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THE RELATIONSHIP BETWEEN PARTICIPANTS' EVALUATION OF THE
KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOPS
AND THEIR PERCEPTION OF THE IMPORTANCE AND
IMPLEMENTATION OF ECONOMIC SUBJECT MATTER

by

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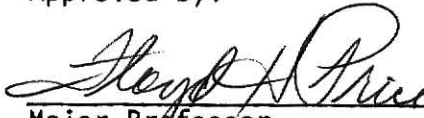
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CHAPTER 1

INTRODUCTION TO THE STUDY

The functioning of our democratic way of life and the continuance of the free enterprise system are dependent on an enlightened citizenry. Affiliates of the Kansas Council on Economic Education have long believed in this concept and have demonstrated their ideals through the development and implementation of a series of workshops devoted to the dissemination of knowledge and skills associated with teaching economics in the public school system.

This effort, initiated in 1949 as a major nationwide effort of the Joint Council on Economic Education, has been dedicated to improvement in the quality of economics taught as well as to an increase in the quantity of economic education in Kansas schools. The realization of this goal for both quality and quantity in economic education has been pursued through better preparation of public school teachers with respect to effective teaching methods and materials. The Kansas Council on Economic Education is a member of the Joint Council and shares in this national effort to improve all citizens' ability to recognize and analyze objectively economic issues important to their individual welfare and to national progress.

As an important part of the Joint Council's effort to improve economic education in the United States, the Kansas Council on Economic Education has offered economic education workshops for graduate credit

during summer semesters and throughout the academic year. The Kansas workshops have been offered both on and off campus. In many cases the participants receive tuition grants made available through the Kansas Council on Economic Education in cooperation with local and area businesses throughout the state. The Kansas Council on Economic Education is a nonprofit organization. Its purpose is explicitly stipulated in the following statement from the Council Constitution:

We, as representative individuals interested in the education and economic life of Kansas, in order to encourage more effective teaching of economic understandings, strengthen school-community relationship, and further the development of responsible citizenship, do hereby establish the Kansas Council on Economic Education for these purposes:

1. To study, coordinate, and sponsor ways and means of promoting economic education in all segments of our population.
2. To develop cooperative working relationships among professional groups, lay organizations, and other agencies in promoting and encouraging the understanding of economic principles.
3. To encourage colleges, universities, public and private schools, and other media of education and communication to make their full contribution to the furtherance of economic and social understandings.
4. To promote and finance research, training, and publication in the field of economic education, with the broadest possible dissemination of such materials and information.
5. To develop workshops, in-service training programs, and other effective devices for the training of teachers and administrators in the school systems so that they may be better qualified to carry on the above purposes.¹

The Kansas economic education workshops have been utilized by hundreds of public school teachers as the approach to achieving economic literacy in Kansas. Specific workshop procedures and methods are

¹Kansas Council on Economic Education, "Annual Report" (Manhattan: Kansas State University, 1976), p. 2. (Mimeographed)

standard throughout the state of Kansas as reported in the workshop guidelines found in Appendix B. The foundations for this study reflect the continuing interest held by the Kansas Council in maintaining quality in workshop instruction and format.

Purpose of the Study

The purpose of this study was to determine the effectiveness of the 1976 Kansas Council on Economic Education workshops in terms of teachers' perception of the importance and implementation of economic subject matter areas and in terms of their evaluation of the workshop from both an objective and a subjective viewpoint.

Specific Objectives

1. To determine the overall effectiveness of the 1976 Kansas Council on Economic Education workshops.
2. To determine the importance of specific economic subject matter areas as perceived by workshop participants.
3. To determine the implementation of specific economic subject matter areas into current teaching practices as perceived by workshop participants.
4. To determine the effectiveness of the teaching and instruction of the Kansas Council on Economic Education workshops.
5. To assess program and workshop determinants conducive to implementing economic education.
6. To formulate implications and recommendations, based on findings of this study, for strengthening the effectiveness and progress of the Kansas Council on Economic Education workshops.

Assumptions

The following basic assumptions were made relative to the conduct of this study:

1. Participants possessed knowledge relative to the function and role of the Kansas economic education workshops and were willing to describe their reactions when included in the study.

2. Participants' understanding of education subject matter areas and their implementation of these areas into their teaching are important to the present and future success of educational efforts of the Kansas Council on Economic Education.

3. Economic education workshop faculty presented their instruction in the workshop in as similar a manner as possible, utilizing the teaching methods and subject matter areas prescribed by the Kansas Council on Economic Education in each of the geographic locations.

Limitations of the Study

The limitations were identified early in the research and gave added objectivity to the design and conduct of the study. The study limitations included the following areas:

1. The research population was limited to participants in the 1976 economic education workshops conducted by the Kansas Council on Economic Education in cooperation with Kansas State University, Kansas University, and the then Kansas State Colleges of Emporia, Fort Hays, and Pittsburg.

2. The study was limited to the participants' cognition of the Kansas economic education workshops and their perception of the importance

of implementation relative to economic education subject matter areas plus teaching and instruction aspects of the particular workshop attended.

3. The study was limited by the degree which respondents accurately interpreted all segments of the questionnaire.

Hypotheses

H_1 That economic education workshop participants giving higher mean scores on teaching and instruction perceive the economic subject matter areas to have greater importance than do those with lower mean scores.

H_0 That there is no difference between economic education workshop participants giving high mean scores on teaching and instruction and those giving low mean scores in their perception of the importance of economic subject matter.

H_2 That economic education workshop participants giving higher mean scores on teaching and instruction report greater implementation of economic subject matter than those with lower mean scores on teaching and instruction.

H_0 That there is no difference between those workshop participants giving high mean scores and those giving low mean scores on their perception of implementation of economic subject matter.

H_3 That economic education workshop participants receiving 100 percent financial assistance perceive the economic subject matter to have higher importance than either those receiving 50 percent financial assistance or those receiving no financial assistance.

H_0 That there is no difference between workshop participants receiving 100 percent financial assistance, those receiving 50 percent financial assistance, and those receiving no financial assistance in their perception of the importance of economic subject matter.

H_4 That economic education workshop participants receiving 100 percent financial assistance perceive the economic subject matter to have higher implementation than either those receiving 50 percent financial assistance or those receiving no financial assistance.

H_0 That there is no difference between workshop participants receiving 100 percent financial assistance, those receiving 50 percent financial assistance, and those receiving no financial assistance in their perception of the implementation of economic subject matter.

H_5 That economic education workshop participants receiving 100 percent financial assistance perceive the teaching and instruction of the workshop to be better than either those receiving 50 percent financial assistance or those receiving no financial assistance.

H_0 That there is no difference between workshop participants receiving 100 percent financial assistance, those receiving 50 percent financial assistance, and those receiving no financial assistance in their perception of the teaching and instruction of the workshop.

Method of Investigation

After considerable discussion with Dr. Emerson Hazlett, executive director of the Kansas Council on Economic Education, and a review of the literature in the area of economic education, it was decided that a study of the 1976 Kansas Council on Economic Education workshops would

be feasible and would contribute to the educational goals of the Council and also provide information directly applicable to improvement of the learning environment of the workshops. This was considered to be particularly true in determining the perceived importance and implementation of economic subject matter areas by workshop participants.

Factors relating to the geographic distribution of the sample, finances involved in conducting the study, and the time available influenced the selection of the questionnaire survey as the method of investigation.

Even though the workshops were conducted in five different locations in Kansas by five different instructors, the same subject matter areas were presented at each location using similar teaching methods. The five instructors were carefully selected by the Council for their excellence in teaching, their enthusiasm, their interest in economic education, and their ability to impart knowledge to public school teachers.

Population

The research population for the study consisted of those 123 Kansas public school teachers attending one of the five economic education workshops sponsored by the Kansas Council on Economic Education in 1976. The total finite population was surveyed through a questionnaire specially designed by the researcher. A copy of the questionnaire is included as Appendix A of this report. The 75 percent response allowed for a statistically sufficient sample size to provide for accurate decision making in terms of external validity and generalization to the

total population of workshop participants. The list of workshop participants was provided by the Kansas Council on Economic Education. As indicated, each 1976 workshop participant received a survey questionnaire and accompanying cover letter explaining the purpose of the study.

Design Specifics

The research was designed to determine the participants' understanding and perception of the effectiveness of the 1976 Kansas Economic Education Workshop. Consideration was given to the control of extraneous and contaminating variables in the design of the study. These specific considerations are reported in the areas of this research dealing with limitation and specific objectives. Where variables were left uncontrolled, the result was a compromise between what could be accomplished under the circumstances of financial and time limitations.

The study involved the following areas:

- I. Personal Characteristics and Background Status of Kansas Council on Economic Education Workshop Participants.
 - A. Attendance by Location of Kansas Council on Economic Education Workshops.
 - B. Financial Assistance Received by Kansas Council on Economic Education Workshop Participants.
 - C. Kansas Council on Economic Education Workshop Participants Incorporating Economics in their Teaching Prior to Attending the Workshop.
 - D. Analysis of Grades Taught by Kansas Council on Economic Education Workshop Participants.
 - E. Content Areas Taught by Kansas Council on Economic Education Workshop Participants.
 - F. Teaching Experience of Kansas Council on Economic Education Workshop Participants.
 - G. School Districts Represented by Kansas Council on Economic Education Workshop Participants.
 - H. Sources of Promotional Information on Kansas Economic Education Workshops.

II. Importance and Implementation of Economic Subject Matter.

- A. Importance of Major Subject Matter Areas as Perceived by Kansas Council on Economic Education Workshop Participants.
- B. Implementation of Major Subject Matter Areas as Perceived by Kansas Council on Economic Education Workshop Participants.

III. Evaluation of Teaching and Instruction as Perceived by Kansas Council on Economic Education Workshop Participants.

IV. Influence of Independent Variables and Demographic Information of Kansas Council on Economic Education Workshop Participants on their Perception of Economic Subject Matter Areas.

CHAPTER 2

REVIEW OF THE LITERATURE

A review of the literature which relates specifically to teacher training and instructional development has resulted in identification of a number of unsolved problems and unexplored areas in economic education. The general areas of economic education research for which there is an extensive literature include the following: (1) validity of training activities; (2) lasting effects of training; (3) attitudes and values of economic education; (4) development of critical thinking skills; (5) use of games and simulations; (6) cross-curricular concerns; (7) differential impact of various methods and techniques; and (8) the economics of economic education.

The problems and prospects which relate to teacher development, formally and informally, appear to constitute a relatively unexplored area. According to the Joint Council on Economic Education, the area of teacher training research is rather limited at this time:

...with respect to teacher preparation very little of a systematic nature has been done with respect to what it ought to be.... Not a single study has systematically examined differentiated principles and courses for different types of students such as teacher trainees. ...very few studies have evaluated in-service instructional programs in economic education.¹

¹Darrell R. Lewis and Charles C. Orvis, Research in Economic Education (New York: Joint Council on Economic Education, 1971), pp. 8-9.

Much of the literature is at the informal level. In this respect the Joint Council reports:

The vast majority of resources in economic education historically have been devoted to in-service teacher training. Innumerable projects and models have been tried and retried. Literally millions of dollars have been spent. Yet, virtually no systematic evaluation exists in the literature.²

A number of studies which assess the success of teacher education efforts in the area of economic education are found in the literature. In publishing a special evaluation report on conceptual teaching of economics, the Psychological Corporation generated extensive information from an institute held for teachers at the University of Wisconsin in the summer of 1969 and from the accomplishments of economic education consultants in the Wisconsin Developmental Economic Education Program (DEEP) school systems. A summary of the results on both of these attempts at teacher training yielded the following:

1. The key goals for attending the economic education workshops included the gaining of expertise in economic content areas and the development of teaching materials and visual aids.
2. Workshop participants were able to identify specific outcomes of the institute in their respective school systems.
3. There was wide variation in the approach and the extent to which consultants reported working in their respective school systems.
4. Consultant activities focused upon discussing economic concepts, designing curriculum, and working up in-service training programs.
5. From the viewpoint of the schools as well as from the viewpoint of the consultants, the consulting activities were viewed as worthwhile activities.

²Ibid., p. 9.

6. Due to consultants' activities, some specific changes in economics courses and the development of new courses were reported. In addition, new teacher training programs were initiated and many schools indicated that they had established collections of economic education materials and library resources.
7. DEEP school systems indicated that over the various project years, economic education activity had increased and that the conceptual approach was viewed more favorably than conventional methods.³

In spite of the positive results of the above-mentioned programs and consultant efforts few consultants felt that lasting relationships had been established with any of the school systems which they had served. It was also established that the economic education workshops were somewhat less than successful in assisting teachers with specific applications of economics in their respective classrooms.⁴

An innovative approach to economic education for secondary education professionals was reported by Saunders⁵ after utilization of a film series titled "The American Economy." In this experiment, the film was broadcast three times daily over several urban area television stations with 71 high school and junior high school teachers of social studies participating. Although there were few implications from this research for the Kansas economic education workshop evaluation study, one consideration which was important was the personal attention provided participants through the mail campaign and the extra effort at

³"Conceptual Teaching of Economics, K-12 (Wisconsin DEEP): Evaluation Report" (New York: The Psychological Corporation, 1970), pp. 86-87.

⁴Ibid., pp. 86-87.

⁵Phillip Saunders, "The Effectiveness of 'The American Economy' in Training Secondary School Teachers," American Economic Review, 54 (June 1964), pp. 397-402.

maintaining contact with the student participants. It appears that this individualized approach is crucial to the success of any economic teacher education effort and should be continued at every possible opportunity. Interestingly, individualized or personalized approaches in economic education are considered to be nontraditional.

Although teacher training and development are somewhat flexible in terms of design and method, the utilization of more nontraditional approaches is currently a popular practice.⁶ As indicated in the research by Saunders, the film series shown on multiple television stations for staff development would be considered a nontraditional approach⁷ to economic education. Saunders found the TV film series approach to be a significant method in presenting economic education when compared with background variables including previous work in college economics, experience in teaching economics in high school, age, and general teaching experience. The test was also administered to 113 Carnegie Tech sophomore students during their second semester of study in economics after exposure to the TV film series, and similar results were obtained.⁸

The practical application of economic education training of public school teachers back on the job is an ongoing concern among economic educators and relates to an objective of this study. The

⁶H. G. Kaufman, Obsolescence and Professional Career Development (New York: American Management Association, 1974), pp. x, xi.

⁷Ohmer Milton, Alternatives to the Traditional (San Francisco: Jossey-Bass Publishers, 1975), pp. 70-84.

⁸Saunders, op. cit., pp. 399-400.

problem relating to application of economic education was approached by Sloane⁹ in 1970 through analysis of a project titled "The Economic Program and the Test of Economic Concepts." In this research the major effort was to formulate a specific curriculum in economics through an in-service program in which teachers discussed economics and methods of incorporating economic concepts into the elementary school (K through 6) social studies curriculum.

Analysis of the in-service economic education program established that such an approach was less than successful as a method for curriculum development because of the participants' lack of knowledge in economics. Without such knowledge, the participants could not develop an analytical framework from which concepts could be derived.¹⁰ It appears that consultants are a very valuable resource to economic education, particularly in providing follow-up and application of principles of economic education on the job.

The problem of controlling for extraneous variables in social science research and, more specifically, the assessment of the quality-of-teaching variable is demonstrated to some extent in Pankey's study of the development of teacher awareness by economic education workshops.¹¹

The purpose of Pankey's research was to determine if selected economic education workshop members who took part in training at West

⁹Peter E. Sloane, "Student Characteristics, Instructional Methods, and Student Attitudes in the Principles Course" (unpublished paper, Clark University, 1970), p. 10.

¹⁰Ibid.

¹¹Homer R. Pankey, "A Study of the Economic Education Workshops in Developing Teacher Awareness of Economic Understandings" (unpublished doctoral dissertation, West Virginia University, 1967), pp. 132-135.

Virginia University were more aware of economic education concepts to be taught in the elementary grades than were nonparticipants, based on a comparison of Index of Attention scores which were generated by the participants taking the Inventory of Economic Understanding test. Pankey attempted to compare a control group of 94 public elementary school teachers with a control group of 94 other teachers matched on sex, age, grade level of teaching, years of experience, and college degrees. However, there was great variation on the age variable, and matching was not achieved. The study found that the experimental group did not score significantly higher than the control group on any area of the Inventory of Economic Understanding examination.

Where little control of extraneous variables is possible or when matching of subjects is not totally provided, it is very likely that "no difference" is determined by various assessment or measurement techniques.¹² The influence of "outside" variables continues to be a problem for the social science and economic education researcher. Teacher education efforts are coming under increased scrutiny by administrators, taxpayers, and the participants themselves. In-service education activities across the board for professionals must be of high quality and result in improvement of practice for the training participants.¹³

¹²Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Design for Research (Chicago: Rand McNally Company, 1963), pp. 13-18.

¹³Larry N. Davis, Planning, Conducting, and Evaluating Workshops (Austin: Learning Concepts, Inc., 1974), p. 47.

In this respect, many continuing professional education efforts fall prey to a few critical problem areas, including the following:

1. Continuing professional education courses are too short. Full-time employed teachers do not have time to attend a lengthy workshop where in-depth learning experiences can be achieved. It is therefore not possible to extend current time frames for the busy participant.
2. Many continuing professional education courses are too narrow. Because of time constraints, economic educators, like others responsible for professional education, tend to limit subject and curriculum areas to those that are critically needed and those that are most practical, thus omitting the needed background and supportive information which may lead to long-range benefits.
3. Continuing professional education tends to get out of control for the professional educator. Because of the emphasis on time and pressures from special interest groups, the college or university sponsoring continuing education loses input on its expertise in providing education.¹⁴

The familiarity of the teacher with economic subject matter has also been a concern of those responsible for economic education. This effort was tested by Pranis¹⁵ in a study to investigate the effect of teacher acquaintance with the materials for an elementary economics program on student learning. The research related to a program developed by the Industrial Relations Center at the University of Chicago titled the "Economic Man Program." The public school teachers involved in the research study were a randomly selected sample of fifteen elementary

¹⁴Fred Harvey Harrington, The Future of Adult Education (San Francisco: Jossey-Bass Publishers, 1977), pp. 95-97.

¹⁵Robert W. Pranis, "Teaching Economics in Elementary Schools: Comparing Program Versus Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials" (Chicago: Industrial Relations Center, University of Chicago, 1970).

school teachers who had participated in a previous year's field test of the program. Two further groups of teachers were chosen to participate in the study, one of which received the materials and the training while the other received only the materials. In addition, control groups were established for the research. Test items were designed to tap each of the important knowledge concepts and main program ideas and consisted of sixty-two multiple-choice items in an untimed delivery structure. Internal validity was insured by administration of the Otis-Lennon Test of Mental Ability, on which no difference between groups was reported. A pretest was given in January 1969 and a posttest in June 1969. Pranis concluded that teachers who had no acquaintance with the program were still able to teach their subject effectively.

The Pranis study demonstrates that attempts at more stringent program evaluation efforts in economic education programs appear to be lacking in discrimination potential. Research efforts which are limited by shortcomings of social science research should be supplemented with data generated from additional plans of attack:

1. Time studies to provide continuing evaluation efforts.
2. Research representing input from different perspectives, including community interests, co-worker or peer group members, and other concerned individuals.
3. More stringent control of extraneous variables.

The intent of this study was to appraise economic education workshops as conducted in Kansas from both a structured and a nonstructured point of view, from which it is hoped will come insights for the future improvement of economic education based on comparison of importance and implementation factors with objective evaluation input from public school teachers.

CHAPTER 3

PERSONAL CHARACTERISTICS AND BACKGROUND STATUS OF KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOP PARTICIPANTS

The primary purpose of this chapter is to provide an overview of selected personal characteristics and background status of the public school teachers participating in the 1976 Kansas Council on Economic Education workshops. The population consisted of 123 public school teachers from all areas of the state. The data presented here was derived from the 93 actual respondents and are generalized to the original finite population of 123 workshop participants. This is a 75 percent return from the research population.

A description of the characteristics and status of those included in the analysis was considered a critical part of the study. The primary purpose of the study was twofold: first, to yield evaluation information deemed critical to the design and implementation of future Kansas Council on Economic Education workshops and to gain further understanding and explanations regarding workshop participants' perceptions of the administrative and educational aspects of the various workshops. This background information is very important to testing the research hypotheses stated in Chapter 1. A number of the dependent variables, analyzed in Chapter 4, were tested with the personal characteristics and status information in this chapter. Five background variables were included in the research instrument: (1) the location where teachers attended a Kansas Council on Economic Education workshop, (2) the degree

of financial assistance received by workshop participants, (3) grades and content areas taught by workshop participants, (4) years of teaching experience, and (5) promotional materials responsible for attendance of each workshop participant.

Attendance by Location of Kansas Council on Economic Education Workshops

The Kansas Council on Economic Education has, in its earliest educational attempts, offered special in-depth training opportunities for public school teachers representing the total area of the State of Kansas. As indicated, the research population included economic workshop attendees from all areas of Kansas. It was deemed important to include a synthesis of the workshop locations in terms of respondents to determine if geographic location of the workshops was a factor in attendance. The five workshop sites are reported in Table 1, which presents the respondents by numbers as well as percentages. It was expected that workshop locations in or near metropolitan areas would reflect the highest response.

As indicated by Table 1, a broad range of respondent patterns existed, with twenty-eight returns representing the high or 30.1 percent of the total from the Kansas State University-Manhattan workshop and four representing the low or 4.3 percent of the total from the Pittsburg workshop.

TABLE 1
Responses by Location of Kansas Council on Economic
Education Workshop Participants
(N=93)

Location Category	Number	Percent
Kansas State University-Manhattan	28	30.1
Kansas State University and Kansas University-Topeka	26	28.0
Kansas State College-Emporia	23	24.7
Kansas State College-Fort Hays	12	12.9
Kansas State College-Pittsburg	4	4.3
Total	93	100

The second highest return was at Kansas State University and Kansas University-Topeka with 28 percent, while the third highest was at Kansas State College-Emporia with 24.7 percent. The fourth highest was at Kansas State College-Hays with 12.9 percent.

Financial Assistance Received by Kansas Council on Economic Education Workshop Participants

Since the workshops' inception in 1960, participants have been given the opportunity of seeking financial assistance to defray their personal costs for participating in the economic workshop sessions. The financial assistance has not been made available as a gift in all cases, however, since many of those desiring assistance have had to seek funds from various community contacts by their own efforts. This task has been made somewhat easier through a far-reaching community

support effort by the Kansas Council on Economic Education. However, the initiative to secure the funds to offset expenses has largely remained a responsibility of the workshop participants, since they make the contacts for financial support with designated businesses in their respective communities. Since the behavior needed to secure funding may influence the program evaluation and perceptions of subject matter, it was deemed important to provide an analysis of those receiving financial support.

TABLE 2
Financial Assistance Received by Kansas Council on
Economic Education Workshop Participants
(N=93)

Category of Assistance	Number	Percent
100 Percent	66	71.0
50 Percent	18	19.4
None	9	9.7

According to data contained in Table 2, 84 participants received funding. This represents 90.4 percent of the total respondents. Those receiving 100 percent funding represented 71 percent of the total respondents, while those receiving 50 percent funding represented 19.4 percent. Funding activity appears to be working for the most part, however, an important factor is whether all participants had as near equal opportunity for funding as possible.

Kansas Council on Economic Education Workshop Participants Incorporating Economics in Their Teaching Prior to Attending the Workshop

The Kansas Council on Economic Education workshop participants are further described by whether or not they had incorporated the principles of economics in their teaching and instructional activities prior to attending a workshop. This information was considered to be critical in determining the overall importance of the workshops in extending economic education in Kansas, and also to be critical in later analysis of the importance and implementation aspects of the program evaluation and perception of various economic education topics. Data reported in Table 3 reveals that 68.8 percent of the respondents had, to some degree, previously used economic education in their teaching.

TABLE 3

Kansas Council on Economic Education Workshop Participants
Incorporating Economics in Their Teaching Prior to Attending Workshop
(N=93)

Category of Incorporation	Number	Percent
Yes	64	68.8
No	27	29.0
No Response	2	2.2
Total	93	100

Analysis of Grades Taught by Kansas Council on Economic Education Workshop Participants

The grade level taught by workshop participants, representing another important aspect of the study, is reported in Table 4. Interestingly, 53.3 percent of the workshop participants were elementary teachers, 29.3 percent were high school teachers, and 14.1 percent were junior high school teachers. The relatively broad representation precludes any ideas for directing the workshop design toward any one group of participants based upon school grade level taught.

TABLE 4

Analysis of Grade Levels Taught by Kansas Council on
Economic Education Workshop Participants
(N=92)

Grade Level Categories	Number	Percent
Elementary	49	53.3
Junior High School	13	14.1
High School	27	29.3
Others	3	3.3
Total	92	100

Content Areas Taught by Kansas Council on Economic Education Workshop Participants

An analysis was conducted of the various content areas taught by workshop participants. With 20 categories of interest listed and only eight of these areas showing multiple listings, it is safe to say

that teacher content area does not seem to be a major factor in the implementation of economic education. This information is reported in Table 5.

TABLE 5
Content Areas Taught by Kansas Council on Economic
Education Workshop Participants
(N=92)

Content Area	Number	Percent
Elementary Education	47	51.1
Business Education	10	10.9
Math	8	8.7
Social Studies	6	6.5
English	3	3.3
Health	2	2.2
History	2	2.2
Home Economics	2	2.2

The following areas were reported by one respondent or 1.1 percent of the total: career education, debate, foreign language, government, media specialty, music, physical education, science, environmental education, reading, economics, and counseling.

Teaching Experience of Kansas Council on Economic Education Workshop Participants

The Kansas Council on Economic Education workshop participants are further described by their tenure or teaching experience. The

respondents provided the researcher with information indicating a rather even spread of tenure situations among those participating. The uniformity which exists is obvious from Table 6. Of the 90 persons responding in this area, 32 or 35.5 percent of the total reported having 6-10 years of teaching experience. The second highest group was the 3-5 years category with 26.7 percent of the total respondents. Together the 11-15 years group and 16 plus years group made up over 33 percent of the total respondents, while the 1-2 years group was represented by only 4.4 percent of the total respondents.

TABLE 6
Teaching Experience of Kansas Council on Economic
Education Workshop Participants
(N=90)

Tenure Categories	Number	Percent
6-10 years	32	35.5
3- 5 years	24	26.7
16 plus years	16	17.8
11-15 years	14	15.6
1- 2 years	4	4.4
Total	90	100

School Districts Represented by Kansas Council on Economic Education
Workshop Participants

The public school teachers attending the economic education workshops represented their respective local school districts. Although reasons behind teachers' decisions to participate in the economic

education workshops may relate to conditions found in various school district situations, there was no attempt to determine and analyze such conditions. As reported in Table 7, representation from the 41 Kansas school districts was uniform with the exception of District 383 with 20.4 percent of the total respondents, District 501 with 15.1 percent, and District 450 with 9.7 percent. All other school districts reported one to two participants, which gave the workshop broad representation in terms of districts.

TABLE 7

School Districts Represented by Kansas Council on
Economic Education Workshop Participants
(N=92)

School District	Number	Percent
383	19	20.4
501	14	15.1
450	9	9.7
325	3	3.2
512	3	3.2
239	2	2.2
284	2	2.2
305	2	2.2
336	2	2.2
368	2	2.2

The following school districts had one respondent or 1.1 percent of the total response: 103, 211, 214, 250, 251, 252, 253, 281, 304, 311,

322, 333, 352, 384, 389, 392, 395, 407, 412, 418, 430, 431, 435, 451, 453, 461, 475, 484, 490, 498, 508. One respondent represented Topeka Parochial, one represented a community college, and one was not presently teaching at the time.

Sources of Promotional Information on Kansas Economic Education Workshops

During the initial stages of this study, the writer became increasingly aware of the great impact which various sources have on an individual's decision to attend an educational activity or event. In this respect it was deemed important to include, as introductory and demographic data, the sources through which participants learned about the economic education workshop. This information would give leaders of future workshops insight into the effectiveness of current promotional practices and the design and implementation of future promotional activities.

TABLE 8
Sources of Promotional Information on Kansas Council
on Economic Education Workshops
(N=93)

Source of Promotional Material	Number	Percent
Council Promotional Literature	46	49.5
Fellow Teacher	24	25.7
Other Sources	13	14.0
Supervisor or Administrator	8	8.6
Workshop Staff	2	2.2
Total	93	100

As exhibited in Table 8, the promotional categories were divided into five areas which represented the more common methods of communicating promotional information about the workshops: (1) Council promotional literature, (2) fellow teacher, (3) supervisor or administrator, (4) information provided by a workshop staff member, and (5) other means through which the promotional details may have been provided. A high percentage of respondents received their information about the workshop through formal channels of communication. This emphasizes the importance of continuing the practice of providing Council promotional brochures for promoting future workshops. In 49.5 percent of the cases, individuals learned of the workshop through Council promotional materials. These materials were developed and distributed by the staff of the Kansas Council on Economic Education. Participants received information from fellow teachers in 25.7 percent of the cases and from other sources in 14 percent of the cases. In 8.6 percent of the cases participants learned about the program from their respective school administrators.

CHAPTER 4

IMPORTANCE AND IMPLEMENTATION OF ECONOMIC SUBJECT MATTER

The information presented in this chapter describes the cooperation and perception of 93 participants in the 1976 Kansas Council on Economic Education workshops relative to subject matter areas. The research instrument was designed to secure responses on two basic dimensions: (1) participants' perception of the importance of economic subject matter areas to their teaching and (2) participants' degree of implementation of each of the fourteen major subject matter areas into their teaching.

The responses to the instrument which are presented in this chapter were made on subject area variables to which an interval measurement scale was applied. The perception of importance was rated on a four-point scale and the implementation section was treated statistically on a five-point scale. The importance and implementation scales are reviewed in this chapter and are also shown in the questionnaire in Appendix A.

Importance of Major Economic Subject Matter Areas as Perceived by Kansas Council on Economic Education Workshop Participants

The results secured from participants of the Kansas Council on Economic Education workshops on the importance of major subject matter areas are reported in this section. The participants were requested to indicate the importance that they would place on a number of critical

subject matter areas as they applied to the instructional aspect of the workshop and to their respective teaching curriculum responsibilities.

The data were analyzed in terms of mean scores on the four-point scale of importance: (1) one, no importance; (2) two, some importance; (3) three, important; (4) four, high importance. The overall mean scores in each variable statement provided an effective measuring device to establish the degree of importance placed by respondents on each of the major subject matter areas. Ninety-two responses were recorded in this section of the study. Respondents reacted to fourteen variable subject matter statements which are listed in Table 9.

The mean scores on all items indicate that all participants in the Kansas Council on Economic Education workshops perceived the subject matter areas to be of at least some importance in the application-teaching of economics in their respective classrooms and grade levels. The overall mean score for the fourteen subject matter areas was 3.12 or slightly above the important rating scale. This relatively high average rating indicated that, generally, the subject matter areas presented in the workshop series should be continued in future programs. The data show that workshop participants perceived the six subject matter areas in the following order:

1. The role of the consumer in the market.
2. Scarcity and the problem of making choices.
3. Price and its determinants.
4. The role of the producer in the market.
5. Money and the banking system.

TABLE 9

Importance of Major Economic Subject Matter Areas
as Perceived by Kansas Council on Economic
Education Workshop Participants
(N=92)

Subject Matter Categories	Mean Score	Rank
The role of the consumer in the market	3.65	1
Scarcity and the problem of making choices	3.56	2
Price and its determinants	3.46	3
The role of the producer in the market	3.43	4
Money and the banking system	3.29	5
Problem areas such as inflation, unemployment, labor and business monopolies	3.27	6
The role of government in the market	3.14	7
The market system as a means of allocating resources	3.04	8
Specialization and interdependence	2.96	9
Factors influencing savings and investment decisions	2.96	10
Productivity, technology, investments, and economic growth	2.90	11
The United States and world trade	2.83	12
The level of economic activity as affected by fiscal and monetary policy	2.77	13
Cost-benefit analysis	2.46	14

6. Problem areas such as inflation, unemployment, labor and business monopolies.

Data contained in Table 9 outline the six least important subject matter areas in the following order:

1. Specialization and interdependence.
2. Factors influencing savings and investment decisions.
3. Productivity, technology, investments, and economic growth.
4. The United States and world trade.
5. The level of economic activity as affected by fiscal and monetary policy.
6. Cost-benefit analysis.

A comparison of the mean scores for the top six subject matter areas rated on importance and the lowest six areas indicates considerable differences between the two groups. The average mean score for the top six was 3.45. The average mean score for the lowest six was 2.78, representing a difference of .67. The top six scores reflect an overall rating of important while the lowest six scores reflect a rating of some importance or one category lower on the scale.

Two additional subject areas perceived by the workshop participants as important were: (1) the role of government in the market and (2) the market system as a means of allocating resources. It is of some interest that subject areas receiving highest ratings related strongly to the issue of consumers in the market and the marketing systems.

Assuming that economic workshop participants are persistently trying to reflect the true economic needs of Kansans through their public school teaching, it is critically important to provide training

in the subject areas as outlined above and to offer learning experiences which will help Kansas public school teachers deliver this information to their students in the most effective and successful manner.

Implementation of Major Economic Subject Matter Areas as Perceived by
Kansas Council on Economic Education Workshop Participants

The research population of the economic education workshop was asked to respond to fourteen statement variables which represented critical subject matter areas in economics. This section presents the perception of the respondents relative to the personal application of these subject areas in their public school educational programs. In this area the respondents reported how well they perceived the implementation of the fourteen subject matter areas in their public school curriculum. One of the tasks facing the Kansas Council on Economic Education, as well as public school teachers, is that of assessing its performance. This is also considered an important part of evaluation and program planning. Data reported in Table 10 were designed to provide for this evaluation function as well as to give insight into those subject areas deemed important to the economic education of Kansas public school children. If economic education is to be successful in Kansas, an idea of how workshop participants perceive their performance in terms of implementation of critical subject matter areas is most valuable.

An overall mean score of 3.11 on the five-point implementation scale was reported, representing a value slightly above the important category. This similarity in value with the importance evaluation indicates that Kansas teachers attending the workshops were performing rather

TABLE 10

Implementation of Major Economic Subject Matter Areas
as Perceived by Kansas Council on Economic
Education Workshop Participants
(N=92)

Subject Matter Categories	Mean Score	Rank
The role of the consumer in the market	3.82	1
Scarcity and the problem of making choices	3.75	2
Price and its determinants	3.58	3
The role of the producer in the market	3.50	4
Money and the banking system	3.46	5
Problem areas such as inflation, unemployment, labor and business monopolies	3.23	6
Specialization and interdependence	3.14	7
The market system as a means of allocating resources	2.97	8
The role of government in the market	2.96	9
Factors influencing savings and investment decisions	2.95	10
Productivity, technology, investments, and economic growth	2.62	11
The United States and world trade	2.62	12
The level of economic activity as affected by fiscal (taxes and spending) and monetary policy	2.51	13
Cost-benefit analysis	2.26	14

well in terms of economic subject matter areas as listed in the survey instrument.

The respondent number of ninety-two was the same for the implementation function as for the importance ratings which were generated for Table 9. The computational program used was chosen for its effectiveness in treating the data contained in this section and reflected both accuracy and simplicity.

CHAPTER 5

EVALUATION OF TEACHING AND INSTRUCTION AS PERCEIVED BY KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOP PARTICIPANTS

This chapter describes the data used to yield information with which to evaluate the instructional and teaching aspects of the Kansas Council on Economic Education workshops. In addition to this primary purpose, these teaching and instructional data were utilized in determining the quality and validity of the perception responses on importance and implementation. More explicitly, the data bear information which relates to how the economic education workshops were conducted rather than what subject matter was delivered. This area received ninety-two responses and is reported in Table 11.

According to the data, those responsible for the Kansas Economic Education workshops performed well in relation to the teaching and instructional aspects of the program. The overall mean score of 3.45 is approximately halfway between the top rating of excellent and the above average rating category.

There was a rather small difference in the range of individual mean scores since the highest mean score was 3.88 for the teaching and instructional area relating to the instructor's interest in the subject matter and the lowest mean score area was 3.10 for the suitability of the assigned text. The difference in the high and the low mean scores in Table 11 was .78 or only about one-half of a rating scale division.

The description statements on teaching and instruction as perceived by participants in the Kansas Council on Economic Education

TABLE 11
 Evaluation of Teaching and Instruction as Perceived
 by Kansas Council on Economic Education
 Workshop Participants
 (N=92)

Teaching and Instruction Categories	Mean Score	Rank
Instructor's interest in subject matter	3.88	1
Sympathetic and helpful attitudes toward students	3.67	2
Presentation of subject matter	3.60	3
Fairness in grading	3.57	4
Suitability of the techniques or methods by which the subject matter of the course was presented	3.46	5
Stimulation of intellectual curiosity	3.44	6
Agreement between announced objectives of the course and what activity was accomplished	3.43	7
Suitability of the reference materials available for the course	3.38	8
Method of delivery	3.37	9
Suitability of the amount and type of assigned outside work	3.20	10
Suitability of the size of the class	3.17	11
Suitability of the assigned textbook	3.10	12

workshops were placed in rank order according to their accumulated mean scores. There were no areas receiving an excellent, average, or below average rating. All areas received mean score ratings which placed them in the above average category. However, it appears that a critically important area in the workshops was the instructor's ability to relate personally to both the workshop topics and the individual students. This is reflected by the reference to such variables as instructor's interest, being helpful to students, and the instructor's presentation of subject matter.

CHAPTER 6

INFLUENCE OF INDEPENDENT VARIABLES AND DEMOGRAPHIC INFORMATION OF KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOP PARTICIPANTS ON THEIR PERCEPTION OF ECONOMIC SUBJECT MATTER AREAS

The information contained in this chapter describes the influence that various independent variables and background factors have had on the perception of the importance and implementation of economic subject matter areas. This chapter provides a further analysis of the data described in the last three chapters including background information and objective evaluation of the economic education workshops. It is the intent, at this point, to explore the relationship independent variables have to the dependent variables representing established levels of perception on various aspects of economic education subject matter areas.

Consideration will be given to a description of the independent variables, a statistical analysis, and an explication of the relationship of independent variables to the respondents' perceptions of the subject matter areas as contained in the questionnaire in Appendix A. The tables in this chapter were derived from the hypotheses presented in Chapter 1. Thus, the main purpose in the following pages is to discuss the testing of the null hypotheses.

Independent and Dependent Variables

As indicated, this chapter relates to testing the relationships among several variables. The independent variables relate to the perceptions by workshop participants of the quality (evaluation) of the workshop.

These variables represented determined values and resulted in the descriptive data presented in this chapter.

The first independent variable is the mean of twelve four-point Likert scale questions concerning the evaluation of the workshop. In the analysis the variable is dichotomized as discussed in the statistical analysis section below. The second independent variable indicates the degree of financial assistance, based on a multiple-response question allowing the respondents to indicate either 100 percent, 50 percent, or no financial assistance. The two dependent variables are the means of fourteen four-point Likert scale questions concerning the importance and implementation of economic subject matter areas. Both these means and the evaluation mean were weighted for each individual by basing the calculates on nonmissing data.

Statistical Analysis

The statistical analysis employed to test the hypotheses was done through the Kansas State University Computing Center using the Statistical Package for the Social Sciences. A t-test was used to compare the importance and implementation mean scores for high and low evaluation groups. These two groups were determined by placing those who rated the workshop at the overall sample mean or higher in the high group and the rest in the low group. A one-way analysis of variance was used to compare the importance and implementation mean scores for the three groups defined by the financial assistance variable. These three groups were 100 percent assistance, 50 percent assistance, and no assistance.

Both t and F values were evaluated for their significance by reference to a standard table of critical values.¹ The research hypotheses were stated to test for a positive direction of association among variable levels. The significance levels were determined at five percent or one percent for a two-tailed test.

Influence of Independent Variables on the Importance and Implementation of Economic Subject Matter Areas

Workshop participants responded to a scale designed to determine their perception of the importance and implementation of fourteen economic subject matter areas pertaining to the topics from a cross section of the economic curriculum. From the individual responses, mean scores were calculated as recorded in Chapter 3. With these scores, t tests were run to identify the influence of selected independent variables on each of the fourteen subject areas included in the study. The findings of this effort are reported in Tables 12 through 16.

Importance of Economic Subject Areas

Respondents' perceptions of the importance of economic subject matter areas, as determined by level of evaluation of the Kansas Council on Economic Education workshops, were found to be significant when the population was divided into two levels: those evaluating higher than the mean (excellent and above average ratings) and those evaluating lower than the mean (average and below average ratings). A t value of 2.69, significant at the .05 level, verified that economic education workshop

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 248.

participants giving higher mean scores on teaching and instruction of the workshop perceived the economic subjects to have higher importance than those with lower mean scores. Thus, by rejecting the null hypothesis and accepting the research hypothesis H_1 , the data have supported the researcher's prediction that workshop participants tend to be all inclusive in their ratings concerning given individual and specific aspects of the program as based on information from Table 12.

TABLE 12
Evaluation Level on Importance of Economic
Subject Matter Areas
(N=91)

Evaluation Rating Groups	Number of Cases	Mean Scores
High Evaluation	52	3.22
Low Evaluation	39	2.99 -2.69
t = -2.69 df = 89		

The data found in Table 13 indicate no significant differences on the perception of the importance of economic subject matter areas, as outlined originally in Table 9 and in the survey instrument (see Appendix A), as influenced by financial assistance. The one-way analysis of variance was significant at the .05 level; however, Fisher's Least Significant Difference test² did not support the significance level because

²B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Company, 1962), pp. 635-638.

of a lack of pairwise differences at the .05 level. Thus, in terms of hypothesis H_3 , those teacher-participants receiving greater financial assistance perceived the importance of economic subjects as lower. The level of financial assistance may not have an inflative effect on the workshop evaluation process.

TABLE 13
Financial Assistance Level on Importance of
Economic Subject Matter Areas
(N=92)

Degree of Financial Assistance	Number of Cases	Mean Scores
100%	66	3.05
50%	17	3.30
None	9	3.30
F ratio = 3.46 df = (2, 89)		

Thus, in reference to these data, research hypothesis H_3 that economic education workshop participants receiving 100 percent financial assistance would perceive the economic subjects to have higher importance than those participants receiving 50 percent funding and also those receiving no funding was rejected along with the null hypothesis.

Implementation of Economic Subject Areas

The values established in this section of the study were established from respondents' reactions to a five-point scale designed to determine their perception of Kansas public school teachers' implementation of selected economic education subject matter topics. Identical

procedures as followed in the preceding section were used to determine the mean, t values, and analysis of variance procedures. The results of hypothesis testing relative to perception of the implementation of economic subject matter areas are contained in Tables 14 and 15. The dependent variables were perception of the implementation of fourteen subject areas as viewed by respondents. The independent variables included (1) level of evaluation of the economic education workshops and (2) the degree of financial assistance received by workshop participants. The independent variables are listed as column headings in the tables. Appropriate t values and/or analysis of variance data are listed in each table.

Research findings reported in Table 14 revealed no significant difference between perceptions of those workshop participants giving high evaluation ratings on the teaching and instruction scale and those giving low evaluations on their perceptions of the implementation of the fourteen economic subject matter areas.

TABLE 14

Evaluation Level of Implementation of
Economic Subject Matter Areas
(N=90)

Evaluation Rating Group	Number of Cases	Mean Scores
High Evaluation	52	3.13
Low Evaluation	38	3.09
t value = -0.33		df = 88

The data presented in Table 14 indicate a nonsignificant t value of -0.33 at 88 degrees of freedom. The null hypothesis of no difference between groups is accepted and the research hypothesis H_2 , which proposes that workshop participants giving high mean scores on teaching and instruction variables would score higher on the implementation of the economic subjects in their teaching, is rejected. In this case, the influence of workshop evaluation in implementation of the subject matter areas remains independent. The implementation factor can be viewed without fear that financial assistance or reimbursement is a contributing influence on the perception of degree of implementation of subject matter by workshop participants.

The significance of financial assistance upon the implementation of economic subject matter areas is presented in Table 15 and relates to research hypothesis H_4 .

TABLE 15

Financial Assistance Level on Implementation of
Economic Subject Matter Areas
($N=91$)

Degree of Financial Assistance	Number of Cases	Mean Scores
100%	66	3.04
50%	16	3.41
None	9	3.15
F ratio = 2.24		df = (2, 88)

Considering the data presented in Table 16, there was no significant difference in the mean workshop ratings for those respondents

receiving 100 percent, 50 percent, or no financial assistance on the perceived level of workshop evaluations.

TABLE 16
Influence of Financial Assistance Level
on Workshop Evaluations
(N=92)

Degree of Financial Assistance	Number of Cases	Mean Scores
100%	65	3.36
50%	18	3.73
None	9	3.51
F ratio = 3.70 df = (2, 89)		

The reverse is true, however, in regard to those receiving 100 percent and those receiving 50 percent funding. There was a significant difference between those with a 100 percent level and those with a 50 percent level of funding. The 50 percent funding group rated the workshop significantly higher than the 100 percent funded group. Thus, workshop leaders can be more confident in the results of the evaluation process and be assured that results were not influenced by at least 12 variables relating to teaching and instruction. These variables were reported in Table 11.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Kansas Council on Economic Education provides a critically important service to the citizens of Kansas in its goal to achieve economic literacy. In 1976, the Kansas Council sponsored five economic education workshops throughout the state. This economic education effort is part of a nationwide program shared in by many states under the coordination of the Joint Council on Economic Education.

The 1976 Kansas workshops were attended by 123 public school teachers from all geographic areas of the state. A 75 percent return resulted from 93 respondents to the research survey form. Not surprising was the fact that survey responses were from the more metropolitan areas. The workshop area with the highest questionnaire return was Manhattan, Kansas, with the following geographic locations in succession: Kansas University, Kansas State Colleges at Emporia, Fort Hays, and Pittsburg. Since the provision of financial assistance for workshop participants has been standard practice by the Kansas Council, it was not surprising to learn that 90.4 percent of the respondents to the survey received financial assistance. Survey results revealed that 71 percent received 100 percent funding while 19.4 percent received 50 percent funding of the total cost of attending.

The demographic information revealed that 68.8 percent of the respondents incorporated economic education in their instructional

programs and classroom activities prior to attending the workshop. Over 53 percent of the respondents were elementary teachers; 29.3 percent were high school teachers. There is no real support for designing economic education workshops for a singular group of public school teachers. Interestingly, 51.1 percent of the respondents taught elementary school subject areas. This was the largest of the groupings by subjects taught, with business education, mathematics, and social studies following. Those teaching home economics were in the smallest grouping with only 2.2 percent being represented in the workshops. This situation may be explained in that the typical curriculum of home economics education is already highly oriented to a consumer type of economic education.

A look at teaching experience among those sampled revealed an even spread of tenure situations; however, since the majority of workshop participants were from low-tenure backgrounds, continuing emphasis may well be placed with this group. It appears that future workshops should be promoted in urban or high-population areas as well as in those existing areas where workshops have been held. The total school districts represented in the research population were uniformly represented in terms of their respective school districts. The broad range of participation in workshops may have been in part due to the excellent promotional literature prepared and distributed by the Kansas Council which accounted for 49.5 percent of those attending a 1976 workshop. Only 8.6 percent of those sampled learned of the workshop through information provided by their administrator or supervisor. It is highly important that the Kansas Council will want to continue and improve its promotional efforts with public school administrative and supervisory personnel.

The study population perceived the top six subject matter areas in economics to include: (1) the role of the consumer in the market, (2) scarcity and the problem of making choices, (3) price and its determinants, and (4) the role of the producer in the market. Subject matter areas receiving the highest ratings related strongly to consumers in the market and the marketing systems. It appears critically important for workshop planners to offer learning experiences that will help public school teachers to teach above-mentioned subject areas to their students. The role of the consumer in the market may have been popular because it is personally useful to the teachers in everyday life as well as a useful topic for pupils.

The survey analysis revealed that Kansas teachers attending the workshops were performing well in terms of economic subject matter areas, as listed in the survey instrument. This may reflect the fact that the majority of participants were elementary teachers and most are involved in teaching social studies, which includes economics. Those subject matter areas implemented more successfully included: (1) the role of the consumer in the market, (2) scarcity and the problem of making choices, (3) price and its determinants, (4) the role of the producer in the market, and (5) money and the banking system.

Overall, the Kansas Council on Economic Education workshops were rated above average and excellent. The stringent requirements for the instructors could be one major positive reason for the excellent ratings.

The results of the research analysis indicated that workshop participants giving higher mean scores on teaching and instruction also

perceived the economic subject matter areas to have higher importance than those giving lower scores. The level of financial assistance had little influence on the ratings of survey respondents relative to the importance of economic subject matter areas. However, the findings indicate that at least the 50 percent level of financial assistance should be continued.

In terms of implementation of economic subject matter areas, there was no difference between those giving high and those giving low evaluation of teaching and instruction and their implementation of economic subject matter areas. This lack of effect was somewhat surprising since most individuals with high subject matter involvement might also feel that instruction would be a positive factor in contributing to this level of involvement. On the other hand, such individuals may believe less in subject matter and more in process aspects of the learning environment in economic education.

In consideration of the implementation factor, it was found that little influence was caused by the provision of financial assistance or implementation of the subject matter areas. The application of specific subject matter areas in economic education is not a function of the perceived generality of instruction but may be determined more appropriately by individual student needs and needs of the community at large. If this may be the case, additional research should be carried out to verify this speculation.

Conclusions

The following conclusions are based on an interpretation of the data presented in the present study. The conclusions are presented as two groups: first, those drawn from hypothesis testing and second, those formulated from a summary and analysis of the frequency responses of the study participants.

A primary question in the study related to the influence of the level of workshop evaluation upon the importance and implementation of selected economic subject matter areas. In this respect, workshop participants giving higher evaluation to the workshops tended to perceive greater importance for economic subject areas than for the degree of actual implementation of these same subject areas. In essence, Kansas teachers attending the economic education workshops who gave higher evaluations of the workshops in terms of such factors as instruction quality and promotion of learning did place more importance on specific economic subject matter than those rating workshop quality at a lower level. The interesting result is that these same teachers were not implementing or putting into practice the specific economic subject areas to the same degree.

In related hypothesis testing, the teacher's content area was found not to influence the implementation of economic subject matter or concepts appreciably; however, those respondents teaching elementary, business education, and mathematics were more representative of the participants than teachers of social sciences, humanities, and vocational subjects. Another area of nonsignificance included the influence of financial assistance. The receipt of financial assistance was not a

significant factor in how workshop participants rated the importance of economic subject matter areas or to what degree they implemented these same subject areas in their teaching and classroom work. Ninety percent of the participants received financial assistance to defray the cost of attending.

All of the economic subject matter areas presented in the workshop were perceived to have at least some importance in the application of teaching economic concepts. Economic subject matter relating to consumerism and marketing systems received the highest ratings relative to incorporating economics in public school instruction. Those economic subjects perceived as most highly implemented by teachers included topics relating to consumerism and marketing systems also. Those subjects perceived as having lower implementation were subjects relating to cost-benefit analysis, productivity, and world trade.

Overall, the Kansas Council on Economic Education workshops were rated above average in terms of the teaching and instructional aspects of the programs. The instructor's ability to personally relate to the workshop topics and to individual student needs was found to be critical to the success of economic education workshops.

In terms of the response frequencies reporting on demographic data, the Kansas Council on Economic Education workshops were attended by teachers representing all geographic areas of the state with the Manhattan, Topeka, and Emporia locations reflecting a higher proportionate response. The Fort Hays and Pittsburg locations reflected a lower proportionate response. Respondents represented a broad range of grade levels and tenure. Public school teachers with 6-10 years of experience

and those with 3-5 years of experience represented the two most prevalent groups. Those teachers with 1-2 years of experience were seldom workshop participants.

Approximately one-half of the respondents had incorporated economics into their regular classroom instruction prior to attending an economic education workshop.

Over one-half of the participants learned about the workshop through Council promotional material.

Recommendations

The following recommendations were formulated from the results of the study and include ideas which relate to many areas of economic education workshop design. It is strongly recommended that the Kansas Council on Economic Education should be commended for their success in the planning and conduct of the workshops and that efforts should be made to continue the workshops in the future, taking care to emphasize the strong points and areas for improvement in the study. A key factor in this area was that a 50 percent level of funding should be practiced when awarding financial assistance.

For future workshop audiences, economic education workshop leaders may desire to give additional emphasis to the teachers with less than three years teaching experience when promoting economic education activities for Kansas teachers. In addition, those responsible for future workshops may consider emphasizing attendance from the urban areas in Kansas and from the immediate locations where workshops have been held.

In terms of improving cooperation from school officials, it may be beneficial to provide school administrators with information about the value of the workshops and the importance of involving their faculty in economic education training efforts by providing them with more and in-depth promotional information in the future. There is considerable implication for workshop leaders to continue their efforts and emphasize high-quality promotional materials and information.

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APPENDICES

Kansas Council On Economic Education

WATERS HALL
ROOM 309

KANSAS STATE UNIVERSITY

MANHATTAN, KANSAS 66506
TELEPHONE 913/532-5823

Dear Economic Workshop Participant:

We hope you are enjoying your teaching responsibilities this year and have an opportunity to utilize information gained from our economic education workshop this past year. Now that you have had a chance to reflect on the workshop, we would appreciate a few minutes of your time to complete and return the attached survey form in the self-addressed, stamped envelope.

It is through your cooperation that our future courses can be improved to better meet the needs of teachers. The anonymity of your identity is guaranteed and your completion and return of this form indicate approval for using the data. This evaluation effort is part of a graduate research program which it is hoped will lead to further development of economic education in Kansas public schools. Please feel free to be truthful and specific in your responses. Thank you very much. If you are interested in the results and desire a copy, please indicate on the last page of the form.

Sincerely,

E. L. Hazlett
Executive Director

Margery Oaklief
Project Director

Program Development and Evaluation Information
Economic Education Workshop
Kansas State University

Section I - Demographic Data

Directions: Please complete the following:

1. At what location did you attend an economic education workshop?

☐ Kansas State College-Emporia
☐ Kansas State College-Fort Hays
☐ Kansas State College-Pittsburg
☐ Kansas State University and Kansas University-Topeka
☐ Kansas State University-Manhattan

2. Please check the degree of financial assistance you received to attend the workshop.

☐ 100%
☐ 50%
☐ None

3. Did you incorporate economic subject matter into your teaching prior to attending the workshop?

☐ yes
☐ no

4. What grade(s) do you teach? _____

5. What subject(s) do you teach? _____

6. What was your college major area? _____

7. How many years of teaching experience have you had? _____

8. Name of school system in which you are employed. USD# _____

9. Name of school (building) in which you teach. _____

10. How did you learn about the economic education workshop?

☐ Promotional Literature
☐ Fellow Teacher
☐ Supervisor or Administrator
☐ Workshop Staff
☐ Newspaper
☐ Other-Please Specify _____

Sections II and III - Subject Matter Content (Importance and Implementation)

Directions: Step One. In the left-hand column, indicate the importance of each subject matter area by circling the appropriate importance rating number.

Step Two. In the right-hand column, indicate the degree or extent to which you have implemented or applied each of the subject matter areas in your teaching.

Importance Scale

- 4 High Importance
- 3 Important
- 2 Some Importance
- 1 No Importance

Implementation Scale

- 5 High Implementation
- 4 Implementation
- 3 Some Implementation
- 2 Not Implemented
- 1 Not Appropriate

4 3 2 1	1.	Scarcity and the problem of making choices.	5 4 3 2 1
4 3 2 1	2.	Specialization and interdependence.	5 4 3 2 1
4 3 2 1	3.	Price and its determinants (supply, demand and degrees of competition).	5 4 3 2 1
4 3 2 1	4.	The market system as a means of allocating resources.	5 4 3 2 1
4 3 2 1	5.	Money and the banking system.	5 4 3 2 1
4 3 2 1	6.	The level of economic activity as affected by fiscal (taxes and spending) and monetary policy.	5 4 3 2 1
4 3 2 1	7.	The role of the consumer in the market.	5 4 3 2 1
4 3 2 1	8.	The role of the producer in the market.	5 4 3 2 1
4 3 2 1	9.	The role of government in the market.	5 4 3 2 1
4 3 2 1	10.	Factors influencing savings and investment decisions (interest, profits, etc.).	5 4 3 2 1
4 3 2 1	11.	Cost-benefit analysis.	5 4 3 2 1
4 3 2 1	12.	Productivity, technology, investments, and economic growth.	5 4 3 2 1
4 3 2 1	13.	The United States and world trade.	5 4 3 2 1
4 3 2 1	14.	Problem areas such as inflation, unemployment, labor and business monopolies.	5 4 3 2 1

Please make any additional comments.

Appendix B

KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOP GUIDELINES

I. Introduction

This outline has been developed as a guide for participants in the Laboratory for Understanding the Economics of (1) being a consumer, (2) choosing a career, (3) citizen responsibility, (4) the American business system, and (5) teaching about economic matters.

II. Objectives of the Workshop

A. General:

The young people that you are helping to educate make decisions daily. For example, as consumers they must decide how to spend their income, as producers they decide where to work and what occupation to pursue, and as citizens they will vote on bond issues and elect representatives who will make collective decisions. The decisions they make and the decisions others make determine how successful they will be in achieving their own goals, whatever they are.

Economics deals directly with decision making and provides a framework within which they can examine the benefits and costs of the alternatives facing them. Therefore, the general objective of this program is to help them achieve their individual and collective goals through better decision making.

B. Specific:

The specific objectives of this workshop are to enhance your talents for helping students to:

1. Develop a better understanding of the role of the individual--as a consumer and producer--in the overall economic system.
2. Become better decision makers by acquainting them with the economic costs and benefits involved in decision making:
 - a. as an individual
 - b. as a member of a democratic society.
3. Recognize the role of government in a market economy and its effects as a taxpayer and spender.
4. Analyze the nature and underlying causes of the problems that currently vex the domestic and international economy, e.g., inflation, unemployment, balance of payments.

THE RELATIONSHIP BETWEEN PARTICIPANTS' EVALUATION OF THE
KANSAS COUNCIL ON ECONOMIC EDUCATION WORKSHOPS
AND THEIR PERCEPTION OF THE IMPORTANCE AND
IMPLEMENTATION OF ECONOMIC SUBJECT MATTER

by

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B.S., Ohio State University, 1959

AN ABSTRACT OF A MASTER'S THESIS

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Economic literacy is a critically needed competency among citizens of our state. The Kansas Council on Economic Education provides for the furtherance of this competency by sponsoring workshops for Kansas educators. The present study described and analyzed the participants' appraisal of the five 1976 economic education workshops and the importance and implementation of selected economic subject matter areas.

A questionnaire was mailed to the total 123 participants in the 1976 workshops; 93 participants who responded constituted the study population. Those participating in the study, representing a 75 percent response, completed the questionnaire, which included (1) demographic data, (2) importance of economic subject matter areas, (3) implementation of economic subject matter areas, (4) evaluation of the workshop, and (5) general comments.

It was hypothesized (1) that economic education workshop participants giving higher evaluation of the workshops would give greater importance and implementation ratings to economic education subject matter areas, and (2) that workshop participants receiving greater financial assistance would evaluate the workshops and the importance and implementation of economic subject matter areas higher than those receiving lower levels of financial assistance.

A t-test and analysis of variance found that participants giving higher scores on the evaluation of the workshops perceived the importance of the economic subject matter areas higher. All other research hypotheses were rejected.

Demographic information indicated 90.4 percent of the respondents received financial assistance to meet tuition and related expenses connected with the workshops. Only 19.4 percent received 50 percent funding. Those incorporating economic education in their instruction programs before the workshops represented 68.8 percent of the respondents. Respondents were largely elementary teachers with 3-10 years teaching tenure.

The instructor's ability to relate personally workshop topics to meeting individual needs was perceived as critical.

Implications included a definite need for continuation of the workshops with emphasis to be placed in high population areas through continued promotional activities, especially with school administrative and supervisory personnel. The economic subject matter areas perceived as most important and most likely to be implemented were (1) the role of the consumer in the market, (2) scarcity and the problem of making choices, (3) price and its determinants, and (4) the role of the producer in the market.

Kansas economic education workshops were rated above average and respondents recommended that at least a 50 percent level of student financial assistance be maintained in future problem efforts.