p. 587.

<sup>9</sup>Raymond Bernabei and Sam Leles, Educational Product Evaluation (Doylestown, Penn.: Gardy Printing Co., 1972), p. 39.

<sup>10</sup>Gene V. Glass, "The Growth of Evaluation Methodology," monograph available from author, University of Colorado, Boulder, Colorado, 1973. (Mimeographed.)

evaluation" which was oriented to "what people do naturally in evaluating things. They observe and react."<sup>11</sup>

The scope and nature of the instruments and methods used to analyze data are what characterize the new approaches to curriculum evaluation.

Criterion-referenced testing is a desirable kind of measurement for evaluating student outcomes where the competency-based curriculum is implemented.<sup>12</sup>

Averch stated that:

. . . much work remains to be done in developing criterion-referenced tests but they appear to have great promise. Their greatest potential value is that they focus on instructional content, yield information for remediation, and allow for individual differences in performance.<sup>13</sup>

Popham noted that: ". . . precise objectives stated in terms of measurable learner behavior make it

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<sup>11</sup>Robert E. Stake, "Responsive Evaluation," unpublished paper, Chicago, Illinois, 22 February 1973.

<sup>12</sup>Interstate Distributive Education Curriculum Consortium, Learning Manager's Guide, 2d ed. (Columbus, Ohio: Ohio State University, n.d.), pp. 29-31.

<sup>13</sup>Harvey A. Averch, How Effective Is Schooling: A Critical Review and Synthesis of Research Findings, Final Report to the President's Commission on School Finance (Santa Monica, Calif.: Rand Corporation, December 1971).

definitely easier for the teacher to engage in curricular decisions."<sup>14</sup>

Bernabei and Leles stated that: ". . . teachers who identify and prescribe measurable learning objectives for students offer tangible evidence of accountability for themselves and their work."<sup>15</sup>

The evaluative process of the Interstate Distributive Education Curriculum Consortium (IDECC) competency-based curriculum attempts to measure the student's performance through the use of criterion-referenced tests.<sup>16</sup>

The competency-based curriculum movement began in Alabama Distributive Education in January of 1972 when Alabama joined ten other states to form IDECC. The consortium was composed of approximately ten writers from each state who undertook to create Learning Activity Packages (LAPs) based on the 983 competencies identified

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<sup>14</sup> Popham, "Objectives and Instruction," p. 40.

<sup>15</sup> Raymond Bernabei and Sam Leles, Behavioral Objectives in Curriculum and Evaluation (Dubuque: Kendall/Hunt Publishing Co., 1970), p. 42.

<sup>16</sup> Interstate Distributive Education Curriculum Consortium, Learning Manager's Guide, pp. 29-31.

in the Crawford study of 1967.<sup>17</sup> This study was the first major effort to identify competencies in the marketing field by using advisory boards from the major areas in marketing and distribution. The competencies were taken directly from the marketplace--the business world. Succeeding the initial development, field testing, and revision, the LAPs became the vehicle of the delivery system, a major segment of the distributive education curriculum in Alabama.

#### Statement of the Purpose

The purpose of this study was to determine the extent to which the competency-based curriculum in distributive education has been implemented in the State of Alabama and to determine whether or not it was used primarily to prepare students for competitive events sponsored by the Distributive Education Clubs of America (DECA).

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<sup>17</sup> Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Education, 2 vols. (Blacksburg, Va.: Virginia Polytechnic Institute and State University, 1967).

### Need for the Study

One of the major claims of vocational education was that it prepared students to select, enter, and progress in the occupations of their choices. One of the criteria for entering the distributive education program was to declare a tentative career objective and then proceed to secure the skills, knowledge, and attitudes that assured a reasonable opportunity for success toward one's career objective.

Statistics from the Annual Evaluation Report by the Alabama Advisory Council on Vocational Education revealed the following facts and figures.

### Program

Alabama's 1976 vocational education program consisted of the following:

1. 392 public high schools and 66 area vocational centers offering 96 different instructional programs.
2. 19 community and junior colleges offering instruction in 126 different occupational programs.
3. 26 technical schools offering 61 different instructional programs.
4. 96 private vocational schools offering 42 different instructional programs.
5. Statewide manpower training programs offering 85 different programs in 28 different fields in 36 training locations.

6. Statewide public service training programs offering 7 different programs to 846 communities.
7. 798 evening adult classes in vocational education offered by 78 local boards of education.
8. Total programs in Distributive Education in 1976 was 722.

In addition to the job training programs, local school systems also provided career awareness and orientation programs for elementary and middle school students and exploratory occupational skills for junior high school students.<sup>18</sup>

### Enrollment

Alabama's 1976 enrollment in vocational education consisted of the following:

1. Youth in grades seven through nine receiving exploratory and pre-vocational development--65,706. . . .
2. Students enrolled in secondary occupational cooperative programs--65,840. . . .
3. Students enrolled in post-secondary vocational programs--25,615. . . .
4. Adults enrolled in preparatory instruction--4,442. . . .
5. Adults enrolled in supplementary programs--78,860. . . .
6. Adults enrolled in apprenticeship programs--1,912. . . .
7. Students participating in vocational education leadership organizations--69,944. . . .
8. Students enrolled in cooperative education programs designed for disadvantaged--996. . . .

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<sup>18</sup> Annual Evaluation Report (Auburn, Ala.: Alabama Advisory Council on Vocational Education, June 1977), p. 3.

9. Students enrolled in Distributive Education Programs--7,242. . . .<sup>19</sup>

### Staff Personnel

Alabama's staff personnel in vocational education programs in 1976 consisted of the following: (1) Instructors--4,701; (2) Administrators: Local--189, State--89; and (3) Vocational Counselors--215.<sup>20</sup>

### Allocation of Funds

Allocation of funds for all vocational education and training in Alabama in 1976 (see Figure 1) was \$62,832,480 which was equivalent to 7.5 percent of the total allocation spent for education in the State of Alabama.<sup>21</sup>

Using this information as a base, vocational educators and the advisory council attempted to determine whether or not the curriculum in vocational education was so designed to meet the needs of the people served and fulfill the claims of the intent of vocational instruction.

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<sup>19</sup> Ibid., pp. 4-6.

<sup>20</sup> Ibid., p. 17.

<sup>21</sup> Ibid., p. 29.

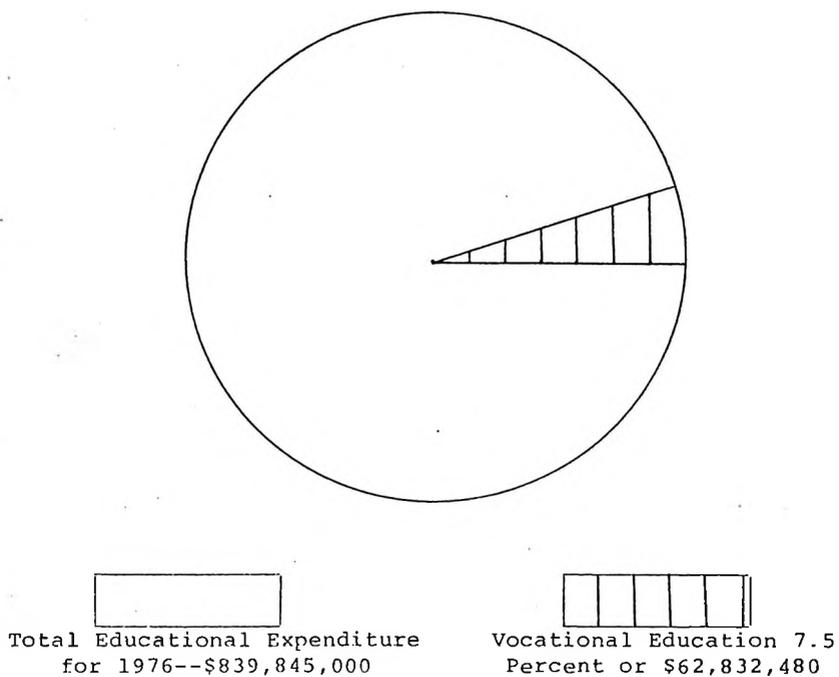


Fig. 1. Allocation of State's Educational Revenue for Vocational Education

### Definition of Terms

For the purposes of this study, the following relevant terms are defined:

Competency: Any skill, knowledge/understanding, or attitude necessary to perform in a certain occupation at a certain level of proficiency.<sup>22</sup>

Cooperative Student: Student who is training in an approved agency, under the supervision of the teacher-coordinator and the employer.

DECA: Distributive Education Clubs of America.

Distributive Education: A program of instruction using marketing, merchandising, and management content.

IDECC: Interstate Distributive Education Curriculum Consortium.

LAPs: Learning Activity Packages.

Non-Cooperative Student: A student who participates in distributive education courses in the classroom, laboratory, or school store, but who does not participate in on-the-job training on a regular day-to-day schedule.

Teacher-Coordinator: Person who teaches and coordinates students' on-the-job training experiences

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<sup>22</sup>Interstate Distributive Education Curriculum Consortium, Learning Manager's Guide, p. 74.

with classroom activities; or coordinates non-cooperative students' laboratory experiences with planned activities to achieve their career objectives.

#### Limitations

There were three major limitations to this study. First, the study was concerned only with distributive education teachers in Alabama public schools. The second limitation was that responses to the statements on the opinionnaire were valid only for the time period of the study. Third, the study was dependent on teacher knowledge of the implementation of the competency-based curriculum in distributive education.

#### Assumptions

It was assumed that the information provided in the questionnaire accurately reflected the teachers' reactions to the implementation of the competency-based curriculum of the distributive education programs in the State of Alabama. In addition, it was assumed that the responses to the opinionnaire were accurate expressions of the respondents' opinions.

### The Hypotheses

For the statistical analysis of this study, the following three hypotheses were tested:

1. There exists a positive attitude among teachers that implementation of the competency-based curriculum contributes to students' success in competitive events sponsored by DECA.
2. There exists a significant positive relationship between the provision of time or money and the implementation of the competency-based curriculum in distributive education.
3. There exists a positive reaction among teachers concerning the implementation and merit of the competency-based curriculum in distributive education.

### Statement of Methodology

This study was conducted by means of a questionnaire and an opinionnaire. The population surveyed consisted of all 120 distributive education teachers in Alabama. A Likert-type opinion survey scale was designed to secure data. The results were tested by the  $\chi^2$  (chi-square) method.

### Organization of the Study

This study was organized into five chapters. Chapter I consisted of the introduction and provided a rationale and need for the study. Chapter II consisted of a review of the related literature. Chapter III described the materials and methods used to gather data and the procedures used to conduct the study. Chapter IV described the findings of the study. Chapter V presented the summary, conclusions, and recommendations of the study.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

The aim of this chapter was to review literature that appeared to have meaningful relationship to the purposes set forth in this study. The chapter was divided into three main areas: Educational Accountability, Goals and Objectives in Education, and Competency-Based Education.

#### Educational Accountability

For years educators have been stating that the mission of the teacher was to take the student from where he was to where he should be. Students, their parents, employers, and taxpayers demanded that educational institutions and their faculties be held accountable for the educational program. They demanded that schools account for the actual achievement of students as opposed to the intended achievement. Educational accountability was essentially a form of the concept of management by objectives used by business and industry. Individuals and

programs were evaluated to determine how well they were accomplishing the objectives for which they were responsible. The Department of the Army stated:

The instructor must accept responsibility for his student's learning, and if the learning for which he is responsible has not taken place, the instructor should look first to himself and his presentation for the cause.<sup>1</sup>

Educational accountability can be rendered effectively through the use of a systems approach to planning, development, operation, and evaluation of instructional programs. In vocational education, the development of an instructional system was the deliberate and orderly process of planning and developing instructional programs which insured that the students were taught the information, procedures, skills, and attitudes essential for job performance. Sugarman and Sugarman described a typical vocational education systems approach and listed the following sequence of steps to that approach:

1. Determine the performance requirements of the job or occupation for which the students are to be trained.
2. Determine the instructional requirements.
3. Determine the criterion objectives

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<sup>1</sup>Department of the Army, Field Manual 21-6 (Washington, D.C.: Government Printing Office, 20 January 1967), p. 2.

- (behavioral, terminal, performance, competency-based).
4. Develop criterion-referenced tests that directly measure behavioral objectives.
  5. Select the appropriate instructional media and methods for each block of instructional objectives.
  6. Develop the materials to assemble an instructional package.
  7. Test and revise the instructional materials to ensure that the criterion objectives are satisfied.
  8. Conduct the instructional program.
  9. Evaluate the instructional program, in the school and by field tests.
  10. Revise the components of the system as required to achieve the objectives.<sup>2</sup>

The literature abounded with both broad and limited definitions of accountability. For the purposes of this paper four definitions--one by Glass, one by Lessinger, one by Random House, Incorporated, and one by Gooler--form the basis for identifying an accountability system.

Glass stated:

An accountable relationship between seller and buyer involves three elements: (1) disclosure concerning the product or service being sold, (2) product or performance testing, (3) redress in the event of false disclosure or poor performance.<sup>3</sup>

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<sup>2</sup>Michael N. Sugarman and Linda M. Sugarman, "Accountability and the Systems Approach to Instruction," American Vocational Journal 51:1 (January 1976):62-63.

<sup>3</sup>Gene V. Glass, "The Many Faces of Educational Accountability," Phi Delta Kappan 53:10 (1972):217.

Lessinger expanded this by addressing time and resource use in his definition:

Accountability is the product of a process. At its most basic level, it means that an agent, public or private, entering into a contractual agreement to perform a service will be held answerable for performing according to agreed upon terms, within an established time period, and with a stipulated use of resources and performance standards.<sup>4</sup>

The term "accountability" itself denoted the meaning of the concept--someone "having to report, explain, or justify to someone else."<sup>5</sup> With this simple concept in mind, perhaps Gooler gave the most common sense definition when he said, "Educational accountability is concerned with determining how well the school is doing what it does, and whether it is doing those things it should."<sup>6</sup>

In principle, a school should be accountable for all of the purposes for which it was established. This seems to be the common sense answer but, in reality, views

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<sup>4</sup>Leon Lessinger, "Engineering Accountability for Results in Public Education," Phi Delta Kappan 52 (1972): 217.

<sup>5</sup>Random House Dictionary of the English Language (1966), s.v. "accountability."

<sup>6</sup>Dennis L. Gooler, "Some Uneasy Inquiries into Accountability," in Leon Lessinger and Ralph W. Tyler, eds., Accountability in Education (Worthington, Ohio: Charles A. Jones Publishing Co., 1971), p. 54.

on the scope of accountability ranged all the way from those who held the school accountable only for the behavioral objectives which could be measured in quantifiable terms to those who wished to include the myriad of functions and purposes which were assigned to schools in the assessment.<sup>7</sup>

The following views illustrated the scope of the accountability issue. The President's Commission stated that:

Educators are expected to perform functions which impart to students the knowledge of basic skills such as reading, writing and arithmetic, and they can, and should, be held accountable for their ability to teach those skills. In addition to basic skills, they must try to develop for students a desire to learn; a socially acceptable set of values and attitudes; and an ability to relate to others. These latter student attributes are not easily measured.<sup>8</sup>

The most limited view of accountability cared only for a measure of instruction on the basis of behavioral outcomes. Lessinger stated this position: "When a

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<sup>7</sup>Saylor and Alexander, Planning Curriculum for Schools, p. 285.

<sup>8</sup>President's Commission on School Finance, Schools, People, and Money: The Need for Educational Reform, Final Report (Washington, D.C.: Government Printing Office, 1972), p. 58.

program in the schools is well engineered, it will require educational planners to specify, in measurable terms, what they are trying to accomplish."<sup>9</sup>

Popham's position was to relate the classroom transaction and the criterion-referenced test to specific objectives so that the quality of teaching and learning could be assessed in terms of the objectives sought. It should be emphasized that advocates of this limited kind of accountability did not repudiate or decry other functions and goals of the school, but only wished to establish this degree of accountability.<sup>10</sup>

James offered a view of accountability that differed sharply from the behavioral objective-performance standard view. He stated:

We have been notably unsuccessful as a society in this century in stating our aims of education. To face the prospect of being driven by circumstances, created as casually as by acceptance of the concept of accountability, to set trivial goals for our educational institutions, is appalling. A quite contrary course seems indicated, rather to dare to set our goals to fit our broadest perception of

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<sup>9</sup> Leon Lessinger, Every Kid a Winner: Accountability in Education (New York: Simon & Schuster, 1970), p. 13.

<sup>10</sup> Popham, "Objectives and Instruction."

the scope of the human condition, and to challenge our model builders to reach toward them, and to be critical of their failures to reach them.<sup>11</sup>

Combs recognized the significance of the accountability movement but pointed out deficiencies of the behavioral objectives approach for obtaining the output data. He proposed a much broader definition of what schools should be accountable for:

. . . a truly comprehensive approach to accountability must take into consideration all aspects affecting the outcomes of schooling, using each for what it can contribute to the total picture, with full recognition that all are related and all are required.<sup>12</sup>

#### Goals and Objectives in Education

Educational objectives stated the specific, overt changes in student behavior that were expected to result from participation in a unit of learning activities. Obviously, they developed more explicitly the general goals and their respective subgoals for the purpose of

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<sup>11</sup>H. Thomas James, "Public Expectation," in John H. Fischer, ed., Proceedings of the Conferences on Educational Accountability (Princeton, N.J.: Educational Testing Service, 1971), p. H-i.

<sup>12</sup>Arthur W. Combs, Educational Accountability: Beyond Behavioral Objectives (Washington, D.C.: Association for Supervision and Curriculum Development, 1972), p. 2.

planning instruction. Although stating objectives in behavioral terms was not new to vocational education, it saw an upsurge of emphasis in the 1960s and 1970s. This was brought about, in part, by the accountability movement and by studies done in the business world regarding certain competencies necessary to perform successfully in certain occupational areas.<sup>13</sup>

The movement to state goals in behavioral terms was often credited to Tyler. When he was directing the evaluation program for the Eight Year Study of the Progressive Education Association in the 1930s he wrote that:

. . . each objective must be defined in terms which clarify the kind of behavior which the course should help to develop among students; that is to say, a statement is needed which explains the meaning of the objective by describing the reactions we can expect of persons who have reached the objective.<sup>14</sup>

Mager stated:

Since the purpose of instruction is to change behavior in one way or another, the objectives of instruction should state specifically and

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<sup>13</sup>Saylor and Alexander, Planning Curriculum for Schools, p. 301.

<sup>14</sup>Ralph W. Tyler, Constructing Achievement Tests (Columbus, Ohio: Ohio State University, 1934), p. 18.

overtly the patterns of behavior (performance) we want the learner to be able to demonstrate.<sup>15</sup>

Popham noted that:

. . . precise objectives stated in terms of measurable learner behavior makes it definitely easier for the teacher to engage in curricular decisions. The clarity of precisely stated goals permits the teacher to make far more judicious choices regarding what ought to be included in the curriculum.<sup>16</sup>

To some authors, stating objectives in behavioral terms was another means of enhancing communications among all those involved in the schooling process. Gagne believed that:

. . . statements describing instructional objectives have the primary purpose of communicating. Assuming that education has the form of an organized system, communication of its intended and actual outcomes is necessary, among and between the designers of instructional materials, the planners of courses and programs, the teachers, the students, and the parents.<sup>17</sup>

According to Mager, behavioral objectives indicated clearly what it was the teacher should do in providing classroom experiences to enable students to achieve

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<sup>15</sup> Mager, Preparing Instructional Objectives, p. 3.

<sup>16</sup> Popham, "Objectives and Instruction," p. 40.

<sup>17</sup> Robert M. Gagne, "Behavioral Objectives? Yes," Educational Leadership 29 (February 1972):395.

a goal. He believed that objectives stated in behavioral terms provided detailed help to the teacher in selecting content, choosing instructional materials and methods, and directing classroom activities. Mager made a strong statement by indicating that: ". . . an instructor will function in a fog of his own making until he knows just what he wants his students to be able to do at the end of instruction."<sup>18</sup>

Lessinger, often credited with the accountability movement and an aggressive advocate of stating educational objectives in specific terms, stated that:

General objectives, goals or purposes serve a useful purpose, but American education suffers no shortage of them. On the other hand, we need more performance criteria that clearly specify the student competency to be displayed, the methods for displaying it, and the standards for judging whether it is sufficient. For example, we can specify that 90 percent of all students should score 90 percent or higher on a given test of reading based on certain materials. Auditors and local officials will discuss, in advance, which tests to use and what numbers are acceptable, but performance criteria, however they are phrased, must always be specific.<sup>19</sup>

Literature contained many and varied articles

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<sup>18</sup>Mager, Preparing Instructional Objectives, p. 3.

<sup>19</sup>Lessinger, Every Kid a Winner, p. 86.

stating cases for both explicit and non-explicit goals. An interesting point of view was found in an article in which the writers endeavored to bring both approaches together in a usable model. Woodruff and Kapfer made this statement:

Behavioral objectives are a powerful tool for making educational goals precise, for identifying relevant media and learning activities, and for knowing when goals have been achieved. The threat potential of behavioral objectives exists in the tendency of some modern behaviorists to limit objectives to overt visible behaviors, thus excluding the important behavioral processes of perception, concept, formation, thinking, feeling, synthesizing, creating, and so on. The atomistic specification of behavioral objectives also excludes the highly significant decision-making and decision-executing areas of human behavior, which represent the most significant aims of education.<sup>20</sup>

#### Competency-Based Education

The Business Education Forum published an article by Brown entitled "Competency-Based System for Accounting Instruction." Brown suggested five areas which the evolution of the competency-based system followed:

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<sup>20</sup>Asahel D. Woodruff and Philip G. Kapfer, "Behavioral Objectives and Humanism in Education: A Question of Specificity," Educational Technology 12 (January 1972):51.

1. Statement of course competencies.  
By writing the competency statements in general terms it is conceivable that 10-15 statements would cover the entire beginning high school accounting course.
2. Statement of instructional objectives.  
Once the instructor has determined the competencies for the course it is necessary to provide more specific guidelines that can be referred to as instructional objectives.
3. Development of learning activities and instructional strategies.  
All activities and strategies should be directly related to what was stated in the course competencies and instructional objectives. All activities should be goal directed.
4. Development of evaluation procedures.  
Evaluative instruments should cover the material presented in the instructional objectives. A more general coverage of competency statements should also be included. Since students will know what the competency statements and the instructional objectives are, it may be said we are suggesting that one "teach to the text." In competency based systems it is understood that we will "make public" what is to be learned, how it will be learned, and the standard to be met in determining student competency. The student should not be led through various learning activities only to find that what was learned will not be evaluated.  
Evaluation procedures should include both subjective and objective procedures.
5. Development of remedial strategies.  
All too often the instructional process ends with an evaluation of the students. Many teachers believe it is appropriate to "move on" when they realize "favorable" distribution of grades. However, all may not be as it should be. The instructor

should attempt to determine why some students have not learned as well as others, what their needs are, and how one might change the instructional process to better meet the needs of the C, D, or F students.<sup>21</sup>

The arrival of the "systems approach" in American educational thought and policy brought with it numerous attempts to apply operations research, management theory, cybernetics, and systems analysis to educational problems. One of these attempts--the movement for competency-based teacher education (CBTE)--began to assess and redefine the role of teacher education in American society. Advocates of CBTE set about to plan and implement the reform of teacher education by the systematic use of explicit instructional objectives expressed in behavioral terms.<sup>22</sup>

Supporters of CBTE advocated the use of behavioral objectives for numerous reasons. According to Burns:

. . . we not only want the teacher to perform, we want him to perform well, or competently. Therefore, we conclude that a teacher-education program should be based upon

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<sup>21</sup>Kenneth W. Brown, "Competency-Based System for Accounting Instruction," Business Education Forum 31:7 (April 1977):17-19.

<sup>22</sup>Edward W. Stevens, Jr., "Alternatives in Competency-Based Education," Educational Forum 46:1 (November 1976):37.

objectives--statements of specific learnable behaviors, including (when desirable or necessary) standards of performance.<sup>23</sup>

McDonald noted that:

. . . unless taxonomic work proceeds at a more rapid pace than its current one, descriptions of the objectives of competency-based teacher-education programs must continue to be developed ad hoc by each institution that decides to implement such a program. Such fragmented development is unlikely to produce the consensus needed for development and adoption of competency-based certification programs.<sup>24</sup>

A large number of CBTE advocates would have agreed with Jones' statement that: ". . . in competency-based instruction the burden of learning falls on the student; he is the one responsible for demonstrating competency."<sup>25</sup>

At the same time, it was one of the most curious inconsistencies in CBTE that, according to the dictates

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<sup>23</sup>Richard W. Burns, "The Central Notion: Explicit Objectives," in W. Robert Houston and Robert B. Howsam, eds., Competency-Based Teacher Education (Chicago, Ill.: Research Associates, 1972), p. 68.

<sup>24</sup>Frederick J. McDonald, "Evaluation of Teaching Behavior," in W. Robert Houston and Robert B. Howsam, eds., Competency-Based Teacher Education (Chicago, Ill.: Research Associates, 1972), p. 68.

<sup>25</sup>Howard L. Jones, "Implementation of Programs," in W. Robert Houston and Robert B. Howsam, eds., Competency-Based Teacher Education (Chicago, Ill.: Research Associates, 1972), p. 131.

of accountability, the teacher was held responsible for the learning of the student, yet this contention would probably only compound the difficulties, since it was unclear how one who did not demonstrate the performance objectives of students could be held accountable for their attainment. Rather, it should have been clear that what the teacher should have been accountable for was arranging the contingencies which facilitated the learning and the achievement of performance objectives. Until the relationships between facilitative contingencies of learning itself are clarified by empirical evidence, however, it is unlikely that a just appraisal of responsibility can be made.<sup>26</sup>

Students were leaving school without the basic skills necessary to function as contributing members of society and parents were asking embarrassing questions about accountability. How could vocational educators answer critics on the question of accountability?<sup>27</sup>

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<sup>26</sup>Stevens, "Alternatives in Competency-Based Teacher Education," pp. 37-39.

<sup>27</sup>"V-TECS: The Push to Competency-Based Curriculum," American Vocational Journal 51:1 (September 1976):32.

Competency-based education emerged as one approach. The Vocational-Technical Education Consortium of States (V-TECS) offered a basis for solving this problem. V-TECS was made up of a group of thirteen states: Alabama, Delaware, Florida, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, South Carolina, Tennessee, and Virginia. V-TECS had two associate members: the U.S. Air Force Air Training Command and the U.S. Naval Education and Training Command. The efforts of this consortium were administered by the Commission on Occupational Education Institutions/Southern Association of Colleges and Schools.<sup>28</sup>

The primary purpose of V-TECS was to develop valid catalogs of performance objectives, criterion-referenced measures, and performance guides for learners in vocational-technical education. Priorities for the production of catalogs were identified by studying manpower needs, program needs, employment opportunities, student interest surveys, and the need for curriculum development in particular occupational areas. In an effort to identify all materials, tasks, tools, equipment, and the relative

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<sup>28</sup> Ibid., pp. 28-29.

amount of time spent on each task, an occupational survey was made by asking a representative sample of all workers in the selected occupational area to participate.<sup>29</sup>

The U.S. Air Force, through the Air Training Command, was perhaps the world's largest developer of technical curricula. This command constantly must design, improve, update, or revise over 3,500 courses to provide necessary training for thousands of men and women who enter the U.S. Air Force every day.<sup>30</sup>

To meet these requirements and anticipate new technological developments, the Air Training Command employed a highly systematic approach to curriculum design known as Instructional Systems Development (ISD). ISD was a process which began with task analysis. Training requirements then were defined and job-relevant behavioral objectives were developed. These objectives contained measurable, observable behavior, the conditions under which that behavior was to be performed, and the standard to which it was performed. As objectives were developed,

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<sup>29</sup> Ibid., p. 29.

<sup>30</sup> "The Air Force Systems Approach to Curriculum Design," American Vocational Journal 51:1 (September 1976):28-29.

criterion rather than norm-referenced tests were developed. Instruction then was planned, media and equipment selected, and the instruction validated by trying it out and modifying it until it worked. Once validated, the instruction was implemented and continuous evaluation was conducted to provide feedback necessary in order to maintain the quality and cost-effectiveness of the program.<sup>31</sup>

The Interstate Distributive Education Curriculum (IDECC) was a body of knowledge, attitudes, and skills in the form of five hundred LAPs (Learning Activity Packages). The LAPs were tailored for secondary, postsecondary, and adult individualized curriculums. The LAPs were divided into ten traditional Distributive Education areas of: Advertising, Communications, Display, Human Relations, Management, Applied Mathematics, Merchandising, Product and Service Technology, Operations, and Selling. The LAPs were constructed to prepare students in any of seventy-six occupations (sixty-nine core occupations). The seventy-six occupations spanned seven marketing institutions of

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<sup>31</sup>Ibid.

Department Store, Food Store, Hotel-Motel, Restaurant, Service Station, Variety Store, and Wholesaling.<sup>32</sup>

The IDECC was based on the research of Professor Lucy C. Crawford and staff, who interviewed four hundred workers and managers to determine critical tasks performed by them in their jobs. This research was carried out between the years of 1965 and 1967 under a U.S. Office of Education grant. Subsequent validation was accomplished in Wisconsin and Nebraska. The result of their efforts produced a six-volume research paper which identified 983 competencies (knowledges, attitudes, and skills) of job performance required by seventy-six occupations investigated in the seven marketing institutions listed above. The work, employing the technique of critical task analysis, was conducted in the field in six cities and towns in Virginia.<sup>33</sup>

In 1969, the Wisconsin State Superintendent of Schools appointed a committee to work with Wayne Harrison, Consultant for Marketing and Distributive Education, to develop a curriculum. A total of 120 of the more common

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<sup>32</sup>Interstate Distributive Education Curriculum Consortium, Learning Manager's Guide, p. 15.

<sup>33</sup>Ibid.

competencies was developed into LAPs. In 1971, a consortium of eleven states was formed to maximize resources. The consortium agreed to divide the 983 competencies among the eleven states. When the work was completed in 1974, five hundred LAPs with sequenced competencies were available for printing.<sup>34</sup>

Each LAP contained from one to fourteen competencies, averaging two per LAP. The number of competencies required for mastery of an individual occupation varied from 109 (Wholesaling Order Selector) to 679 (Variety Store Manager). Each occupation required some fifty-nine competencies common to the other seventy-five jobs, as there were many competencies which were common to two or more occupations in the study.<sup>35</sup>

The designation of Learning Activity Package, as applied to the materials in the IDECC system, was a self-contained package of learning activities in addition to outside references, for a large group, small group, or an independent learner. The LAPs, or groups of LAPs, were designed to develop student competencies required for

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<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

specific career goals. LAPs are a vehicle or tool of instruction, cutting across several teaching methods and learning modes.<sup>36</sup>

#### Summary

The literature reviewed for this study was selected carefully. The criteria for the selection was twofold: first, the study was concerned with a small, select group of teachers who had been involved in implementing the competency-based curriculum designed for teaching distributive education and, second, an Educational Research Information Center (ERIC) search revealed the following prescriptors: Performance Based Education, Performance Based Teacher Education, Educational Accountability, Individualized Programs, Behavioral Objectives, Curriculum, and Individual Instruction.

After reviewing literature related to this study, three main factors emerged. They were:

1. "Accountability" was a term used in education, business, industry, and government. The term at its most basic level meant "having to report, explain or justify" to someone else.

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<sup>36</sup>Ibid.

2. One of the most accepted methods of determining accountability was through the use of statements of performance or behavioral objectives.
3. Competency-based education had emerged as a systems approach that was used extensively by educators in the field of education as well as by those who were responsible for educating people in other agencies. The U.S. Armed Forces used the competency-based systems approach in their educational programs.

## CHAPTER III

### METHODS AND PROCEDURES

The changes in the relationship between production and distribution, the characteristic of a growing labor force in distribution, and the nature of distributive agencies and their services emphasized the need for vocational education to design an instructional program that would have as its objective the preparation of workers for careers in marketing and distribution.

During the period 1963-1972, two important events changed the image and progress of distributive education in the State of Alabama. First was the enactment of the Vocational Education Act of 1963. Although earlier vocational education acts had specified certain allotted funds for distributive education, the 1963 Act was the first federal act that provided funds for extensive expansion in the scope and sequence of the curriculum of distributive education. In addition to the provision of funds for facilities and equipment, the 1963 Act also

provided funds for the training of teachers and supervisory personnel. Second, in 1972, the State Supervisor for Distributive Education and the Teacher Educator for Distributive Education at The University of Alabama recognized the need to organize the distributive education curriculum in the State. Accordingly, the State of Alabama became a member of the Interstate Distributive Education Curriculum Consortium (IDECC). As a result of this decision, the IDECC Curriculum was adopted in the State of Alabama. After development, field testing, and revision, the competency-based curriculum was made available to those teachers and schools who agreed to use it for three academic school years.

In conducting this study, a deliberate effort was made to give distributive education teachers an opportunity to express their opinions regarding the merit of the competency-based curriculum as it was implemented in Alabama. This study sought to determine the extent to which the competency-based curriculum was implemented in Alabama and to determine whether or not it was used primarily to prepare students for competitive events in DECA.

### Population

The questionnaire and the opinionnaire (Appendix A) were distributed to each of the 120 distributive education teachers in Alabama. The distributive education teachers represented 0.3 percent of all teachers employed in the public schools during the 1977-1978 school year.<sup>1</sup>

### Description of the Instruments

#### The Teacher Questionnaire

The teacher questionnaire (Appendix A) was designed after an extensive review of literature and input from the writer's committee members to secure data about the 120 distributive education teachers in Alabama. Specific information requested was: sex, age, educational attainment, number of years teaching experience in distributive education, type of program in which teacher conducted classes, the number of days per week the competency-based curriculum was used in the instructional program, type of instruction the competency-based curriculum was used for (group, individual, teacher use only, competitive events), the areas of the competency-based

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<sup>1</sup>Telephone conversation with Emmitt Jammur, Alabama Education Association Uniserv Director, First District, Leighton, Alabama, 17 October 1977.

curriculum implemented when only selected areas were used, how knowledge of the competency-based curriculum was gained, and the type of institution where the teacher was employed.

### The Teacher Opinionnaire

The opinionnaire, which has a Likert-type scale (Appendix A) was designed after an extensive review of literature and input from the writer's committee members to measure agreement/disagreement about the implementation and merit of the competency-based curriculum in distributive education programs in the State of Alabama. The opinionnaire consisted of ten statements related to the three hypotheses basic to this study.

### Administration of the Instruments

Characteristics similar to the population in this study were used to identify and select six distributive education teachers. This group was asked to respond individually to the questionnaire and the opinionnaire. The purpose of this was to test the clarity of instructions and to determine whether or not the items in the instruments were likely to elicit responses as intended.

After corrections and modifications, the questionnaire and opinionnaire were administered to teachers attending the Annual State Distributive Education Summer Conference and Workshop in Birmingham in August 1977. All distributive education teachers were required to attend the conference; therefore, the assumption was that the required attendance would result in a higher percentage of completed and returned questionnaires and opinionnaires than using the mailout procedure to each teacher. Time and permission were granted by the State Supervisor of Distributive Education to conduct the survey. One hundred and seven teachers responded and returned the completed questionnaires and opinionnaires. The 107 sets of responses represented 89 percent of the total population of 120 distributive education teachers employed for the 1977-1978 school year in Alabama (see Figure 2).

#### Treatment of the Data

According to Best:

The attitude or opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses for each individual statement. For this type analysis by item, three responses are preferable

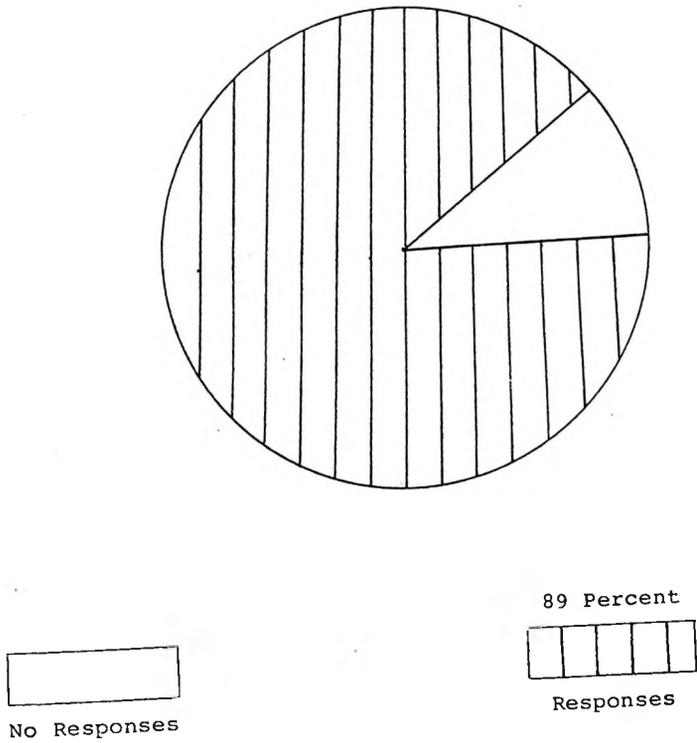


Fig. 2. Percentage of Responses from Competency-Based Curriculum Survey

to the usual five: Agree, Undecided, and Disagree. If a Likert-type scale is used it may be possible to report percentage responses by combining the two outside categories: Strongly Agree and Agree and Disagree and Strongly Disagree.<sup>2</sup>

Kerlinger said the main advantage of the Likert-type scale (five or more options) was that greater variance results when there are five or seven categories of response.<sup>3</sup> Edwards stated, ". . . by consolidating five options (responses) to three you can obtain a more practical test of significance."<sup>4</sup>

A Likert-type opinion scale was used to secure data. The five responses were consolidated into three for reporting purposes.

The data were reported as percentages of all respondents by each category. The results were tested by the  $\chi^2$  (chi-square) distributions to see whether the observed responses to each survey item deviated

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<sup>2</sup> John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 175.

<sup>3</sup> Fred N. Kerlinger, Foundations of Behavioral Research, 2d ed. (New York: Holt, Rinehart, & Winston, 1973), p. 496.

<sup>4</sup> Allan L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Holt, Rinehart, & Winston, 1960), p. 369.

significantly. The .05 level was selected as criterion of significance.

The Univac 1110 Multi-Processor System, Behavioral Sciences Statistics Program Library (ANOV12), The University of Alabama, was used to process these data.

This chapter described the methods, procedures, and treatment of the data. In Chapter IV, the findings of the study are presented.

## CHAPTER IV

### ANALYSIS AND PRESENTATION OF THE DATA

The findings of this study and some possible interpretations of these findings are presented in this chapter.

The following categories were used as factors with which data could be compared to ascertain the effect of personal and background variables as a function of attitude toward the implementation and merit of the IDECC competency-based curriculum: (1) sex, (2) age, (3) educational attainment, (4) teaching experience, (5) program of teaching, (6) extent of implementation, (7) type of instructional program, (8) areas of competency-based curriculum, (9) source of knowledge of competency-based curriculum, and (10) type of institution.

The distribution of data for all teachers for the ten categories also is provided in Appendix B.

#### Data Presentation

The data presented in this chapter were secured

from two sources, the questionnaire and the opinionnaire. The data were analyzed to determine if the purpose of this study was achieved and if the three hypotheses basic to this study were accepted or rejected. Information from categories Six and Seven of the questionnaire suggest that the purpose of this study was met.

The data from category Six, "Extent of Implementation," revealed that eighty-four of the 107 respondents, or 79 percent, used the competency-based curriculum one to two days per week in their instructional program. Only eight, or 7 percent, of the teachers indicated they did not use the competency-based curriculum at all.

Data from category Seven of the questionnaire, "Type of Instructional Program," revealed that sixty-six of the 107 teachers, or 62 percent, indicated they used the competency-based curriculum for individualized instruction while only seventeen of the 107 respondents, or 16 percent, indicated they used the competency-based curriculum primarily for DECA events in their instructional program.

Information secured from the ten opinionnaire items showed that all three hypotheses basic to this study were accepted. Acceptance of hypothesis one which was,

"There exists a positive attitude among teachers that implementation of the competency-based curriculum contributes to the students' success in competitive events sponsored by DECA," was confirmed by data secured from teachers' responses to Items 1, 2, and 3 of the opinionnaire.

Acceptance of hypothesis two which was, "There exists a significant positive relationship between the provision of time or money and the implementation of the competency-based curriculum in distributive education," was corroborated by data secured from teachers' responses to Items 4, 5, and 6 of the opinionnaire.

Acceptance of hypothesis three which was, "There exists a positive attitude among teachers concerning the implementation and merit of the competency-based curriculum in distributive education," was evidenced by the teachers' positive responses to Items 7, 8, 9, and 10 of the opinionnaire.

#### Item 1

The use of the competency-based curriculum prepares students for DECA events. Table 1 reveals the distribution of teachers' responses to the opinionnaire

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TABLE 1  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 1<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				SIG.	Σ Sig.
	SA&A	U	SD&D	X <sup>2</sup>		
<b>Sex</b>						
Male	77	13	10	85.94	.000*	.000*
Female	65	31	4	56.06	.000*	
<b>Age</b>						
20-30 years	55	32	13	26.54	.000*	.000*
31-40 years	58	30	12	32.24	.000*	
41 or over years	67	25	8	55.34	.000*	
<b>Educational Attainment</b>						
Bachelor's	74	11	14	74.54	.000*	.000*
Master's	69	27	4	65.18	.000*	
AA Certificate	70	30	0	74.00	.000*	
<b>Teaching Experience</b>						
1-5 years	73	22	6	72.73	.000*	.000*
6-10 years	80	10	10	98.00	.000*	
11 or more years	58	38	4	44.72	.000*	
<b>Program of Teaching</b>						
Cooperative	57	29	14	28.58	.000*	.000*
Non-cooperative	71	29	0	76.46	.000*	
<b>Extent of The Implementation</b>						
1-2 days per week	75	20	5	81.50	.000*	.000*
3-4 days per week	54	31	15	23.06	.000*	
5 days per week	0	100	0	200.00	.000*	
None	75	13	13	76.00	.000*	
<b>Type of Instructional Program</b>						
Group Instruction	58	33	8	37.88	.000*	.000*
Individualized	73	21	6	74.18	.000*	
Teacher Use Only	58	33	8	37.88	.000*	
DECA Events	82	12	6	107.12	.000*	
<b>Areas of Competency-Based Curriculum</b>						
Advertising	83	17	0	115.34	.000*	.000*
Display	83	9	9	108.44	.000*	
Management	71	14	14	65.64	.000*	
Human Relations	69	13	19	56.16	.000*	
<b>Source of Knowledge of Competency-Based Curriculum</b>						
Preservice	79	14	7	94.58	.000*	.000*
Inservice	70	18	12	61.04	.000*	
Both	70	30	0	74.00	.000*	
<b>Type Institution</b>						
College-University	100	0	0	200.00	.000*	1.000
Junior College	0	0	0	.00	1.000	
High School	71	22	7	76.22	.000*	
Area Vocational Center	71	24	6	69.91	.000*	
AVERAGE	71	22	7	76.22	.000*	.000*

NOTE: SA&A strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup>Item 1: The use of the competency-based curriculum prepares students for DECA competitive events.

\* Significant at the .05 level of significance.

item stated above. The data reveal that there were significant relationships between the sex of the respondents and their expressed opinions. Seventy-seven percent of all male teachers either agreed or strongly agreed with Item 1, whereas only 65 percent of all female teachers expressed agreement.

The data also reveal significant relationships between the age of the teachers and their expressed responses. Of those who were forty-one years of age or older, 67 percent agreed with Item 1, and as the age decreased, the percentage of those who agreed also decreased. Only 55 percent of the teachers between the ages of twenty and thirty expressed agreement with Item 1.

There were also significant relationships between the highest degree held and the expressed opinion to Item 1. The lower the educational attainment, the higher the percentage of those who agreed with Item 1. None of the teachers with AA certificates disagreed and 70 percent of this group indicated agreement with the item.

There was a significant relationship between the number of years of teaching experience and the expressed opinion to Item 1; 80 percent of the teachers with six to

ten years of teaching experience indicated their agreement in comparison to only 58 percent of the teachers with eleven or more years of teaching experience who also indicated their agreement with the item.

An examination of the data also reveals significant relationships between the program of teaching and teachers' responses. There was a higher percentage of those with non-cooperative programs of teaching who agreed with Item 1 than those with the cooperative programs of teaching. Seventy-one percent of the teachers with a non-cooperative program of teaching agreed, whereas 57 percent of the teachers with a cooperative program of teaching indicated agreement with Item 1.

The extent of the implementation reflected a significant influence on teachers' responses. A higher percentage of those with one to two days per week of implementation indicated their agreement. Seventy-five percent of these respondents agreed in comparison to 54 percent of the respondents with three to four days per week implementation who also agreed or strongly agreed with Item 1.

Under the category of the type of instructional program, a significant relationship was revealed between

the DECA events and the individualized or group instruction and the expressed opinion to Item 1. Eighty-two percent of the teachers with DECA event instructional programs indicated their agreement in comparison to 73 percent of those with an individualized instruction program and 58 percent of those with a group instructional program who also agreed or strongly agreed with Item 1.

The data also indicate a significant relationship between teachers' expressed responses and the content areas of the competency-based curriculum. More teachers who used advertising and display content indicated their agreement in comparison to those who used management and human relations categories. Eighty-three percent of the teachers who used content from areas of advertising or display indicated agreement in comparison to 69 percent of those who used the area of human relations and who also indicated similar agreement with Item 1.

An examination of the data also reveals that there were significant relationships between the source of knowledge of the competency-based curriculum and teachers' expressed responses to Item 1. Seventy-nine percent of the teachers whose source of knowledge of the competency-based curriculum was from preservice indicated their

agreement, while only 70 percent of those whose source of knowledge was from inservice agreed or strongly agreed with Item 1.

Further examination of the data in Table 1 reveals that there were significant relationships between the type of institution and teachers' responses to Item 1. The one respondent from the college-university category agreed with Item 1, whereas 71 percent of the area vocational center teachers and 71 percent of the comprehensive high school teachers also agreed with Item 1. There were no responses from junior college teachers.

As a whole, 71 percent of all teachers in all categories agreed or strongly agreed with Item 1, 22 percent indicated indecision, and only 7 percent of all teachers in all categories disagreed or strongly disagreed with Item 1.

## Item 2

Students can be adequately prepared for DECA competitive events without implementation of the competency-based curriculum. Table 2 presents the distribution of teachers' responses for the opinionnaire to the above item for the ten categories under

TABLE 2  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 2<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				x <sup>2</sup>	Sig.	Σ Sig.
	SA&A	U	SD&D				
<u>Sex</u>							
Male	37	25	38		3.14	.207	
Female	35	30	35		.50	.782	.989
<u>Age</u>							
20-30 years	37	39	24		3.98	.135	
31-40 years	45	15	40		15.50	.001*	.150
41 or over years	25	28	47		8.54	.014*	
<u>Educational Attainment</u>							
Bachelor's	37	29	34		.980	.619	
Master's	39	27	35		2.22	.331	1.040
AA Certificate	26	30	43		4.79	.090	
<u>Teaching Experience</u>							
1-5 years	31	39	29		1.70	.568	
6-10 years	47	20	33		10.94	.005*	.573
11 or more years	67	25	8		55.34	.000*	
<u>Program of Teaching</u>							
Cooperative	38	27	35		1.94	.619	.641
Non-cooperative	21	36	43		7.58	.022*	
<u>Extent of Implementation</u>							
1-2 days per week	37	27	36		1.83	.595	
3-4 days per week	23	38	38		4.55	.101	.698
5 days per week	100	0	0		200.00	.000*	
None	25	25	50		12.50	.002*	
<u>Type of Instructional Program</u>							
Group Instruction	42	25	33		4.34	.112	
Individualized	32	29	39		1.58	.542	.998
Teacher Use Only	42	25	33		4.34	.112	
DECA Events	41	29	29		2.91	.232	
<u>Areas of Competency-Based Curriculum</u>							
Advertising	33	25	42		4.34	.112	
Display	30	22	48		10.64	.005*	.126
Management	50	21	29		13.46	.002*	
Human Relations	44	38	19		10.11	.007*	
<u>Source of Knowledge of Competency-Based Curriculum</u>							
Preservice	29	36	36		.970	.622	
Inservice	37	27	37		1.99	.627	1.29
Both	39	21	39		6.55	.037	
<u>Type Institution</u>							
College-University	100	0	0		200.00	.000*	
Junior College	0	0	0		.00	.000*	.295
High School	18	26	36		2.48	.289	
Area Vocational Center	18	41	41		10.58	.006*	
AVERAGE	35	28	37		1.36	.528	.528

NOTE: SA&A strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup>Item 2: Students can be adequately prepared for DECA competitive events without implementation of the competency-based curriculum.

\*Significant at the .05 level of significance.

consideration. The data reveal there were no significant relationships between the sex of the respondents and their expressed responses to Item 2.

The data show that there were significant relationships between the age of the teachers and their expressed responses. Forty-five percent of the teachers between thirty-one and forty years of age agreed with Item 2, while only 25 percent of the teachers forty-one years of age or older also agreed with Item 2.

The data reveal that there were no significant relationships between the educational attainment of the teachers and their expressed responses.

Examination of the data reveals that there were significant relationships between the years of teaching experience of the teachers and their responses to Item 2. Sixty-seven percent of the teachers with eleven or more years of experience agreed with Item 2, whereas only 47 percent of the teachers with six to ten years of teaching experience expressed agreement with the item.

Under the category of the program of teaching, the data reveal that there was a significant relationship only among the teachers who teach in non-cooperative programs.

Twenty-one percent of the teachers in non-cooperative programs of teaching agreed with Item 2. Forty-three percent indicated disagreement with Item 2.

Further examination of the data in Table 2 reveals that there were significant relationships between the extent of implementation and the teachers' expressed responses to Item 2. One hundred percent of the teachers who implemented the competency-based curriculum five days per week agreed with Item 2. Twenty-five percent of the teachers who indicated they did not use the curriculum agreed with Item 2.

The data reveal that there were no significant relationships between the teachers' type of instructional program and their expressed responses concerning Item 2.

A study of the data show that there were significant relationships between the teachers who used certain content areas of the competency-based curriculum and their expressed responses. Fifty percent of the teachers who used the area of management agreed with Item 2, while 44 percent of those teachers using the area of human relations agreed and only 30 percent of the teachers who used the content area of display also indicated agreement with Item 2.

Under the category of source of knowledge of the competency-based curriculum, only the teachers who indicated their source was from both preservice and inservice activities indicated significant responses. Thirty-nine percent of those teachers agreed with Item 2. Thirty-nine percent also indicated disagreement with Item 2.

The data reveal that there were significant relationships between the type of institution and teachers' expressed responses. The one respondent from college-university agreed with Item 2. There were no responses from the junior college teachers. Forty-one percent of the teachers in the area vocational centers disagreed with Item 2; however, 41 percent also indicated indecision concerning Item 2.

### Item 3

Implementation of the competency-based curriculum reduces the time required to prepare students for DECA competitive events. Table 3 reveals the distribution of teachers' responses to the opinionnaire item above for the ten categories under consideration. The data reveal no significant relationships between the sex of the respondents and their expressed opinions to Item 3.

TABLE 3  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 3<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents			$\chi^2$	Sig.	$\Sigma$ Sig.
	SAA	U	SD&D			
<u>Sex</u>						
Male	42	35	23	5.54	.061	.890
Female	36	31	33	.380	.829	
<u>Age</u>						
20-30 years	45	34	21	8.66	.013*	.044*
31-40 years	24	45	30	7.09	.028*	
41 or over years	47	19	33	11.88	.003*	
<u>Educational Attainment</u>						
Bachelor's	40	26	34	2.96	.226	.562
Master's	35	39	27	2.22	.331	
AA Certificate	48	30	22	10.64	.005*	
<u>Teaching Experience</u>						
1-5 years	41	39	20	8.06	.018*	.955
6-10 years	40	23	37	4.94	.083	
11 or more years	35	31	35	.317	.854	
<u>Program of Teaching</u>						
Cooperative	38	33	29	1.22	.549	.551
Non-cooperative	50	29	21	13.46	.002*	
<u>Extent of Implementation</u>						
1-2 days per week	39	30	31	1.46	.513	.516
3-4 days per week	38	46	15	15.70	.001*	
5 days per week	0	100	0	200.00	.000*	
None	50	25	25	12.50	.002*	
<u>Type of Instructional Program</u>						
Group Institution	17	33	50	16.34	.001*	1.10
Individualized	42	33	24	4.91	.084	
Teacher Use Only	33	33	33	.000	1.000	
DECA Events	47	29	24	8.78	.013*	
<u>Areas of Competency-Based Curriculum</u>						
Advertising	42	33	25	4.34	.112	.383
Display	39	26	35	2.66	.264	
Management	50	36	14	19.76	.000*	
Human Relations	44	38	19	10.11	.007*	
<u>Source of Knowledge of Competency-Based Curriculum</u>						
Preservice	29	36	36	.970	.622	1.49
Inservice	38	31	28	1.52	.527	
Both	39	33	27	2.18	.337	
<u>Type Institution</u>						
College-University	0	0	100	200.00	.000*	1.57
Junior College	0	0	0	.000	1.000	
High School	39	31	29	1.70	.568	
Area Vocational Center	41	41	18	10.58	.006*	
AVERAGE	40	33	27	2.57	.295	.295

NOTE: SAA strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup> Item 3: Implementation of the competency-based curriculum reduces the time required to prepare students for DECA competitive events.

\* Significant at the .05 level of significance

An examination of the data indicates that there were significant relationships between the age of the teachers and their expressed responses to Item 3. As the teacher's age decreased, the percentage of those who disagreed or strongly disagreed with Item 3 also decreased. Thirty-three percent of those teachers who were forty-one years of age or older disagreed in comparison to 30 percent of those between the ages of thirty-one to forty who also disagreed and in comparison to the 21 percent of those who were thirty years old or younger who also disagreed with Item 3.

The data reveal significant relationships between the educational attainment of the teachers and their expressed responses. The teachers with the highest degree expressed the highest percentage of agreement. The data also reveal that the higher the degree, the less the disagreement. Thirty-four percent of the teachers with bachelor's degrees disagreed with Item 3, while only 22 percent of the teachers with AA certificates expressed disagreement with Item 3.

Under the category of teaching experience, a significant relationship was revealed among the teachers who had been teaching one to five years. Forty-one

percent of those teachers agreed with Item 3 in comparison to only 35 percent of the teachers with eleven or more years' experience.

Further examination of the data reveals that there was a significant relationship between the program of teaching and the teachers' reaction to Item 3. Fifty percent of the teachers with non-cooperative programs agreed with Item 3, whereas only 38 percent of the teachers with cooperative programs had similar agreement.

The data also reveal significant relationship between the extent of implementation of the competency-based curriculum and teachers' expressed responses. One hundred percent of the teachers who used the competency-based curriculum five days per week were undecided about Item 3. Forty-six percent of those who use the curriculum three to four days per week also were indecisive in responding to Item 3. One-half of the sample who responded that they did not use the competency-based curriculum at all expressed agreement with Item 3.

Under the category of type of instructional program, a significant relationship was indicated between the group instruction and DECA events. Forty-seven

percent of the teachers who used the DECA events instructional program agreed with Item 3.

Teachers who used the content areas of management and human relations agreed the strongest with Item 3. Teachers who used those same content areas of the competency-based curriculum also indicated the least disagreement with Item 3.

The data also show that there were no significant relationships between the source of knowledge of the competency-based curriculum and the teachers' expressed responses.

The type of institution had significant influence on teachers' responses to Item 3. One hundred percent of the college-university teachers disagreed with Item 3, while only 18 percent of the teachers in area vocational schools disagreed with Item 3.

As a whole, the data reveal that while one-third of the teachers were undecided in their decision, there were more of those who agreed or strongly agreed than those who disagreed or strongly disagreed with Item 3. Forty percent of the teachers indicated their agreement in comparison to 27 percent of the teachers who indicated their disagreement with Item 3.

Item 4

Adequate time is provided to implement the competency-based curriculum. Table 4 reveals the distribution of teachers' responses for the opinionnaire to Item 4 for the ten categories under consideration. The data indicate that there were significant relationships between the sex of the teachers and their expressed responses. Sixty-five percent of all female teachers agreed with Item 4, whereas 63 percent of all male teachers also agreed with Item 4.

Furthermore, there were significant relationships between the age of the teachers and their expressed responses. Seventy-five percent of those teachers forty-one years of age or older agreed with Item 4, while only 52 percent of the teachers between the ages of thirty-one and forty agreed and 66 percent of those teachers thirty years of age or younger also indicated similar agreement.

From the distribution of teachers' responses under the category of their educational attainment, the data reveal significant relationships between the highest degree held by the teachers and their expressed responses. The higher the degree held, the higher the percentage of agreement with Item 4. Seventy-four percent of the

TABLE 4  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 4<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				x <sup>2</sup>	Sig.	ΣSig.
	SA+A	U	SD+D				
<u>Sex</u>							
Male	63	25	12	42.14	.000*	.000*	
Female	65	29	6	56.06	.000*		
<u>Age</u>							
20-30 years	66	29	5	56.66	.000*		
31-50 years	52	33	15	20.54	.000*	.000*	
40 or over years	75	19	6	80.66	.000*		
<u>Educational Attainment</u>							
Bachelor's	54	29	17	21.38	.000*		
Master's	67	27	6	57.62	.000*	.000*	
AA Certificate	74	26	0	84.56	.000*		
<u>Teaching Experience</u>							
1-5 years	69	25	6	62.66	.000*		
6-10 years	70	17	13	60.74	.000*	.000*	
11 or more years	50	42	8	29.84	.000*		
<u>Program of Teaching</u>							
Cooperative	62	28	10	41.84	.000*	.000*	
Non-cooperative	79	21	0	100.46	.000*		
<u>Extent of Implementation</u>							
1-2 days per week	68	24	8	57.92	.000*		
3-4 days per week	61	31	8	42.38	.000*	.000*	
5 days per week	0	100	0	200.00	.000*		
None	50	38	12	22.64	.000*		
<u>Type of Instructional Program</u>							
Group Instruction	67	33	0	67.34	.000*		
Individualized	68	24	8	57.92	.000*	.000*	
Teacher Use Only	58	25	17	28.14	.000*		
DECA Events	53	35	12	25.34	.000*		
<u>Areas of Competency-Based Curriculum</u>							
Advertising	75	17	8	79.34	.000*		
Display	65	22	13	46.34	.000*	.000*	
Management	79	14	7	94.58	.000*		
Human Relations	75	6	19	80.66	.000*		
<u>Source of Knowledge of Competency-Based Curriculum</u>							
Preservice	71	7	21	68.60	.000*		
Inservice	58	33	8	37.88	.000*	.000*	
Both	67	24	9	54.38	.000*		
<u>Type Institution</u>							
College-University	100	0	0	200.00	.000*		
Junior College	0	0	0	.000	1.000	1.000	
High School	63	28	9	45.02	.000*		
Area Vocational Center	71	24	6	66.91	.000*		
AVERAGE	64	26	10	66.63	.000*	.000*	

NOTE: SA+A strongly agree and agree; U- undecided; SD+D strongly disagree and disagree.

<sup>a</sup>Item 4: Adequate time is provided to implement the competency-based curriculum.

\*Significant at the .05 level of significance.

teachers with AA certificates indicated their agreement in comparison to 67 percent of those with master's degrees and 54 percent of those teachers with bachelor's degrees who also expressed agreement with Item 4.

The data also reveal significant relationships between the teaching experience of teachers and their expressed responses. Those who have less than ten years of teaching experience agreed the strongest with Item 4. Seventy percent indicated their agreement, while only 50 percent of the teachers with more than eleven years of teaching experience indicated similar agreement with Item 4.

The data reveal significant relationships between the program of teaching and teachers' responses. Seventy-nine percent of the teachers with non-cooperative programs of teaching agreed with Item 4, whereas 62 percent of the teachers with cooperative programs of teaching indicated agreement with Item 4.

The extent of the implementation reflected a significant influence on teachers' responses. Those teachers with one to two days per week of implementation expressed the strongest agreement with Item 4. Sixty-eight percent agreed in comparison to 61 percent of those

teachers with three to four days per week implementation who also agreed or strongly agreed with Item 4.

The data also indicate, under the category of instructional program, a significant relationship between the DECA events and the individualized or group instruction and the expressed opinion with Item 4. Sixty-eight percent of the teachers with individualized or group instruction indicated their agreement in comparison to only 53 percent of the teachers with DECA event instructional programs who also agreed or strongly agreed with Item 4.

There were also significant relationships between the teachers' expressed responses and the content areas of the competency-based curriculum. More teachers who used the management content area indicated agreement in comparison to those who used the advertising, human relations, or display content areas. Seventy-nine percent of those who used management indicated their agreement in comparison to 75 percent of those who used advertising or human relations and only 65 percent of those who used display indicated similar agreement with Item 4.

Under the source of knowledge category, the data reveal significant relationships between the source of

knowledge of the competency-based curriculum and the teachers' expressed responses. Seventy-one percent of the teachers whose source of knowledge of the competency-based curriculum was from preservice indicated their agreement, while only 58 percent of those whose source was from inservice agreed or strongly agreed with Item 4.

Further examination of the data reveals that there were significant relationships between the teachers' responses and their type of institution. Seventy-one percent of the teachers teaching in the area vocational centers agreed with Item 4, while 63 percent of the teachers teaching in the high schools also agreed with Item 4. The one teacher from the college-university agreed with Item 4.

As a whole, the data reveal that 64 percent of all teachers under all categories agreed or strongly agreed with Item 4, while 26 percent indicated indecision and only 10 percent of all teachers under all categories disagreed or strongly disagreed with Item 4.

#### Item 5

Adequate materials are available to implement the competency-based curriculum. Table 5 presents the

TABLE 5  
TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 5<sup>a</sup> BY  
SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
OF COMPETENCY-BASED CURRICULUM, SOURCE  
OF KNOWLEDGE OF COMPETENCY-BASED  
CURRICULUM, AND TYPE INSTITUTION

Category	SASA	U	Percentage of All Respondents		Sig.	Σ Sig.
			SD&D	$\chi^2$		
<u>Sex</u>						
Male	50	21	29	13.46	.002*	.002*
Female	60	18	22	32.24	.000*	
<u>Age</u>						
20-30 years	50	24	26	12.56	.002*	.002*
31-40 years	55	18	27	22.34	.000*	
41 or over years	61	17	22	34.82	.000*	
<u>Educational Attainment</u>						
Bachelor's	49	20	31	12.86	.002*	.002*
Master's	59	16	24	31.70	.000*	
AA Certificate	57	26	17	26.42	.000*	
<u>Teaching Experience</u>						
1-5 years	51	24	25	14.04	.001*	.163
6-10 years	73	3	23	78.78	.000*	
11 or more years	42	31	27	3.62	.162	
<u>Program of Teaching</u>						
Cooperative	54	18	28	20.72	.000*	.000*
Non-cooperative	64	29	7	49.58	.000*	
<u>Extent of Implementation</u>						
1-2 days per week	55	19	26	21.86	.000*	.017*
3-4 days per week	46	31	23	8.18	.017*	
5 days per week	100	0	0	200.00	.000*	
None	63	13	25	40.48	.000*	
<u>Type of Instructional Program</u>						
Group Instruction	58	8	33	37.88	.000*	.006*
Individualized	58	21	21	27.38	.000*	
Teacher Use Only	58	25	17	28.34	.000*	
DECA Events	41	18	41	10.58	.006*	
<u>Areas of Competency-Based Curriculum</u>						
Advertising	58	17	25	28.34	.000*	.003*
Display	52	22	26	15.92	.001*	
Management	71	14	14	65.63	.000*	
Human Relations	50	25	25	12.50	.002*	
<u>Source of Knowledge of Competency-Based Curriculum</u>						
Preservice	57	29	14	28.58	.000*	.000*
Inservice	53	22	25	17.54	.000*	
Both	58	12	30	32.24	.000*	
<u>Type Institution</u>						
College-University	0	100	0	200.00	.000*	1.000
Junior College	0	0	0	.000	.000	
High School	55	18	27	22.34	.000*	
Area Vocational Center	59	24	18	29.13	.000*	
AVERAGE	54	20	26	19.96	.000*	.000*

NOTE: SASA strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup>Item 5: Adequate materials are available to implement the competency-based curriculum.

\* Significant at the .05 level of significance.

distribution of teachers' responses to the opinionnaire item above for the ten categories under consideration. The data reveal that there were significant relationships between the sex of the teachers and their expressed responses. Sixty percent of all female teachers either agreed or strongly agreed with Item 5 in comparison to only 50 percent of all male teachers who had similar responses.

The data also distributed teachers' responses according to the age of the teachers and the expressed opinion to Item 5. There was a significant relationship between the age of the teachers and their responses. A greater percentage of those who were forty-one years of age or older expressed their agreement with Item 5. Sixty-one percent agreed, whereas 55 percent of those between the age of thirty-one and forty also agreed and only 50 percent of those thirty years old or younger had similar agreement with Item 5.

The data also reveal significant relationships between the highest degree held by the teachers and their expressed responses. A larger percentage of the teachers with a higher degree indicated their agreement with Item 5. While 59 percent of the teachers with master's

degrees or higher agreed, only 49 percent of those with bachelor's degrees agreed with Item 5.

The data also reveal significant relationships between the teaching experience of the teachers and their expressed responses to Item 5. Seventy-three percent of the teachers with six to ten years' teaching experience agreed with Item 5. Only 42 percent of the teachers with eleven or more years' experience agreed with Item 5. The data also reveal that only 3 percent of the teachers with six to ten years' experience expressed indecision when responding to Item 5.

The data reveal significant relationships between the program of teaching and teachers' responses. There was a higher percentage of those with non-cooperative programs of teaching who agreed with Item 5 than those with cooperative programs of teaching. Sixty-four percent of the teachers with non-cooperative programs agreed, whereas 54 percent of the teachers with cooperative programs of teaching indicated agreement with Item 5.

The extent of the implementation also reflected a significant influence on teachers' responses. A higher percentage of those teachers with one to two days per week of implementation indicated agreement with Item 5.

Fifty-five percent agreed in comparison to 46 percent of those with three to four days per week implementation who showed similar agreement with Item 5.

An examination of the data under the category of the type of instructional program reveals a significant relationship between the DECA events and the other programs of instruction. Forty-one percent of those teachers with DECA event instructional programs indicated agreement with Item 5, whereas 58 percent of those with group instruction, 58 percent of those with individualized instruction, and 58 percent of those with teacher use only programs expressed agreement with Item 5.

The data also indicated a significant relationship between teachers' expressed responses and the content areas of the competency-based curriculum. More teachers who used the management content area indicated agreement with Item 5. Seventy-one percent indicated their agreement in comparison to 52 percent who used display, 58 percent of those who used advertising, and only 50 percent of those who used the area of human relations who indicated similar agreement.

Under the source of knowledge category, the data reveal that there were significant relationships between the teachers' responses to Item 5 and their source of knowledge of the competency-based curriculum. Fifty-seven percent of those teachers whose source of knowledge of the competency-based curriculum was from preservice indicated agreement with Item 5 and only 53 percent of those whose source of knowledge was from inservice agreed or strongly agreed with the same item.

Further examination of the data in Table 5 reveals that there were significant relationships between the teachers' responses to Item 5 and the type of institution in which they teach. Fifty-nine percent of the teachers from area vocational centers agreed with Item 5, whereas 55 percent of the teachers from the comprehensive high schools also agreed with Item 5. The one teacher from a college-university indicated indecision with Item 5.

The total data reveal that 54 percent of all teachers under all categories agreed or strongly agreed with Item 5, 26 percent disagreed or strongly disagreed with Item 5, whereas only 20 percent of all teachers under all categories indicated indecision when responding to Item 5.

Item 6

Adequate money is provided to implement the competency-based curriculum. Table 6 indicates the distribution of teachers' responses to the opinionnaire item above for the ten categories under consideration. The data indicate there were significant relationships between the sex of the respondents and their expressed responses. Thirty-nine percent of the males agreed with Item 6, while 40 percent of the females agreed with this item.

The data reveal significant relationships between Item 6 and the age of the respondents. Fifty-eight percent of the individuals who were forty-one or more years of age expressed agreement with Item 6. Of those thirty-one to forty years of age, 42 percent agreed, while the respondents who were twenty to thirty years of age only expressed agreement 18 percent of the time.

The data indicate significant relationships between educational attainment of teachers and their expressed responses. Respondents with AA certificates had the highest percentage of agreement with 57 percent of the respondents agreeing with Item 6. Those teachers with master's degrees and bachelor's degrees had nearly

TABLE 6  
TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 6<sup>a</sup> BY  
SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
OF COMPETENCY-BASED CURRICULUM, SOURCE  
OF KNOWLEDGE OF COMPETENCY-BASED  
CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				x <sup>2</sup>	Sig.	Σ Sig.
	SAAA	U	SD+D				
<b>Sex</b>							
Male	39	44	17		12.38	.003*	.003*
Female	40	53	7		33.74	.000*	
<b>Age</b>							
20-30 years	18	68	13		56.06	.000*	.002*
31-40 years	42	42	16		13.52	.002*	
41 or over years	58	33	9		16.02	.000*	
<b>Educational Attainment</b>							
Bachelor's	31	49	20		12.86	.002*	.002*
Master's	37	55	8		33.74	.000*	
AA Certificate	57	35	9		34.10	.000*	
<b>Teaching Experience</b>							
1-5 years	33	57	10		33.14	.000*	.001*
6-10 years	47	37	17		13.86	.001*	
11 or more years	42	46	12		20.72	.000*	
<b>Program of Teaching</b>							
Cooperative	41	46	12		20.42	.000*	.000*
Non-cooperative	29	64	7		49.58	.000*	
<b>Extent of Implementation</b>							
1-2 days per week	40	48	12		21.44	.000*	.002*
3-4 days per week	38	54	8		32.72	.000*	
5 days per week	50	50	0		50.00	.000*	
None	25	50	25		12.00	.002*	
<b>Type of Instructional Program</b>							
Group Instruction	33	50	17		16.34	.001*	.015*
Individualized	41	48	11		23.18	.000*	
Teacher Use Only	33	50	17		16.34	.001*	
DECA Events	47	29	24		8.78	.013*	
<b>Areas of Competency-Based Curriculum</b>							
Advertising	33	50	17		16.34	.001*	.001*
Display	52	39	9		29.18	.000*	
Management	57	36	7		37.82	.000*	
Human Relations	44	50	6		34.16	.000*	
<b>Source of Knowledge of Competency-Based Curriculum</b>							
Preservice	14	64	21		44.24	.000*	.001*
Inservice	33	50	17		16.34	.001*	
Both	52	42	6		35.12	.000*	
<b>Type Institution</b>							
College-University	0	100	0		200.00	.000*	1.002
Junior College	0	0	0		.000	1.000	
High School	40	48	11		22.97	.000*	
Area Vocational Center	35	47	18		12.74	.002*	
AVERAGE	39	49	12		22.21	.000*	.000*

NOTE: SAAA strongly agree and agree; U- undecided; SD+D strongly disagree and disagree.

<sup>a</sup>Item 6: Adequate money is provided to implement the competency-based curriculum.

\*Significant at the .05 level of significance.

the same percentages of agreement (master's, 37 percent, and bachelor's, 31 percent).

There was a significant relationship between the number of years teaching experience and the expressed responses of the respondents to Item 6. Individuals with six to ten years of experience showed the highest percentage of agreement with 47 percent agreeing with Item 6. The respondents with only one to five years' experience had the lowest percentage of agreement with Item 6--33 percent.

An examination of the program of teaching and the teachers' responses also revealed a significant relationship with Item 6. Teachers in cooperative programs indicated a higher percentage of agreement with 41 percent agreeing with Item 6, while only 29 percent of the teachers with non-cooperative programs agreed with Item 6.

The extent of implementation revealed a significant relationship with Item 6. Of the eighty-four respondents implementing the competency-based curriculum one to two days per week, 40 percent agreed with Item 6. The highest agreement was in the group which implemented the competency-based curriculum five days per week. Of

this group, 50 percent of the two individuals who responded were in agreement with Item 6.

The type of instructional program revealed a significant relationship between individualized instruction and teachers' expressed responses as well as DECA events and the responses of the teachers. Forty-one percent of the teachers using individualized instruction agreed with Item 6, while 47 percent of the teachers using the competency-based curriculum for DECA events agreed with Item 6.

The data also reveal a significant relationship between the content areas of the competency-based curriculum and the responses of the teachers to this survey. Fifty-seven percent of the teachers who used the content area of management agreed with Item 6 and 52 percent of the teachers who used the content area of display showed similar agreement with Item 6.

A significant relationship also existed between the source of knowledge of the competency-based curriculum and the responses of the teachers. Fifty-two percent of those respondents who received both inservice and pre-service knowledge of the competency-based curriculum agreed with Item 6. Only 14 percent of the respondents

who had only preservice knowledge expressed agreement with Item 6.

The data show that there were significant relationships between the type of institution and teachers' responses to Item 6. Forty percent of the teachers in the comprehensive high schools agreed with Item 6 in comparison to 35 percent of the teachers working in the area vocational centers. Forty-eight percent of the high school teachers showed indecision when responding to Item 6, while 18 percent of the teachers who teach in area vocational centers disagreed with Item 6.

Thirty-nine percent of the respondents in all categories agreed with Item 6. Forty-nine percent of the teachers in all categories were undecided with regard to Item 6 and 12 percent of all respondents under all categories disagreed or strongly disagreed with Item 6.

#### Item 7

Implementation of the competency-based curriculum develops competencies necessary for successful employment.

Table 7 presents the distribution of teachers' responses to the opinion survey scale item above for the ten categories under consideration. The data reveal that

TABLE 7  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 7<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				x <sup>2</sup>	Sig.	Σ Sig.
	SA&A	U	SD&D				
<b>Sex</b>							
Male	62	17	21	37.22	.000*	.000*	
Female	67	27	6	57.62	.000*		
<b>Age</b>							
20-30 years	50	34	16	17.36	.000*	.000*	
31-40 years	70	15	15	60.50	.000*		
41 or over years	75	17	8	79.34	.000*		
<b>Educational Attainment</b>							
Bachelor's	54	23	23	19.22	.000*	.000*	
Master's	63	27	10	43.94	.000*		
AA Certificate	83	13	4	112.22	.000*		
<b>Teaching Experience</b>							
1-5 years	57	31	12	30.62	.000*	.000*	
6-10 years	77	10	13	85.94	.000*		
11 or more years	65	19	15	46.79	.000*		
<b>Program of Teaching</b>							
Cooperative	62	24	14	38.48	.000*	.000*	
Non-cooperative	79	14	7	94.58	.000*		
<b>Extent of Implementation</b>							
1-2 days per week	65	21	13	47.52	.000*	.000*	
3-4 days per week	69	23	8	60.62	.000*		
5 days per week	0	100	0	200.00	.000*		
None	63	13	25	40.47	.000*		
<b>Type of Instructional Program</b>							
Group Instruction	50	42	8	29.84	.000*	.000*	
Individualized	68	21	11	55.58	.000*		
Teacher Use Only	58	17	25	28.34	.000*		
DECA Events	65	18	18	43.74	.000*		
<b>Areas of Competency-Based Curriculum</b>							
Advertising	67	25	8	55.34	.000*	.000*	
Display	65	26	9	49.46	.000*		
Management	79	7	14	94.58	.000*		
Human Relations	81	6	13	102.98	.000*		
<b>Source of Knowledge of Competency-Based Curriculum</b>							
Preservice	50	29	21	13.46	.002*	.002*	
Inservice	58	25	17	28.34	.000*		
Both	76	15	9	82.46	.000*		
<b>Type Institution</b>							
College-University	100	0	0	200.00	.000*	1.000*	
Junior College	0	0	0	.000	.000*		
High School	63	25	12	42.14	.000*		
Area Vocational Center	71	12	18	62.63	.000*		
AVERAGE	64	22	14	43.71	.000*	.000*	

NOTE: SA&A strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup>Item 7: Implementation of the competency-based curriculum develops competencies necessary for successful employment.

\*Significant at the .05 level of significance.

there were significant relationships between the sex of the respondents and their expressed responses. Sixty-seven percent of all female teachers either agreed or strongly agreed with Item 7, whereas 62 percent of all male teachers showed similar agreement.

There was a significant relationship between the age of the teachers and their expressed responses. Seventy-five percent of those teachers forty-one years of age or older agreed with Item 7. Only 50 percent of those teachers twenty to thirty years of age expressed their agreement with Item 7.

There were also significant relationships between the highest degree held and the expressed responses to Item 7. The higher the educational attainment, the higher the percentage of those who agreed with Item 7. Eighty-three percent of the teachers with AA certificates agreed with Item 7 in comparison to 63 percent of those with master's degrees and 54 percent of those holding bachelor's degrees.

The data also reveal significant relationships between the number of years of teaching experience and the expressed responses to Item 7. Seventy-seven percent of the teachers with six to ten years experience in

teaching distributive education indicated their agreement with Item 7, whereas only 57 percent of the teachers with one to five years' teaching experience in distributive education agreed with Item 7.

An examination of the data also reveals significant relationships between the programs of teaching and the teachers' responses. There was a higher percentage of those with non-cooperative programs of teaching who agreed with Item 7. Seventy-nine percent of the teachers with non-cooperative programs agreed with Item 7. Sixty-two percent of the teachers with cooperative programs of teaching indicated similar agreement with Item 7.

Under the category of extent of implementation, a significant relationship was revealed. Sixty-nine percent of the teachers who implemented the competency-based curriculum three to four days per week agreed with Item 7, whereas 65 percent of those who used the competency-based curriculum one to two days per week also indicated agreement with Item 7.

The data reveal significant relationships between teachers' responses and the type of instructional program. Sixty-eight percent of the teachers with individualized instruction programs agreed with Item 7. Only 50 percent

of the teachers with group instruction programs indicated agreement with Item 7.

The data also indicate a significant relationship between teachers' responses and the content areas of the competency-based curriculum. Teachers who used the content area of human relations indicated the highest percentage of agreement, 81 percent; however, those who used the area of management also indicated a very high percentage of agreement, 79 percent. Sixty-five percent of those using the content area of display agreed with Item 7, while 67 percent of those teachers using the area of advertising also indicated agreement with Item 7.

An examination of the data also reveals that there were significant relationships between the source of knowledge of the competency-based curriculum and teachers' expressed responses to Item 7. Seventy-six percent of the teachers who gained their knowledge of the competency-based curriculum through both preservice and inservice activities agreed with Item 7 in comparison to only 50 percent of those who indicated their source of knowledge of the competency-based curriculum was gained prior to teaching.

The data reveal that there were significant relationships between the type of institution and teachers' expressed responses to Item 7. Seventy-one percent of the teachers in area vocational centers agreed with Item 7, while 63 percent of the teachers in the high schools also agreed with Item 7. The one respondent from college-university also agreed with Item 7.

As a whole, 64 percent of all teachers under all categories agreed or strongly agreed with Item 7, 22 percent indicated indecision, and only 14 percent of all teachers under all categories disagreed or strongly disagreed with Item 7.

#### Item 8

The use of the competency-based curriculum in an instructional program promotes higher achievement.

Table 8 reveals the distribution of teachers' responses to the opinion survey scale item above for the ten categories under consideration. The data reveal that there were significant relationships between the sex of the respondents and their expressed responses. Sixty-two percent of all male teachers agreed with Item 8, whereas only 53 percent of all female teachers agreed with Item 8.

TABLE 8  
TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 8<sup>a</sup> BY  
SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
OF COMPETENCY-BASED CURRICULUM, SOURCE  
OF KNOWLEDGE OF COMPETENCY-BASED  
CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents				Sig.	Σ Sig.
	SA+A	U	SD+D	X <sup>2</sup>		
<b>Sex</b>						
Male	62	21	17	37.22	.000*	.000*
Female	53	38	9	10.02	.000*	
<b>Age</b>						
20-30 years	45	45	11	22.89	.000*	
31-40 years	55	24	21	21.26	.000*	.000*
41 or over years	72	19	8	10.97	.000*	
<b>Educational Attainment</b>						
Bachelor's	46	34	20	10.16	.007*	
Master's	61	27	12	37.82	.000*	.007*
AA Certificate	65	30	4	56.79	.000*	
<b>Teaching Experience</b>						
1-5 years	55	35	10	30.50	.000*	
6-10 years	63	27	10	43.94	.000*	.000*
11 or more years	54	23	23	19.22	.000*	
<b>Program of Teaching</b>						
Cooperative	57	29	14	28.58	.000*	
Non-cooperative	57	36	7	37.82	.000*	.000*
<b>Extent of Implementation</b>						
1-2 days per week	57	32	11	31.82	.000*	
3-4 days per week	69	15	15	58.91	.000*	.000*
5 days per week	0	0	100	200.00	.000*	
None	50	38	13	21.17	.000*	
<b>Type of Instructional Program</b>						
Group Instruction	67	17	17	49.50	.000*	
Individualized	58	30	12	32.24	.000*	.001*
Teacher Use Only	50	33	17	16.34	.001*	
DECA Events	53	35	12	25.34	.000*	
<b>Areas of Competency-Based Curriculum</b>						
Advertising	42	33	25	4.34	.112	
Display	65	30	4	56.79	.000*	.112
Management	79	7	14	94.58	.000*	
Human Relations	63	13	25	40.47	.000*	
<b>Source of Knowledge of Competency-Based Curriculum</b>						
Preservice	50	14	36	19.76	.000*	
Inservice	55	32	13	26.54	.000*	.000*
Both	58	33	9	16.02	.000*	
<b>Type Institution</b>						
College-University	100	0	0	200.00	.000*	
Junior College	0	0	0	.000	1.000	1.000
High School	55	33	12	27.74	.000*	
Area Vocational Center	65	18	18	43.74	.000*	
AVERAGE	57	30	13	29.84	.000*	.000*

NOTE: SA+A strongly agree and agree; U- undecided; SD+D strongly disagree and disagree.

<sup>a</sup>Item 8: The use of the competency-based curriculum in an instructional program promotes higher achievement.

\*Significant at the .05 level of significance.

There were also significant relationships between the age of the teachers and their expressed responses. Of those who were forty-one years of age or older, 72 percent agreed with Item 8, and as the age increased the percentage of agreement increased. Only 45 percent of the teachers between the ages of twenty and thirty expressed their agreement with Item 8.

The data also reveal significant relationships between the highest degree held and the expressed responses to Item 8. The higher the educational attainment, the higher the percentage of those who agreed with Item 8. Sixty-five percent of the teachers with AA certificates agreed with Item 8, whereas only 46 percent of those with bachelor's degrees indicated similar agreement.

There was a significant relationship between the number of years of teaching experience and the expressed responses to Item 8. Sixty-three percent of the teachers with six to ten years of teaching experience indicated their agreement in comparison to only 54 percent of the teachers with eleven or more years of teaching experience who also indicated their agreement with Item 8.

An examination of the data also reveals significant relationships between the program of teaching and teachers' responses. Teachers in non-cooperative programs and teachers in cooperative programs had identical percentages of agreement with Item 8, 57 percent.

The extent of the implementation reflected a significant influence on teachers' responses. A higher percentage of those with three to four days of implementation per week indicated their agreement. Sixty-nine percent agreed with Item 8 in comparison to 57 percent of those with one to two days per week implementation who also agreed with Item 8.

Under the category of the type of instructional program, a significant relationship was revealed between the group instruction and DECA events. Sixty-seven percent of the teachers with group instruction programs agreed with Item 8.

Under the category of areas of competency-based curriculum, the data reveal significant relationships. Seventy-nine percent of the teachers who indicated they used the management content area agreed with Item 8. Sixty-five percent of the teachers who indicated they used the display content area expressed agreement with

Item 8 and 63 percent of the respondents who used the human relations content area also showed similar agreement with Item 8.

An examination of the data also reveals that there were significant relationships between the source of knowledge of the competency-based curriculum and teachers' expressed responses to Item 8. Fifty-eight percent of the teachers whose knowledge of the competency-based curriculum was gained from both preservice and inservice agreed with Item 8 in comparison to 50 percent of those whose knowledge was gained during preservice activities who also agreed with Item 8.

The type of institution where teachers work had a significant influence on teachers' responses to Item 8. Fifty-five percent of the high school teachers agreed with Item 8. Sixty-five percent of the teachers in area vocational centers also agreed and 100 percent of the college-university teachers agreed with Item 8.

As a group, 57 percent of all teachers in all categories agreed or strongly agreed with Item 8, 30 percent indicated indecision, and 13 percent of all teachers in all categories disagreed or strongly disagreed with Item 8.

Item 9

The use of the competency-based curriculum prepares students for reaching career objectives. Table 9 indicates the distribution of teachers' responses to the opinionnaire item above for the ten categories under consideration. The data reveal significant relationships between the sex of the respondents and their expressed responses. Sixty-four percent of all female teachers responding agreed with Item 9, whereas 56 percent of all male teachers responding indicated similar agreement.

The data in Table 9 also reveal significant relations between the age of teachers and their expressed responses. Of those forty-one years of age or older, 67 percent agreed with Item 9, whereas only 55 percent of those twenty to thirty years of age agreed with Item 9.

There were also significant relationships between the highest degree held and the responses to Item 9. The higher the educational attainment, the higher the percentage of those who agreed with Item 9. Seventy percent of the teachers with AA certificates, 61 percent of the teachers with master's degrees, and 51 percent of the teachers with bachelor's degrees agreed with Item 9.

TABLE 9  
TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 9<sup>a</sup> BY  
SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
OF COMPETENCY-BASED CURRICULUM, SOURCE  
OF KNOWLEDGE OF COMPETENCY-BASED  
CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents			$\chi^2$	Sig.	$\Sigma$ Sig.
	SA&A	U	SD&D			
<u>Sex</u>						
Male	56	29	15	26.06	.000*	.000*
Female	64	29	7	49.58	.000*	.000*
<u>Age</u>						
20-30 years	55	32	13	26.54	.000*	.000*
31-40 years	58	30	12	32.24	.000*	.000*
41 or over years	67	25	8	55.34	.000*	.000*
<u>Educational Attainment</u>						
Bachelor's	51	26	23	14.18	.001*	.001*
Master's	61	33	6	45.18	.000*	.001*
AA Certificate	70	26	4	67.76	.000*	.000*
<u>Teaching Experience</u>						
1-5 years	57	33	10	33.14	.000*	.000*
6-10 years	63	23	13	42.42	.000*	.000*
11 or more years	62	27	12	39.11	.000*	.000*
<u>Program of Teaching</u>						
Cooperative	58	29	13	11.22	.000*	.000*
Non-cooperative	71	29	0	76.46	.000*	.000*
<u>Extent of Implementation</u>						
1-2 days per week	62	26	12	39.72	.000*	.000*
3-4 days per week	62	31	8	43.62	.000*	.000*
5 days per week	0	100	0	200.00	.000*	.000*
None	50	38	13	21.17	.000*	.000*
<u>Type of Instructional Program</u>						
Group Instruction	50	42	8	29.86	.000*	.000*
Individualized	62	27	11	40.82	.000*	.000*
Teacher Use Only	67	8	25	55.34	.000*	.000*
DECA Events	53	41	6	35.78	.000*	.000*
<u>Areas of Competency-Based Curriculum</u>						
Advertising	58	25	17	28.34	.000*	.001*
Display	52	26	22	35.92	.001*	.001*
Management	71	14	14	65.63	.000*	.000*
Human Relations	69	13	19	56.16	.000*	.000*
<u>Source of Knowledge of Competency-based Curriculum</u>						
Preservice	64	14	21	44.42	.000*	.000*
Inservice	55	33	12	27.74	.000*	.000*
Both	61	27	12	37.82	.000*	.000*
<u>Type Institution</u>						
College-University	100	0	0	200.00	.000*	.000
Junior College	0	0	0	.000	1.200	1.000
High School	58	30	11	33.88	.000*	.000*
Area Vocational Center	65	24	12	45.88	.000*	.000*
AVERAGE	60	29	11	47.23	.000*	.000*

NOTE: SA&A strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup> Item 9: The use of the competency-based curriculum prepares students for reaching career objectives.

\* Significant at the .05 level of significance.

There was a significant relationship between the number of years of teaching experience and the expressed responses to Item 9. Sixty-three percent of the teachers with six to ten years of teaching experience indicated their agreement in comparison to only 57 percent of the teachers with one to five years of teaching experience who also indicated their agreement with Item 9.

An examination of the data also reveals a significant relationship between the program of teaching and teachers' responses. There was a higher percentage of those teachers with non-cooperative programs of teaching who agreed with Item 9 than those with the cooperative programs of teaching. Seventy-one percent of the teachers with a non-cooperative program of teaching agreed with Item 9, while only 58 percent of the teachers with a cooperative program of teaching indicated agreement with the same item.

The extent of implementation indicated a significant influence on teachers' responses. Teachers who implemented the competency-based curriculum one to two days per week and those who indicated they used the curriculum three to four days per week both responded with the same percentage of agreement with Item 9, 62 percent.

Of those who indicated they implemented the competency-based curriculum five days per week, none agreed with Item 9.

Under the category of the type of instructional program, a significant relationship was revealed between the group instruction and teacher use only and the expressed responses to Item 9. Sixty-seven percent of the teachers who had teacher use only programs agreed with Item 9, whereas only 50 percent of the teachers who had group instruction programs agreed with Item 9.

The data in Table 9 also indicate a significant relationship between teachers' responses and the content areas of the competency-based curriculum. Teachers who used the content area of management indicated a higher percentage of agreement with Item 9 than those who used the areas of advertising, display, or human relations. Seventy-one percent of the teachers who used the management area indicated their agreement, while only 52 percent of those who used the display area agreed with Item 9.

An examination of the data also reveals that there were significant relationships between the source of knowledge of the competency-based curriculum and teachers' expressed responses to Item 9. Sixty-four percent of the

teachers whose knowledge of the competency-based curriculum was gained during preservice activities indicated agreement with Item 9, whereas only 55 percent of those whose source of knowledge of the competency-based curriculum was from inservice agreed with Item 9.

Further examination of the data reveals that there were significant relationships between the type of institution and teachers' responses to Item 9. Sixty-five percent of the teachers in area vocational centers agreed with Item 9, while 58 percent of the high school teachers also agreed with Item 9. The one respondent from college-university also agreed. There were no responses from junior college teachers.

As a whole, 60 percent of all teachers under all categories agreed or strongly agreed with Item 9, 29 percent showed indecision, and only 11 percent of all teachers under all categories disagreed or strongly disagreed with Item 9.

#### Item 10

Implementation of the competency-based curriculum is an effective way to provide individualized instruction. Table 10 reveals the distribution of teachers' responses

TABLE 10  
 TEACHERS' RESPONSES TO OPINION SURVEY SCALE ITEM 10<sup>a</sup> BY  
 SEX, AGE, EDUCATIONAL ATTAINMENT, TEACHING EXPERI-  
 ENCE, PROGRAM OF TEACHING, EXTENT OF IMPLEMENTA-  
 TION, TYPE OF INSTRUCTIONAL PROGRAM, AREAS  
 OF COMPETENCY-BASED CURRICULUM, SOURCE  
 OF KNOWLEDGE OF COMPETENCY-BASED  
 CURRICULUM, AND TYPE INSTITUTION

Category	Percentage of All Respondents			$\chi^2$	Sig.	$\Sigma$ Sig.
	SA&A	U	SD&D			
<b>Sex</b>						
Male	80	12	8	98.24	.000*	.000*
Female	82	16	2	109.52	.000*	
<b>Age</b>						
20-30 years	85	13	3	117.02	.000*	
31-40 years	76	18	6	84.08	.000*	.000*
41 or over years	81	11	6	111.38	.000*	
<b>Educational Attainment</b>						
Bachelor's	80	11	9	98.06	.000*	
Master's	84	12	4	116.48	.000*	.000*
AA Certificate	78	22	0	97.06	.000*	
<b>Teaching Experience</b>						
1-5 years	82	16	2	109.52	.000*	
6-10 years	87	7	7	126.73	.000*	.000*
11 or more years	73	19	8	72.62	.000*	
<b>Program of Teaching</b>						
Cooperative	80	15	5	99.50	.000*	.000*
Non-cooperative	93	7	0	160.94	.000*	
<b>Extent of Implementation</b>						
1-2 days per week	83	13	4	112.22	.000*	
3-4 days per week	85	15	0	123.50	.000*	.000*
5 days per week	50	50	0	50.00	.000*	
None	63	13	25	40.48	.000*	
<b>Type of Instructional Program</b>						
Group Instruction	67	33	0	67.34	.000*	
Individualized	82	14	5	105.29	.000*	.000*
Teacher Use Only	67	17	17	49.50	.000*	
DCA Events	100	0	0	200.00	.000*	
<b>Areas of Competency-Based Curriculum</b>						
Advertising	92	0	8	155.84	.000*	
Display	78	17	4	94.60	.000*	.000*
Management	93	7	0	160.94	.000*	
Human Relations	81	13	6	102.98	.000*	
<b>Source of Knowledge of Competency-Based Curriculum</b>						
Preservice	79	0	21	100.46	.000*	
Inservice	71	22	5	75.14	.000*	.000*
Both	94	6	0	164.16	.000*	
<b>Type Institution</b>						
College-University	100	0	0	200.00	.000*	
Junior College	0	0	0	.000	1.000	1.000
High School	80	15	6	96.85	.000*	
Area Vocational Center	88	12	0	136.64	.000*	
Average	81	14	5	104.52	.000*	.000*

NOTE: SA&A strongly agree and agree; U- undecided; SD&D strongly disagree and disagree.

<sup>a</sup>Item 10: Implementation of the competency-based curriculum is an effective way to provide individualized instruction.

\* Significant at the .05 level of significance.

to the opinionnaire item above for the ten categories under consideration. The data indicate there were significant relationships between the sex of the respondents and their expressed responses. Eighty-two percent of all female teachers agreed with Item 10, whereas 80 percent of all male teachers expressed agreement.

The data also reveal significant relationships between the age of the teachers and their expressed responses. Of those twenty to thirty years of age, 84 percent agreed with Item 10. Eighty-three percent of the teachers forty-one years of age or older agreed with Item 10, while the teachers in the thirty-one to forty year age bracket had the lowest percentage of agreement, 76 percent.

There were also significant relationships between the educational degrees held by the teachers and Item 10. Teachers with the highest degree--AA certificates--had the lowest percentage of agreement with Item 10, 78 percent. Teachers with master's degrees showed the highest percentage of agreement, 84 percent, while teachers with bachelor's degrees indicated the next highest percentage of agreement with Item 10, 80 percent.

There was a significant relationship between the number of years' teaching experience and teachers' responses to Item 10; 87 percent of the teachers with six to ten years' teaching experience indicated their agreement in comparison to only 73 percent of the teachers with eleven or more years of teaching experience who also indicated their agreement with Item 10.

A study of the data also reveal significant relationships between the program of teaching and teachers' responses. Teachers in non-cooperative type teaching programs had a higher percentage of agreement with Item 10 than teachers teaching in cooperative type programs, 93 percent to 80 percent.

The extent of the implementation reflected a significant influence on teachers' responses to Item 10. A higher percentage of those with three to four days of implementation indicated agreement with Item 10. Eighty-five percent agreed in comparison to 50 percent of those with five days of implementation per week who also agreed with Item 10.

Under the category of the type of instructional program, a significant relationship was revealed between the DECA events and the individualized instruction or the

group instruction and teacher use and the expressed responses to Item 10. One hundred percent of the teachers with DECA event instructional programs indicated agreement with Item 10 in comparison to 82 percent of those with individualized instruction, 67 percent of those with group instruction, and 67 percent of those with teacher use only who also agreed with Item 10.

The data also indicate a significant relationship between teachers' expressed responses and the content areas of the competency-based curriculum. Teachers who used the content area of management indicated a higher agreement with Item 10 in comparison to the areas of advertising, human relations, and display. Ninety-three percent of the teachers who used the content area of management indicated their agreement in comparison to 92 percent for advertising, 81 percent for human relations, and 78 percent for display who also agreed with Item 10.

An examination of the data also reveals that there were significant relationships between the source of knowledge of the competency-based curriculum and teachers' expressed responses to Item 10. Ninety-four percent of the teachers whose knowledge of the competency-based curriculum was gained from a combination of

preservice and inservice agreed with Item 10 in comparison to 79 percent of those whose knowledge was gained through preservice and 73 percent of those whose knowledge was gained through inservice activities who also expressed agreement with Item 10.

Further examination also reveals significant relationships between teachers' responses and their type of institution. A higher percentage of those teachers in area vocational centers, 88 percent, indicated their agreement with Item 10, whereas only 80 percent of those teaching in comprehensive high schools agreed with Item 10.

As a whole, 81 percent of all teachers for all categories expressed agreement or strong agreement with Item 10. Fourteen percent indicated indecision, and only 5 percent of the sample under all categories disagreed or strongly disagreed with Item 10.

#### Findings of the Study

Only the respondents who indicated they used the competency-based curriculum five days per week showed indecision when responding to Item 1. All other respondents in all other categories agreed with Item 1.

The data relating to Item 2 showed the greatest variance of responses. All respondents in the categories of sex, educational attainment, type of instructional program, and areas of competency-based curriculum all agreed with Item 2. All respondents in the extent of implementation category disagreed with Item 2. In the category of age, the teachers twenty to thirty years old responded with indecision to Item 2. Teachers thirty-one to forty years of age agreed and teachers forty-one years old or older disagreed with Item 2. Teachers in non-cooperative programs disagreed with Item 2 as did those teachers who gained their knowledge of the competency-based curriculum either by preservice or inservice activities.

Items 3 and 6 were the items with which the respondents indicated the most indecision. At least one group of teachers from each category indicated some indecision when responding to Item 6. The respondents also showed indecision when responding to Item 3. At least one group from five of the ten categories indicated indecision when responding to Item 3.

The only respondent from all categories who did

not agree with Items 4 and 5 was the one respondent from college-university who expressed disagreement.

The data indicate that all respondents from all ten categories agreed or strongly agreed with opinionnaire survey Items 7, 8, 9, and 10. Items 7, 8, 9, and 10 relate to the merit of the competency-based curriculum.

See Figure 3 for a graphic view of the findings of this study.

Category (Variables)	Opinionnaire Items									
	1	2	3	4	5	6	7	8	9	10
<u>Sex</u>										
Male	A	A	A	A	A	U	A	A	A	A
Female	A	A	U	A	A	U	A	A	A	A
<u>Age</u>										
20-30 Years	A	U	A	A	A	U	A	A	A	A
31-40 Years	A	A	U	A	A	U	A	A	A	A
41 or Over	A	D	A	A	A	A	A	A	A	A
<u>Educational Attainment</u>										
Bachelor's	A	A	A	A	A	D	A	A	A	A
Master's	A	A	U	A	A	U	A	A	A	A
AA Certificate	A	D	A	A	A	A	A	A	A	A
<u>Teaching Experience</u>										
1-5 Years	A	U	A	A	A	U	A	A	A	A
6-10 Years	A	A	A	A	A	A	A	A	A	A
11 or More Years	A	A	A	A	A	U	A	A	A	A
<u>Program of Teaching</u>										
Cooperative	A	A	A	A	A	U	A	A	A	A
Non-Cooperative	A	D	A	A	A	U	A	A	A	A
<u>Extent of Implementation</u>										
1-2 Days Per Week	A	D	A	A	A	U	A	A	A	A
3-4 Days Per Week	A	D	U	A	A	U	A	A	A	A
5 Days Per Week	U	D	U	A	A	U	A	A	A	A

Category (Variables)	Opinionnaire Items									
	1	2	3	4	5	6	7	8	9	10
<u>Type of Instructional Program</u>										
Group Instruction	A	A	A	A	A	U	A	A	A	A
Individualized	A	A	A	A	A	U	A	A	A	A
Teacher Use Only	A	A	A	A	A	U	A	A	A	A
DECA Events	A	A	D	A	A	A	A	A	A	A
<u>Areas of Competency-Based Curriculum</u>										
Advertising	A	A	A	A	A	U	A	A	A	A
Display	A	A	A	A	A	A	A	A	A	A
Management	A	A	A	A	A	A	A	A	A	A
Human Relations	A	A	A	A	A	A	A	A	A	A
<u>Source of Knowledge of Competency-Based Curriculum</u>										
Preservice	A	D	U	A	A	U	A	A	A	A
Inservice	A	D	U	A	A	U	A	A	A	A
Both	A	A	A	A	A	A	A	A	A	A
<u>Type Institution</u>										
College-University	A	A	D	A	U	U	A	A	A	A
Junior College	0	0	0	0	0	0	0	0	0	0
High School	A	A	A	A	A	U	A	A	A	A
Area Vocational Centers	A	U	A	A	A	U	A	A	A	A

A = Agree; U = Undecided; D = Disagree; 0 = No Response

Fig. 3. A Graphic View Indicating the Findings of the Study

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

In 1972, the State Supervisor for Distributive Education in Alabama and the Teacher Educator at The University of Alabama saw a need to reorganize the state distributive education curriculum. Also in 1972, Alabama entered the Interstate Distributive Education Curriculum Consortium (IDECC). The purpose of the Consortium was to develop the competency-based curriculum. After development, field testing, and revision, the curriculum was made available to teachers for implementation in the classroom.

At the time this study was made, the competency-based curriculum had been available for three academic years to those teachers and schools in Alabama who chose to use it. A total of 107 teachers responded to a survey conducted at the Annual Distributive Education Summer

Conference and Workshop held in Birmingham, Alabama, in August 1977.

The purpose of this study was to determine the extent to which the IDECC competency-based curriculum in distributive education had been implemented in the State of Alabama and to determine whether or not it was used primarily to prepare students for competitive events in Distributive Education Clubs of America (DECA).

#### Summary

Under the category of sex, the data indicate that both male and female respondents agreed or strongly agreed with Items 1, 2, 4, 5, 7, 8, 9, and 10. Both sexes showed indecision with Item 6. However, while female teachers showed indecision with Item 3, male teachers agreed or strongly agreed with the same item.

Under the category of age, the data reveal teachers in all three age brackets agreed with Items 1, 4, 5, 7, 8, 9, and 10. Teachers twenty to thirty years of age showed indecision when responding to Item 2. The same group agreed with Item 3 and again showed indecision with Item 6. Teachers between the ages of thirty-one and forty years of age showed indecision when responding to Items 3

and 6 and agreed with Item 2. Teachers forty-one years of age or older agreed with Items 3 and 6 and disagreed with Item 2.

Under the category of educational attainment, the data indicate that respondents with bachelor's and master's degrees and AA certificates all agreed with Items 1, 4, 5, 7, 8, 9, and 10. Respondents with bachelor's degrees agreed with Items 2 and 3, but disagreed with Item 6. Teachers with master's degrees agreed with Item 2 and then showed indecision when responding to Items 3 and 6. Teachers with AA certificates agreed with Items 3 and 6 and disagreed with Item 2.

Under the category of teaching experience, the data reveal that teachers with one to five years' teaching experience, six to ten years' teaching experience, and eleven or more years' experience all agreed with Items 1, 3, 4, 5, 7, 8, 9, and 10. Teachers with one to five years' teaching experience indicated indecision with Items 2 and 6. Teachers with six to ten years' teaching experience agreed with Items 2 and 6. Teachers with eleven or more years' teaching experience agreed with Item 2, but showed indecision when responding to Item 6.

Under the category of program of teaching, the data indicate that teachers in both cooperative and non-cooperative programs agreed with Items 1, 3, 4, 5, 7, 8, 9, and 10. Teachers in cooperative programs of teaching agreed with Item 2 and indicated indecision with Item 6. Teachers with non-cooperative type programs disagreed with Item 2 and showed indecision when responding to Item 6.

Under the category of extent of implementation, the data reveal that teachers who implemented the competency-based curriculum one to two days per week, three to four days per week, and five days per week all agreed with Items 4, 5, 7, 8, 9, and 10. This same group disagreed with Item 2 and showed indecision when responding to Item 6. Teachers who used the competency-based curriculum one to two days per week agreed with Items 1 and 3, while the teachers who used the curriculum five days per week indicated indecision with the same items. Teachers who used the competency-based curriculum three to four days per week agreed with Item 1 and showed indecision with Item 3.

Under the category of type of instructional program, the data indicate that respondents with group,

individual, teacher use only, and DECA events instructional programs all agreed with Items 1, 2, 4, 5, 7, 8, 9, and 10. Teachers with group, individualized, and teacher use only instructional programs all agreed with Item 3 and the same group expressed indecision with Item 6. Teachers who used DECA events instructional programs disagreed with Item 3 and agreed with Item 6.

Under the category of areas of competency-based curriculum, the data reveal that teachers who used the content areas of advertising, display, management, and human relations all agreed with Items 1, 2, 3, 4, 5, 7, 8, 9, and 10. Teachers who indicated they used the content areas of display, management, and human relations all agreed with Item 6, while those teachers who used the content area of advertising showed indecision when responding to Item 6.

Under the category of source of knowledge of the competency-based curriculum, the data indicate that teachers who gained their knowledge of the competency-based curriculum by both preservice and inservice activities agreed with Items 1, 4, 5, 7, 8, 9, and 10. This same group disagreed with Item 2 and then showed indecision with Item 3. Teachers with preservice knowledge of

the competency-based curriculum as well as those with inservice knowledge indicated indecision with Item 6.

Under the category of type of institution, the data reveal that teachers responding from college-university, high school, and area vocational schools all agreed with Items 1, 4, 7, 8, 9, and 10. Further examination of the data indicate that teachers from college-university level agreed with Item 2, disagreed with Item 3, and expressed indecision with Items 5 and 6. The respondents from the high school level agreed with Items 2, 3, and 5, but were indecisive when responding to Item 6. The teachers in the area vocational centers agreed with Items 3 and 5, while they showed indecision with Item 2 and indicated indecision with Item 6.

#### Conclusions

After studying the data in this study, the following conclusions were reached:

Male teachers tended to indicate a more positive attitude toward the implementation and merit of the competency-based curriculum than female teachers.

Older teachers tended to show a more positive attitude toward the implementation and merit of the

competency-based curriculum than younger teachers. The older the age group, the higher the positive attitude toward the competency-based curriculum.

Teachers with a master's or higher degree tended to indicate a more positive attitude toward the implementation and merit of the competency-based curriculum than teachers with bachelor's degrees. The higher the educational attainment, the higher the positive attitude.

Teachers with six to ten years of experience tended to indicate a more positive attitude toward the competency-based curriculum than teachers with more or less than six to ten years' experience.

Teachers teaching in non-cooperative type programs tended to exhibit a more positive attitude toward the implementation and merit of the competency-based curriculum than teachers who teach in cooperative programs.

Teachers who used the competency-based curriculum in their instructional program one to two days per week tended to indicate a more positive attitude toward the competency-based curriculum than teachers who used it three or more days per week.

Teachers using the competency-based curriculum for individualized instruction tended to have a more

positive attitude toward the implementation and merit of the competency-based curriculum than teachers who used it for group instruction or other purposes.

Some teachers indicated they used only certain areas of the competency-based curriculum. Teachers who used the content area of management tended to have a more positive attitude toward the competency-based curriculum than those who used the content areas of advertising, display, or human relations.

Teachers who gained their knowledge of the competency-based curriculum prior to teaching tended to have a more negative attitude toward the competency-based curriculum than those who acquired their knowledge during inservice activities. Teachers who gained knowledge of the competency-based curriculum through both preservice and inservice indicated the strongest positive attitude toward the implementation and merit of the competency-based curriculum.

Teachers who teach in the area vocational centers of Alabama tended to indicate a more positive attitude toward the competency-based curriculum than those in the comprehensive high schools of Alabama. There were no

responses from junior college teachers and only one from college or university teachers.

There was a positive reaction among most teachers that implementation of the competency-based curriculum does contribute to students' success in the DECA competitive events.

Teachers who indicated that they implemented the competency-based curriculum in their instructional program agreed strongly that adequate time, materials, and money were available to them.

There was a strong positive reaction among teachers concerning the merit of the competency-based curriculum.

Teachers do not use the competency-based curriculum in their instructional program primarily as a tool for preparing students for the DECA competitive events. Only seventeen of the 107 respondents, or 16 percent, indicated they did.

The extent of implementation of the competency-based curriculum in distributive education in Alabama was significant. Only eight teachers of the 107 who responded indicated that they did not use at all the competency-based curriculum. Seventy-nine percent of the teachers

used the competency-based curriculum one to two days per week in their instructional programs, which was 20 to 40 percent of the instructional time per school week.

Indecision existed among some teachers concerning the implementation of the competency-based curriculum.

### Recommendations

After analyzing the data of this study, the following recommendations are suggested:

1. That workshops be conducted with groups of teachers; the the groups be small, eight to ten people per group; that the emphasis of the workshops be concentrated upon the practical uses of the curriculum.
2. That the teachers have strong input into the development of the content of the workshops.
3. That recommendations be secured from teachers as to how they could implement the curriculum if they had more monetary or budgetary control.
4. That information be secured from those teachers who do not use the competency-based curriculum. That this information be secured by personal interview with an offer to help them on an individual basis if they desire.

5. That the use of the IDECC competency-based curriculum be integrated into the content of the course of study for all levels of distributive education degree programs.
6. That wherever or whenever the use of the IDECC competency-based curriculum is taught, two major areas should be stressed: (1) how to use it in the instructional program for all distributive education students and (2) how to use it to prepare those students who want to participate in the DECA competitive events.

#### Recommendation for Further Study

Based upon this study, this researcher suggests that a study be conducted in Alabama to compare the reactions of distributive education teachers in cooperative programs with distributive education teachers in non-cooperative programs regarding the implementation and merit of the IDECC competency-based curriculum.

APPENDIX A

COMPETENCY-BASED CURRICULUM SURVEY

## COMPETENCY-BASED CURRICULUM SURVEY

1. Sex:

Male  
 Female

2. Age:

20-30 years  
 31-40 years  
 41 or over

3. Educational Attainment:

Bachelor's  
 Master's  
 AA Certificate

4. Teaching experience in distributive education:

1-5 years  
 6-10 years  
 11 or more years

5. Type program in which you teach:

Cooperative  
 Non-Cooperative

6. The extent of the implementation of the competency-based curriculum in the instructional program:

1-2 days per week  
 3-4 days per week  
 5 days per week  
 None

7. Type of instructional program for which the competency-based curriculum is used:

Group instruction  
 Individualized instruction  
 Teacher use only  
 DECA competitive events

8. If you use only certain areas of the competency-based curriculum, what areas do you use?

Advertising  
 Display  
 Management  
 Operations  
 Product and Service Technology  
 Selling  
 Mathematics  
 Merchandising  
 Human Relations

9. Source of knowledge of the competency-based curriculum:

Preservice  
 Inservice  
 Both

10. Type institution where you teach:

College-University  
 Junior College  
 Comprehensive High School  
 Area Vocational Center

## OPINION SURVEY SCALE

Interstate Distributive Education  
Curriculum Consortium

The following statements represent opinions. Please check your position on the opinion scale for each of the following statements. Use the following basis in marking the scale:

SA Strongly Agree  
A Agree  
U Undecided  
D Disagree  
SD Strongly Disagree

SA    A    U    D    SD

- | SA | A | U | D | SD |   |
|----|---|---|---|----|---|
| —  | — | — | — | —  | 1. The use of the competency-based curriculum prepares students for DECA competitive events.                                    |
| —  | — | — | — | —  | 2. Students can be adequately prepared for DECA competitive events without implementation of the competency-based curriculum.   |
| —  | — | — | — | —  | 3. Implementation of the competency-based curriculum reduces the time required to prepare students for DECA competitive events. |
| —  | — | — | — | —  | 4. Adequate time is provided to implement the competency-based curriculum.  |
| —  | — | — | — | —  | 5. Adequate materials are available to implement the competency-based curriculum.   |
| —  | — | — | — | —  | 6. Adequate money is provided to implement the competency-based curriculum.   |

SA    A    U    D    SD

- |       |     |  |
|-------|-----|--|
| _____ | 7.  | Implementation of the competency-based curriculum develops competencies necessary for successful employment. |
| _____ | 8.  | The use of the competency-based curriculum in an instructional program promotes higher achievement.          |
| _____ | 9.  | The use of the competency-based curriculum prepares students for reaching career objectives.                 |
| _____ | 10. | Implementation of the competency-based curriculum is an effective way to provide individualized instruction. |

APPENDIX B

THE DISTRIBUTION OF TOTAL RESPONSES OF ALL TEACHERS  
FOR ALL CATEGORIES

THE DISTRIBUTION OF TOTAL RESPONSES OF ALL TEACHERS  
FOR ALL CATEGORIES

Category	Number of Respondents	
	For Each Variable	Total
<u>Sex</u>		107
Male	52	
Female	55	
<u>Age</u>		107
20-30 years	38	
31-40 years	33	
41 or over	36	
<u>Educational Attainment</u>		107
Bachelor's	35	
Master's	49	
AA Certificate	23	
<u>Teaching Experience</u>		107
1-5 years	51	
6-10 years	30	
11 or more years	26	
<u>Program of Teaching</u>		107
Cooperative	93	
Non-Cooperative	14	
<u>Extent of Implementation</u>		107
1-2 days per week	84	
3-4 days per week	13	
5 days per week	2	
None	8	

THE DISTRIBUTION OF TOTAL RESPONSES OF ALL TEACHERS  
FOR ALL CATEGORIES--Continued

Category	Number of Respondents	
	For Each Variable	Total
<u>Type of Instructional Program</u>		107
Group Instruction	12	
Individualized	66	
Teacher Use Only	12	
DECA Events	17	
<u>Areas of Competency-Based Curriculum</u>		65 <sup>a</sup>
Advertising	12	
Display	23	
Management	14	
Human Relations	16	
<u>Source of Knowledge of Competency-Based Curriculum</u>		107
Preservice	14	
Inservice	60	
Both	33	
<u>Type Institution</u>		107
College-University	1	
Junior College	0	
High School	89	
Area Vocational Center	17	

<sup>a</sup>Some teachers indicated they only used certain content areas of the competency-based curriculum.

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