

AN ASSESSMENT OF THE ATTITUDE OF COLLEGE
FACULTY MEMBERS TOWARD TEACHING
INTRODUCTION TO BUSINESS

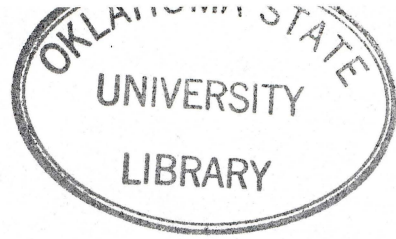
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This study is concerned with assessing the attitude of college teachers toward teaching introduction to business. The primary objective is to determine whether a positive attitude or a negative attitude toward teaching introduction to business exists. A bi-polar semantic differential scale and a questionnaire are used in the analysis.

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CHAPTER I

INTRODUCTION

The purpose of this study was to support or deny the hypothesis that the attitude of college faculty members was, at the time of this study, negative toward teaching an introduction to business course. This study should provide more information to college administrators regarding the teaching of this course. The results should also have long range implications for business education methods classes.

Specific Statement of the Problem

In general, the problem was to determine whether the attitude of college faculty members was negative or positive toward teaching an introduction to business course and to determine what factors caused the attitudes.

Specifically, the problem was to answer the following questions:

1. Is the attitude of college faculty members positive toward teaching introduction to business?
2. Is the attitude of college faculty members negative toward teaching introduction to business?
3. Is there a relationship between length of teaching experience and faculty attitude toward teaching introduction to business?
4. Is there a relationship between faculty rank and faculty attitude toward teaching introduction to business?

5. Is there a relationship between educational background and faculty attitude toward teaching introduction to business?
6. Is there a relationship between non-teaching work experience and faculty attitude toward teaching introduction to business?
7. Is there a relationship between the number of publications and faculty attitude toward teaching introduction to business?
8. Is there a relationship between the level that the course is offered at and faculty attitude toward teaching introduction to business?
9. Is there a relationship between the number of degrees earned and faculty attitude toward teaching introduction to business?

Introductory business courses are defined as any course such as introduction to business, survey of business, and business I, that is considered to be a general overview of business subjects.

Null Hypotheses

1. There is no significant relationship between length of teaching experience and faculty attitude toward teaching introduction to business.
2. There is no significant relationship between faculty rank and faculty attitude toward teaching introduction to business.
3. There is no significant relationship between educational background and faculty attitude toward teaching introduction to business.
4. There is no significant relationship between non-teaching work experience and faculty attitude toward teaching introduction to business.

5. There is no significant relationship between the number of publications by individual faculty and faculty attitude toward teaching introduction to business.
6. There is no significant relationship between the level that the course is offered at and faculty attitude toward teaching introduction to business.
7. There is no significant relationship between the number of degrees earned and faculty attitude toward teaching introduction to business.

Background and Need for Study

Introduction to business is considered to be one of the few basic business courses offered at the college level. Among other courses that are considered basic business courses are such courses as consumer economics and business law. Kooreny (1975) found that introduction to business is usually offered at the freshman and/or sophomore levels. More often than not, the course was found to be taught at the freshman level.

Since the 1950's there has been much controversy concerning where an introduction to business course is best placed in the curriculum, or whether there is even a need for such a course at the post-secondary level. Among those conducting studies regarding the role of introduction to business in the collegiate business curriculum were Chapman (1964) and Kooreny (1975). The Kooreny study was an updated version of the Chapman study. Both writers found that introduction to business played an important part in the business curriculum and that it was probably the most important course taught at the collegiate

level. Because of the importance attached to this course, it is vitally important that faculty who are assigned to teach the course have a positive attitude toward the course itself.

After reviewing the literature, this researcher found that there are indications that many teachers do not enjoy teaching general business/introduction to business. Graf (1979, p.251)) points out that "many business educators have referred to these courses as 'dumping grounds' for so long that they have begun to believe it. More than one attitude or prestige survey has shown basic business to be at the bottom of the heap."

Dlabay (1982) commented that faculty are sometimes assigned to teach this course who are disinterested in it because they have a low opinion of the course.

Daughtrey (1971, p. 20)) comments that "more effective instruction, better prepared teachers, refined and updated content, and better public relations will contribute to a more acceptable image."

Several studies have been conducted regarding other aspects of introduction to business at the college level. However, this writer found no previous studies that had been conducted regarding attitudes at the college level.

Those business education programs that have been able to survive up to the 1980's are evaluating their curriculums to see where changes or cuts might best be made. Brown (1982, p. 105) comments that "with declining enrollments in many school systems, pressure for reducing the number of courses offered can jeopardize the basic business courses. An enthusiastic, well-prepared teacher is vital." If business education is to continue to survive during the 1980's, the

image of business education must be improved. Since basic business courses will most likely be the first to be cut from the curriculum, a positive attitude toward this type of course may help it survive potential cuts.

Generally, positive experiences result in positive attitudes. Basic business educators must provide positive experiences for students as well as reflect a positive attitude toward the courses.

Terminology

AACSB: American Assembly of Collegiate Schools of Business. The official accrediting agency of schools of business.

Attitude: A mental position with regard to a fact or state; a mental state or mood reflected by an emotion or feeling. This feeling toward introduction to business is measured by the intensity and direction indicated on two bi-polar scales.

Basic Business Courses: General business, introduction to business, consumer economics, business law, career education, and business mathematics.

Basic Business Education: That broad area of knowledge that deals with the American Free Enterprise system, identifies and explains the role of business as an American economic institution, and provides content and experiences that prepare individuals for effective participation as citizens, workers, and consumers in American society.

Bi-Polar Scale: A horizontal line divided into several sections. At each end of the line is listed an evaluative adjective, with the two evaluative adjectives having an opposite meaning in relation to the concept being considered. The line, therefore, can be used to

reflect the direction and the degree of feeling toward the concept for the pair of opposite evaluative adjectives being considered on that particular line. The bi-polar scale is also referred to as a semantic differential scale.

Introduction to Business: A beginning course that is usually offered at the freshman and/or sophomore levels in colleges and universities. This course is often used as an introduction to other courses in the business department. This course sometimes meets a career exploration objective and it increases economic awareness.

General Business: The beginning business course taught at the junior high or high school level. The overall purpose of general business is commonly viewed as that of promoting a practical-oriented economic understanding.

NABTE: National Association of Business Teacher Education.

Research Design

The investigator compiled a list of all 1983-84 members of the National Association for Business Teacher Education (NABTE) and the American Assembly of Collegiate Schools of Business (AACSB). The current college catalog for each of the schools was reviewed to determine if an introduction to business course was offered at that school. The deans or department heads for the schools and colleges of business were each sent a questionnaire, a set of semantic differential scales, and directions for the scales. These individuals were asked to forward these materials to the individual in their schools who were responsible for coordinating or teaching introduction to business

courses. Only one set of materials was sent to each school. Therefore, only one faculty member could respond from each school.

Data Compilation

Data for this study were obtained from the 1983-84 members of the American Assembly of Collegiate Schools of Business and the 1983 members of the National Association for Business Teacher Education. The deans and department heads of the schools and colleges of business were mailed a questionnaire and a set of semantic differential scales, along with the directions for the scales. These department chairmen and deans were asked to forward the materials to the faculty person at his school who was responsible for teaching or coordinating the introduction to business courses.

The questionnaire and the semantic scales were constructed by the investigator. The questionnaire consisted of fifteen questions regarding the educational and work experience background of each respondent. Each scale was in the form of a pair of bi-polar adjectives which are described by Osgood (1957). Each scale contained fifteen pairs of bi-polar terms.

Scope and Limitations

Each four year college or university in the United States that was a 1983-84 member of the American Assembly of Collegiate Schools of Business and/or the National Association for Business Teacher Education and who included an introduction to business course in the current edition of the college catalog was included in the study. There were 143 AACSB schools and 29 NABTE schools included in the study for a grand total of 172 possible participants. Each

school was sent one set of questionnaires and semantic scales. Therefore, each school was limited to one response from an introduction to business teacher at that school. One hundred forty teachers responded to the survey. However, 24 of those responses were unuseable for various reasons. The most common reason was the return of an incomplete set of survey materials.

Assumptions

1. The findings of a similar study including a larger sample will yield results similar to findings of this study.
2. The scales of the semantic differential are linear between polar opposites and pass through the origin. Furthermore, it is assumed that intervals within a single scale and between different scales are equal.
3. The scales of the semantic differential are bi-polar and bi-polar adjectives are evaluative.
4. Each respondent is currently teaching or has previously taught an introduction to business course.
5. Each introduction to business course is worth at least two or three academic credits.

CHAPTER II

A REVIEW OF SELECTED RELATED RESEARCH AND LITERATURE

Research and other literature related to this study were reviewed with three basic purposes in mind: (1) to review the background of introduction to business courses (2) to review the role of introduction to business at the college level, (3) to review the attitude of teachers toward teaching an introductory business course, and (4) to review the reasons for those attitudes. The research and literature surveyed were classified according to these purposes.

Background of Introduction to Business

Hopkins (1982) comments as follows:

Over the years, basic business teachers have been the target of a great deal of criticism. This criticism can generally be categorized into two areas: (1) their preparation to teach the basic business subjects both in terms of content preparation and their ability to use appropriate teaching methods, and (2) their lack of interest in, and commitment to, teaching the basic business subjects (p. 147).

Basic business at the postsecondary level takes an entirely different meaning than basic business on the secondary level. Van Hook (1982) says:

What we call basic business is very different when we move from the secondary level to the postsecondary level. When members of this professional organization (NBEA) refer to postsecondary basic business, we speak about a limited number of discrete courses characterized by diverse objectives and often taught by departments, divisions, or

individuals whose professional affiliations are similar to our own. Postsecondary basic business consists of a number of courses. These courses are primarily considered to be business administration courses regardless of the academic entity administering them. Popular wisdom among members of this professional organization seems to suggest several courses or series of courses that might arbitrarily be included under the label of postsecondary basic business. The Introduction to Business course would be cited most often (and certain authorities consider it to be the sole offering in this area) (p. 137).

Van Hook (1982, p. 137) thinks that there is definitely a need for post secondary basic business courses. "Certain basic business courses have an almost universal applicability. The need for basic business at the postsecondary level becomes even more emphatic as the preparatory program's length decreases."

Ristau (1983, p. 281) commented that "it is in general business where business educators have a special opportunity to make a major contribution toward developing a variety of economic understandings and improving economic literacy."

Chapman (1964, p. 147) found that those who teach introduction to business are divided into three basic groups:

1. teachers who are enthusiastic about it and see it as vital in orienting students to a program of study in business,
2. those who see it as an unwelcome chore, and
3. those with varying degrees of enthusiasm between the two extremes.

Since the 1950's there has been much controversy surrounding the college level introductory business courses. Many questions have been raised regarding the need for an introduction to business course in the college curriculum. The college curriculum is expanding so rapidly with specialized courses that the need for introduction to

business courses is still being questioned today.

Whitney (1978, p. 15) states "Introduction to Business is like a vehicle that can travel on land or water or in the air. It can do all things, but it is most inefficient for doing any one thing. Our concept of specialization has caused the once popular 'Jack of all trades' employee to become extinct. A specialized introduction to business appears to be necessary for each of the business clusters..."

Manzer (1979, p. 21), however, states that "Introduction to Business commonly serves three basic roles for collegiate students. First, it can serve as a foundation course for the prospective major in a specific area of business such as marketing or accounting. Second, it can provide an opportunity for non-business majors to obtain some knowledge of business and economics related to their particular fields of study. Third, the course can provide background for students who want to learn something about business for personal interest."

Similarly, Van Hook (1982, p. 138) states "Introduction to Business seeks to enable students to understand the environment in which business operates. Introduction to business also serves as a career exploration objective. In addition, a proper Introduction to Business course should augment a student's economic education."

Daughtrey, Ristau, and Baker (1982) noted that there had been several sets of objectives published over the years, but that the following widely disseminated set is representative:

Basic business should aid in developing within an individual--

1. the knowledge, skills, abilities, and attitudes that will enable him or her to use sound reasoning

in making personal business decisions as a consumer of goods and services.

2. an understanding of an appreciation for the American business enterprise, emphasizing both the privileges and responsibilities for participating in, preserving, and improving it.
3. a level of economic literacy sufficient to enable the individual to analyze alternatives, to make reasoned judgments, and sound decisions, and to take intelligent actions as a citizen in a democratic society.
4. an acquaintanceship with the broad range of occupational opportunities in the business sector of the economy (p. 21).

College Level Introduction to Business

A study conducted by Kooreny (1975) investigated the status and role of introduction to business in the collegiate business curriculum. Kooreny compared his findings to those of a similar study conducted by Alberta Chapman in 1964. Data for Kooreny's study were obtained from questionnaires responded to by the 1972-73 members of the American Association of Collegiate Schools of Business (AACSB) and the National Association for Business Teacher Education (NABTE).

The deans and department heads in the AACSB and NABTE schools which were currently offering the course and who had offered the course in the past, or had planned to do so in the near future, were surveyed by means of three separate questionnaires. Kooreny examined the number of schools offering the course, the number of years offered, the hours of credit given, the average class size, and whether the course was an elective or required. Kooreny also reviewed the objectives of the course, its importance to the overall curriculum, topics omitted or added, teaching methods and techniques

used, educational and experience levels desired for teachers of the course, and any recent changes that had occurred or were contemplated. These items were reviewed to determine the status and role attributed to the course by participating schools. Kooreny also surveyed the philosophical approaches of the reporting schools and whether a competency-based teaching procedure was in use or contemplated for the course.

The findings revealed that an introduction to business course was offered by 55 percent of respondent schools. The course was more often a part of the curriculum in NABTE than in AACSB schools. The course was considered important, particularly as a basic survey course upon which to build more advanced courses. The course was found to be offered primarily at the freshman level. Kooreny found no relationship between philosophical approach of a particular school and whether or not the course was offered. All philosophical approaches were represented among schools offering the course, those who dropped it, and those who planned to offer it in the near future.

The number of credit hours granted for the course had decreased since the Chapman study while the number of years that the course was offered had increased---the course remained primarily a freshman course. Kooreny further found that NABTE schools required the course for all business and business education majors and some specific majors much more often than AACSB schools. The number of schools making the course available to students outside the college or department of business had almost doubled since 1964. Teacher preparation and experience recommended by respondents averaged over three years of teaching experience and approximately two and one-half years of

related work experience. The following comments regarding work experience were made by deans and department heads who were surveyed in Kooreny's (1975) study:

It can be a very important course in attracting majors into business and helping students find a place in the university. A very difficult course to teach---need an experienced instructor who can motivate students and who has had business experience. With a good instructor, the course can be of real value.

This course is often severely criticized for its lack of depth in schools and departments of business which are not teacher-or junior college-oriented. Yet, there is a need for an introductory course to acquaint the student with business as a segment of the total society. The instructor should therefore have three to five years of teaching experience and one to three years of work experience.

In my opinion, this course, if properly taught, should be the most important given to a student of business. It helps him(her) to become 'free and easy' in an area so foreign to most Americans, encourages career direction and above all, teaches decision-making in relation to fact, not fancy.

Many schools make the mistake of assigning an instructor to the course that has neither the experience in teaching or business. Students soon recognize those individuals. I feel that twice the amount of time could be utilized when this course is taught at the freshman level. Since all of the material covered in the course is covered again in specialized management or business administration courses, I feel that the real worth of the course is primarily one of service to other disciplines outside the Business School (p. 66).

Kooreny (1975) also obtained the following responses from the deans and department heads in answer to the question, "What special preparation or experience would you recommend for the teacher of this course?"

"Someone with a background in business plus group facilitation skills."

"An interested and talented individual."

"An extensive background in business education and actual business experience."

"A good understanding of all areas and aspects of business and the ability to interrelate the areas and demonstrate their compatibility and interdependence."

"Broad preparation."

"Excellent instruction." (p. 68)

Based upon these responses, Kooreny concluded that of the deans and department heads of the schools that were currently offering the course, or had planned to offer the course at some point in the future, introduction to business enjoyed considerable status. Most of the respondents believed that teachers of the course should be their best-qualified teachers. Of those deans and department chairmen who had discontinued the course at their respective schools, most indicated that they had utilized some of their "top" instructors as teachers for the course.

The major conclusion that was derived from Kooreny's study was that the status and role of an introduction to business course had not changed significantly during the ten years after the Chapman study. It was still considered an important part of the curriculum in most of the schools that participated in the study.

The major change noted was that there was a slight lessening of prestige in the NABTE schools since the 1964 Chapman study. Kooreny (1975, p. 101) found that the objectives of the course had changed to a certain extent since the 1964 Chapman study but "no more than would be expected to meet the changing environment and technology of business that has occurred during the ten-year period--primarily a

shifting in importance of objectives to the survey or overview and to providing a background for further study rather than for vocational and academic guidance or to develop a business vocabulary." More specifically, Kooreny's (1975) study revealed that the objectives of an introduction to business were:

1. to overview or survey all areas of business.
2. to provide background for further study of business.
3. to aid in understanding and appreciating our economic system.
4. to aid in career selection.
5. to aid in developing economic literacy (p. 102).

In summary, the findings and conclusions indicate that prior to 1950, the objectives of basic business courses were primarily vocational in nature. Since 1950, the objectives have changed and remained primarily the same through today. More specifically, the goals of a general business/introduction to business course have remained constant since 1950. After 1950 the course has been geared toward surveying different areas of business and fostering economic literacy.

Attitude Toward Teaching an Introduction to Business Course

Graf (1979, p. 250) states that "upon being hired for the first job, graduates are often asked to teach general business, consumer education, or law and are told that with a little reading and a lot of discipline one can be a success." Graf continues to make the following statements:

By failing to require an undergraduate course that closely parallels the emphasis of high school courses business teacher educators have developed grossly unprepared teachers. To remedy this situation, all business teacher majors should be required to take a

course in consumer economics or a course of similar nature along with the business administration courses to prepare them for positions that will include general business, consumer education, personal economics, and even law.

...while states have blown new life into basic business subjects, business educators have referred to these courses as "dumping grounds" for so long that they have begun to believe it. More than one attitude or prestige survey has shown basic business to be at the bottom of the heap. A large percentage of business teachers harbors the belief that the courses are only for slow learners... (p. 250)

Along the same vein, Dlabay (1982) comments that:

Many business teachers still believe that only low-ability students require basic business training. The primary contribution of the university to basic business is the preparation of teachers. Quite often prospective business educators receive inadequate training with regard to the non-vocational business curriculum (p. 12)

Martin (1972) conducted a study to determine the attitude of Los Angeles business teachers toward teaching general business.

Martin obtained a list of names and addresses of business education teachers from the Los Angeles City Board of Education. He then sent a questionnaire and cover letter to all business teachers within the Los Angeles city school system. For the year ended June, 1971, there were 542 business education teachers employed within this system. Two hundred twenty teachers responded to the questionnaire.

Martin (1972) states that:

. . . literature in the field of business reveals what may be one of the principal reasons teachers do not like to teach general business and why they do a better job of teaching in the skill areas. The reason seems to stem from the fact that teachers are prepared adequately to teach the basic business subjects.

In Martin's study, 50 percent of the respondent's indicated that they did not like teaching general business while only 49.5 percent indi-

cated that they liked teaching the course. Though only 50 percent of the respondents indicated that they disliked teaching general business, 68.5 percent of the teachers indicated that they would prefer to teach some subject other than general business. The findings of the Martin (1972, p. 42) study also indicated that "the responsibility for teaching general business usually goes to the beginning teacher, which is testament to saying that general business is not a particularly popular course to teach." Teacher confidence and knowledge of the subject play a major role in determining the attitude of business teachers toward teaching general business.

Jones (1960) further states:

. . . the assumption is made that the greater the degree of competency in teaching a business subject the more favorable will be the attitude of the business teacher toward teaching that subject. Further, if a teacher has confidence in his qualifications to teach certain business subjects, it is assumed he will tend to prefer to teach those subjects rather than the subjects in which he feels less confidence in his qualifications (p. 124).

Jones (1960) conducted a study to analyze certain background factors in the educational and vocational experiences of selected business teachers, and to relate patterns of those background experiences to attitudes toward teaching basic business subjects. Jones used two principal sources of data: the certification records on file with the Florida State Department of Education and personal interviews with the sixty teachers selected to participate in the study. He found that undergraduate programs of business teacher education were placing a greater emphasis upon preparation for teaching the skill subjects than upon preparation for teaching the basic business subjects. Jones (1960, p. 124)

found that programs of business teacher education better prepared business teachers to teach the skill subjects. "The academic atmosphere created by this greater emphasis and better preparation is a major factor contributing to preference on the part of many business teachers for teaching the skill subjects."

Jones (1960, p. 126) also found that the status of the basic business subjects in the program of the high school was a contributing factor to the preference of business teachers for teaching the skill subjects. "For other faculty members and students tend to have greater respect for the skill subjects than they have for the basic business subjects."

The conclusions of Jones' (1960) study were as follows:

1. Most high school business teachers prefer to teach the skill subjects of business education rather than the basic business subjects of business education.
2. Undergraduate programs of business teacher education place greater emphasis upon preparation for teaching skill subjects than upon preparation for teaching basic business subjects, and better prepare business teachers to teach skill subjects than basic business subjects.
3. Business teachers who teach or who have taught basic business subjects have a more favorable attitude toward teaching basic business subjects than do teachers who do not teach or have not taught basic business subjects.
4. Business teachers who have engaged in or do engage in non-stenographic-clerical types of work experiences have a more favorable attitude toward teaching basic business subjects than do teachers who have engaged in or do engage in stenographic-clerical types of work experiences.
5. Factors other than subject matter preparation, teaching experience, and work experience in business occupations contribute in an important manner to the subject matter teaching preferences of high school business teachers (p. 157).

In summary, the research and review of literature indicates

that the attitude of teachers toward teaching basic business courses is a negative one.

Reasons for Attitudes

Jones (1960) found that several factors were important in developing the teacher attitudes toward teaching general business. They were as follows:

1. the status of basic business subjects in high school.
2. the attitude of the administration, other faculty members and high school students toward basic business subjects, and
3. the type of student enrolled in basic business subjects (p. 157)

Martin (1972) found that most of the blame for neglect of the general business subjects was due to teachers who were not prepared and lacked the background to teach general business and to administrators who did not know the importance of general business and did not support it. Martin concluded that the context within which the program of business education was carried out, plus the status of business education subjects in the high school program, combined to cause business teachers to hold negative attitudes toward teaching the basic business subjects.

Martin (1972) found that 43 percent of the respondent's in his study disliked the course because of a lack of interest on the part of the students, 27 percent disliked the course because it was used as a "dumping ground" for low ability students, 9.1 percent disliked the course because of the lack of an adequate text, 6.3 percent disliked it because the students were poor readers, and 6.3 percent disliked it because of a lack of a strong business background.

Martin's study indicated that 45.5 percent of the respondents enjoyed teaching general business. Forty percent enjoyed teaching the course because it contained relevant subjects for the students, 29 percent enjoyed teaching the course because it contained a variety of subject matter, 14 percent enjoyed teaching the course because it contained a variety of teaching activities, 6 percent enjoyed teaching the course because it was a challenging course to teach, 9 percent enjoyed teaching the course because of a strong background in business, and 2 percent enjoyed teaching the course because it was a welcome change from teaching subjects.

Jones (1960) found that because the teaching of such a course requires expert knowledge in many areas, many teachers do not enjoy teaching it. The typical attitude among business teachers on the secondary level has been to "let somebody else do it." The study was an attempt to determine through personal interview the opinions and preferences of selected Florida business education teachers regarding the various business subjects which they taught in senior high schools and to relate those opinions to certain aspects of their background experiences. Jones (1960, p. 6) states that "the types of experiences which an individual has in connection with his occupation are a major factor in determining the individual's attitude toward his occupation." Since attitude is essentially the sum of one's feelings, the attitudes toward teaching business education subjects held by the teachers included in this study are assumed to be in part the product of the teaching experiences of the teachers. The assumption is made in this study that the greater the degree of competency in teaching a business subject, the more favorable will be the atti-

tude of the business teacher toward teaching that subject. Jones further assumed that if a teacher has confidence in his qualifications to teach certain business subjects that he will tend to prefer to teach those subjects rather than the subjects in which he feels less confidence in his qualifications.

Wyllie (1971, p. 4) stated that "for many years it was difficult to get competent teachers to teach the basic business-economic courses." Perhaps contributing to this problem was the fact that too few teacher education programs emphasized teacher education curricula designed to prepare teachers who were adequately prepared academically, professionally, and mentally for such teaching. The usual practice was to assign basic business courses to inexperienced teachers (those who lacked both sufficient educational preparation and personal experiences) or to teachers possessing only minor preparation in business.

Jones (1971) states that:

Basic business education in the secondary schools lacks the respect and dignity that many business educators believe it should have and that many other fields of study do have. While business educators agree that basic business has the potential for substantially contributing to the economic literacy and competency of students that it should, therefore, be a part of every student's general education, basic business continues to have a poor image in the eyes of many students, teachers, and counselors (p. 10).

Jones continues to say:

One need only look at a few symptoms as evidence of basic business' trouble image. The complaint is often heard that counselors view basic business courses as 'dumping-ground' courses. Students frequently believe that basic business course are for the low ability, the slow learner, or the economically deprived. Business education teachers generally are willing for the courses to be assigned to teachers with least seniority (p. 10).

Daughtrey (1971, p. 20) states "more effective instruction, better prepared teachers, refined and updated content, and better public relations will contribute to a more acceptable image."

Brown (1982) comments that:

With declining enrollments in many school systems, pressure for reducing the number of courses offered can jeopardize the basic business courses. . . . the basic business courses have faded into the background of the curriculum in many schools. Too often, business teachers have been willing to substitute a teaching load of other course for them and have allowed the basic business courses to be relegated to second place. An enthusiastic, well-prepared teacher is vital (p. 105).

This researcher has surmised from the literature and research reviewed that the negative attitude toward basic business courses stems primarily and most often from the lack of training received by many teachers to teach the general courses that require much knowledge in many different areas.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Designed to obtain data from one faculty member from each of the member institutions of the National Association for Business Teacher Education and the American Assembly of Collegiate Schools of Business, this descriptive study focused on the attitude of faculty toward teaching the introduction to business course. General data obtained from respondents included faculty rank, highest degree obtained, level(s) at which course offered, total number of years of instruction, number of years introduction to business was taught, whether a general business methods course had been taken, and whether the individual faculty member was involved in academic research. Each respondent was also asked to complete a semantic scale regarding attitudes toward teaching introduction to business and attitudes toward preparation for teaching introduction to business.

The research design and procedures chapter describes the research design by elaborating on the study instruments used to gather data, the procedures used in collection of the data, and the various analyses made of the data to fulfill the purposes of the study.

The Research Questionnaire

One of the instruments formulated to gather data for this study was a questionnaire developed following a study of the literature, review of

other questionnaires concerned with basic business education, and consultation with the writer's dissertation advisor and East Central Oklahoma State University faculty members.

The questionnaire was revised after consultation with the researcher's dissertation advisor with a statistician at East Central Oklahoma State University, and after business education faculty members at East Central Oklahoma State University completed the questionnaire to identify unclear or ambiguous items. These consultations and evaluations resulted in minor revisions in wording and formatting of the questions.

The final questionnaire was printed on the front and back of 8 1/2 x 11 inch paper. The result was a single page containing fifteen questions, with eight questions on the front side and with seven questions on the back side. The questionnaire was unsigned in order to keep information provided by respondents confidential. The questionnaire was not divided into sections.

The Bi-Polar Method of Attitude Measurement

Since attitude measurement was the single most important basis for this study, an instrument was needed to measure faculty attitude toward teaching an introduction to business course. After reviewing other possible approaches to measuring attitudes, the semantic differential method was chosen.

The semantic differential technique of attitude measurement was originally developed by Osgood, Suci, and Tannebaum (1957) as part of their study of meaning. Osgood and his associates believed that through the bi-polar semantic differential, a quantitative value could

be assigned to the meaning of a word or concept. Osgood, Suci, and Tannebaum (1957) describe the instrument in the following manner:

The semantic differential is essentially a combination of controlled association and scaling procedures. We provide the subject with a concept to be differentiated and a set of bi-polar adjectival scales against which to do it, his only task being to indicate, for each item (pairing of a concept with a scale), the direction of his association and its intensity on a seven-step scale (p. 18).

In constructing the theoretical model, Osgood formulated a multi-dimensional semantic space, and the semantic differential was the device for scaling with which to locate a point in space representing the meaning of a word or concept. The bi-polar semantic differential is composed of a series of scales and the person being tested rates the concept or term on each of the scales. Each scale is composed of a pair of opposite meaning (polar) adjectives which are placed on the opposite ends of a straight line continuum. The continuum is segmented into seven parts, each segment representing a rating intensity whereby the individual reacts to the concept being considered in relation to the alternative polar terms. Therefore, the responder assumes a neutral stance by checking the mid point of the segmented line; or, he indicates his preference for one of the other six points in the semantic space. If the response lies closer to the favorable pole, the attitude is considered favorable, and vice versa with "intensity" measured according to the extent that the selection lies from neutrality. The scales used in the semantic differential are further described by Osgood, Suci, and Tannebaum (1957):

Each semantic scale, defined by a pair of polar (opposite-in-meaning) adjectives, is assumed to represent a straight line function that passes through the origin of this space, and a sample of such scales then represents a multidimensional space (p. 25).

One method for defining a concept with a space is shown by an example from Osgood, Suci, and Tannenbaum (1957, p. 26):

Mother

Happy ___: ___: ___: ___: ___: ___: ___ Sad
 Hard ___: ___: ___: ___: ___: ___: ___ Soft
 Slow ___: ___: ___: ___: ___: ___: ___ Fast, etc.

Two distinct properties for the concept "mother" are signified by the indicated scale ratings: (1) direction from the origin, and (2) distance from the origin, with direction depending upon the polar term chosen and distance indicated by the extremeness of the point checked.

A quantitative measure for a word or concept is achieved by assigning a numerical value to each of the seven points on the linear continuum. An example of this numbering technique is illustrated by Osgood, Suci, and Tannebaum (1957, p. 28), in the following manner:

(concept)

Polar Term X ___: ___: ___: ___: ___: ___: ___ Polar Term Y

The segment of the continuum number (4) signifies a neutral response toward the concept, the part numbered (1) represents an extreme feeling toward polar term X, and the section numbered (7) represents an extreme feeling toward polar term Y. Thus, several different numerical ratings are obtained by including a series of bipolar adjective scales under each concept.

Oppenheim (1966, p. 204) reports that after each scale is numerically rated, "it is possible to submit sets of such ratings to factor-analysis, in search for the basic dimensions of meaning." According to Shaw and Wright (1967, p. 34), Osgood originally used factor analysis to uncover several dimensions within the semantic space. They

report that Osgood and his associates, "using factor-analytic procedures, established three general factors of meaning measured by the semantic differential technique: an evaluative factor, a potency factor, and an activity factor."

Osgood, Suci, and Tannenbaum (1957), describe their findings in the following manner:

The first factor is clearly identifiable as evaluative by listing scales which have high loadings on it: good-bad, beautiful-ugly, sweet-sour, clean-dirty, tasty-distasteful, valuable-worthless, kind-cruel, pleasant-unpleasant, sweet-bitter, happy-sad, sacred-profane, nice-awful, fragrant-foul, honest-dishonest, and fair-unfair.

The second factor identifies itself fairly well as a potency variable: large-small, strong-weak, heavy-light and thick-thin serve to identify its general nature, these scales having the highest and most restricted loadings.

The third factor appears to be mainly an activity variable in judgments, with some relation to physical sharpness or abruptness as well. The most distinctively loaded scales are fast-slow, active-passive, and hot-cold (p. 36)

The writers further state that a fourth factor revealed by factor analysis accounted for less than 2 per cent of the total variance. Further, an analysis of the three primary factors reveals that the evaluative factor accounted for almost 70 per cent of the common variance, the potency factor accounted for 15 per cent of the variance, and the activity factor accounted for 13 per cent of the variance. Therefore, the evaluative factor plays the most dominant role in the meaningful judgments of concepts (Osgood, Suci, and Tannenbaum, 1957).

Osgood, Suci, and Tannenbaum (1957, p. 38)), believe that "the evaluative factor of the semantic differential is an index of attitude. It is, moreover, a method of attitude assessment that is relatively easy to administer and easy to score." Edwards (1957, p. 14)

defines an attitude as "the degree of positive or negative affect associated with some symbol, phrase, slogan, person, institution, ideal, or idea toward which people can differ with respect to positive or negative affect." Osgood, Suci, and Tannenbaum (1957, p. 158) offer arguments that attitude is very evaluative in nature and the evaluative factor, therefore, is a measure of an individual's attitude. They determine attitude by using sets of scales which possess high loadings on the evaluative factor. Further, for scoring purposes, the unfavorable poles of the bi-polar scales are assigned the score "1" while the favorable poles are assigned the score "7". When this method of scoring is used, the sum of all evaluative ratings for all the sets of scales for any one concept comprises the attitude score.

Selection of the Concepts for Testing

The general purpose of this study was to determine if the attitude of the faculty sampled was positive or negative toward teaching an introduction to business course. The writer's dissertation advisor, along with East Central Oklahoma State University business education faculty, helped select the concepts that were to be responded to by individual faculty. The ideas contributed by the dissertation advisor and the East Central faculty were analyzed by the investigator. The two concepts selected by the dissertation advisor and the investigator were "Teaching Introduction to Business" and "Preparation for Teaching Introduction to Business."

Construction of the Bi-Polar Scales

After the two concepts for evaluation of attitude toward teaching introduction to business were determined, this investigator began the process of devising the scales for each of the two concepts. The investigator compiled a list of fifteen bi-polar opposites from the lists of evaluative scales devised by Osgood, Suci, and Tannenbaum (1957). The investigator presented this list to the dissertation advisor and the business education faculty at East Central Oklahoma State University. The inappropriate and overlapping bi-polar adjectives were included in their place.

Each of the evaluative adjectives was classified as eliciting either a positive or a negative feeling toward the concept being considered. With the concepts and scales finalized, the investigator listed suitable instructions to accompany the attitude test. For the most part, the instructions followed the form suggested by Osgood, Suci, and Tannenbaum (1957) and was included with the questionnaire and concepts. The directions for the completion of the bi-polar scales included a space for the name of the individual responding and for the name of the college or university of the individual.

Validity

Effective measurement of attitudes requires that the scales be valid. Osgood, Suci, and Tannenbaum (1957, p. 140) state that an instrument is said to be valid when "it measures what it is supposed to measure."

In determining the validity of the introduction to business atti-

tude scales, content and face validity were the primary factors considered. The appearance of reasonableness in what the test intends to measure is sometimes referred to as "face validity." (Thorndike and Hagen, 1955) Osgood, Suci, and Tannenbaum (1957, p. 141) point out that the evaluative dimension of the technique of measurement known as the semantic differential "displays reasonable face-validity as a measure of attitude." This statement is made in view of the fact that several studies have shown sound ability to differentiate between definitely known groups of individuals by using the semantic differential technique of attitude measurement.

Shaw and Wright (1967, p. 8) indicate that content validity is evaluated by "determining the degree to which the items of the scale sample content of the attitude domain, i.e. the degree to which the content of the attitude scale corresponds to the content of the attitude system." The content validity of the semantic differential is supported by studies which compare these measurements with attitude measurements on more traditional scales.

Summers (1970, p. 94) reports that the results of a comparison between the semantic differential and Thurstone scales on the concepts "The Church," and "Capital Punishment" reflected, in each case, a significance greater than chance ($p < .01$). A further statement reiterates the close correlation between the two scales: "It is apparent, that, whatever the Thurstone scales measure, the evaluative factor of the semantic differential measures just as well."

Osgood, Suci, and Tannenbaum (1957, p. 161) report that similar results are found in a comparison between the semantic differential and the Guttman scale when attitudes of farmers toward the prac-

tice of crop rotation was assessed. The correlation between the results of these two instruments was highly significant ($p < .01$), and the authors drew the conclusion that they were measuring the same thing to a considerable degree.

Summers (1970, p. 110) summarizes the total findings of all studies when he says, "the results in these, and many other studies, support the validity of the semantic differential as a technique for attitude measurement."

Shaw and Wright (1967, p. 18) indicate that another method to help insure content validity is to have items "selected on the basis of agreement among judges regarding their content validity."

The validity of the attitude scales developed for this study was established by comparing the scales selected to known scales of attitude measurement. Scales which were devised and confirmed by Osgood, Suci, and Tannenbaum (1957) as having a definite evaluative factor were used as the basis for selecting the scales to be used with the two concepts of the introduction to business attitude test.

Reliability

The usefulness of an attitude scale depends upon its properties, one of which is its reliability. The concept of reliability is complex, but one of the simplest definitions states that "it is the degree to which a scale yields consistent scores when the attitude is measured a number of times" (Shaw and Wright, 1967, p. 16). Osgood, Suci, and Tannenbaum (1957) indicate that the basic "score" obtained from the semantic differential is the digit value (1 through 7) corresponding to a person's check-mark with which he indicates his

judgment of a particular concept against a particular scale.

Collection of the Data

The researcher chose for the population of the study all NABTE institutions that were listed in the December 1983 issue of the Business Education Forum and all AACSB institutions listed in the 1983-84 edition of the AACSB Membership Directory. The current college catalog for each of the institutions listed was obtained from the Oklahoma State University library and the East Central Oklahoma State University library to determine if an introduction to business course was offered at that school. One hundred seventy-two of those schools listed introduction to business in their catalogs. Fifty-eight of the schools were listed solely on the AACSB list; twenty-eight schools were listed solely on the NABTE directory; and eighty-six schools were listed on both the NABTE and AACSB directories for a grand total of 172 schools which were used as the population for this study.

The original mailing was sent to all of the 172 institutions included in the population. The mailing included a questionnaire, directions for completion of the bi-polar scales, and the bi-polar scales, and a pre-addressed, stamped return envelope. Letters were addressed to the names of the individuals listed in the AACSB and NABTE directories as deans or department chairpersons. These individuals were asked to forward the questionnaire and bi-polar scales to the appropriate person, encouraging that person to complete and return the materials. The cover letter was printed on plain bond paper using

the investigator's name, place of employment, and professional title in the signature section.

Eight weeks after the original mailing was completed, a follow-up letter, a copy of the questionnaire, a copy of the semantic scales, and a pre-addressed, stamped envelope were sent to all non-respondents. The follow-up letter was also sent on plain bond paper using the investigator's place of employment, East Central Oklahoma State University, and professional title in the signature block.

The timetable for mailings of the original and follow-up materials was as follows:

1. Original mailing---January 9, 1984
No specific date requested for return.
2. Follow-up mailing---March 9, 1984
No specific date requested for return.

A total of 140 replies were received from the 172 educational institutions contacted. This is an 81.4 percent response. However, 24 responses (17.1 percent) were non-useable for various reasons. These twenty-four schools were deleted from the population by the researcher prior to entry on computer cards. The schools were omitted for the following reasons:

1. Eighteen schools had discontinued the introduction to business course.
2. Five schools returned only a questionnaire.
3. One school returned blank forms for unidentified reasons.

Other schools were deleted from the population by the computer for failure to answer each question on the questionnaire.

The percentage of returns and non-returns is reported in Table I.

TABLE I
 DISTRIBUTION OF THE POPULATION BY RETURNS
 AND NON-RETURNS TO THE STUDY INSTRUMENT

Category	Number	Percent Total (N=172)	Percent Contacted (N=172)
Total institutions in population	172	100.0	_____
Total institutions thought to have been contacted	172	100.0	100.0
Total respondents from first mailing:			
Usable	88	51.2	51.2
Non-usable	<u>12</u>	<u>6.9</u>	<u>6.9</u>
	100	58.1	58.1
Total respondents from follow-up mailing:			
Usable	28	16.3	16.3
Non-usable	<u>12</u>	<u>6.9</u>	<u>6.9</u>
	40	23.3	23.3
Total respondents	140	81.4	81.4
Total non-respondents	32	18.6	18.6

Analysis of Responses to the Questionnaire and Semantic Scales

Responses were coded and keypunched on computer cards for use in computer tabulations. A Statistical Analysis System (SAS) was used to reveal frequencies and percentages of responses for each question included on the questionnaire and the semantic scales.

Further analyses were conducted using the Statistical Analysis System (SAS) through the Oklahoma State University computer center using Duncan's Multiple Range Analysis of Variance and the T-Test for Significance. The tabulation and interpretation of data is presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The data gathered from the questionnaire that was sent to all domestic AACSB and NABTE member institutions covers faculty rank, years of teaching experience, highest degree earned, major academic areas, amount of research conducted by faculty member, and the classification level of the course.

The data gathered from the semantic scales sent to the institutions includes a composite score for the attitude of the faculty toward teaching introduction to business and the attitude of the faculty toward their preparation for teaching introduction to business. These attitude scores were analyzed to determine if there was a significant relationship between any of the items included on the questionnaire and the attitudes revealed on the scales.

Method of Analyzing the Data

The questionnaire was designed to gather data concerning the academic background of each business teacher. Specifically, this questionnaire contained questions concerning faculty rank, experience teaching introduction to business, highest degree earned, major academic area for degree(s), non-teaching work experience, books published, articles published, classification level at which course is offered, and whether or not the individual would choose to teach introduction

to business again. Each individual was asked to explain why he would or would not choose to teach the course again. For most of the questions on the questionnaire, a space was provided for "other."

The questions concerning the publication of books and articles, major academic area, and whether the individual would choose to teach introduction to business again were used for discussion purposes and not for statistical analysis.

The two semantic scales were designed to elicit either a positive or a negative response for each of the fifteen items included on each scale. The first scale was designed to determine whether the attitude of individuals was positive or negative concerning the "Teaching of Introduction to Business." The second scale was designed to determine whether the attitude was a positive or a negative one toward the "Preparation for Teaching Introduction to Business." The attitude scores are defined below:

15 - 29	=	Extremely Positive
30 - 44	=	Positive
45 - 59	=	Least Positive
60 - 74	=	Neutral
75 - 89	=	Least Negative
90 -104	=	Negative
105+	=	Extremely Negative

An SAS (Statistical Analysis System) package was used to tabulate the responses to the questionnaire as related to each of the two semantic scales. First, the t-test procedure was used to determine significant relationships between the questions on the questionnaire and the composite attitude score from each scale. Second, an analysis of variance procedure was used to reveal the relationships between the questionnaire responses and the two attitude scales. Tables of specific findings are presented in the following discussion.

Data Analysis

Responses were received from 142 AACSB and/or NABTE institutions. Twenty-six of the schools were deleted from the population for the following reasons:

1. Sixteen schools returned the questionnaire and semantic scales indicating that the course was no longer offered at that school.
2. Six schools returned completed questionnaires with no scales enclosed.
3. Four schools returned blank survey materials with no explanation being offered.

Therefore, analysis of data included responses from 116 schools. All respondents did not answer every question on the questionnaire or respond to every set of bi-polar terms on the attitude scales. Therefore, when the SAS (Statistical Analysis System) package was applied to the data, the computer eliminated any individual who did not answer every question. Thus, the number of respondents computed may vary from question to question and from scale to scale.

The first question on the questionnaire dealt with faculty rank. This question contained five possible choices: professor, associate professor, assistant professor, instructor, and "other." The responses that were obtained from those who checked "other" were: dean, adjunct professor, part-time instructor, lecturer, graduate teaching assistant, and executive in residence.

The second question on the questionnaire dealt with the total years of teaching experience. There were five possible choices: zero

to one year, two to four years, five to seven years, eight to ten years, and more than eleven years.

The third question on the questionnaire dealt with total years of experience at teaching introduction to business. This question contained the same five options as question number two.

The fourth question on the questionnaire dealt with the highest degree earned. The question provided four options: doctorate, masters, bachelors, and "other." Those who chose "other" listed the degree earned as the juris doctorate.

The fifth question on the questionnaire requested that each individual list a major academic degree area. It was unclear which degree was received in what area. Therefore, this question will be used for discusses purposes only. Some of the most listed degrees were: business administration, business education, management, and marketing.

The sixth question requested that respondents answer "yes" or "no" to the question "would you teach introduction to business again if the choice were yours." The seventh question requests information dealing with non-teaching work experiences that have enabled the individual to be better able to teach introduction to business. The two responses that were listed most frequently were management and sales experience.

Questions eight through eleven were designed to gather data regarding the research activities of each individual. More specifically, question ten requested that the respondent check each year in which an article had been published in a professional journal. Question eleven requested the same information regarding the publication of books.

Question twelve requested information regarding the course level

for which the introduction to business class is designed. The options included were freshmen, sophomores, juniors, and seniors. Questions thirteen through fifteen dealt with whether or not an individual would choose to teach introduction to business again and "why" or "why not."

Duncan's multiple-range analysis of variance test was applied to scores obtained from (1) the attitude scores on the concept "Teaching Introduction to Business," and (2) the attitude score on the concept "Preparation for Teaching Introduction to Business." These scales were compared with various items from the questionnaire to determine which items were significantly related to the attitude of a particular concept. Duncan's multiple range test allows for an exact determination of which questions, if any, were significantly related to the attitude of respondents for a particular concept.

Analysis of Questionnaire Responses

Presented in this section are all the responses obtained from the questionnaire returned by the NABTE and/or AACSB institutions included in the study. The questionnaire contained fifteen questions. An abbreviated form of the questionnaire is used in each table. The complete questionnaire is included in the appendix. The number of responses to each question and an analysis of the data are presented in tabular form.

The questionnaire was sent to all domestic NABTE and/or AACSB institutions which included an introduction to business course in the college catalog for that school. The majority of the responding schools, 60 (51.72%), were members of both NABTE and AACSB. Thirty-four schools (29.31%) were exclusively members of AACSB, whereas only

TABLE II

FREQUENCY OF NABTE AND AACSB MEMBER INSTITUTIONS

N=116

Type	Frequency	Percent of Total
NABTE	19	16.38
AACSB	34	29.31
NABTE/AACSB	60	51.72
Unidentified	3	2.59

19 (16.38%) of the schools were exclusively members of NABTE. Three schools (2.59%) were not identified as being either NABTE or AACSB. This data is reflected in tabular form in Table II.

Table III reveals that the majority of those responding to the questionnaire, 37 (31.9%) were ranked as full professors, while 22 of the respondents (18.97%) were ranked as associate professors, 30 (25.86%) were ranked as assistant professors, and 20 (17.24%) were ranked as instructors. Seven (6.03%) of the respondents checked "other." This included adjunct professor, lecturer, part-time instructor, graduate teaching assistant, executive in residence, and dean.

As reflected in Table IV, the majority of the respondents, 58 (50.0%), held the doctors degree, 52 (44.83%) held the masters degree, 3 (2.59%) held only a bachelors degree, and 3 (2.59%) checked the "other" category which included juris doctor and the master of business administration.

Table V contains an analysis of the different majors that were listed by the respondents. The majority of those responding, 35 (30.17%), indicated that at least one degree was obtained in the area of business education, while 25 (21.55%) obtained at least one degree in business administration. Nineteen respondents (16.38%) listed management as a major. A complete summary is found in Table 15.

Forty-three respondents (37.07%) indicated that they had completed a business education methods course in college which dealt specifically with the teaching of introduction to business/general business. Almost all of the respondents indicated that they had been involved with non-teaching work experiences which had enabled them to be better

TABLE III
FREQUENCY OF RANK

Rank	N=116 Frequency	Percent of Total
Professor	37	31.90
Associate Professor	22	18.97
Assistant Professor	30	25.86
Instructor	20	17.24
Other	7	6.03
Adjunct Professor		
Lecturer		
Part-time Instructor		
Graduate Teaching		
Assistant		
Executive in Residence		
Dean		

TABLE IV
 FREQUENCY OF HIGHEST DEGREE EARNED

N=116		
Degree	Frequency	Percent of Total
Doctorate	58	50.0
Masters	52	44.83
Bachelors	3	2.59
Other	3	2.59
Juris Doctorate		
ABD		
MBA		

TABLE V
FREQUENCY OF MAJOR

N=116		
Major	Frequency	Percent of Total
Business Administration	25	21.55
Business Education	35	30.17
Management	19	16.38
Marketing	10	8.62
Finance	3	2.59
Economics	7	6.03
Other Business	5	4.31
1. Business Communication		
2. Accounting		
3. Insurance		
4. U. S. Business History		
5. Data Processing		
Non-Business	10	8.62
No Response	2	1.72

able to teach introduction to business. One-hundred and eight respondents (93.1%) felt that those work experiences which are outline in Table 25 enabled them to be better able to teach introduction to business. Only 35 (30.17%) of the respondents indicated that they were currently involved with research projects. However, 69 (54.48%) indicated that they had been involved with research projects within the past five years. See Table VI for a complete summary of answers to questions six through nine.

An analysis of the number of publications by individual respondents in Table VII revealed that 9 persons (7.76%) published books in the academic year 1979-80, 2 (1.72%) persons published a book in 1980-81, 2 persons (1.72%) published a book in 1981-82, and that 7 persons (6.03%) published a book in 1982-83. The percent of individuals publishing articles during the same years was slightly higher. In 1979-80 there were 21 individuals (18.1%) who published articles; in 1980-81, 21 individuals (18.1%) published articles; in 1981-82, 14 individuals (12.07%) published articles. This data is summarized in Table VIII.

The majority of the institutions responding offered the introduction to business course primarily to freshmen students. Eighty-eight respondents (75.86%) indicated that the course was designed for freshmen, twenty (17.24%) indicated that the course was designed for sophomores, four (3.45%) indicated that the course was designed juniors, and four (3.45%) indicated that the course was designed for seniors. Because the respondents were not limited to one choice, the percents total more than 100. See Table IX for all figures.

Table X indicates that 52 (44.83%) of the respondents would defi-

TABLE VI

FREQUENCY OF RESPONSES TO QUESTIONS 6-9

Responses	Q ₆	Frequency Percent	Q ₇	Frequency Percent	Q ₈	Frequency Percent	Q ₉	Frequency Percent
Yes	43	37.07	108	93.1	35	30.17	69	54.48
No	72	62.07	8	6.9	66	56.90	31	26.72
No Response	1	.86	---	----	15	12.93	16	13.79

Q₆: Have you ever had a methods course that dealt with the teaching of Introduction to Business/General Business?

Q₇: Do you have non-teaching work experiences that you think have helped you to be able to teach Introduction to Business?

Q₈: Are you currently involved with an academic research project?

Q₉: Have you been involved with an academic research project within the last five years?

TABLE VII
 FREQUENCY OF INDIVIDUALS INVOLVED WITH
 PUBLICATION OF BOOKS

*Year	Publications	Freq. Percent	No Publications	Freq. Percent	No Response	Freq. Percent
1979-80	9	7.76	93	80.17	14	12.07
1980-81	2	1.72	100	86.21	14	12.07
1981-82	2	1.72	100	86.21	14	12.07
1982-83	7	6.03	95	81.90	14	12.07

*Refers to academic years.

TABLE VIII

FREQUENCY OF RESPONSES FOR INDIVIDUALS INVOLVED
WITH PUBLICATION OF ARTICLES

*Year	Publication	Freq. Percent	No Publication	Freq. Percent	No Response	Freq. Percent
1979-80	21	18.10	81	69.83	14	12.07
1980-81	21	18.10	81	69.83	14	12.07
1981-82	14	12.07	88	75.86	14	12.07
1982-83	17	14.66	85	73.28	14	12.07

*Refers to academic year.

TABLE IX
 FREQUENCY OF CLASS LEVEL FOR OFFERING
 INTRODUCTION TO BUSINESS

Classification	Frequency Number	Frequency *Percent
Freshmen	88	75.86
Sophomores	20	17.24
Juniors	4	3.45
Seniors	4	3.45
No Response	15	12.93

*Totals more than 100 percent because of multiple answers.

TABLE X

FREQUENCY OF RESPONSES TO QUESTION 13

Q13: If you had your choice between teaching introduction to business and some other course, would you choose introduction to business?

	Frequency	Frequency Percent
Yes	52	44.83
No	32	27.59
No Response	32	27.59

ninitely choose to teach introduction to business again if the choice were theirs, while 32 (27.59%) said that they definitely would not teach the course again. The same number, 27 (27.59%) did not respond to the question decisively. Many of those who were not decisive indicated that the decision to either teach the course or not teach the course would depend to a very large extent upon the options provided. The respondents were also asked to explain why they would or would not teach the course again. These answers are summarized in Tables XI and XII.

Duncan's Multiple Range Analysis of Variance

Tables XIII and XIV reflect the total responses to each set of term for each concept based upon a total number of respondents of 116. These tables reflect the number of respondents who did not respond to a particular set of terms. When using the Statistical Analysis System (SAS) package to analyze the data, the computer eliminated any respondent who did not respond to every set of bi-polar terms on each of the two concepts; thus, creating an unequal number (N).

The first five items on the questionnaire were compared with the two concepts using Duncan's Multiple Range Analysis of Variance procedure. Responses to questions 1 through 5 of the questionnaire were compared to the mean score responses to the concept "Teaching Introduction to Business" and "Preparation for Teaching Introduction to Business." Question 1 deals with the rank of individual faculty. Question 2 dealt with total teaching experience while question 3 dealt with total years experience with teaching introduction to business. Question 4 was concerned with the highest degree earned, and question

TABLE XI

SUMMARY OF WHY RESPONDENTS WOULD CHOOSE
TO TEACH INTRODUCTION TO BUSINESS AGAIN

-
1. Teacher wants experience with Freshmen
 2. A good way to keep up to date
 3. Course is a valuable recruiting tool
 4. Course is very basic and challenging to students
 5. Course allows for creative instruction
 6. Course content is vibrant and alive
 7. Covers broad range of subjects and, thus, is of interest to more students
 8. Good career alternative course
 9. Interesting to work with freshmen
 10. Enjoys teaching course!
 11. Course is an elective, thus, students are more interested.
 12. Enjoys diversity of course
 13. Enjoys planting the seed for a solid foundation
 14. Good freshman orientation course
 15. Can instill a positive attitude in students
 16. Prefers teaching lower division courses
 17. Fun to teach
 18. Enjoys student attitude that prevails at the freshman level
 19. Topics are interesting
 20. Lesson plans are already formulated
 21. Feels comfortable with the course
-

TABLE XII

SUMMARY OF REASONS RESPONDENTS WOULD NOT CHOOSE
TO TEACH INTRODUCTION TO BUSINESS AGAIN

-
1. Course is boring.
 2. Was trained to be a specialist---not a generalist.
 3. "While course is needed, it is a luxury vehicle which ties up limited faculty."
 4. Enjoys upper division courses more.
 5. Better rapport established with upper division students.
 6. "Freshmen are frustrating."
 7. Other courses are far more valuable.
 8. Class size is too large.
 9. It is hard to motivate students.
 10. All subjects are covered in other courses.
-

TABLE XIII

FREQUENCY OF RESPONSES FOR ATTITUDE SCALE
TEACHING INTRODUCTION TO BUSINESS

Bi-Polar Terms	1	2	3	4	5	6	7	No Response
Good-Bad	60	36	8	8	1	0	2	1
Valuable-Worthless	65	38	7	2	2	0	2	0
Pleasant-Unpleasant	50	43	16	2	3	0	2	0
Nice-Awful	37	42	18	12	5	1	1	0
Fair-Unfair	49	28	8	29	1	1	0	0
Important-Unimportant	70	28	8	3	4	1	2	0
Positive-Negative	65	29	12	4	2	2	2	0
Reputable-Disreputable	47	30	13	17	4	4	1	0
Contented-Discontented	34	40	18	16	5	1	1	1
Interesting-Boring	58	34	14	2	2	4	2	0
Pleasing-Annoying	40	43	19	10	2	1	0	1
Ordered-Chaotic	46	46	9	8	6	1	0	0
Dislike-Like	55	35	9	6	4	3	3	1
Honorable-Dishonorable	51	28	14	19	2	1	1	0
Professional- Non-Professional	52	32	18	7	3	3	1	0

1 = Extremely Positive
 2 = Positive
 3 = Least Positive
 4 = Neutral
 5 = Least Negative
 6 = Negative
 7 = Extremely Negative

TABLE XIV

FREQUENCY OF RESPONSES FOR ATTITUDE SCALE PREPARATION
FOR TEACHING INTRODUCTION TO BUSINESS

Bi-Polar Terms	1	2	3	4	5	6	7	No Response
Superior-Inferior	32	47	9	8	0	2	0	18
Sufficient-Insufficient	45	33	12	6	2	1	0	17
Painful-Pleasurable	35	31	15	8	5	2	1	19
Successful-Unsuccessful	47	33	13	5	0	0	1	17
Strong-Weak	36	41	10	11	0	1	0	17
Difficult-Easy	0	13	12	6	9	29	29	18
Meaningful-Meaningless	38	40	12	6	1	2	0	17
Boring-Interesting	32	41	13	3	7	2	1	17
Clear-Hazy	41	36	8	10	2	2	0	17
Controlled-Accidental	35	38	12	10	1	2	1	17
Valuable-Worthless	43	39	8	5	3	1	0	17
Haphazard-Systematic	31	46	6	8	5	3	0	17
Scholarly-Unscholarly	17	40	24	11	2	1	3	18
Professional- Non-Professional	39	36	12	9	2	1	0	17
Ordered-Chaotic	32	45	13	6	1	1	0	18

1 = Extremely Positive

2 = Positive

3 = Least Positive

4 = Neutral

5 = Least Negative

6 = Negative

7 = Extremely Negative

5 dealt with major areas for degrees.

Academic Rank. Responses to the question concerning academic rank were analyzed for the concept "Teaching Introduction to Business." Categories included were professor, associate professor, assistant professor, instructor, and "other." The results revealed that those who checked the category "other" had the highest mean score (36.143) while those who were categorized as assistant professors had the lowest mean score (25.9). Complete results are shown in Appendix C, Table XXXIV. None of the scores differed significantly from each other.

Responses to the question concerning academic rank were analyzed for the concept "Preparation for Teaching Introduction to Business." The categories compared were professor, associate professor, assistant professor, instructor, and "other." The results revealed that those who were ranked as instructors had the highest mean score (37.278) while those ranked as assistant professors had the lowest mean score (31.4). Neither of the scores was significantly different from the other. Complete results can be found in Appendix C, Table XXXV.

Total Teaching Experience. Table XV reflects the total frequency of answers to question 2 dealing with total teaching experience. The majority of the respondents (60.34 percent) had more than eleven years of experience, while 22.41 percent had 5 - 7 years experience, 6.89 percent had 2 - 4 years experience, and 4.31 percent had one year (or less) experience. Question 2 concerning total teaching experience was compared with the concept "Teaching Introduction to Business." The categories for this section included 0 to 1 year, 2 to 4 years, 5 to 7 years, 8 to 10 years, and 11 plus years. Those

TABLE XV

TOTAL YEARS OF TEACHING EXPERIENCE
N=116

Total Teaching Experience	Frequency	Frequency Percent
0 - 1 year	5	4.31
2 - 4 years	8	6.89
5 - 7 years	26	22.41
8 -10 years	7	6.03
11+ years	70	60.34
No response	0	---

respondents with 8 to 10 years experience had the highest mean score (32.167) while those with 0 to 1 year experience had the lowest mean score (25.4). None of the mean scores were significantly different from the others.

Question 2 was also compared with the concept "Teaching Introduction to Business." Once again those respondents with 8 to 10 years teaching experience had the highest mean score (35.333) while those with 0 to 1 year of teaching experience had the lowest mean score (32.0). None of the scores were found to be significantly different. A complete listing of the results can be found in Appendix C, Tables XXXVI and XXXVII.

Introduction to Business Teaching Experience. Table XVI reflects the total introduction to business teaching experience. The majority of the respondents (37.07 percent) had from 2 - 4 years experience, while 21.55 percent had more than 11 years experience, 18.1 percent had from 5 - 7 years experience, 14.66 percent had one year (or less) experience, and 7.76 percent had from 8 - 10 years experience teaching the course. Question 3 dealing with total experience teaching introduction to business was compared with the concept "Teaching Introduction to Business." Those respondents who had taught introduction to business 0 - 1 year had the highest mean score (33.706) while those who had taught the course for more than 11 years had the lowest mean score (24.640). These mean scores were not found to be significantly different. Complete results can be found in Appendix C, Table XXXVIII.

Question 3 also compared total experience teaching introduction to business with the concept "Preparation for Teaching Introduction to

TABLE XVI

TOTAL YEARS OF EXPERIENCE WITH TEACHING
INTRODUCTION TO BUSINESS

Total Experience Teaching Introduction to Business	Frequency	Frequency Percent
0 - 1 year	17	14.66
2 - 4 years	43	37.07
5 - 7 years	21	18.10
8 -10 years	9	7.76
11+ years	25	21.55
No Response	1	.86

Business." Those respondents who had taught introduction to business from 2 to 4 years had the highest mean score (35.656) while those respondents who had the lowest mean score (31.556). These scores were not significantly different from each other. A complete list of mean scores can be found in Appendix C, Table XXXIX.

Highest Degree Earned. Question 4 is concerned with the highest degree earned by individual respondents. The categories listed were doctorate, masters, bachelors, and "other." This question was compared with the concept "Preparation for Teaching Introduction to Business." Those persons who listed "other" as the highest degree earned had the highest mean score (42.667) while those who listed the highest degree earned as bachelors had the lowest mean score (27.333).

Question 4 was also compared with the concept "Teaching Introduction to Business." Those respondents who listed "other" as the highest degree earned had the highest mean score (38.0) while those who listed masters as the highest degree earned had the lowest mean score (33.191). These scores are not significantly different from each other. A complete listing of mean scores can be found in Tables XVII and XVIII.

Academic Major. Question 5 deals with the major degree area for each respondent. Respondents were not asked to list major areas by degrees, thus, it can only be concluded that the respondent has at least one degree in the areas listed. Those areas listed by respondents were business administration, management, business education, finance, economics, other business (accounting, computer science, etc.), and non-business. Those non-business majors had the highest

TABLE XVII

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN EFFECT
 HIGHEST DEGREE: PREPARATION FOR TEACHING
 INTRODUCTION TO BUSINESS

Highest Degree	HD ₄ (Other) N=3	HD ₁ (Doctorate) N=54	HD ₂ (Masters) N=51	HD ₃ (Bachelors) N=3
Mean	42.667	31.037	27.882	27.333
	-----	-----	-----	-----

TABLE XVIII

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN EFFECT
 HIGHEST DEGREE: TEACHING INTRODUCTION
 TO BUSINESS

Highest Degree	HD ₄ (Other) N=2	HD ₁ (Doctorate.) N=44	HD ₃ (Bachelors) N=3	HD ₂ (Masters) N=47
Mean	38.0	34.773	34.0	33.191

mean score (42.5) on the concept "Preparation for Teaching Introduction to Business" while the other business majors received the lowest mean score (23.0) on the same concept. The mean scores for the non-business majors and the other business majors were found to be significantly different from each other at the .05 level. A complete set of mean scores can be found in Table XIX.

Question 5 was also compared with the concept "Teaching Introduction to Business." Once again the non-business majors had the highest mean score (37.222). However, unlike with the previous concept, those who majored in finance had the lowest mean score (20.667). After applying Duncan's Multiple Range Analysis of Variance it was found that these mean scores are significantly different at the .05 level. A complete list of values can be found in Table XX.

T-Test Procedure for Significance

Questions 6 through 13 were analyzed using the t-test procedure. Respondents were asked to respond to several questions which were compared with the two concepts "Teaching Introduction to Business" and "Preparation for Teaching Introduction to Business."

Question 6 requested that respondents answer either "yes" or "no" to the question "have you ever had a methods course that dealt with the teaching of Introduction to Business/General Business." Thirty-six persons responded "yes" to that question when compared to the concept "Preparation for Teaching Introduction to Business," while only 59 persons responded with a "no" to the same question. The mean attitude score was 31.0555 for those responding "yes" to the question and 36.0677 for those responding "no" to the question. The attitude

TABLE XIX

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN
EFFECT MAJOR: PREPARATION FOR TEACHING
INTRODUCTION TO BUSINESS

Major	M ₈	M ₆	M ₄	M ₁	M ₃	M ₂	M ₅	M ₇
	(Non- Busi.)	(Econ)	(Mkting)	(Busi. Admin.)	(Mgmt)	(Busi. Educ.)	(Finance)	(Other Busi.)
	N=10	N=5	N=7	N=22	N=16	N=31	N=2	N=2
Mean	*42.5	36.0	35.143	34.227	33.938	31.742	30.5	*23.0

*Significant @ the .05 level.

TABLE XX

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN EFFECT
 MAJOR: TEACHING INTRODUCTION TO BUSINESS

Major	M ₈	M ₃	M ₁	M ₄	M ₆	M ₂	M ₇	M ₅
	(Non- Busi.)	(Mgmt)	(Busi. Admin.)	(Mkting)	(Econ.)	(Busi. Educ.)	(Other Busi.)	(Finance)
	N=9	N=17	N=24	N=9	N=7	N=35	N=5	N=3
Mean	*37.222	31.235	31.083	30.889	27.714	23.6	23.6	*20.667

Significant @ .05 level.

of the "yes" respondents was somewhat more positive than that of those "no" respondents. A significant difference at the .05 level was found between the attitude of the two groups relative to the preparation for teaching an introduction to business course. Results of the significance test can be found in Table XXI.

When comparing the attitude scores of the respondents to the concept "Teaching Introduction to Business," it was noted that 43 respondents indicated that "yes" they had enrolled in a methods course dealing specifically with the teaching of general business or introduction to business, while 67 indicated that "no" that had not been enrolled in such a course. The mean score for those who responded "yes" was 25.8604 while the mean score for those responding "no" was 32.5373. After analyzing these mean scores using the t-test procedure, it was found that the attitude for these two groups was significantly different at the .05 level. Complete results can be found in Table XXII.

Non-Teaching Work Experiences. Question 7 deals with the non-teaching work experiences that respondents feel have enabled them to be better able to teach introduction to business. Table XXIII contains a list of the non-teaching work experiences that were listed by the respondents to the questionnaire. When comparing this question with the concept "Preparation for Teaching Introduction to Business," 90 respondents indicated that they did have non-teaching work experiences that had enhanced their instruction, while only 5 indicated that they had not had such experiences. The mean score for those who had non-teaching work experiences was 33.7, while the mean score for those who did not have non-teaching work experiences was

TABLE XXI

RESULTS OF T-TEST PROCEDURE FOR COMPLETED A
METHODS COURSE: PREPARTION FOR
TEACHING INTRODUCTION TO
BUSINESS

Introduction to Business/ General Business Methods Course	N	Mean	SD	T
Yes	36	31.0555	9.6745	*.0171
No	59	36.0677	9.7871	*.0169

*Significant @ .05 level.

TABLE XXII

RESULTS OF T-TEST PROCEDURE FOR COMPLETED A
METHODS COURSE: TEACHING
INTRODUCTION TO BUSINESS

Intorduction to Business/ General Business Methods Course	N	Mean	SD	T
Yes	43	25.8604	10.4553	*.0077
No	67	32.5373	15.3250	*.0137

*Significant @ .05 level.

TABLE XXIII

SUMMARY OF NON-TEACHING WORK EXPERIENCES

1. Consultant for Business
 2. Administrative Office Experience
 3. Superintendent of Schools
 4. Research
 5. General Manager/Supervisor
 6. Industrial Experience
 7. Small Business Entrepreneur
 8. Accounting/Income Tax
 9. Insurance Sales
 10. Law Clerk
 11. Marketing/Advertising
 12. Banking
 13. Retail Management
 14. Military Leadership Experience
 15. Real Estate Sales
 16. Computer operator
 17. Farming
 18. Secretarial Experience
 19. Investment Counselor
 20. Corporate President
 21. Politics
 22. Door-to-Door Sales
 23. General Counselor
 24. Attorney at Law
-

41.0. The application of the t-test procedure indicated that these scores were significantly different at the .05 level. This significant difference may not be a relevant factor because of the very small sample size for those not having other work experiences. Complete results of the t-test procedure can be found in Table XXIV.

When comparing the same question with the concept "Teaching Introduction to Business," 102 respondents indicated that non-teaching work experiences had enhanced their instruction, while only 8 indicated that no such experiences had been obtained. The mean score for those with non-teaching work experiences was 28.4705 and for those without non-teaching work experiences was 47.75. The t-test procedure indicated that these means were significantly different at the .05 level. However, the difference may not be relevant because of the small sample size for those without non-teaching work experiences. Complete results can be found in Table XXV.

Currently Involved with Research. Question 8 concerns whether or not the respondents are currently involved with academic research of any kind. When compared with the concept "Preparation for Teaching Introduction to Business," 27 respondents indicated that they were currently involved with research, while 59 indicated that they were not involved with a research project. The mean attitude score for those who were involved with research was 33.6666 while the mean attitude score for those that were not involved with research was 34.5932. When the t-test procedure was applied, these mean scores were not found to be significantly different. Results of this procedure can be found in Appendix D, Table XL.

When the same question was compared to the concept "Teaching

TABLE XXIV

RESULTS OF THE T-TEST PROCEDURE FOR NON-TEACHING
 WORK EXPERIENCES: PREPARATION FOR TEACHING
 INTRODUCTION TO BUSINESS

Non-Teaching Work Experience	N	Mean	SD	T
Yes	90	33.7	9.3873	.4382
No	5	41.0	13.8944	.1149

TABLE XXV

RESULTS OF THE T-TEST PROCEDURE FOR NON-TEACHING
 WORK EXPERIENCES: TEACHING INTRODUCTION
 TO BUSINESS

Non-Teaching Work Experience	N	Mean	SD	T
Yes	102	28.4705	12.0047	.0590
No	8	47.7500	24.1350	.0001

Introduction to Business," 35 respondents indicated that they were currently involved with an academic research project. These respondents had a mean attitude score of 31.9714. Sixty-three respondents indicated that they had not been involved with an academic research project. These respondents maintained a mean attitude score of 28.8888. These mean scores were found to be significantly different at the .05 level. The results of the t-test procedure can be found in Table XXVI.

Research Within Last Year. Question 9 concerns whether or not respondents have been involved with an academic research project within the last year. When compared with the concept "Preparation for Teaching Introduction to Business," 56 respondents indicated that they had been involved with such a project. These respondents maintained a mean attitude score of 33.9821. Thirty respondents indicated that they had not been involved with such a research project. These respondents maintained a mean score of 34.7666. These attitude scores were not found to be significantly different when the t-test procedure was applied.

When comparing Question 9 with the concept "Teaching Introduction to Business," 68 respondents answered "yes" to the question and maintained a mean score of 30.6617 while 29 answered "no" to the question and maintained a 28.1034 mean attitude score. These scores were not found to be significantly different. Complete results can be found in Appendix D, Tables XLI and XLII.

Article Publications. Question 10 is divided into four parts. It requests that respondents indicated which of the four years listed that they were responsible for article publications. Each of the four

TABLE XXVI

RESULTS OF T-TEST PROCEDURE FOR CURRENTLY
INVOLVED WITH RESEARCH: TEACHING
INTRODUCTION TO BUSINESS

Currently Involved with Research?	N	Mean	SD	T
Yes	35	31.9714	17.9057	.3647
No	63	28.8888	11.7694	.3074

parts to this question, were compared with the concept "Preparation for Teaching Introduction to Business." In the academic 1982-83, 11 respondents indicated that they had published articles, in 1981-82, 10 respondents indicated that they had published articles, in 1980-81, 15 respondents published articles, and in 1979-80, 16 respondents published articles. The 15 respondents who published articles in 1980-81 maintained the highest mean attitude score (39.3333), while the 16 respondents who published in 1979-80 maintained the lowest mean score (34.0). When the t-test procedure was applied, the mean attitude scores for those with publications during the year 1980-81 differed significantly at the .05 level. See Table XXVII for complete results.

Question 10 was then compared with the concept "Teaching Introduction to Business." In 1982-83, 17 respondents published articles, in 1981-82, 14 respondents published articles, in 1980-81, 21 respondents published articles, in 1979-80, 20 respondents published articles. The highest mean attitude score (40.9285) came from the 14 respondents who published in 1981-82, while the lowest mean attitude score (37.95) came from the 20 respondents who published in 1979-80. When the t-test procedure for significance was applied, it was found that the mean scores of the respondents who did not publish differed significantly from the mean scores of those who did publish. Complete results can be found in Table XXVIII.

Book Publications. Question 11 is similar to that of Question 10 with the only difference being that this question deals with publication of books rather than articles. This question was compared with the concept, Preparation for Teaching Introduction to Business." In

TABLE XXVII

RESULTS OF THE T-TEST PROCEDURE FOR ARTICLE
PUBLICATIONS: PREPARATION FOR TEACHING
INTRODUCTION TO BUSINESS

Years of Publication	N	Mean	SD	T
1982-83	11	36.0000	11.0544	.5763
1981-82	10	39.3000	10.1767	.1210
1980-81	15	39.3333	8.0593	*.0172
1979-80	16	34.0000	12.9666	.9356

*Significant @ .05 level.

TABLE XXVIII

RESULTS OF T-TEST PROCEDURE FOR ARTICLE
PUBLICATIONS: TEACHING INTRODUCTION
TO BUSINESS

Years of Publication	N	Mean	SD	T
1982-83	17	38.1764	21.7032	.0833
1981-82	14	40.9285	22.2519	.0537
1980-81	21	38.0000	19.5857	*.0314
1979-80	20	37.9500	22.0274	.0611

*Significant @ .05 level.

1982-83, 4 persons published books. These respondents maintained a mean score of 31.75. There were no book publications in 1981-82 or 1980-81. Six respondents indicated that they had published books in 1979-80. These six persons maintained a mean attitude score of 31.5. The mean attitude scores of those who published books during the four year period were not found to be significantly different when compared with the mean scores of those who did not publish books during the same years. Complete results can be found in Appendix D, Table XLIII.

Question 11 was then compared with the concept "Teaching Introduction to Business." In 1982-83, 7 respondents indicated that they had had books published, in 1981-82 and in 1980-81, 2 respondents for each academic year had had books published. In 1979-80, 9 persons had books published. The respondents for the years 1980-81 and 1981-82 tied with a mean score of 53.0 while those who had books published in 1979-80 had the lowest mean score (34.1111). The mean attitude scores for those with publications during the specified years were found to have mean attitude scores that were significantly different at the .05 level from those respondents who indicated that they did not have book publications during the same period. Complete results of the t-test procedure can be found in Table XXIX.

Classification Level. Question 12 concerns the level for which the introduction to business course is offered at. This question was compared with the concept, "Preparation for Teaching Introduction to Business." Seventy-four respondents indicated that the course was designed for freshmen students. The mean score for those respondents was 34.7297. Seventeen respondents indicated that the course was designed for sophomores, three indicated that the course was designed

TABLE XXIX
RESULTS OF THE T-TEST PROCEDURE FOR
BOOK PUBLICATIONS: TEACHING
INTRODUCTION TO BUSINESS

Years of Publication	N	Mean	SD	T
1982-83	7	34.7142	23.0124	.5808
1981-82	2	53.0000	46.6690	.6058
1980-81	2	53.0000	46.6690	.6058
1979-80	9	34.1111	20.5392	.5296

for juniors, and 4 indicated that the course was designed for seniors. When the t-test procedure was applied, it was found that the mean attitude score for those seventeen respondents who indicated that the course was offered at the sophomore level was significantly different at the .05 level. Complete results can be found in Table XXX.

The same question was compared with the concept, "Preparation for Teaching Introduction to Business." Eighty-six respondents indicated that the course was designed for freshmen students, while 20 indicated that the course was designed for sophomores, 4 indicated that the course was designed for juniors, and four indicated that the course was designed for seniors. The mean attitude score for the 20 who indicated that the course was designed for sophomores was found to be significantly different at the .05 level. A complete listing of t-test results can be found in Table XXXI.

Would You Teach Introduction to Business Again. Question 13 deals with whether or not the respondents would choose to teach Introduction to Business again. When compared with the concept, "Preparation for Teaching Introduction to Business," 47 respondents indicated that they would teach the course again by choice. The mean score for those respondents was 31.6382. Twenty-five respondents indicated that they would not teach the course again. The mean score was 39.6 for those respondents who would not choose to teach the course again. After the application of the t-test procedure, it was found that the mean scores were significantly different at the .05 level. Complete results can be found in Table XXXII.

The same question was compared with the concept "Teaching Introduction to Business." Fifty-two respondents indicated that they

TABLE XXX

RESULTS OF THE T-TEST PROCEDURE FOR
CLASSIFICATION LEVEL: PREPARATION
FOR TEACHING INTRODUCTION
TO BUSINESS

Classification Level	N	Mean	SD	T
Freshmen	74	34.7297	9.9454	.3845
Sophomores	17	28.1764	6.3956	*.0005
Juniors	3	34.0000	4.5825	.9330
Seniors	4	33.0000	4.2426	.6093

*Significant at the .05 level.

TABLE XXXI

RESULTS OF T-TEST PROCEDURE FOR
 CLASSIFICATION LEVEL: TEACHING
 INTRODUCTION TO BUSINESS

Classification Level	N	Mean	SD	T
Freshmen	86	30.6511	14.6261	.1749
Sophomores	20	24.5000	8.3192	*.0076
Juniors	4	24.7500	15.0637	.5191
Seniors	4	26.0000	14.2828	.5988

*Significant at the .05 level.

TABLE XXXII

RESULTS OF T-TEST PROCEDURE FOR WOULD
 YOU TEACH INTRODUCTION TO BUSINESS
 AGAIN: PREPARATION FOR TEACHING
 INTRODUCTION TO BUSINESS

Teach Introduction to Business Again?	N	Mean	SD	T
Yes	47	31.6382	8.0201	*.0067
No	25	39.6	12.4933	*.0016

*Significant @ .05 level.

TABLE XXXIII

RESULTS OF T-TEST PROCEDURE FOR WOULD
 YOU TEACH INTRODUCTION TO BUSINESS
 AGAIN: TEACHING INTRODUCTION
 TO BUSINESS

Teach Introduction to Business Again?	N	Mean	SD	T
Yes	52	24.8653	8.8716	*.0001
No	29	41.1724	18.0556	*.0001

Significant @ .01 level

would teach the course again while only 29 indicated that they would not teach the course again. The mean scores were found to be significantly different at the .05 level. See Table XXXIII for a complete summary of the t-test results.

AACSB or NABTE. Because many schools had both NABTE and AACSB memberships, there is an unequal number of respondents from concept to concept. When membership was compared with the concept "Preparation for Teaching Introduction to Business," 76 schools were associated with the American Assembly of Collegiate Schools of Business, while 67 were associated with the National Association for Business Teacher Education. The mean scores were not found to be significantly different when the t-test procedure was applied.

When school membership was compared with the concept "Teaching Introduction to Business," 89 schools were members of the American Assembly of Collegiate Schools of Business, while 76 schools were member of the National Association for Business Teacher Education. The means were not found to be significantly different. The results of the t-test procedure can be found in Appendix D, Tables XLIV and XLV.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Though the review of literature indicates that the attitude of many teachers toward teaching basic business courses is not as positive as it should be, the general attitude of college teachers toward teaching the course has been found to be a positive one. The 1980's have brought about many budget cuts for public high schools as well as for junior colleges and universities. The programs and courses that are usually cut first are those thought not to be vital to the educational development of the students. In general, basic business programs are sometimes considered nonessential. The courses within these programs that are first to be eliminated are introduction to business courses and those similar courses that have a different name. Interestingly, for those schools that have continued to offer this type course, the mean attitude score among the faculty reflects a very positive attitude.

Purpose and Design of the Study

The purpose of this study was to obtain information from individual college faculty members to aid in assessing their attitude toward teaching an introduction to business course. Data received from respondents to a questionnaire and a pair of attitude scales

mailed to the 1983 members of the National Association for Business Teacher Education and the 1983-84 members of the American Assembly of Collegiate Schools of Business were analyzed. Various items from the questionnaire were compared to the overall attitude of the respondents to determine whether any relationships existed.

The Questionnaire and Attitude Scales

In keeping with the purposes of this study, a two-page printed questionnaire and two one-page printed attitude scales were designed. The questionnaire was developed from a study of the literature, review of similar questionnaires concerned with introduction to business, and consulting with Oklahoma State University and East Central University faculty members. The questionnaire and attitude scales were mailed to all 172 National Association for Business Teacher Education and/or American Assembly of Collegiate Schools of Business members. More than eighty percent of those contacted responded to and returned the questionnaire and attitude scales. However, 26 returns were eliminated, leaving 116 usable returns.

Analysis of the Data

The responses to the questionnaire were analyzed with the aid of computer tabulations. Frequency counts and percentages were calculated for the descriptive data. Duncan's Multiple Range Analysis of Variance and T-Tests were utilized to analyze items on the questionnaire and to compare them with the overall attitude for the concepts "Teaching Introduction to Business," and "Preparation for Teaching Introduction to Business."

Results of the Study

The results of this study are summarized based upon the first five questions which are analyzed using Duncan's Multiple Range Analysis of Variance and questions six through thirteen which are analyzed using T-Tests. The responses to each question are compared with both concepts. The computer eliminated any respondent that did not respond to each pair of polar terms for each concept.

Duncan's Multiple Range Analysis of Variance

Academic Rank. When analyzing the concept, "Teaching Introduction to Business," 34 respondents (30.6%) listed professor as the highest rank attained. Thirty (27.0%) respondents listed assistant professor as the highest rank attained, 21 (18.9%) listed associate professor as the highest rank attained, 19 (17.1%) listed instructor as the highest rank attained, and 7 (6.3%) listed "other" as their rank. The attitude toward "Teaching Introduction to Business" was generally a positive one with the highest mean attitude score being 36.143. The attitude of those ranked as associate professors, instructors, and assistant professors are more positive than those ranked as professors and "other."

When analyzing the concept "Preparation for Teaching Introduction to Business," 25 respondents (26.3%) listed professor as the rank while 25 (26.3%) also listed assistant professor as the rank. Twenty-one (22.1%) listed associate professor as the rank, 18 (18.9%) listed instructor as the rank, and 6 (6.3%) listed "other" as the rank. The attitude was generally positive toward the preparation

for teaching introduction to business with the attitude of those ranked as assistant professors being the most positive.

Total Teaching Experience. When analyzing the concept "Teaching Introduction to Business," 67 respondents (60.4%) indicated that they had taught school more than 11 years. Twenty-five respondents (22.5%) indicated that they had taught from 5 - 7 years, 8 (7.2%) indicated that they had taught from 2 - 4 years, 6 (5.4%) had taught 8 - 10 years, and 5 (4.5%) had taught one year or less. The attitude was generally positive. Those who had taught one year or less were somewhat more positive than those in the other categories.

When analyzing the concept "Preparation for Teaching Introduction to Business," 56 respondents (58.3%) had more than 11 years experience. Twenty-two (22.9%) had from 5 - 7 years experience, 7 (7.3%) had 2 - 4 years experience, 6 (6.3%) had 8 - 10 years experience, and 5 (5.2%) had one year or less experience. The overall attitude was a positive one with those having one year or less experience being the most positive.

Introduction to Business Teaching Experience. When analyzing the concept "Teaching Introduction to Business," 41 respondents (37.3%) had taught the introduction to business course from 2 - 4 years. Twenty-five respondents (22.7%) had taught the course more than 11 years, 18 (16.4%) had taught the course from 5 - 7 years, 17 (15.5%) had taught the course one year or less, and 9 (8.2%) had taught the course from 8 - 10 years. Those persons who had taught the course for more than 11 years were most positive about teaching the course. Those who had taught the course for one year or less were least positive about teaching the course.

When analyzing the concept "Preparation for Teaching Introduction to Business," 32 (33.3%) respondents had taught the course from 2 - 4 years, 22 (22.9%) had taught the course more than 11 years, 19 (19.8%) taught the course from 5 - 7 years, 14 (14.6%) had one year or less experience, and 9 had 8 - 10 years experience. Those persons who had taught the course 8 - 10 years had a more positive attitude toward their preparation for teaching the course than those in other categories.

Highest Degree Earned. When analyzing the concept "Teaching Introduction to Businesses," 47 respondents (49.0%) had earned a masters degree, 44 (45.8%) had earned the doctorate degree, 3 (3.1%) had earned the bachelors degree, and 2 (2.1%) had earned one of the "other" degrees. The overall attitude toward teaching introduction to business was a positive one. Those respondents with a masters degree had a more positive attitude toward teaching the course than those in the other categories.

When analyzing the concept "Preparation for Teaching Introduction to Business," fifty-four respondents (48.6%) had earned a doctorate degree, fifty-one (45.9%) had earned a masters degree, three (2.7%) had earned a bachelors degree, and three (2.7%) had earned a degree that is included in the "other" category. Those who had earned a bachelors degree were more positive about their preparation for teaching introduction to business than those in other categories.

Academic Major. When majors were analyzed using the concept "Teaching Introduction to Business," 35 respondents (32.1%) majored in business education, 24 (22.0%) majored in business administration, and 17 (15.6%) majored in management. Nine (8.3%) majored

in marketing, and 9 (8.3%) in non-business subjects. Seven (6.4%) majored in economics, 5 (4.6%) majored in other business areas, and 3 (2.8%) majored in finance. The attitude of those non-business and finance majors differed significantly at the .05 level from the attitudes of the other majors. The attitudes were generally positive toward teaching the course. However, the attitude of the non-business majors was significantly less positive than the attitude of the finance majors. This significance at the .05 level was determined through the use of Duncan's Multiple Range Analysis of Variance.

When analyzing the concept "Preparation for Teaching Introduction to Business," 31 respondents (32.6%) majored in business education, 22 (23.2%) majored in business administration, and 16 (16.8%) majored in management. Ten (10.5%) majored in non-business subjects, 7 (7.4%) majored in marketing, 5 (5.3%) majored in economics, 2 (2.1%) majored in finance, and 2 (2.1%) majored in "other business" subjects. The attitude scores of the non-business majors and the "other business" majors were found to be significantly different at the .05 level. The attitude of the nonbusiness majors was significantly less positive toward their preparation for teaching introduction to business than the attitude of those "other business" majors.

Had A Methods Course? When analyzing the concept "Preparation for (37.9%) indicated that they had been enrolled in a methods course that dealt specifically with the teaching of introduction to business while 59 (62.1%) indicated that they had not previously been enrolled in such a course. The difference between the attitude scores was found to be significant at the .05 level when the T-Test procedure was applied. Those respondents who had been enrolled in such a

methods course maintained a significantly more positive attitude toward the preparation for teaching introduction to business than those respondents who had not been enrolled in a methods course.

When analyzing the concept "Teaching Introduction to Business," 43 respondents (39.1%) indicated that they had been enrolled in such a course, while 67 (60.9%) had not been enrolled in a methods course. The difference between the attitude of the two groups was found to be significant at the .05 level. The attitude of those who had previously been enrolled in a methods course that dealt specifically with the teaching of introduction to business was significantly more positive toward teaching the course than those who had not been enrolled in such a methods course.

Non-Teaching Work Experiences. When analyzing the concept, "Preparation for Teaching Introduction to Business," 90 respondents (94.7%) had non-teaching work experiences that better prepared them to teach the course, while only 5 (5.3%) had not been previously involved with such non-teaching work experiences. The attitude of those who did not have non-teaching work experiences was found to be less positive regarding their preparation for teaching introduction to business than those who did have the non-teaching work experiences.

When analyzing the concept "Teaching Introduction to Business," 102 respondents (92.7%) indicated that they had non-teaching work experiences while only 8 (7.3%) indicated that they did not have non-teaching work experiences. The attitude of those without the non-teaching work experiences was found to be significantly different at the .05 level from those respondents who did have the non-teaching work experiences. Those without non-teaching work experiences were

significantly less positive toward teaching the course than those who had actually had the non-teaching experiences.

Currently Involved with Research? When analyzing the concept "Preparation for Teaching Introduction to Business," 27 (31.4%) respondents indicated that they were currently involved with research, while 59 (68.6%) indicated that they were not currently involved with research. The attitude for both groups was generally a positive one. The attitude score for the two groups were so close in number that neither could be said to be more positive than the other toward their preparation for teaching the course.

When analyzing the concept "Teaching Introduction to Business," 35 respondents (35.7%) indicated that they were currently involved with research, while 63 (64.3%) indicated that they were not currently involved with research. The attitude for both groups was a positive one. The scores were too closely related to say that one group was more positive than the other group.

Research Within Last Year? When analyzing the concept "Teaching Introduction to Business," 68 respondents (70.1%) indicated that they had been involved with research within the last year, while only 29 (29.9%) indicated that they had not been involved with research within the last year. The attitude for both groups toward teaching introduction to business was positive. The attitude scores were so closely related that it could not be said that one group was more positive than the other.

When analyzing the concept "Preparation for Teaching Introduction to Business," 56 respondents (65.1%) indicated that they had been involved with research within the last year, while only 30 (34.9%) had

not been involved with research within the last year. The attitude was generally positive for both groups toward the preparation for teaching introduction to business.

Article Publications. When analyzing the concept "Preparation for Teaching Introduction to Business," 11 persons published articles in 1982-83, 10 persons in 1981-82, 15 persons in 1980-81, and 16 persons in 1979-80. Those 15 persons (17.2%) who published articles in 1980-81 had mean attitude scores significantly different (.05 level) than those 72 (82.8%) who did not publish articles within the same year. The attitude of those who did not publish during the 1980-81 year was significantly more positive toward the preparation for teaching introduction to business than the attitude of those who did publish articles.

When analyzing the concept "Teaching Introduction to Business," 17 respondents published articles in 1982-83, 14 in 1981-82, 21 in 1980-81, and 20 in 1979-80. Those 21 respondents (21.2%) who published articles in 1980-81 were found to have attitude scores that were significantly different at the .05 level than those 78 respondents (78.8%) who had not published articles during the same academic year. The attitude of those persons who published articles was significantly less positive toward teaching introduction to business than those who did not publish articles during the same academic year.

Book Publications. When analyzing the concept "Teaching Introduction to Business," 7 persons published books in 1982-83, 2 in 1981-82, 2 in 1980-81, and 9 in 1979-80. The mean attitude scores of the two who published in 1981-82 and the two who published in 1980-81 were identical. The attitude of those 97 respondents who did not

publish in each of the two academic years was found to be significantly different from those who did publish. The attitude of those who did not publish was much more positive than those who did publish.

When analyzing the concept "Preparation for Teaching Introduction to Business," 4 persons published books in 1982-83 and 6 persons published books in 1979-80. The general attitude for those respondents who published, as well as for those who did not publish, is generally a positive one toward the preparation for teaching the course. The scores are so closely related that neither can be said to be more positive than the other.

Classification Level. When analyzing the concept, "Preparation for Teaching Introduction to Business," 74 respondents (75.5%) indicated that the course was designed for freshmen, 17 (17.3%) indicated that the course was designed for sophomores, 3 (3.1%) indicated that the course was designed for juniors, and 4 (4.1%) indicated that the course was designed for seniors. The mean attitude score for those whose courses are designed for sophomores was found to be significantly different from the other scores at the .05 level. The attitude of those seventeen respondents was significantly more positive than those respondents whose courses are designed for the other classification levels.

When analyzing the concept "Teaching Introduction to Business," 86 respondents (75.4%) designed the course for freshmen, 20 (17.5%) designed the course for sophomores, 4 (3.5%) designed the course for juniors, and 4 (3.5%) designed the course for seniors. Those 20 whose courses were designed for sophomores were found to have mean attitude scores that were significantly different at the .05 level than those

whose courses were designed for the other classifications. The attitude of those whose courses were designed for sophomores maintain a more positive attitude toward teaching introduction to business.

Would You Teach Introduction to Business Again? When analyzing the concept "Preparation for Teaching Introduction to Business," 47 respondents (34.7%) indicated that they would not teach the course again. It should be noted at this point that those respondents who did not respond with a "yes" or a "no" to this question were eliminated from the sample when comparing the question with the two concepts. This accounts for the small number of total respondents for each concept. The mean attitude scores for the two groups were found to be significantly different at the .05 level. Those who would not teach the course again have less positive attitudes about their preparation for teaching the course than those who would teach the course again.

When analyzing the concept "Teaching Introduction to Business," 52 respondents (64.2%) indicated that they would teach the course again while 29 (35.8%) indicated that they would not teach the course again. The attitude scores for the two groups were significantly different at the .01 level. The attitude for those choosing not to teach the course again was significantly less positive than the attitude of those choosing to teach the course again.

AACSB or NABTE. Many schools were members of both the American Assembly of Collegiate Schools of Business and the National Association for Business Teacher Education. Thus, this accounts for the high number of respondents. When analyzing the concept "Preparation for Teaching Introduction to Business," 76 (53.1%) were

associated with AACSB and 67 (46.9%) were associated with NABTE. The attitude score for the two groups were so closely related that neither could be said to be more positive than the other.

When analyzing the concept "Teaching Introduction to Business," 89 (53.9%) schools were considered AACSB members, while 76 (46.1%) were considered NABTE members. Once again, the attitude scores were so closely related that neither could be said to be more positive than the other.

Conclusions

The following conclusions and recommendations are based on the results of the analysis of the attitude of college faculty members toward teaching an introduction to business course and on the review of related literature.

1. The attitude of business faculty at NABTE and AACSB institutions is generally positive toward an introduction to business course. The attitude toward teaching an introduction to business course is somewhat more positive than the attitude toward the preparation for teaching the course.

2. Faculty members with the most teaching experience (eight years or more) have a more positive attitude toward teaching introduction to business as well as toward their preparation for teaching introduction to business.

3. The rank of individual faculty members does not impact upon their attitude toward introduction to business.

4. The attitude of business majors is somewhat more positive than those of non-business majors, both toward teaching introduction

to business and toward the preparation for teaching introduction to business.

5. The attitude of teachers who had a business education methods course that dealt specifically with introduction to business is much more positive than those teachers who have not been enrolled in such a methods course.

6. Teachers who have non-teaching work experiences generally have a more positive attitude toward teaching introduction to business as well as the preparation for teaching introduction to business than those who do not have such non-teaching work experiences.

7. Faculty involvement with research and publication plays no part in forming a positive or a negative attitude toward introduction to business.

8. The attitude of those faculty whose courses are designed for sophomores are more positive toward the teaching of the course than those who's courses are designed for freshmen, juniors, and seniors.

9. Review of related literature indicates that business education faculty need to work on improving the image of business education. Though the overall attitude of faculty members in NABTE and AACSB schools is generally positive, much room exists for improvement.

Recommendations

1. More time needs to be spent in business methods classes on basic business subjects; more specifically, on introduction to business/general business.

2. Faculty members teaching introduction to business courses should be encouraged to acquire business experience. Instructors with

business backgrounds tend to show a more positive attitude toward the course.

3. Studies similar to this one should be conducted periodically to assess the changing attitude and values of faculty toward teaching an introduction to business course.

4. A follow-up study should be conducted to determine what the attitude of individual faculty members are toward the various teaching methods and techniques in introduction to business courses.

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INTRODUCTION TO BUSINESS QUESTIONNAIRE

1. Check the item that represents your academic rank. If you check "other," please explain.

Professor
 Associate Professor
 Assistant Professor
 Instructor
 Other _____

2. How many years teaching experience do you have? Check the item that applies to your situation.

0-1 year
 2-4 years
 5-7 years
 8-10 years
 11+ years

3. How many years have you taught Introduction to Business? Check the item that applies to your situation.

0-1 year
 2-4 years
 5-7 years
 8-10 years
 11+ years

4. What is the highest degree that you have completed? If you check "other," please explain.

Doctorate
 Masters
 Bachelors
 Other _____

5. What academic area is/are your degree(s) in? _____

6. Have you ever had a methods course that dealt with the teaching of Introduction to Business or General Business?

Yes
 No

7. Do you have non-teaching work experiences that you think have helped you to be able to teach Introduction to Business? If "yes," what are they?

Yes _____
 No

8. Are you currently involved in an academic research project?

Yes
 No

9. Have you been involved in an academic research project within the last five years?

Yes
 No

10. Please check the year(s) in which you have published articles in professional journals.

1982-83
 1981-82
 1980-81
 1979-80

11. Please check the years in which you have published a book in your professional area.

1982-83
 1981-82
 1980-81
 1979-80

12. Is your course designed for freshmen, sophomore, junior, or senior level students? Please check one.

Freshmen
 Sophomores
 Juniors
 Seniors

13. If you had your choice between teaching Introduction to Business and some other course, would you choose Introduction to Business?

Yes
 No

14. If you answered "yes" to question No. 13, please explain why.

15. If you answered "no" to question No. 13, please explain why.

NAME _____

COLLEGE OR UNIVERSITY _____

GENERAL INSTRUCTIONS

The purpose of this paper is to measure your feelings toward certain concepts by having you judge these concepts against a series of descriptive scales. On each page you will find a different concept to judge and beneath it a set of scales. The scale is a numbered line with a word at each end of the line. The words at the ends of a scale are basically opposite in meaning as they might apply to the concept being judged. You are to rate the concept listed at the top of each page on each of these scales listed below it. There are no "wrong" answers, so mark each concept according to the way you personally feel about it.

Here is how you are to use these scales:

If you feel that a concept at the top of the page is very closely related to one or the other end of the scale, you should place your check-mark in one of the following ways:

fair $\frac{X}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: $\frac{0}{0}$: $\frac{\quad}{1}$: $\frac{\quad}{2}$: $\frac{\quad}{3}$ unfair
or
fair $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: $\frac{0}{0}$: $\frac{\quad}{1}$: $\frac{\quad}{2}$: $\frac{X}{3}$ unfair

If you feel that the concept is related to one or the other end of the scale (but not extremely), you should place your check-mark in one of the following ways:

strong $\frac{\quad}{3}$: $\frac{X}{2}$: $\frac{\quad}{1}$: $\frac{\quad}{0}$: $\frac{\quad}{1}$: $\frac{\quad}{2}$: $\frac{\quad}{3}$ weak
or
strong $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: $\frac{0}{0}$: $\frac{\quad}{1}$: $\frac{X}{2}$: $\frac{\quad}{3}$ weak

If the concept seems slightly related to one side as opposed to the other side (but is not really neutral), then you should check in one of the following ways:

active $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{X}{1}$: $\frac{\quad}{0}$: $\frac{\quad}{1}$: $\frac{\quad}{2}$: $\frac{\quad}{3}$ passive
or
active $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: $\frac{0}{0}$: $\frac{X}{1}$: $\frac{\quad}{2}$: $\frac{\quad}{3}$ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you are judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe : : : : : : dangerous
 3 2 1 0 1 2 3

- IMPORTANT: (1) Be sure you check every scale for every concept.
- (2) Never put more than one check-mark on a single scale.

TEACHING INTRODUCTION TO BUSINESS

Good	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Bad
	3		2		1		0		1		2		3					
Valuable	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Worthless
	3		2		1		0		1		2		3					
Pleasant	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Unpleasant
	3		2		1		0		1		2		3					
Awful	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Nice
	3		2		1		0		1		2		3					
Fair	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Unfair
	3		2		1		0		1		2		3					
Important	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Unimportant
	3		2		1		0		1		2		3					
Positive	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Negative
	3		2		1		0		1		2		3					
Disreputable	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Reputable
	3		2		1		0		1		2		3					
Contented	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Discontented
	3		2		1		0		1		2		3					
Interesting	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Boring
	3		2		1		0		1		2		3					
Pleasing	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Annoying
	3		2		1		0		1		2		3					
Ordered	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Chaotic
	3		2		1		0		1		2		3					
Dislike	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Like
	3		2		1		0		1		2		3					
Honorable	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Dishonorable
	3		2		1		0		1		2		3					
Professional	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	:	<u> </u>	Non-professional
	3		2		1		0		1		2		3					

PREPARATION FOR TEACHING INTRODUCTION TO BUSINESS

Superior	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Inferior
Sufficient	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Insufficient
Painful	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Pleasurable
Successful	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Unsuccessful
Strong	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Weak
Difficult	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Easy
Meaningful	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Meaningless
Boring	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Interesting
Clear	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Hazy
Controlled	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Accidental
Valuable	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Worthless
Haphazard	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Systematic
Scholarly	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Unscholarly
Professional	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Non-professional
Ordered	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	$\frac{\quad}{0}$	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	Chaotic

INITIAL LETTER

January 13, 1984

Dr.

Dear Dr. :

I am conducting a survey of the attitude of college faculty members toward teaching an introductory business course and am requesting the help of professionals in determining what these attitudes are.

I would appreciate your giving this letter and its enclosures to the person at your who is responsible for teaching or coordinating your introductory business course (Introduction to Business or Survey of Business for example).

Enclosed you will find a questionnaire accompanied by a semantic differential scale. I am requesting that each professor take a few minutes of his/her time to complete the items and return them to me in the enclosed, pre-addressed, stamped envelope at the earliest possible date.

If you are interested in the results of this study, please indicate at the bottom of the questionnaire that you wish to have a copy of the results sent to you upon completion of this project.

Your assistance will be greatly appreciated.

Sincerely,

Shirley A. Mixon
Assistant Professor of
Business Education
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Enclosures

FOLLOW-UP LETTER

March 9, 1984

Dr.

Dear Dr. :

I am conducting a survey of the attitude of college faculty members toward teaching an introductory business course and am requesting the help of professionals in determining what these attitudes are. In January you should have received a letter from me dated January 13, 1984 requesting the assistance of the faculty member from your who is responsible for teaching or coordinating your introductory business course (Introduction to Business or Survey of Business for example). As of today's date, I have not received a response from anyone at your school.

Enclosed you will find a duplicate set of semantic differential scales and a questionnaire. I am requesting that each professor take a few minutes to complete the items and return them to me in the enclosed, stamped, pre-addressed envelope at the earliest possible date.

Your assistance will be greatly appreciated.

Sincerely,

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TABLE XXXIV

RESULTS OF THE MULTIPLE RANGE FOR
 THE MAIN EFFECT RANK: TEACHING
 INTRODUCTION TO BUSINESS

Rank	R ₅ (Other)	R ₁ (Prof.)	R ₂ (Assoc. Prof.)	R ₄ (Instructor)	R ₃ (Assist. Prof.)
	N=7	N=34	N=21	N=19	N=30
Mean	36.143	32.471	29.857	28.789	25.9

TABLE XXXV

RESULTS OF THE MULTIPLE RANGE FOR THE
 MAIN EFFECT RANK: PREPARATION FOR
 TEACHING INTRODUCTION TO BUSINESS

Rank	R ₄ (Instructor)	R ₁ (Prof.)	R ₂ (Assoc. Prof.)	R ₅ (Other)	R ₃ (Assist. Prof.)
	N=18	N=25	N=21	N=6	N=25
Mean	37.278	34.462	34.429	32.167	31.4

TABLE XXXVI

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN
EFFECT TOTAL YEARS' TEACHING EXPERIENCE:
TEACHING INTRODUCTION TO BUSINESS

Total Teaching Experience	TTE ₄	TTE ₂	TTE ₅	TTE ₃	TTE ₁
	(8-10 yrs.)	(2-4 yrs.)	(11+ yrs.)	(5-7 yrs.)	(0-1yr.)
	N=6	N=8	N=67	N=25	N=5
Mean	32.167	31.625	26.920	26.920	25.400

TABLE XXXVII

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN
EFFECT TOTAL YEARS' TEACHING EXPERIENCE
PREPARATION FOR TEACHING INTRODUCTION
TO BUSINESS

Total Teaching Experience	TTE ₄	TTE ₅	TTE ₃	TTE ₂	TTE ₁
Years	(8-10)	(11+)	(5-7)	(2-4)	(0-1)
	N=6	N=56	N=22	N=7	N=5
Mean	35.333	34.214	34.091	32.857	32.000

TABLE XXXVIII

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN
EFFECT INTRODUCTION TO BUSINESS TEACHING
EXPERIENCE: TEACHING INTRODUCTION
TO BUSINESS

Introduction To Business Teaching Experience	IBTE ₁	IBTE ₂	IBTE ₃	IBTE ₄	IBTE ₅
Years	(0-1)	(2-4)	(5-7)	(8-10)	(11+)
	N=17	N=41	N=18	N=9	N=25
Mean	33.706	32.439	26.944	25.444	24.640

TABLE XXXIX

RESULTS OF THE MULTIPLE RANGE FOR THE MAIN
 EFFECT INTRODUCTION TO BUSINESS TEACHING
 EXPERIENCE: PREPARATION FOR TEACHING
 INTRODUCTION TO BUSINESS

Introduction to Business Teaching Experience	IBTE ₂	IBTE ₁	IBTE ₃	IBTE ₅	IBTE ₄
Years	(2-4)	(0-1)	(5-7)	(11+)	(8-10)
	N=32	N=14	N=19	N=22	N=9
Mean	35.656	35.643	33.474	32.182	31.556

TABLE XL

RESULTS OF T-TEST PROCEDURE FOR CURRENTLY
INVOLVED WITH RESEARCH: PREPARATION
FOR TEACHING INTRODUCTION TO
BUSINESS

Currently Involved with Research?	N	Mean	SD	T
Yes	27	33.6666	8.8012	.6773
No	59	34.5932	10.9719	.7010

TABLE XLI

RESULTS OF T-TEST PROCEDURE FOR RESEARCH
WITHIN THE LAST YEAR: PREPARATION
FOR TEACHING INTRODUCTION TO
BUSINESS

Research Within the Last Year?	N	Mean	SD	T
Yes	56	33.9821	9.9881	.7471
No	30	34.7666	11.0599	.7389

TABLE XLII

RESULTS OF THE T-TEST PROCEDURE
FOR RESEARCH WITHIN THE LAST
YEAR: TEACHING INTRODUCTION
TO BUSINESS

Research Within the Last Year?	N	Mean	SD	T
Yes	68	30.6617	14.9332	.3825
No	29	28.1034	12.2630	.4186

TABLE XLIII

RESULTS OF THE T-TEST PROCEDURE FOR
BOOK PUBLICATIONS: PREPARATION
FOR TEACHING INTRODUCTION
TO BUSINESS

Years of Publication	N	Mean	SD	T
1982-83	4	31.75	6.8495	.5150
1981-82	0	-----	-----	-----
1980-81	0	-----	-----	-----
1979-80	6	31.50	10.4450	.5325

TABLE XLIV

RESULTS OF T-TEST PROCEDURE FOR
 AACSB AND NABTE: PREPARATION
 FOR TEACHING INTRODUCTION
 TO BUSINESS

Association	N	Mean	SD	T
AACSB	76	33.6052	9.8482	.8234
NABTE	67	33.3880	9.5662	.6239

TABLE XLV

RESULTS OF T-TEST PROCEDURE FOR
 AACSB AND NABTE: TEACHING
 INTRODUCTION TO BUSINESS

Association	N	Mean	SD	T
AACSB	89	29.4606	13.9927	.8125
NABTE	76	29.8684	14.2101	.7328

2
VITA

Shirley Ann Mixon

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF THE ATTITUDE OF COLLEGE FACULTY MEMBERS
TOWARD TEACHING INTRODUCTION TO BUSINESS

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