

A STUDY OF THE OFFICE ASSISTANT
PROGRAM IN OKLAHOMA

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CHAPTER I

Introduction

The historical role of vocational education has been and still is to prepare individuals for success in various occupations that will allow them to enter the world of work and remain gainfully employed. To this end, training in vocational education should reflect those attitudes, skills, and techniques that are essential for employment in a world that is rapidly advancing in technology.

Area Vocational-Technical Schools in Oklahoma are dedicated to the overall mission of vocational education. Increasing student options in a variety of occupational areas, meeting employer needs, and enhancing career pursuits are primary goals that attest to this fact.

Office employment is one area that has increased over the past 20 years and it is expected to increase continually through 1990 (American Vocational Association, 1981). This increase signifies a need for competent and reliable workers and also emphasizes the need for flexible and current training programs.

The Standard Occupational Classification Manual lists a vast number of clerical occupations presently performed in the business sector. This listing suggests that one program cannot adequately prepare students for success in all of the occupations listed. It becomes necessary then, to develop and implement several programs

that will incorporate training to address different aspects of clerical responsibility. It is also appropriate at some point to stop and reflect upon the occupations that can actually be trained for within one specific program. The Office Assistant Program depicts such an area. The program is open to high school seniors and was offered at 31 area vocational technical school campuses in Oklahoma during the 1982-83 school year.

Statement of the Problem

Critics of vocational education have alleged that students leave vocational programs with inadequate skills and work habits. In addition, they assert that such training does not prepare individuals to fill existing jobs.

In order to incorporate employer needs with curriculum content, input from employers in the area must be sought frequently. Thus, there is a continuing need to emend the information base available to those who plan, implement, and conduct vocational programs. In addition, there is little or no information available regarding specific occupations that can or should be included within a given program.

Purpose of the Study

The purpose of this study was twofold: (1) to identify those clerical occupations that fall within the realm of the office assistant program; and (2) to identify from employers major concerns and problems encountered in terms of employee performance in selected occupations.

Research Questions

The following research questions were formulated for inclusion in this study.

1. Do occupations for which teachers can teach relate to jobs employers use and to the concerns of employers?
2. Do the concerns about a specific occupation correlate to concerns across all occupations?
3. Is there a correlation between the concerns of employers in specific occupations?

Scope of the Study

The scope of the study included:

1. Only those instructors of Office Assistant Programs at Oklahoma area vocational technical schools.
2. Subjects selected for the employer survey were those identified by instructors.

Limitations of the Study

The study was limited by:

1. The reliability of the answers derived on the survey instruments.
2. The amount of input secured from instructors of office assistant programs regarding employer data.
3. The time span available to the researcher.

Need for the Study

Clerical occupation opportunities are continuing to increase. Consistent with this increase, technological advances pose new and different occupational procedures and requirements that may effect employer needs. An identification of the latest clerical occupational requirements of employers is needed to refine curricular materials that reflect those technological changes. Revision of the curriculum also would enable the student to acquire the skills and abilities essential to successful job performance. To this end, information sought must be current if it is to accurately reflect the changes occurring in the business sector.

Definition of Terms

The following terms are defined to alleviate any possible misconceptions of their usage in this study:

Office Assistant Program - A program within the Business and Office Education area designed to accommodate individuals desiring employment as a secretary or office worker.

Standard Occupational Classification Manual - A manual which classifies all occupations in which work is performed for pay or profit, including work performed in family operated enterprises where direct remuneration may not be made to family members (U.S. Department of Commerce, 1980).

Dictionary of Occupational Titles - A document containing accurate and up-to-date description for the majority of occupations in the

American economy (U.S. Department of Labor, 1977).

Clerical Workers - People who process papers in offices or handle related activities (Popham and Ettinger, 1972, p. 31).

Competency Based Instruction - An instructional technique which emphasizes the knowledges, skills, and abilities needed to successfully perform specific tasks.

Assumptions

Following are assumptions of this study:

1. Instructors could provide accurate identifications of the clerical occupations that fall within the instructional domains of their program.
2. The data obtained from instructors and employers reflected honest expressions of their opinions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There is a great demand for efficient clerical workers in the business sector. The literature reviewed addresses this subject and asserts the challenges presented by the rapid advance of new technology. The literature reviewed for this segment of the study was divided into five areas:

1. Demand for clerical workers
2. The impact of new technology
3. Curricular implications
4. Implications for business leaders and educators
5. Related literature.

Demand for Clerical Workers

Office employment has continued to climb during the past 20 years, and that trend is expected to continue through 1990. Citing information from the U.S. Department of Labor, data contained in a report by the American Vocational Association (1981) reveals that presently 20 percent of all secretarial openings remain unfilled.

Uthe (1980) elucidated the issues surrounding the current and future demand for more office workers. She states:

1. Businesses that realize success usually broadens and encompasses wider geographic areas; thus, increased products and services are needed and eventually demands for records and communications are increased.
2. Governmental regulations require companies to retain additional records in addition to more specifics on existing records.
3. The decline in birth rate; the number of teenagers entering the labor market each year is slowly declining.
4. The pool of young female office workers is becoming smaller, while the demand for greater numbers of workers is increasing.
5. There does not seem to be a corresponding pool of young male workers to fill many of these clerical jobs.
6. The number of women in the labor force is growing yearly and will probably continue to rise in the next decade.
7. More women are returning to work or beginning careers even though they have been out of school and the labor market for years.
8. The sex equity issue will influence both the size of the pool of potential office workers and the types of training programs offered in the future (pp. 2-3).

In 1972 Popham and Ettinger wrote:

The reasons for the high demand for skilled office workers are basic: the office worker is needed in every community, large or small, and in every type of activity; the population is growing; more information from more sources is being collected from more places; the government is requiring greater reporting; more complex business operations require more data inputs for decision making; and more diversification within companies requires more data compilation and more communications with branches in other sections of the country (p. 23).

Information contained in a 1980 document prepared by a joint committee of the National Business Education Association and the Business and Office Education Division of the American Vocational Association (NBEA-BOE/AVA) reveals, "American business cannot operate without

well-trained office employees" (p. 4). The multiplicity of office tasks to be performed in today's office is evidence of this fact.

According to Carey (1981, p. 46), "Employment of clerical workers is projected to grow faster than the average rate of employment growth in each version of the economy". Table I substantiates his comments.

Reflecting on the office of today, Uthe (1980) enunciates that there is an increasing demand for more office workers as recordkeeping abilities and communications functions continue to increase in quantity and complexity. The increasing need for office workers can be attributed to two different aspects: quantity and quality. This demand will be created in three ways:

1. Numbers needed to replace those retiring, leaving the labor force temporarily, fired or promoted, and changing careers;
2. Numbers needed for new openings caused by expansion; and
3. Numbers needed for emerging jobs (p. 1).

Carey (1981) concludes:

Although office automation will enable clerical personnel to do more in less time and change skill requirements for some jobs, continued increases in the demand for new workers are anticipated in most occupations (p. 46).

The Impact of New Technology

The impact of new technology is acknowledged extensively in the literature. In 1979 Kraska wrote:

America's workplace and labor force are undergoing rapid change. The structure of occupations and demographic characteristics of our nation's workforce are experiencing transformations that are expected to continue well into the 21st century. These changes offer exciting challenges and responsibilities for vocational and technical education (p. 74).

TABLE I
 PROJECTED CHANGE IN EMPLOYMENT BY
 MAJOR OCCUPATIONAL GROUP,
 1978-90

Occupational Group	Employment			Openings		
	1978	Projected 1990	Percent Change ¹	Total	Growth	Replacements ²
White-collar workers	47,205	58,400	23.6	36,800	11,200	25,600
Professional and technical workers	14,245	16,900	18.3	8,300	2,600	5,700
Managers and administrators, except farm	10,105	12,200	20.8	7,100	2,100	5,000
Sales workers	5,951	7,600	27.7	4,800	1,700	3,100
Clerical workers	16,904	21,700	28.4	16,600	4,800	11,800
Blue-collar workers	31,531	36,600	16.1	16,200	5,100	11,100
Craft workers	12,386	14,900	20.0	7,000	2,500	4,500
Operatives, except transport	10,875	12,500	15.0	5,600	1,600	4,000
Transport operatives	3,541	4,100	16.2	1,700	600	1,100
Nonfarm laborers	4,729	5,100	8.1	2,000	400	1,600
Service workers	12,839	16,700	29.9	12,200	3,800	8,400
Private household workers	1,162	900	-23.2	500	-300	800
Other service workers	11,677	15,800	35.2	11,700	4,100	7,600
Farm workers	2,798	2,400	-15.9	1,300	-400	1,700
Total	94,373	114,000	20.8	66,400	19,600	46,800

¹ Calculated from unrounded figures

separations from the labor force. Does not

² Due to deaths, retirements, and other

include transfers out of occupations

Source: Occupational Outlook Quarterly, Spring, 1980
 p. 5.

Leach and Kazanas (1979) state the following concerning occupational patterns and requirements:

Very few students, or even present workers can look forward to a lifetime career in an occupation where specific job requirements will remain unchanged. The accelerating changes in technology and the post-industrial shift to service economies are affecting specific job skill requirements in unpredicted ways (p. 70).

Discussing the ramifications of technology to office conditions, the NBEA-BOE/AVA (1980) contends, "Office jobs are changing and will continue to change at an increasing pace, primarily due to technological advances in data processing and word processing technology" (p. 6). The committee further concluded, "as more sophisticated equipment is produced, there will be further expansion of the type of work done by office employees" (p. 6).

Information contained in the 1982-83 edition of the Occupational Outlook Handbook states, "the use of new technology has created, eliminated, or changed the nature of hundreds of thousands of jobs" (p. 13).

The data further indicates:

The computer, for example, has given birth to an entire new group of occupations - programmers, system analysts, computer and peripheral equipment operators - while at the same time it has decreased the need for inventory clerks, bookkeepers, and other clerical workers (p. 13).

Shinkle (1981) believes that advances in technology will require training institutions to prepare workers with sophisticated skills and competencies. In addition, individuals completing vocational programs will be expected to demonstrate that they are capable of mastering job responsibilities.

More recently, Bottoms and Copa (1983) state:

The growing use of computers and other technical innovations in the workplace is creating an enormous gap between worker's knowledge and employer's demands.

. . . America has always looked to its educational system to prepare individuals to meet the challenge. Today's crisis in the workplace calls for changes in education as dramatic as the changes that Sputnik ushered in a century ago (p. 349).

Curricular Implications

The development of a flexible and relevant curriculum in office education programs is crucial if students are to be prepared for the technological changes they will face in today's labor market. Business educators are beginning to recognize the significance of competency-based instruction as a viable instructional tool in addressing this new thrust. Recent studies and articles support this assumption.

A study conducted under the auspices of the North Carolina State Department of Community Colleges (1979) was launched to allow for a more valid and reliable curriculum by presenting a systematic approach to analyzing the tasks performed by office workers in designing and developing secretarial science programs. The competency-based approach was deemed appropriate for inclusion in the revision of secretarial science programs and would allow instructors to include objectives that correlate with the realities of work.

Jorgensen (1979) outlined nine components needed to accommodate a successful competency based program. They are:

1. Occupational training
2. Assessment of students
3. Job Analysis
4. Developing performance objectives and enabling objectives
5. Employability skills, work ethics, and job seeking skills
6. Curriculum development
7. Development of learning units (Modules) and performance guides
8. Identification of instructional materials
9. Evaluation, review of objectives, and revision (pp. 198-200).

Realizing the importance of equipping students with competencies needed for employment in the business sector, Jalowsky and his associates (1981) authored a curriculum guide to aid teachers in implementing competency-based curriculum in Arizona. According to the authors, a major task of the guide was "to provide a vehicle for articulation among high schools, between high schools and postsecondary institutions, and between schools and the business community" (p. iii).

Modlin (1981) implies that competency-based education "gives the business community a measurable way to assess the curriculum" (p. 4). In regards to the benefits of competency-based education to the teacher, she adds:

A curriculum based on validated tasks is the best possible evidence of accountability. Vocational educators face the charge of accountability on a daily basis as they establish and implement expensive training programs. A competency-based program based on a validated task listing, providing well-trained employees, is the justification for the expense of these programs (p. 4).

In reference to the impact of technology on the office, Adams and Lamb (1980) state, ". . . we need to take a fresh look at the kinds of jobs available; the opportunities for advancement; and the knowledge, skills, and traits needed to succeed in office careers" (p. 329). To assist teachers in preparing high school students for clerical careers, they propose numerous questions that should be given careful consideration. Some of the questions relevant to curricular decisions include:

1. What is the role of the secondary school in the preparation of personnel for office occupations?
2. Do the objectives of the advisory committee include examination of the roles of both business and school for the preparation of employees?
3. Since office technology involves many kinds of equipment and since one manufacture's product is

frequently not compatible with that of another manufacturer, can the secondary school justify expenditures for equipment that may soon become obsolete and that may not be similar to that which the student will encounter on the job?

4. Do self-paced procedures provide for adequate horizontal and vertical articulation of content?
5. Are alternative teacher-learning procedures available to meet student need?
6. Do teachers have adequate breadth and depth of knowledge pertaining to information processing, management, and office systems and procedures so they can provide their students with an understanding of the interrelationships inherent in office technology and information management (p. 330)?

According to Boyd and Langemo (1981), ". . . increased office automation and pace of change should not cause teachers to panic or abandon traditional courses and methods of teaching" (p. 72). They suggest the following instructional approaches and resources for use in teaching office technology concepts:

1. Organizing a community business and office education advisory committee.
2. Accepting and utilizing recommendations made by national, state, and local business and office education advisory councils.
3. Utilizing consultants from state departments of vocational office education.
4. Seeking involvement in business and office education programs by persons from private national firms and organizations.
5. Inviting business leaders and business personnel to be speakers and resource individuals for classes and school programs.
6. Coordinating and making field trips to offices and equipment vendors.
7. Developing color slide series or video tapes to bring 'field trips' to classrooms.

8. Involving business personnel in curriculum planning, course development, and in refinement of instructional strategies.
9. Employing 'creative curriculum development' through working with leaders and members of professional organizations.
10. Involving area business personnel in the development of instructional materials.
11. Utilizing local business personnel as 'on-the-job' career counselors representing their respective fields or occupations.
12. Considering the use of 'satellite classroom' and 'satellite instructor' approaches.
13. Considering use of 'equipment sharing' approaches.
14. Using 'tele-lecture' methods to bring educational, business, governmental, and professional leaders into classrooms.
15. Volunteering to cooperate with area business people in joint research work.
16. Soliciting private industry support for innovative programs and needed equipment and supplies.
17. Using effectively the commercially prepared simulation projects through utilization of 'real' field facilities.
18. Developing simulation projects based on organizations and firms within the geographic area.
19. Utilizing results of research completed through university departments of vocational office education.
20. Considering development and operation of a 'student-run' business.
21. Actively soliciting community support for your business and office education program - Rotary, Lions, Kiwanis, Jaycees, Chamber of Commerce, and from such professional groups as the Administrative Management Society (AMS), the Association of Records Managers and Administrators (ARMA), the Data Processing Managers Association (DPMA), the National Secretaries Association (NSA), the International Word Processing Association (IWP) and similar groups (pp. 73-74).

Implications for Business

Leaders and Educators

According to Kraska (1979) vocational planners must be familiar with their local surroundings. She adds that the most rational procedure is for planners to "review, or collect, and analyze local status information concerning current training needs" (p. 75).

The need for input from employers was stressed by Uthe (1980) when she enunciated the following, ". . . both businessmen and educational personnel must share in the responsibility for developing office competency requirements, and then in matching individuals to job needs" (p. 8).

The importance of cooperation between business and education is further acknowledged by several writers.

Boyd and Langemo (1981) assert the following:

Business educators and business personnel within the communities need to cooperate if business-office education programs are to be: 1) up-to-date, 2) relevant, 3) usable, 4) abreast of advances in office technology which will require special employee skills, 5) abreast of educational technology, 6) aware of the most appropriate teaching methods, and 7) familiar with appropriate materials for managing business instruction (p. 74).

Writing in 1983, McGraw enunciated the following:

Collaboration between business and education is to my mind the main practical solution to the education and training challenges facing us. It is even more critical in developing training programs for jobs needed in the future (p. 54).

Santo (1983) also expressed the need for an alliance between employer and educators when she stated:

Employers and vocational educators need each other today, perhaps more than ever before; both need to find ways to train a work force that knows how to ride each successive

wave of technological change to come along (p. 27).

She continues:

. . . Industry and education need to work together to periodically retrain individuals who are already in the work force, to deal with the shortage of workers with advanced levels of skills and technical understanding, to open new paths to workers whose occupations are no longer useful, and to make better headway in preparing people on the fringe of our economic life with the skills that can move them to a place inside (p. 27).

Campbell, writing in 1980 maintained that business leaders were aware of their obligation to work with vocational education. The Adopt-A-School program in Dallas, Texas, is one of many efforts cited in his report that has been developed to assist teachers and administrators.

Related Literature

Extensive investigations have been conducted to determine the extent of employer satisfaction and/or expectations with regard to employee performance over the years.

Gerty (1941) writing more than 40 years ago summed up businesses' expectations of office workers in the following manner:

Individuals who are preparing for entrance into business should understand that profit is the primary motive which underlies every business institution, that unless the business produces a profit it cannot survive and consequently will have no place for them. Office workers, and in fact all workers must be willing and helpful in cooperating toward the end (p. 170).

Reporting from a 1975 study conducted by the Advisory Council for Technical-Vocational Education in Texas, Brown (1976) acknowledged that employers identified ten areas in which improvement was needed. These areas are reported below:

1. A concern for productivity
2. A pride of craftsmanship and quality of work

3. Responsibility and the ability to follow through on an assigned task
4. Dependability
5. Work habits
6. Attitudes toward company and employer
7. The ability to write and speak effectively
8. The ability to follow instructions
9. The ability to read and apply printed matter to the job
10. Ambition/motivation/desire to get ahead (p. 7).

Rolf (1979) visited a number of employers to ascertain the most important qualities they look for during an interview session with a potential office worker. Her findings appear below:

1. Maturity
2. Loyalty
3. Initiative
4. The capacity to organize his/her work
5. Capability of handling routine correspondence and avoid mistakes in grammar and spelling
6. The ability to communicate well
7. The ability to write - to do reports and summaries
8. Intelligence
9. A good educational background
10. Tact
11. Business sense
12. Psychological insight
13. Unselfishness
14. Good dress sense, and presentation (p. 12).

Campbell (1980) contends that "quality is the issue" (p. 30). He continues, "All employers large and small, private and public - require that more students be potentially productive employees" (p. 30).

A survey by Peterson and Donin (1981) for Gregg/McGraw-Hill sought to determine the kind of secretarial skills employers look for. Help-wanted listings from 59 different newspapers were analyzed for one day to arrive at a listing of skills sought by employers. Since help-wanted advertisements usually include those skills that are crucial and may not include skills that employers assume secretaries already have,

the authors enunciate that results obtained indicate what employers require but not what they expect. The top ten skills identified in their survey are presented below:

1. Typewriting	82%
2. Shorthand	51%
3. Telephone	20%
4. Accounting/recordkeeping	19%
5. Organization	16%
6. Other clerical functions	11%
7. Ability to communicate	11%
8. Filing	9%
9. Editing/proofreading/spelling	6%
10. Word processing	6% (p. 27).

A considerable amount of research has been conducted on problems of office workers. Focusing on contemporary research in secretarial office practice, Moskovis and DeYoung (1974) report on major problems experienced by office workers. Their report indicates the following:

Weaknesses in Skills and Abilities

1. Grammar, punctuation, spelling and vocabulary
2. Proofreading
3. Following directions
4. Proper use of reference materials
5. Dictation and transcription abilities
6. Reading shorthand notes
7. Dictating

Weaknesses in Personal Traits

1. Grooming
2. Conscientiousness and interest in job
3. Maturity
4. Diction
5. Ability to accept criticism and suggestions
6. Self-confidence
7. Personal life interfering with job (p. 225).

Citing information from the 1980 edition of Educational and Work, Campbell (1980) relates that 70 percent of the 287 firms surveyed by the Administrative Management Society of Willow Grove, Pennsylvania, acknowledged that new graduates of high school business programs have

difficulty in grammar, spelling, and writing business letters.

Dlabay (1981) identified problems of young workers beginning full-time employment. This project, initiated by the Business Education Department of Fenton High School, Bensenville, Illinois, was needed to subsume appropriate work habits and entry-level skills in their curriculum.

Data was received from 153 businesses which included offices, factories, warehouses, retail stores, restaurants and hotels. Responses from factories and warehouses were combined to contrast responses from office respondents. Employers ranked dependability, punctuality, and initiative among the top five problems faced by beginning employees in both the factory/warehouse group and the office group.

Summary

It is evident from the review of literature that office occupations are continuing to increase. The demand for clerical workers far surpasses the supply. This demand is a result of the rapid advancement of technology which has caused some jobs to diminish and at the same time created others.

Quality is of paramount importance to employers as enunciated by Campbell (1980). Efforts must be made by educators and business leaders alike, to produce competent, dependable, and responsible workers to fill the vast numbers of unfilled positions available in the labor force.

In the final analysis, the schools are primarily responsible for initiating, designing, and implementing curriculums that will provide the student with the skills and attributes needed for success in the

world of work. Business leaders are willing to share this responsibility with vocational educators as evidenced by Campbell's report (1980).

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

Introduction

There were two primary purposes set forth in this study: (1) to identify those clerical occupations that fall within the instructional realm of the Office Assistant Program, and (2) to identify from employers major concerns and problems encountered in terms of employee performance in selected occupations.

Information contained in this chapter delineates the methods employed to specify the population for the study, develop instruments, and collect and analyze data.

According to Babcock (1979),

One of the greatest challenges to vocational educators is that of keeping the educational program relevant to the needs and trends of business and industry while providing meaningful skills and knowledge for each student (p. 13).

This descriptive research study, therefore, was designed in part to obtain essential feedback from employers by allowing them to identify problem areas and assess performance of beginning employees in selected occupations.

The Study Population

To accomplish the purposes set forth in this study, it was necessary to approach it in two stages. The population for the first segment encompassed 47 instructors of Office Assistant Programs at 31 area vocational-technical school campuses in Oklahoma. The Office Assistant programs and instructors were identified through use of the 1982-83 Personnel Directory, published by the State Department of Vocational and Technical Education.

The population for the second segment encompassed 77 employers who hired graduates of the Office Assistant Programs. The names and addresses of employers were supplied by instructors of the Office Assistant Programs.

Development of the Survey Instrument

Two instruments were needed to survey each of the populations included in the study. Instrument I, developed to survey instructors of Office Assistant Programs (see Appendix A), was mailed to the instructors. According to Van Dalen (1979), "mailed questionnaires reach many people in widely scattered areas quickly and at a relatively low cost" (p. 153). This approach was utilized because of the widespread distribution of subjects included in the study.

Instrument I was based on a compilation of clerical occupations found in the Standard Occupational Classification Manual. The manual also lists numbers and industry codes that indicate where the job is found in the Dictionary of Occupational Titles. Since performance of beginning employees was one purpose of the study, supervisory clerical

occupations were not included in the listing. The instrument included 168 clerical occupations from which instructors were to check those for which they can provide training. In addition, instructors were asked to provide names and addresses of five employers who hired graduates of their program. A separate form was included for them to furnish this information.

Instrument II, developed to obtain data regarding employer concerns and employee performance, was also a mail-out questionnaire. Problems or concerns identified by employers in previous studies and articles were used to generate a list of 24 acceptable skills and qualities. These problems and/or concerns, coupled with occupations reported by teachers, served as the foundation for Instrument II (See Appendix B). Space was also provided for employers to report additional concerns. The employers were asked to identify those occupations in their business, the one of greatest concern, and the skills and qualities of greatest concern.

The original intent of the researcher was to provide a listing of the top 20 occupations identified most often by the instructors. That strategy was not possible, as there were several ties among the occupations identified. The nearest numbers to 20 were 18 and 22. The researcher chose to report the latter number.

Collection of Data

The first instrument was forwarded to instructors of Office Assistant Programs during the latter part of April 1983, along

with a cover letter and a self-addressed, stamped envelope. Table II reports the schools, location, and the number of instructors contacted at each school.

Complete responses were received from 22 (47 percent) of the 47 instructors identified for inclusion in the study. A follow-up letter was not warranted as the school year was about to end. The researcher contacted several instructors by telephone; however, this attempt did produce additional questionnaires.

As stated previously, the instructors of Office Assistant Programs were asked to submit the names and addresses of five employers who hired graduates of their program. Complete names and addresses were obtained for 77 employers.

The second instrument was forwarded to the employers during the summer of 1983, and included a cover letter and a self-addressed, stamped envelope. One questionnaire was returned to the researcher marked, "not deliverable", leaving a total of 76 employers to be surveyed. Complete responses were received from 46 employers which represented a return rate of 61 percent.

Analysis of Data

The data secured from the questionnaires were analyzed in two segments. Data for both segments of the study resulted in frequency tables.

Further analysis of the data involved coding for computer analysis. The Pearson Product-Moment Correlation Coefficient was used to determine significant relationships between the two sets

TABLE II
OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS
OFFERING OFFICE ASSISTANT PROGRAMS

School	Location	Number of Instructors
Northeast Oklahoma	Afton	2
Oklahoma Northwest	Alva	1
Kiamichi	Atoka	1
Tri-County	Bartlesville	1
West Oklahoma	Burns Flat	1
Eastern Oklahoma	Choctaw	1
Central Oklahoma	Drumright	2
Red River	Duncan	1
Canadian Valley	El Reno	1
O T Autry	Enid	4
Oklahoma Northwest	Fairview	1
Caddo-Kiowa	Fort Cobb	2
Kiamichi	Hugo	1
Kiamichi	Idabel	1
Great Plains	Lawton	1
Kiamichi	McAlister	2
Indian Capital	Muskogee	2
Moore-Norman	Norman	2
Foster Estes	Oklahoma City	1
Marvin York	Oklahoma City	2
Pioneer	Ponca City	2
Kiamichi	Poteau	1
Northeast	Pryor	2
Indian Capital	Sallisaw	1
Central Oklahoma	Sapulpa	1
Gordon Cooper	Shawnee	2
Indian Capital	Stilwell	1
Kiamichi	Talihina	1
Memorial	Tulsa	2
Peoria	Tulsa	3
Mid America	Wayne	1
TOTAL		47

of data.

According to Van Dalen (1979) the Pearson Product-Moment Correlation is "the most frequently employed method of ascertaining the relationship between two variables" (p. 490).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter unveils the results derived from the analysis of data. Data presented will be introduced in two segments. Findings presented in the first segment include: (1) information pertaining to the clerical occupations that fall within the realm of the office assistant program, and (2) information pertaining to employer concerns. Findings presented in the second segment focus on the analysis by research questions.

Findings of the Study

The findings of this study are presented in detail below.

The data in Table III reflects the ranked frequency distribution of occupations identified by the 22 instructors surveyed. It is important to note that some instructors reported as few as 11 occupations that they believed to be within the instructional realm of their program, while others reported as many as 82 occupations.

Table IV shows the number of clerical personnel employed by the 46 participating employers. Three employers did not respond to this question.

Table V represents the ranked frequency distribution of occupations used by employers participating in the study. The greatest frequency reported by 38 of the employers surveyed, acknowledged that the secretary

TABLE III
 OFFICE OCCUPATIONS IDENTIFIED MOST
 OFTEN BY INSTRUCTORS

Occupation	Rank	Frequency
Clerk Typist	2	22
Typist	2	22
Receptionist	2	22
Transcribing Machine Operator	4.5	21
Secretary	4.5	21
Clerk, general	7	20
File Clerk	7	20
Calculating Machine Operator	7	20
Office Helper	9	19
Bookkeeper I	10.5	18
Payroll Clerk	10.5	18
Stenographer	13	16
Adding Machine Operator	13	16
Photocopying Machine Operator	13	16
Appointment Clerk	16.5	15
General Ledger Bookkeeper	16.5	15
Billing Typist	16.5	15
Mail Clerk	16.5	15
Legal Secretary	20.5	14
Information Clerk	20.5	14
Corresponding Clerk	20.5	14
Personnel Clerk	20.5	14

TABLE IV
CLERICAL PERSONNEL USED BY EMPLOYERS
(N=46)

Number of Employees	Number of Employers
1	3
2	3
3	2
4	1
5	2
7	1
8	3
9	1
10	2
14	1
15	1
16	1
18	1
20	2
24	1
28	1
30	1
40	1
45	1
51	1
60	1
64	1
69	1
100 or more	10
No Response	3

TABLE V
SUMMARY OF OCCUPATIONS USED BY EMPLOYERS
(N=46)

Occupation	Rank	Frequency
Secretary	1	38
Receptionist	2	36
Clerk Typist	3	35
Typist	4	29
File Clerk I	5	28
Clerk, general	8	24
Bookkeeper I	8	24
Payroll clerk	8	24
Mail clerk	8	24
General ledger bookkeeper	8	24
Calculating machine operator	11	17
Office helper	12.5	16
Photocopying machine operator	12.5	16
Adding machine operator	14.5	14
Information clerk	14.5	14
Personnel clerk	16	13
Correspondence clerk	17	11
Transcribing machine operator	18	10
Billing typist	19.5	9
Legal secretary	19.5	9
Appointment clerk	21	8
Stenographer	22	6

position was the most utilized in their business; the stenographer was the least used by employers.

Data in Table VI indicates the problems encountered by employers. Because the table shows that 11 employers (24 percent) did not respond, analysis is somewhat obscured. While 26 percent of all employers reported concern with secretarial positions, for example, that figure represents a concern of 34 percent of individuals who responded. The data also suggest that 8.7 percent of all employers responding indicated concern with general clerk positions, that figure represents a concern of 11 percent. There were three employers (6.5 percent) expressing concern with clerk typists, that figure represents a concern of nine percent of the employers responding. The data further indicate that 4.3 percent of all employers responding expressed concerns with receptionists, file clerk I's, and bookkeeper I positions. That figure represents a concern of 5.7 percent. Finally, 2.2 percent of all employers responding expressed concern in regard to the typist, general ledger bookkeeper, appointment clerk, and adding machine operator positions. That figure represents a concern of 2.9 percent of individuals who responded.

Table VII presents concerns of employers by occupations. Employers reported concerns relating to grammar, punctuation, spelling, and vocabulary in the following occupations: secretary, general clerk, clerk typist, receptionist, bookkeeper I, transcribing machine operator, general ledger bookkeeper, correspondence clerk, and information clerk. This concern was also expressed by eight employers not associated with a specific occupation.

TABLE VI
 OCCUPATIONS OF MAJOR CONCERN
 TO EMPLOYERS
 (N=46)

Occupations	Rank	Frequency	Percentage
Secretary	1	12	26.0
Clerk, general	2	4	8.7
Clerk Typist	3	3	6.5
Receptionist	5.5	2	4.3
File Clerk I	5.5	2	4.3
Bookkeeper I	5.5	2	4.3
Transcribing Machine Operator	5.5	2	4.3
Typist	11.5	1	2.2
General Ledger Bookkeeper	11.5	1	2.2
Appointment Clerk	11.5	1	2.2
Mail Clerk	11.5	1	2.2
Correspondence Clerk	11.5	1	2.2
Office Helper	11.5	1	2.2
Information Clerk	11.5	1	2.2
Adding Machine Operator	11.5	1	2.2
No response		11	24.0

TABLE VII

EMPLOYER CONCERNS BY OCCUPATION

Concerns	Sec.	Clk. Gen.	Clk. Typist	Rec.	File Clk. I	Bkkpr. I	Tran. Mach. Opr.	Typist	Gen. Led. Bkkpr.	Appt. Clk.	Mail Clk.	Corr. Clk.	Office Hlpr.	Info. Clk.	Add. Mach. Opr.	No Spec. Occ.
Grammar, punctuation, spelling, and vocabulary	9	4	2	1	--	1	1	--	1	--	--	1	--	1	--	8
Short hand ability	8	1	--	--	--	--	--	--	--	--	--	--	--	1	--	1
Writing skills	6	1	1	--	--	1	--	--	--	--	--	1	--	1	1	3
Proofreading	5	--	1	--	--	--	--	1	--	--	--	1	--	--	--	5
Honesty, responsibility	4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2
Interest, enthusiasm	4	--	--	--	1	--	--	1	--	--	--	--	--	1	--	3
Management of time	4	2	3	--	1	1	1	--	--	1	--	--	1	--	1	7
Dependability	4	2	2	1	--	--	1	--	--	--	1	--	--	--	--	1
Oral Communication	3	1	--	--	1	--	--	--	1	1	--	--	--	--	1	5
Typing ability	3	2	1	--	--	--	--	1	1	1	--	--	--	--	--	4
Ability to adapt to change	3	1	--	--	--	--	1	--	--	--	--	--	--	--	--	3
Cooperation	3	2	--	1	--	--	--	--	--	--	--	--	--	--	--	2
Math skills	3	1	--	--	--	--	--	--	1	--	--	--	--	--	1	2
Proper use of reference materials	3	--	1	--	1	--	--	--	--	--	--	--	--	--	--	2
Punctuality	2	2	2	--	--	--	2	--	--	--	--	--	--	--	--	3
Good attendance	2	2	2	--	--	--	1	--	--	--	1	--	--	1	--	2
Emotional maturity	2	1	1	1	--	1	--	--	--	--	--	--	--	--	1	4
Neatness, quality of work	2	1	1	1	--	--	--	1	--	--	--	--	1	--	--	2
Initiative	2	2	2	--	1	--	1	1	--	--	--	--	--	--	1	5
Ability to follow directions	2	2	1	--	--	1	--	1	--	--	--	--	--	--	--	4
Reading skills	1	--	--	--	--	--	--	--	1	--	--	--	--	--	--	2
Job performance	1	--	--	--	--	--	--	1	--	--	--	--	1	--	--	--
Office machine skills	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1
Dictation and transcribing ability	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	3

The data also suggest problems relating to time management, as employers expressed concern in nine occupations. This concern was also expressed by eight employers not associated with a specific occupation. Writing skills and initiative, were reported in eight occupations, including the "no specific occupation" category. Among other concerns reported in five or more occupations, were: dependability, typing ability, proofreading, good attendance, interest and enthusiasm.

An additional concern expressed by one employer in regard to secretaries was appearance. The ability to work and get along with fellow employees was acknowledged by one employer in regard to receptionist positions; while another employer expressed concern with accuracy in regard to office helpers.

Table VIII compiles the total concerns reported by employers across all office personnel positions. Grammar, punctuation, spelling, and vocabulary continued to dominate perceived problems with time management in a close second place. Among the areas of least concern were: dictation, transcribing ability, reading skills, job performance, and office machine skills.

Analysis by Research Questions

The Pearson Product-Moment Correlation Coefficient was used to test the research question set forth in this study. The alpha level used to test for significance was .05.

1. Do occupations for which teachers can teach relate to occupations employers use and to the concerns of employers?

To answer that question, correlations between the number of

TABLE VIII
 SUMMARY OF OFFICE PERSONNEL CONCERNS
 REPORTED BY EMPLOYERS
 (N=46)

Office Personnel Concerns	Rank	Frequency
Grammar, punctuation, spelling and vocabulary	1	29
Management of time	2	22
Writing skills	3.5	15
Initiative	3.5	15
Typing ability	5.5	13
Proofreading	5.5	13
Dependability	7	12
Oral communication	10.5	11
Shorthand ability	10.5	11
Punctuality	10.5	11
Emotional maturity	10.5	11
Good attendance	10.5	11
Ability to follow directions	10.5	11
Interest, enthusiasm	14	10
Neatness, quality of work	15	9
Ability to adapt to change	17	8
Cooperation	17	8
Math skills	17	8
Proper use of reference materials	19	7
Honesty, responsibility	20	6
Dictation, transcribing ability	21.5	4
Reading skills	21.5	4
Job performance	23	3
Office machine skills	24	2

programs where each occupation is appropriate, the number of employers using the occupation, and the number of employers concerned with employees in the occupation were calculated. Data contained in Table IX reveal that the correlation coefficient between program appropriateness and employer use of occupations was .69, indicating significance at the .01 level. Further observation reveal that the correlation coefficient between occupational appropriateness and those for which employers expressed concern was .46. While this correlation is not as high as the preceding one, it is significant at the .05 level. The data also show the correlation coefficient between the employer use of the specific occupations and those for which employers expressed concern as .60, indicating significance at the .01 level.

Data provided in Table X suggest the correlation coefficient between type of concerns expressed by employers in specific occupations with type of concerns expressed across all occupations. Significant correlations were found in the following occupations: secretary (.70), general clerk (.78), clerk typist (.72), receptionist (.45), transcribing machine operator (.62), and adding machine operator (.55). Concerns not associated with a specific occupation were also significant, as the correlation coefficient for this group was .84. Significant correlations were not found in eight occupations, indicating that the concern in these positions do not correlate with the type of concerns expressed across all occupations.

The data in Table XI show the correlations between office personnel concerns of employers in specific occupations. As indicated, office personnel concerns relating to the secretary occupation were

TABLE IX
CORRELATION COEFFICIENTS BETWEEN PROGRAM
APPROPRIATENESS, EMPLOYER USE, AND
EMPLOYER CONCERN

	Employer Use	Employer Concern
Program Appropriateness	.69**	.46*
Employer's Use		.60**

**Significant at .01

*Significant at .05

TABLE X

CORRELATION COEFFICIENTS BETWEEN TYPE OF CONCERNS BY OCCUPATION
AND TYPE OF CONCERNS ACROSS ALL OCCUPATIONS

Occupation	Correlation
Secretary	.70**
Clerk, general	.78**
Clerk typist	.72**
Receptionist	.45*
File Clerk I	.29
Bookkeeper I	.06
Transcribing Machine Operator	.62**
Typist	.28
General Ledger Bookkeeper	.23
Appointment Clerk	.00
Mail Clerk	.31
Correspondence Clerk	.05
Office Helper	.30
Information Clerk	.05
Adding Machine Operator	.55*
No Specific Occupation	.84**

**Significant at .01

*Significant at .05

TABLE XI

CORRELATION COEFFICIENTS BETWEEN OFFICE
PERSONNEL CONCERNS OF EMPLOYERS IN
SPECIFIC OCCUPATIONS

	Sec.	Clk. Gen.	Clk. Typist	Rec.	File Clk. I	Bkkpr. I	Tran. Mach. opr.	Typist	Gen. led. Bkkpr.	Appt. Clk.	Mail Clk.	Corr. Clk.	Office Hlpr.	Info. Clk.	Adding Mch.
Clerk, general	.41*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Clerk typist	.21	.60**	--	--	--	--	--	--	--	--	--	--	--	--	--
Receptionist	.09	.00**	.70**	--	--	--	--	--	--	--	--	--	--	--	--
File Clerk I	.20	.44*	.21	.06	--	--	--	--	--	--	--	--	--	--	--
Bookkeeper I	-.14	-.17	.11	.00	-.30	--	--	--	--	--	--	--	--	--	--
Tran. Mach. Operator	.34	.44*	.44*	.06	.24	-.06	--	--	--	--	--	--	--	--	--
Typist	.08	.01	.12	-.06	-.10	.48*	.35	--	--	--	--	--	--	--	--
Gen. Ledger Bookkeeper	.17	.28	-.04	.07	.05	-.26	.05	-.04	--	--	--	--	--	--	--
Appointment Clerk	-.14	-.08	.02	-.22	-.10	.05	-.10	-.01	-.04	--	--	--	--	--	--
Mail Clerk	.03	.20	.21	.00	-.19	.36	.12	.31	.17	.03	--	--	--	--	--
Correspondence Clerk	.02	.26	.39	.36	.22	-.17	-.15	-.19	-.13	-.19	-.11	--	--	--	--
Office Helper	.44*	.24	.10	.06	-.01	-.30	.24	-.10	.05	-.33	-.19	.22	--	--	--
Information Clerk	-.15	-.05	.21	.00	.12	.07	.12	.03	-.17	.31	.24	-.11	-.19	--	--
Adding Machine Operator	.62**	.20	.21	.00	.12	-.22	.43*	.03	.18	.03	-.14	-.11	.43*	-.14	--

**Significant at .01

*Significant at .05

significantly correlated with the general clerk (.41), the office helper (.44), and the adding machine operator (.62). In the general clerk occupation, a significant correlation is shown with the clerk typist (.66), receptionist (.60), file clerk I (.44), and the transcribing machine operator (.44). Significant correlations in the clerk typist occupation are shown with the receptionist (.70), and the transcribing machine operator (.44). The data further reveals a significant correlation with the bookkeeper I and the typist (.48). Also shown is the correlation coefficient between the transcribing machine operator and the adding machine operator (.43). A significant correlation is also displayed with the office helper and the adding machine operator (.43).

The data also reveal several negative correlations. These negative correlations may indicate that concerns vary in different occupations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This investigation sought to determine the following: (1) to identify those clerical occupations that fall within the realm of the office assistant program, and (2) to identify major concerns of employers in regard to beginning employee performance in selected occupations. To accomplish the purposes set forth, it was necessary to approach it in two stages. The population for the first segment encompassed 47 instructors of office assistant programs at 31 area vocational technical school campuses in Oklahoma. The population for the second segment encompassed 77 employers who hired graduates of the office assistant program.

The chapter contains a brief summary of the research design, the findings obtained from the study, conclusions drawn from the analysis of data, as well as recommendations based on these conclusions.

Three principal research questions were investigated:

1. Do occupations for which teachers can teach relate to occupations employers use and to the concerns of employers?
2. Do the concerns about a specific occupation correlate to concerns across all occupations?
3. Is there a correlation between the concerns of employers in specific occupations?

Research Design

The tasks involved in conducting this investigation included:

- (1) review of literature, (2) identification of the two populations,
- (3) development of the survey instrument, (4) collection of data,
- and (5) analysis of data.

The first questionnaire was distributed to the 47 instructor respondents identified; complete responses were received from 22 respondents representing a 47 percent return. The second questionnaire was sent to 77 employers. It was impossible to contact one individual, leaving 76 employers in the survey. Complete responses were received from 46 respondents (61 percent).

Findings of the Study

Two different instruments were used to collect data pertinent to this investigation. Three research questions were formulated to enhance and direct the research endeavor. The findings of this study, therefore, were presented in the following sequence:

- (1) data pertaining to occupations that fall within the realm of the office assistant program, (2) data pertaining to employer concerns and performance of beginning employees in selected occupations, and
- (3) data relevant to research questions.

The data pertaining to clerical occupations which are within the general office assistant program provided a list of 22 clerical occupations most often identified by the instructors. From this list, employers identified the occupations that were utilized in their businesses.

Data pertaining to major concerns of employers revealed problems in 15 occupational areas. It was found that employers experience the most problems with the secretarial position, as 12 employers (26 percent) selected this option.

Concerns in specific occupations indicated that grammar, punctuation, spelling, and vocabulary constitute the primary concern in regard to the secretary and general clerk occupations. Management of time ranked as the number one concern of employers in regard to the clerk typist occupation. Concerns related to 12 additional occupations were also determined.

The findings related to research questions revealed a significant correlation between the number of programs where the occupation is appropriate, and employer use of occupations. Significance was also found between four pairs of occupations for which office assistant programs are designed ($> .01$) and employer concerns. A less significant ($> .05$) relationship exists between two more pairs. Significant relationships were not found in eight occupations indicating that the concerns in these occupations do not correlate with the type of concerns expressed across all occupations. Finally, correlation coefficients between total office personnel concerns in specific occupations were significant in four occupations at the .01 level and at the .05 level for eight others.

Conclusions

Based on the data collected in this study, the researcher formed the following conclusions:

1. The occupations reported by teachers are used by employers, although some were not utilized as much as others. Secretaries, receptionists, clerk typists, typists, and file clerks, for example, are utilized more frequently by employers. The occupations used less frequently by employers include: stenographers, appointment clerks, legal secretaries, billing typists, and transcribing machine operators.

2. It is logical to conclude that employers encounter the greatest problems with the occupations they utilize the most, e.g. secretary, general clerk, clerk typist, receptionist. An agreement existed among employers reporting concerns with these occupations.

3. Basic skills and work attitudes appear to be primary attributes sought by employers rather than new technology trends. A precedence was evident in regard to grammar, punctuation, spelling, and vocabulary, writing skills, and initiative, as these three were ranked among the top five. Also ranked high among overall concerns of employers were management of time and typing ability.

4. An awareness of the knowledges, skills, and qualities sought by employers would enable teachers to better prepare their students for occupational success and job retention.

5. While grammar, punctuation, spelling, and vocabulary constitute the leading overall concern of employers, it cannot be considered as the dominant factor among all occupations. More time could be devoted to examining the characteristics related to various clerical occupations.

6. Students may realize greater success if they are given ample opportunities to apply office skills and qualities acquired during

the learning process to actual conditions they are likely to experience in the business world.

7. A closer relationship between the business community and business educators might ensure that students are pursuing prerequisites that are essential to successful job performance.

Recommendations

The following recommendations were made upon completion of the study:

1. Business educators should initiate classroom projects that encourage students to meet deadlines, establish priorities for office tasks, interact with others, use initiative, make decisions and be involved in activities that emphasizes spelling, grammar, and other traits desired by employers.

2. Business educators should generate occupational awareness of the skills and qualities needed for success in various clerical occupations.

3. Businesses should be contacted frequently to ascertain new trends and procedures occurring in the business community.

4. The researcher suggests that further research be conducted relative to the importance of training individuals who are capable of performing adequately in several occupations as opposed to preparation for a specific occupation.

5. Occupational requirements and procedures resulting from new technology were not identified by employers participating in this study. There are many possible reasons why they were not identified, e.g., (1) employers are utilizing self-help packages

to train personnel, (2) beginning employees are usually hired in entry level positions, (3) small offices where clerical responsibilities are still performed by a small number of employees, (4) entry level employees may be well-trained on the latest equipment in their high school programs. It is the researcher's recommendation that research should be conducted in this area.

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APPENDIXES

APPENDIX A

COVER LETTER, CLERICAL OCCUPATIONS QUESTIONNAIRE
EMPLOYER INFORMATION FORM



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

April 22, 1983

Dear Instructors:

We are conducting a study to identify the following: 1) occupations for which students are training in Office Assistant Programs at area vocational-technical schools; and 2) major concerns and problems of employers in terms of beginning employee performance in selected occupations.

The enclosed survey form lists occupational titles from the Standard Occupational Classification Manual. These titles may or may not be a part of your instructional program. Your response will help us to identify the ones that do exist. The second phase of the study requires input from employers. We would be most appreciative if you would furnish names and addresses of employers that hire graduates from your program. A separate form is enclosed for you to include this information. I realize that the school year is swiftly coming to a close and that your time is limited; however, a few minutes of your valuable time would be a tremendous contribution to us in our endeavor.

Your response will be tabulated with those of other Office Assistant Program instructors in the area schools and the results will be returned to you. This will allow you to compare content in your program with that of all area school Office Assistant Programs as a group.

Please return both forms in the self-addressed stamped envelope provided, by May 11, 1983.

Thank you in advance for your contribution.

Sincerely yours,

Barbara A. Grayson
Researcher

Enclosures

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

SURVEY OF CLERICAL OCCUPATIONS

Name _____ School _____

The following occupational titles are listed in the Standard Occupational Classification Manual as jobs found in the clerical industry. Assuming that students enter your program with varying amounts of training in typing, shorthand, and bookkeeping, which of the following jobs fall appropriately in your Office Assistant Program? Please check each occupation for which you feel you can and should be training some student to a level of competence where the student could perform the tasks of that occupation in a business or industry. DO NOT INCLUDE occupations for which students would require additional formal training before they could perform the job.

<u>Occupational Title</u>	<u>Occupational Title</u>
_____ Computer operator	_____ Administrative clerk
_____ Sorting-machine operator	_____ Real-estate clerk
_____ Computer-peripheral- equipment operator	_____ Survey worker
_____ Tabulating-machine operator	_____ Reservation clerk
_____ Auxiliary-equipment opera- tor, data processing	_____ Appointment clerk
_____ Social Secretary	_____ Information clerk
_____ Legal Secretary	_____ Receptionist
_____ Secretary	_____ Mortgage-closing clerk
_____ Shorthand reporter	_____ Space scheduler
_____ Stenographer	_____ Correspondence clerk
_____ Stenotype operator	_____ Correspondence review clerk
_____ Transcribing machine operator	_____ Sales correspondent
_____ Clerk-typist	_____ Order clerk
_____ Typist	_____ Employment clerk
_____ Clerk, general	_____ Identification clerk
	_____ Insurance clerk II
	_____ Personnel clerk

<u>Occupational Title</u>	<u>Occupational Title</u>
___ File clerk I	___ C.O.D. clerk
___ File clerk II	___ Traffic-rate clerk
___ Classification clerk	___ Foreign clerk
___ Coding clerk	___ Cost clerk
___ Data-examination clerk	___ Bookkeeping-machine operator I
___ Suggestion clerk	___ Bookkeeping-machine operator II
___ Return to factory clerk	___ Billing-machine operator
___ Sorter	___ Adding-machine operator
___ Programmer, detail	___ Audit-machine operator
___ Insurance clerk I	___ Calculating-machine operator
___ Checker II	___ Duplicating-machine operator I
___ Audit clerk	___ Duplicating-machine operator II
___ Bookkeeper I	___ Offset-duplicating-machine operator
___ Bookkeeper II	___ Photocopying-machine operator
___ Classification-control clerk	___ Photographic-machine operator
___ General-ledger bookkeeper	___ Addressing-machine operator
___ Securities clerk	___ Folding-machine operator
___ Accounting clerk, data processing	___ Inserting-machine operator
___ Balance clerk	___ Sealing-and-canceling-machine operator
___ Timekeeper	___ Embossing-machine operator I
___ Payroll clerk, data processing	___ Embossing-machine operator II
___ Payroll clerk	___ Collator operator
___ Invoice-control clerk	___ Microfilm moulder
___ Billing typist	___ Bursting-machine tender

<u>Occupational Title</u>	<u>Occupational Title</u>
___ Coin wrapper	___ Personnel scheduler
___ Telephone operator	___ Material coordinator
___ Telegraphic-typewriter operator	___ Production coordinator
___ Direct-mail clerk	___ Reproduction order processor
___ Mail clerk	___ Control clerk, data processing II
___ Parcel-post clerk	___ Production clerk
___ Slot-tag inserter	___ Routing clerk
___ Deliverer, outside	___ Stock control clerk
___ Office helper	___ Film or tape librarian
___ Tube operator	___ Magazine keeper
___ Scheduler, maintenance	___ Parts clerk
___ Service clerk	___ Tool crib attendant
___ Dispatcher, maintenance service	___ Inventory clerk
___ Dispatcher, motor vehicle	___ Material clerk
___ Repair-order clerk	___ Stock clerk
___ Order detailer	___ Parts-order-and stock clerk
___ Control clerk, data processing I	___ Procurement clerk
___ Reconsignment clerk	___ Tallier
___ Shipping-order clerk	___ Shipping-and-receiving weigher
___ Traffic clerk	___ Checker I
___ Fuel-oil clerk	___ Receiving checker
___ Shipping and receiving clerk	___ Shipping checker
___ Distributing clerk	___ Test Technician
___ Route-delivery clerk	___ Industrial-order clerk
	___ Material expediter

<u>Occupational Title</u>	<u>Occupational Title</u>
<u> </u> Job tracer	<u> </u> Verifer operator
<u> </u> Expediter	<u> </u> Compiler
<u> </u> Order caller	<u> </u> Budget clerk
<u> </u> Laundry clerk	<u> </u> Statistical clerk
<u> </u> Lost-and-found clerk	<u> </u> Chart clerk
<u> </u> Laboratory clerk	<u> </u> Chart changer
<u> </u> Router	<u> </u> Addresser
<u> </u> Lost-charge-card clerk	<u> </u> Tax clerk I
<u> </u> Investigator	<u> </u> Credit authorizer
<u> </u> Customer-complaint clerk	<u> </u> Repair order clerk
<u> </u> Skip tracer	<u> </u> Charge account clerk
<u> </u> Pedigree tracer	<u> </u> Credit clerk
<u> </u> Collection clerk	<u> </u> Mortgage-accounting clerk
<u> </u> Collector	<u> </u> Balance clerk
<u> </u> Repossessor	<u> </u> Posting clerk .
<u> </u> Terminal-system operator	
<u> </u> Varitype operator	
<u> </u> Cryptographic-machine operator	THANK YOU FOR YOUR HELP!
<u> </u> Data typist	
<u> </u> Data coded operator	
<u> </u> Keypunch operator	
<u> </u> Magnetic-tape-typewriter operator	
<u> </u> Perforator typist	
<u> </u> Terminal operator	

EMPLOYER INFORMATION FORM

Please provide the names and addresses of five employers that hire graduates from your program.

1. Name of Business _____
Address _____
 Street No. City State Zip Code
Contact Person _____
Title _____

2. Name of Business _____
Address _____
 Street No. City State Zip Code
Contact Person _____
Title _____

3. Name of Business _____
Address _____
 Street No. City State Zip Code
Contact Person _____
Title _____

4. Name of Business _____
Address _____
 Street No. City State Zip Code
Contact Person _____
Title _____

5. Name of Business _____
Address _____
 Street No. City State Zip Code
Contact Person _____
Title _____

APPENDIX B

COVER LETTER, EMPLOYER QUESTIONNAIRE



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

July 20, 1983

Dear Employer:

The Research Unit is conducting a survey of selected employers who hire graduates of the Office Assistant Programs at Area Vocational-Technical Schools in Oklahoma.

The purpose of this survey is to identify office occupations with which you encounter the greatest problem and to identify major concerns in regards to beginning employee performance in the occupation selected. Please note that this survey is not an attempt to assess individual employees.

The enclosed questionnaire should be completed by an individual in your organization whom you believe can provide the most accurate account of the office personnel concerns within your business.

Completion of this survey will enable educators to refine curriculum materials that are congruent with the needs of business communities in Oklahoma. Accomplishment of this endeavor, therefore, depends upon your participation and cooperation. Please know that we appreciate the support you have displayed to the area schools in the past and look forward to your continued cooperation.

Please have this questionnaire completed and return it in the self-addressed stamped envelope provided. It should take no more than ten minutes to complete, and if possible, we would like to have it returned by August 5, 1983.

Thank you in advance for your most valuable assistance.

Sincerely yours,

Barbara Grayson
Researcher

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Enclosures

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

SURVEY OF SELECTED EMPLOYERS

I. BACKGROUND INFORMATION

A. Name of Business: _____

B. Number of clerical employees: _____

C. Title of person completing form: _____

II. CLERICAL OCCUPATIONS IDENTIFIED

Twenty-two occupational titles were most often identified by instructors of Office Assistance Programs at Area Vocational-Technical Schools, as jobs that fall within the range of their training program. Please place a check mark beside the one(s) that are used in your organization.

- | | |
|---|--|
| 1. <input type="checkbox"/> Clerk-typist | 12. <input type="checkbox"/> Stenographer |
| 2. <input type="checkbox"/> Typist | 13. <input type="checkbox"/> Appointment clerk |
| 3. <input type="checkbox"/> Receptionist | 14. <input type="checkbox"/> Billing typist |
| 4. <input type="checkbox"/> Secretary | 15. <input type="checkbox"/> Mail clerk |
| 5. <input type="checkbox"/> Transcribing Machine operator | 16. <input type="checkbox"/> Adding Machine operator |
| 6. <input type="checkbox"/> Clerk, general | 17. <input type="checkbox"/> Legal secretary |
| 7. <input type="checkbox"/> File clerk I | 18. <input type="checkbox"/> Information clerk |
| 8. <input type="checkbox"/> Calculating Machine operator | 19. <input type="checkbox"/> General-ledger bookkeeper |
| 9. <input type="checkbox"/> Office helper | 20. <input type="checkbox"/> Correspondence clerk |
| 10. <input type="checkbox"/> Bookkeeper I | 21. <input type="checkbox"/> Personnel clerk |
| 11. <input type="checkbox"/> Payroll clerk | 22. <input type="checkbox"/> Photocopying Machine operator |

III. MAJOR CONCERNS

From the occupations you checked in Section II, please select the one occupation with which you have the greatest problem in terms of beginning employee performance and write it in the space provided below.

A. Occupation: _____

IV. OFFICE PERSONNEL CONCERNS

From a review of literature, employers identified the following areas as causes for concern among office workers. Please place a check mark beside the one(s) that present a problem for you. Space is provided below for any additions that you may have.

- | | |
|---|--|
| <input type="checkbox"/> Grammar, punctuation,
spelling & vocabulary | <input type="checkbox"/> Dictation and transcribing
ability |
| <input type="checkbox"/> Shorthand ability | <input type="checkbox"/> Typing ability |
| <input type="checkbox"/> Management of time | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Dependability |
| <input type="checkbox"/> Oral communication | <input type="checkbox"/> Good attendance |
| <input type="checkbox"/> Writing skills | <input type="checkbox"/> Interest, enthusiasm |
| <input type="checkbox"/> Job performance | <input type="checkbox"/> Proofreading |
| <input type="checkbox"/> Reading skills | <input type="checkbox"/> Emotional maturity |
| <input type="checkbox"/> Math skills | <input type="checkbox"/> Neatness, quality of work |
| <input type="checkbox"/> Cooperation | <input type="checkbox"/> Honesty, responsibility |
| <input type="checkbox"/> Office Machines skills | <input type="checkbox"/> Ability to adapt to change |
| <input type="checkbox"/> Proper use of reference
materials | <input type="checkbox"/> Ability to follow
directions |

Additions: _____

THANK YOU FOR YOUR HELP!

VITA

Barbara Ann Grayson

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE OFFICE ASSISTANT PROGRAM IN OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Pine Bluff, Arkansas, May 9, 1946, the daughter of Mrs. Dorothy Hawkins and Mr. Sidney Johnson.

Education: Graduated from Merrill High School, Pine Bluff, Arkansas, in 1964; received the Bachelor of Science degree in Business Education from the University of Arkansas at Pine Bluff, Pine Bluff, Arkansas, in May, 1969; received the Master of Education degree in Vocational Education from the University of Arkansas, Fayetteville, Arkansas, in May, 1980, and completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1983.

Professional Experience: Secretary, Department of Industrial Technology at the University of Arkansas at Pine Bluff, Pine Bluff, Arkansas from September 1, 1969 to December 31, 1981; Research Assistant, State Department of Vocational and Technical Education, Stillwater, Oklahoma from January 1, 1982 to December 31, 1983.

Professional Organizations: Phi Delta Kappa, American Association for Adult and Continuing Education, American Vocational Association, Oklahoma Vocational Association.