

A FOLLOW-UP STUDY  
OF STUDENTS WHO DROPPED OUT OF THE SCHOOL OF INTENSIVE  
BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL  
COLLEGE, BETWEEN SEPTEMBER 1, 1945 AND JANUARY 31, 1950

By

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Bachelor of Science

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Durant, Oklahoma

1949

Submitted to the Faculty of the Graduate School of  
the Oklahoma Agricultural and Mechanical College  
in Partial Fulfillment of the Requirements

for the Degree of

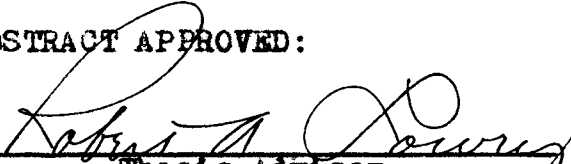
MASTER OF SCIENCE

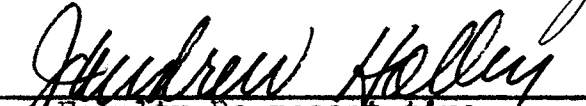
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MASTER OF SCIENCE  
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**ACKNOWLEDGMENT**

The writer expresses his sincere appreciation to his adviser, Mr. Robert A. Lowry, whose advice and assistance made this study possible.

The writer is also indebted to Miss Juanita Duncan, Executive Secretary of the office of the dean of the Division of Commerce, whose cooperation facilitated the collection of data for this study, and to Mr. Glenn D. Overman, Director of the School of Intensive Business Training, for his cooperation and advice.

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## INTRODUCTION

In September, 1937, Ruby Mae Hemphill completed a study of the subsequent academic and vocational activities of drop-out students of the School of Commerce of Oklahoma Agricultural and Mechanical College to determine the need for curricular adjustments in the School of Commerce.<sup>1</sup> As a result of the findings of that study the School of Vocational Business Training was established in the School of Commerce, in September, 1938, as a two-year training program comprised entirely of business subjects. In September, 1942, the name of the School of Vocational Business Training was changed to the School of Intensive Business Training.<sup>2</sup>

In order to get an accurate picture of the objectives of the School of Intensive Business Training, a study was made of the general catalogues of Oklahoma Agricultural and Mechanical College. Attention was given to the stated objectives, the requirements for entrance, the transfer of credit, the different options offered, and the requirements for a Certificate of Associate in Commerce.

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<sup>1</sup> Ruby Mae Hemphill, A Study of the Subsequent Academic and Vocational Activities of Drop-Out Students of the School of Commerce, Oklahoma Agricultural and Mechanical College, unpublished Master's thesis, University of Southern California, September, 1937.

<sup>2</sup> Mary Stella, A Follow-Up Study of the Graduates of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for the Years 1939 to 1947, Inclusive, unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1948.

Objectives of the School of Intensive Business Training as listed in the general catalogue. The objective of the School of Intensive Business Training, as set forth in the general catalogue for the school year 1948-1949, is as follows:

To offer training to high school graduates and other persons who desire to pursue a short course designed to prepare them to fill jobs in all types of business concerns and offices.<sup>3</sup>

Entrance requirements for admission to the School of Intensive Business Training. The regulations for admission to the School of Intensive Business Training are the same as those that apply to the other schools of the College.<sup>4</sup>

Transfer of credit. Students who wish to transfer to a degree curriculum may transfer credit in Intensive Business courses on the same basis and terms as credit from another institution.<sup>5</sup>

Different options offered. The three options offered by the School of Intensive Business are:

Option I, for students who desire a short but intensive course of training for secretarial and stenographic work.

Option II, for students who desire a short but intensive course of training for bookkeeping, clerical, and general office jobs.

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<sup>3</sup> Bulletin of the Oklahoma Agricultural and Mechanical College, General Catalog Issue, 1948-1949, Vol. 46, No. 10 (May 15, 1949), p. 129.

<sup>4</sup> Ibid., p. 129.

<sup>5</sup> Ibid., p. 130.

Option III, for students who wish to specialize in small-business management. The purpose of the course is to provide practical and intensive training for ownership and management of various types of small-business units. The courses have been planned to meet the needs of men and women who plan to enter business on their own account.<sup>6</sup>

Requirements for certificate. Upon completion of 48 credit hours, including those required in one of the three options offered, the student receives a Certificate of Associate in Commerce. At least 24 hours of this credit, including the last 14 of the 48 hours required for the certificate, must be earned in residence at the School of Intensive Business Training.<sup>7</sup>

A grade point average of at least 2.0 is required for graduation. This means that the grade average must be "C" or better, since "A" is counted as 4 points, "B" as 3 points, "C" as 2 points, "D" as 1 point, and an "F" is given no grade points.<sup>8</sup>

#### Scope and Delimitation

This study includes all students who dropped out of the School of Intensive Business Training between the beginning of the fall semester of 1945 and the close of the fall semester of 1949. The period covered includes 9 semesters and 4 summer sessions.

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<sup>6</sup> Ibid., p. 130-131.

<sup>7</sup> Ibid., p. 130.

<sup>8</sup> Ibid., p. 22.

The activities of the drop-out students were studied for only the first six months after the students left the School of Intensive Business Training.

#### Purpose

The purposes of this study are (1) to determine, through a comprehensive investigation of their vocational and educational experiences, the subsequent vocational and educational activities of the drop-out students and (2) to discover, from their stated reasons and from an examination of their scholastic records, the causes of the high drop-out rate of the students.

Specifically, this study seeks to answer the following questions:

1. Why do the drop-out students not remain until they have completed the prescribed course of study?
2. What percentage of the drop-out students attend other schools at Oklahoma Agricultural and Mechanical College or attend other institutions of higher learning after leaving the School of Intensive Business Training?
3. What percentage of the drop-out students attend other schools at Oklahoma Agricultural and Mechanical College or attend other institutions of higher learning before enrolling in the School of Intensive Business Training?
4. In the opinion of the drop-out students, what changes could be made by the School of Intensive Business Training that would decrease the number of drop-outs from that school?
5. What effect did part-time work have upon the grade-point average of the respondents?
6. What did the students who dropped out of the School of Intensive Business Training do during the first six months after they left the School of Intensive Business Training?
7. What is the relation of the psychological placement test score to the grade-point average, and the length of stay in the School of Intensive Business Training?

8. What is the relation of the grade point average of the drop-out students to their length of stay in the School of Intensive Business Training?

#### Definition of Terms

For the purpose of this study, certain terms used are defined as follows:

**Intensive Business student:** any student who has completed twelve or more semester hours of credit in the School of Intensive Business Training. No student is included in this study if he enrolled and withdrew before the end of the semester.

**Drop-out student:** any Intensive Business student who did not complete the requirements for a Certificate of Associate in Commerce before he dropped out of the School of Intensive Business Training. A student is considered to have dropped out of the school at the end of the last semester of work that he completed.

**Follow-up study:** "A study made to collect information about a student at some period after counseling contact in order to estimate the effect of that contact; used in evaluating counseling, group work, and placement efforts."<sup>9</sup>

**Possible returns:** the maximum number of returns that could have been received from respondents who received questionnaires. If a questionnaire was not returned undelivered, it is assumed that the person to whom it was addressed received it.

**Respondents:** those drop-out students who returned the questionnaire.

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<sup>9</sup> Carter V. Good, Dictionary of Education, p. 106.

Certificate of Associate in Commerce: a certificate awarded to students for having completed their training in the School of Intensive Business Training with at least 48 hours of credit and with a grade-point average of at least 2.0.

### Need for the Study

A preliminary survey of the faculty of the School of Intensive Business Training indicated that the school has a drop-out rate of approximately 75 per cent. Since there has never been a study made to determine the causes for this high drop-out rate, the administrative officials believed that a study of this nature would aid them in setting up a program that would better serve the purpose intended for the School of Intensive Business Training.

### Procedure

The data used in this study were compiled from the students' permanent records in the office of the dean of the Division of Commerce; from a questionnaire<sup>10</sup> sent to the drop-out students; and from a follow-up study of the graduates of the School of Intensive Business Training, made by Mary Stella<sup>11</sup> in 1948.

Since the normative-survey method of research was used in this study, and the individuals involved were scattered over a large area the questionnaire was believed to be

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<sup>10</sup> See Appendix, p. 68

<sup>11</sup> Mary Stella, A Follow-Up Study of the Graduates of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for the Years 1939 to 1947, Inclusive, unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1948.

the most efficient instrument that could be used in gathering the data from the drop-out students.

Good, Barr, and Scates describe a questionnaire as:

. . . a form which is prepared and distributed for the purpose of securing responses to certain questions. Generally, these questions are factual, designed to secure information about conditions or practices of which the recipient is presumed to have knowledge. The questionnaire may, however, ask for opinions, and it may be used to afford an insight into the attitudes of a group.<sup>12</sup>

A tentative questionnaire was submitted to the business education seminar class at Oklahoma Agricultural and Mechanical College, January 16, 1950. After the revisions recommended by the seminar group were made, the questionnaire and other preparatory work were presented to the Director of the School of Intensive Business Training for his comments and suggestions.

After the questionnaire had been approved by the Chairman of the Thesis Committee and by the Director of the School of Intensive Business Training, it was given to four students who had dropped out of the School of Intensive Business Training and who were then employed in businesses in Stillwater, Oklahoma. As none of these drop-out students reported any difficulty in answering the questionnaire, it was believed that the questionnaire was ready to be duplicated and mailed.

A letter<sup>13</sup> explaining the purposes of the study and the need for the information requested in the questionnaire was

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<sup>12</sup> Carter V. Good, A. S. Barr, Douglas E. Scates, The Methodology of Educational Research, p. 324.

<sup>13</sup> See Appendix, p. 67

written on the Oklahoma Agricultural and Mechanical College letterhead and signed by the Director of the School of Intensive Business Training. It was believed that the Director's signature on letterhead paper would insure a higher percentage of returns.

A list of drop-out students was compiled from the permanent records in the office of the Division of Commerce, the files in the office of the Registrar, and the files in the office of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The following information was taken from the permanent records for each student who was included in this study:

1. The home address at the time the student entered Oklahoma Agricultural and Mechanical College.
2. The total psychological placement test score of the student.
3. The date of birth of the student.
4. The high school from which the student graduated.
5. The date the student entered the School of Intensive Business Training and the date he left.
6. The number of semesters the student attended the School of Intensive Business Training.
7. The number of hours the student completed in the School of Intensive Business Training.
8. The grade-point average of the student while he was enrolled in the School of Intensive Business Training.

A copy of the questionnaire, the letter of explanation, and a stamped self-addressed envelope, were mailed on February 25, 1950, to each student who had dropped out of the School of



Intensive Business Training between September 1, 1945, and January 31, 1950.

On March 12, 1950, each drop-out student whose questionnaire had not been returned was mailed a follow-up letter.<sup>14</sup>

On March 22, 1950, another copy of the questionnaire, a stamped self-addressed envelope, and another follow-up letter<sup>15</sup> were mailed to each drop-out student whose questionnaire had not been received.

The replies to the questionnaire were sorted and tabulated.

The findings are reported in the following chapters.

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<sup>14</sup> See Appendix, p. 70.

<sup>15</sup> See Appendix, p. 71.

## CHAPTER II

## THE RESPONDENTS TO THE QUESTIONNAIRE

As a basis for making an analysis and interpretation of the data included in this study, information is presented in Chapter II concerning the number of questionnaires mailed, the number and percentage returned by drop-out students of each sex, and the year in which the respondents dropped out of the School of Intensive Business Training.

A review of related research shows that drop-out students are less likely to reply to questionnaires that are mailed by the school which they formerly attended, than are graduates of that school.

Hemphill says, in regard to questionnaire returns from drop-out students:

Fisk reports that 50 per cent of the graduates replied to his inquiry, while only 24 per cent of the non-graduates replied, despite the fact that he knew personally most of those to whom letters were sent. Rivers, in a study of high school students, received 48.9 per cent returns from graduates and 33.5 per cent from non-graduates. With the help of the postal authorities in his section Hall received only one-fifth returns from junior college drop-out students, whereas more than 80 per cent of the graduates replied.<sup>16</sup>

Table I indicates the number of questionnaires mailed, the number of questionnaires returned unclaimed, the number

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<sup>16</sup> Ruby Mae Hemphill, A Study of the Subsequent Academic and Vocational Activities of Drop-Out Students of the School of Commerce, Oklahoma Agricultural and Mechanical College, unpublished Master's thesis, University of Southern California, September, 1937.

TABLE I

NUMBER AND PERCENTAGE OF RESPONSES TO THE QUESTIONNAIRE BY THE MEN AND WOMEN WHO DROPPED OUT OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, BETWEEN SEPTEMBER 1, 1945, AND JANUARY 31, 1950

Sex	No. of Questionnaires Mailed	No. of Questionnaires Returned Unclaimed	No. of Possible Returns	Returns Received	Percentage of Possible Returns
Men	154	14	140	88	16.54
Women	431	39	392	152	28.57
Total	585	53	532	240	45.11

This table is read as follows: Of the 154 questionnaires that were mailed to men, 14 were returned unclaimed, leaving a possible return of 140 questionnaires from men. Eighty-eight, or 16.54 per cent, of the total possible returns were received from men.

of possible returns, and the number and percentage of possible returns received, tabulated according to the sex of the drop-out students to whom they were mailed.

As shown in Table I, 154 questionnaires were mailed to men, and 431 questionnaires were mailed to women, for a total of 585 questionnaires mailed. The Post Office Department returned 53 questionnaires marked "unclaimed." Two hundred forty, or 45.11 per cent, of the possible returns were received.

Table II shows the number and percentage of responses to the questionnaires, tabulated according to the sex of the respondents and, as nearly as possible, according to the questionnaire mailing from which the responses were received. Approximately 99, or 18.61 per cent, of the possible returns were received from the first mailing; 75, or 14.10 per cent, of the possible returns were received as a result of the first follow-up letter; and 66, or 12.40 per cent of the possible returns were received as a result of the second follow-up letter.

It is interesting to note that 88 questionnaires, or 62.86 per cent, of the possible returns from men were received; while only 152, or 38.78 per cent, of the possible returns from women were received.

In Table III the number and percentage of men and women respondents are tabulated according to the year they dropped out of the School of Intensive Business Training. As indicated

TABLE II

NUMBER AND PERCENTAGE OF RESPONSES TO THE QUESTIONNAIRE, TABULATED ACCORDING TO THE SEX OF RESPONDENTS AND TO THE QUESTIONNAIRE MAILING FROM WHICH THE RESPONSE WAS RECEIVED

Sex	Number of Possible Returns	Response From First questionnaire		Response From First Follow-up		Response From Second Follow-up		Total Response No.	Total Response % of Possible Returns
		Approximate No.	% of Possible Returns	Approximate No.	% of Possible Returns	Approximate No.	% of Possible Returns		
Men	140	40	28.57	23	16.43	25	17.86	88	62.86
Women	392	59	15.05	52	13.27	41	10.46	152	38.78
Totals	532	99	18.61	75	14.10	66	12.40	240	45.11

This table is read as follows: Of the 140 possible returns from men, 40, or 28.57 per cent, were returned as a result of the first mailing; 23, or 16.43 per cent, were returned as a result of the first follow-up letter; and 25, or 17.86 per cent, were returned as a result of the second follow-up letter. A total of 88, or 62.86 per cent, of the possible responses from men were received.

TABLE III

NUMBER AND PERCENTAGE OF MEN AND WOMEN WHO RESPONDED TO THE QUESTIONNAIRE, TABULATED ACCORDING TO THE ACADEMIC YEAR IN WHICH THEY DROPPED OUT OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

Academic Year in Which Former Students Dropped Out	Men Respon- dents		Women Respon- dents		Total No. of Respon- dents	Percentage of Total Respon- dents
	No.	Percentage of Total Men	No. of Total Women	Percentage		
1945-1946	2	2.29	22	14.47	24	10.00
1946-1947	17	19.32	27	17.76	44	18.33
1947-1948	26	29.56	25	16.45	51	21.25
1948-1949	20	22.64	39	25.66	29	24.58
*1949-1950	9	10.25	22	14.48	31	12.92
No Record Available	14	15.93	17	11.18	31	12.92
<b>Total</b>	<b>88</b>	<b>100.00</b>	<b>152</b>	<b>100.00</b>	<b>240</b>	<b>100.00</b>

\*The Drop-outs for only the first semester of the school year 1949-1950 are included in this study.

This table is read as follows: During the academic year 1945-1946, 2 or 2.29 per cent, of the men respondents, and 22, or 14.47 per cent, of the women respondents, dropped out of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College. A total of 24, or 10.00 per cent, of the respondents dropped out during this year.

in Table III, the number and percentage of responses rise steadily from a low of 24, or 10.00 per cent of the total returns, from the students who dropped out of the School of Intensive Business Training during the academic year 1945-1946, to a high of 59, or 24.58 per cent of the total returns, from the respondents who dropped out of the School of Intensive Business Training during the academic year 1948-1949. The trend was continued by the respondents who dropped out during the first semester of the academic year 1949-1950, when they returned 31, or 12.92 per cent, of the total questionnaires returned.

The increasing number of responses for each successive year covered by this study is attributed to both a steadily increasing enrollment and, consequently, a greater number of drop-outs and to the shorter period of time which had elapsed since the latter groups attended the School of Intensive Business Training.

Because of World War II, very few boys attended the School of Intensive Business Training during the school year 1945-1946. Therefore, no more than 2 responses could be expected from the men who dropped out during that school year.

Table IV shows the total number of drop-outs, the possible returns, the number of returns received, the percentage of possible returns received, and the percentage of the total drop-outs who returned questionnaires, tabulated according to the sex of the drop-out and the year in which he dropped out of the School of Intensive Business Training.

The number of drop-outs from the School of Intensive Business Training rose from a low of 6 men and 58 women, or a

TABLE IV

THE TOTAL NUMBER OF DROP-OUTS, THE POSSIBLE RETURNS, THE NUMBER OF RETURNS RECEIVED, THE PERCENTAGE OF POSSIBLE RETURNS RECEIVED, AND THE PERCENTAGE OF THE TOTAL DROP-OUTS WHO RETURNED QUESTIONNAIRES, TABULATED ACCORDING TO THE SEX OF THE DROP-OUT AND THE YEAR IN WHICH HE DROPPED OUT OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING

Academic Year	Total No. of Drop-Outs			Possible Returns			No.		Returns Received			Percentage of Possible Returns			Percentage of Total Drop-Outs		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T		
1945-1946	6	58	64	5	48	53	2	20	22	40.00	41.66	41.51	33.33	34.57	34.37		
1946-1947	41	92	133	36	84	120	20	29	49	55.55	34.52	40.83	48.78	31.56	36.84		
1947-1948	46	97	143	43	88	131	24	26	50	55.80	29.54	34.96	52.17	26.80	34.66		
1948-1949	29	106	135	24	99	124	20	36	56	80.00	36.36	45.16	68.96	33.96	41.48		
1949-1950 (Fall)	11	40	51	10	39	49	9	24	33	90.00	61.53	67.34	81.81	60.00	64.70		
No Record	21	38	59	21	34	55	13	17	30	61.90	50.00	54.54	61.90	44.73	50.84		
<b>Total</b>	<b>154</b>	<b>431</b>	<b>585</b>	<b>140</b>	<b>392</b>	<b>532</b>	<b>88</b>	<b>152</b>	<b>240</b>	<b>62.86</b>	<b>38.78</b>	<b>45.11</b>	<b>57.14</b>	<b>35.26</b>	<b>37.61</b>		

This table is read as follows: During the academic year 1945-1946, 6 men and 58 women, or a total of 64 students, dropped out of the School of Intensive Business Training. There was a possibility that 5 men and 48 women, or a total of 53, might reply to the questionnaire.



total of 64 students, during the academic year 1945-1946 to a high of 46 men and 97 women, or a total of 143 students, during the academic year 1947-1948. The number of men who dropped out decreased to 29, and the number of women who dropped out increased to 106, or a total of 135 students, during the academic year 1948-1949. Since only the fall semester of the academic year 1949-1950 is included in this study, the 11 men and 40 women who dropped out during that semester can not be compared with the number of students that dropped out in previous years.

The records in the office of the dean of the School of Commerce did not contain the date on which 21 men and 38 women, or a total of 59 students, dropped out of the School of Intensive Business Training.

It should be observed that only 6 men dropped out of the School of Intensive Business Training during the academic year 1945-1946. Apparently at the end of World War II the ratio of men to women who were attending the school rose sharply to a ratio of about 1 man to 2 women during the academic years 1946-1947, and then decreased to a ratio of approximately 1 man to 3 women in the subsequent years.

It is interesting to note that in every year the percentage of possible returns received and the percentage of total drop-outs who replied to the questionnaire are higher for the men than for the women, except for the academic year 1945-1946.

The trend of both the percentage of possible returns received and the percentage of total drop-outs represented in the returns was a gradual increase from the earlier years to the more recent ones.

#### Summary

The percentage of responses that can be expected from questionnaires which are mailed to drop-out students is lower than the percentage of responses that can be expected from questionnaires which are mailed to graduates.

Fifty-three of the 585 questionnaires which were mailed to the students who dropped out of the School of Intensive Business Training between September 1, 1945, and January 31, 1950, inclusive, were returned by the Post Office Department. Two hundred forty, or 45.11 per cent, of the possible returns were received.

Eighty-eight, or 62.86 per cent, of the possible returns from men were received; while only 152, or 38.78 per cent, of the possible returns from women were received.

It is interesting to note that in every year the percentage of possible returns received and the percentage of total drop-outs who replied to the questionnaire are higher for the men than for the women, except for the academic year 1945-1946.

The trend of both the percentage of possible returns received and the percentage of total drop-outs represented in the returns was a gradual increase from the earlier years to the more recent ones.

## CHAPTER III

## FINDINGS

Chapter III is concerned with the interpretation of data received from the respondents and data taken from the office of the dean of the School of Commerce, Oklahoma Agricultural and Mechanical College.

Reasons Given by Respondents for Entering the School of Intensive Business Training in Preference to a Private Business College

The data in Table V indicate the reasons, together with their frequency of mention, that were given by the respondents for entering the School of Intensive Business Training in preference to a private business college.

It is significant that 10, or 12.50 per cent, of the reasons given by men, and 48, or 33.57 per cent, of the reasons given by women for choosing the School of Intensive Business Training in preference to a private business college were a desire for campus social activities. A total of 58, or 26.00 per cent, of the reasons given were a desire for campus social activities. Slightly less than one fourth of the total respondents mentioned this reason. Many of the respondents could have attended private business colleges in their home towns, but they preferred to be away from home and share in the campus activities of a large state institution.

TABLE V

REASONS GIVEN BY RESPONDENTS FOR ENTERING THE SCHOOL OF INTENSIVE BUSINESS TRAINING IN PREFERENCE TO A PRIVATE BUSINESS COLLEGE

Reasons Given	Men		Women		Totals	
	No.	Percentage of Reasons Given By Men	No.	Percentage of Reasons Given By Women	No.	Percentage of Total Reasons
Desired Campus Life	10	12.50	48	33.57	58	26.00
Better Training at Okla. A.&M. College	16	20.00	14	9.79	30	13.45
Closer to My Home	10	12.50	18	12.58	28	12.56
Work Would Count on Degree	6	7.50	12	8.38	18	8.07
Was Enrolled in Another School at Okla. A.&M. College	9	11.25	7	4.90	16	7.18
Better Selections of Courses	6	7.50	9	6.29	15	6.73
More Prestige	8	10.00	7	4.90	15	6.73
Miscellaneous	7	8.75	7	4.90	14	6.28
Advised to do so	2	2.50	11	7.69	13	5.83
Husband Was Enrolled at OABC			7	4.90	7	3.14
Wanted to Take Some Course Besides Business	3	3.75	2	1.40	5	2.24
Cheaper	3	3.75	1	.70	4	1.79
<b>Totals</b>	<b>80</b>	<b>100.00</b>	<b>143</b>	<b>100.00</b>	<b>223</b>	<b>100.00</b>

This table is read as follows: Ten, or 12.50 per cent, of the reasons given by men, and 48, or 33.57 per cent, of the reasons given by women for entering the School of Intensive Business Training in preference to a private business college were "Desired Campus Life".

The second most frequently mentioned reason was that the respondents believed that they would receive better training at Oklahoma Agricultural and Mechanical College than at a private business college. Ten, or 20.00 per cent, of the reasons given by men, and 14, or 9.79 per cent, of the reasons given by women were classified under "Better training at Oklahoma Agricultural and Mechanical College". Exactly one eighth of the 240 respondents mentioned this reason.

Geographical location was the third most frequently mentioned reason for entering the School of Intensive Business Training in preference to a private business college. Twenty-eight, or 12.58 per cent, of the reasons given come under the classification "closer to my home".

Apparently some of the respondents thought there was a possibility of their transferring to a degree program as 18, or 8.07 per cent, of the reasons given come under the classification "work would count on degree".

Four respondents gave "cheaper" as their reason for choosing the School of Intensive Business Training.

No reason was given by 34 of the respondents for entering the School of Intensive Business Training in preference to a private business college. The remaining 206 respondents gave 223 answers to the question.

The desire for campus social activities, the belief that better training would be received at Oklahoma Agricultural and Mechanical College, and the location of the school account for

52 per cent of the reasons given for entering the School of Intensive Business Training in preference to a private business college.

Reasons Given by Respondents for Entering the School of Intensive Business Training in Preference to Another School at Oklahoma Agricultural and Mechanical College

Table VI presents the reasons given by the respondents for entering the School of Intensive Business Training in preference to another school at Oklahoma Agricultural and Mechanical College.

"Wanted only business courses" was given as the reason for entering the School of Intensive Business Training 119 times; "wanted a short course," 96 times; "because of advice," 10 times; "more practical training," 8 times; "undecided about desires," 2 times; "better qualified teachers," 2 times; and "intensive courses" was given twice. Seven different reasons, each of which was given once, were tabulated under the heading of "miscellaneous".

Almost half of the respondents wanted to enroll in only the courses that would be of value to them in their business experiences.

The reasons "wanted only business courses" and "wanted a short course" accounted for 87.40 per cent of the reasons the respondents gave for entering the School of Intensive Business Training in preference to another school at Oklahoma Agricultural and Mechanical College.

TABLE VI

REASONS GIVEN BY RESPONDENTS FOR ENTERING THE SCHOOL OF INTENSIVE  
BUSINESS TRAINING IN PREFERENCE TO ANOTHER SCHOOL AT OKLAHOMA  
AGRICULTURAL AND MECHANICAL COLLEGE

Reasons Given	Men		Women		Totals	
	No.	Percentage of Reasons Given By Men	No.	Percentage of Reasons Given By Women	No.	Percentage of Total Reasons
Wanted Only Business Courses	51	52.59	68	45.65	119	48.38
Wanted A Short Course	32	32.99	64	42.94	96	39.02
Because of Advice	5	5.15	5	3.36	10	4.07
More Practical Training	4	4.12	4	2.68	8	3.25
Miscellaneous	4	4.12	3	2.02	7	2.85
Undecided About Desires			2	1.34	2	.81
Better Qualified Teachers	1	1.03	1	.67	2	.81
Intensive Courses			2	1.34	2	.81
<b>Totals</b>	<b>97</b>	<b>100.00</b>	<b>149</b>	<b>100.00</b>	<b>246</b>	<b>100.00</b>

This table is read as follows: "Wanted only business courses" was mentioned by 51 men as a reason for entering the School of Intensive Business Training in preference to another school at Oklahoma Agricultural and Mechanical College; it accounts for 52.59 per cent of the reasons mentioned by men.

Reasons Given by Respondents for Dropping Out of the School of  
Intensive Business Training

The reasons given by respondents for leaving the School of Intensive Business Training before they had completed the requirements for a Certificate of Associate in Commerce are tabulated in Table VII.

Twenty-one men and 42 women, or a total of 63 respondents, said they dropped out of the School of Intensive Business Training to accept a job or to continue working at a job they had obtained during a vacation. Financial difficulties was given by 34 of the respondents, marriage was given by 22, and the desire to transfer to a degree program at Oklahoma Agricultural and Mechanical College was given by 15 of the respondents as the reasons they dropped out of the School of Intensive Business Training before they had completed the requirements for a Certificate of Associate in Commerce.

Thirteen of the respondents received the training they felt was necessary to successfully perform the duties demanded by the job they desired, and 3 men felt they were wasting their time by attending the school.

Grades, which is the most commonly assumed reason for students' dropping out of the school, was mentioned by 9 men and 4 women respondents. However, Table XIX, page 51, shows that 30, or 14.35 per cent, of the respondents for whom grades were available had a grade-point average of 1.50 or below. Since a



TABLE VII

REASONS GIVEN BY RESPONDENTS FOR LEAVING THE SCHOOL OF INTENSIVE BUSINESS TRAINING BEFORE THEY HAD COMPLETED THE REQUIREMENTS FOR A CERTIFICATE OF ASSOCIATE IN COMMERCE

Reasons Given	Men		Women		Totals	
	No.	Percentage of Reasons Given By Men	No.	Percentage of Reasons Given By Women	No.	Percentage of Total Reasons
Employment	21	28.38	42	30.00	63	29.44
Financial Reasons	12	16.22	22	15.71	34	15.89
Married	2	2.73	20	14.28	22	10.28
Transferred to Degree Program	4	5.40	11	7.86	15	7.01
Received Desired Training	3	4.05	10	7.14	13	6.07
Grades	9	12.16	4	2.86	13	6.07
Family Reasons	3	4.05	9	6.43	12	5.61
Illness	4	5.40	5	3.57	9	4.21
To Attend Another College or Univ.	3	4.05	4	2.86	7	3.27
Family Illness			4	2.86	4	1.87
Was Wasting My Time	3	4.05			3	1.40
Miscellaneous	10	13.51	9	6.43	19	8.88
Totals	74	100.00	140	100.00	214	100.00

This table is read as follows: Twenty-one, or 28.38 per cent, of the reasons given by men, and 42, or 30.00 per cent, of the reasons given by women, for dropping out of the School of Intensive Business Training before they had completed the requirements for a Certificate of Associate in Commerce were "to take a job."

grade-point average of 1.50 means that the grades average midway between "D" and "C", even the highest grade-point average in this group is unsatisfactory.

Pre-Enrollment Educational Activities of the Respondents

According to the data which are tabulated in Table VIII, 84, or 35.00 per cent, of the respondents had college or other training between graduation from high school and entrance into the School of Intensive Business Training. Fifty-three, or 63.09 per cent, of the 84 respondents who had college or other training between their graduation from high school and their entrance into the School of Intensive Business Training, attended some other school at Oklahoma Agricultural and Mechanical College before they transferred to the School of Intensive Business Training. Seventeen respondents had attended another college or university, 6 had attended a private business college, 4 had attended a trade school, 2 had attended an evening school, and 2 had taken correspondence courses after they graduated from high school and before they entered the School of Intensive Business Training.

Thirty-five per cent of the drop-outs who responded to the questionnaire were drop-outs from another school before they enrolled in the School of Intensive Business Training.

TABLE VIII

NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDENTS WHO HAD RECEIVED COLLEGE OR OTHER TRAINING BETWEEN GRADUATION FROM HIGH SCHOOL AND ENROLLMENT IN THE SCHOOL OF INTENSIVE BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, CLASSIFIED ACCORDING TO TYPE OF SCHOOL ATTENDED

Type of School	Respondents Who Had Received Training Between Graduation From High School and Enrollment in the School of Intensive Business Training					
	Men		Women		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Another School at Oklahoma A.M. College	25	69.44	28	58.33	53	63.09
Another College or University	4	11.11	13	27.08	17	20.24
Private Business College	3	8.33	3	6.27	6	7.15
Trade School	2	5.56	2	4.16	4	4.76
Evening School			2	4.16	2	2.38
Correspondence School	2	5.56			2	2.38
Totals	36	100.00	48	100.00	84	100.00

This table is read as follows: Twenty-five men, or 69.44 per cent of the men respondents who had had training between graduation from high school and entrance into the School of Intensive Business Training, and 28 women, or 58.33 per cent of the women respondents who had had training between graduation from high school and entrance into the School of Intensive Business Training, had attended another school at Oklahoma Agricultural and Mechanical College. Fifty-three, or 63.09 per cent, of the respondents who had had training between graduation from high school and entrance into the School of Intensive Business Training had attended Oklahoma Agricultural and Mechanical College.

Post-Drop-Out Educational Activities of the Respondents

Of the 240 respondents, 65, or 27.08 per cent, continued their education after they dropped out of the School of Intensive Business Training, as shown by Table IX. Of the 65 who continued their education, 30 entered another school at Oklahoma Agricultural and Mechanical College; 17 entered another college or university; 12 entered a trade school; 9 attended a private business college; 6 attended an evening school; and 1 enrolled in a correspondence course.

It is interesting to note that in Stella's<sup>17</sup> follow-up of the graduates of the School of Intensive Business Training, the percentage of respondents who continued their education was 28.8, while 27.08 per cent of the drop-outs who responded in the present study attended some type of school after they left the School of Intensive Business Training. There is quite a contrast, however, between the 78.94 per cent of the graduate respondents, and the 56.83 per cent of the drop-out respondents who attended four-year colleges and universities after they left the School of Intensive Business Training. A large percentage of the drop-out students who responded to the questionnaire attended private business colleges and trade schools, while very few of the graduates who responded in the study by Stella attended this type of school.

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<sup>17</sup> Mary Stella, op. cit., p. 27.

TABLE IX

MEN AND WOMEN RESPONDENTS WHO CONTINUED THEIR EDUCATION AFTER LEAVING THE SCHOOL OF INTENSIVE BUSINESS TRAINING, CLASSIFIED ACCORDING TO TYPE OF SCHOOL ATTENDED

Type of School	Men		Women		Totals	
	No.	Percentage of Men Respondents Who Continued Educ.	No.	Percentage of Women Respondents who continued Educ.	No.	Percentage of Respondents Who Continued Educ.
Another School at Oklahoma A.&M. College	8	27.59	12	33.33	20	30.77
Another College or University	8	27.59	9	25.00	17	26.16
Trade School	7	24.13	5	13.89	12	18.46
Private Business College	2	6.89	7	19.45	9	13.84
Evening School	3	10.35	3	8.33	6	9.23
Correspondence School	1	3.45			1	1.54
Totals	29	100.00	36	100.00	65	100.00

This table is read as follows: Eight, or 27.59 per cent, of the men respondents who continued their education, and 12, or 33.33 per cent, of the women respondents who continued their education attended another school at Oklahoma Agricultural and Mechanical College after they dropped out of the School of Intensive Business Training. A total of 20, or 30.77 per cent, of the respondents who continued their education attended another school at Oklahoma Agricultural and Mechanical College after they dropped out of the School of Intensive Business Training.

Suggested Changes in the School of Intensive Business Training  
and Opinions and Attitudes of the Respondents

This section deals with the opinions and attitudes of the respondents toward the School of Intensive Business Training. "Questionnaires are not necessarily confined to statistical data, or even to factual material. They may enter the field of attitudes, opinions, and judgments. There is a legitimate field for the questionnaire in getting a cross section of thought."<sup>18</sup>

An effort was made to determine the attitudes and opinions of the respondents by including the following question on the questionnaires: "In your opinion, what changes might be made in the School of Intensive Business Training that would encourage or enable more students to continue in the school until they have completed the requirements for a Certificate of Associate in Commerce?"<sup>19</sup>

The answers to the foregoing question ranged from one word to seven handwritten pages in length.

Sixty-eight, or 28.33 per cent, of the respondents did not answer the question; 73, or 30.42 per cent, of the respondents stated that the school was fine as it was and did not need any changes; and the remaining 99, or 41.25 per cent, of the respondents offered a total of 107 suggestions or comments.

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<sup>18</sup> Carter V. Good, A. S. Barr, and D. E. Scates, p. 330.

<sup>19</sup> See Appendix, p. 2

Table X is a tabulation of the changes in the School of Intensive Business Training that were suggested by the respondents, tabulated according to the sex of the respondent. Table X shows that 14 respondents, or 13.07 per cent of the suggestions, stated that the quality and methods of instruction should be improved. Thirteen of the respondents recommended that a larger variety of courses be offered; and 12 respondents stated that the number of available part-time jobs should be larger and/or the pay should be higher.

Nine, or 8.41 per cent, of the suggestions were recommendations that the school be advertised more widely. Most of the respondents who offered this suggestion stated that they did not know of the existence of the school until someone advised them to enter it.

Twenty, or 18.70 per cent, of the suggestions given are grouped under the heading of "miscellaneous". No reason listed under this heading was given by more than one respondent.

The difficulty of tabulating responses to such questions as the foregoing is apparent. In order to give a more accurate and complete presentation of the comments made by the respondents, some of the typical answers are quoted below.

I honestly don't know of any changes that might be made. I probably would have returned if I hadn't gotten a job.

None that I know of. I think that the School of Intensive Business Training is the most useful school on the campus.

Friendly informal talks with students that need encouragement, or financial help.

TABLE X

CHANGES IN THE SCHOOL OF INTENSIVE BUSINESS TRAINING THAT WERE  
SUGGESTED BY RESPONDENTS

Suggested Changes	Men		Women		Totals	
	No.	% of Suggest-ions by Men	No.	% of Suggest-ions by Women	No.	% of Suggest-ions
Improve Instruction	3	7.32	11	16.67	14	13.08
Offer More Courses	4	9.76	9	13.64	13	12.15
Better Part-Time Jobs	3	7.32	9	13.64	12	11.21
Advertise the School More Widely	5	12.20	4	6.06	9	8.41
Have Fewer Re-quired Courses	2	4.88	5	7.57	7	6.54
Better Building and Equipment	2	4.88	5	7.57	7	6.54
Revise Grading System	2	4.88	3	4.54	5	4.67
Better Advisory System	2	4.88	2	3.03	4	3.74
Offer On-the-Job Training	1	2.43	3	4.54	4	3.74
Better Placement Service	3	7.32	1	1.52	4	3.74
More Talks by Business Men	2	4.88			2	1.87
Fewer Outside Assignments	1	2.43	1	1.52	2	1.87
Separate Shorthand Classes for Those Who Had it in High School			2	3.03	2	1.87



Better Club			2	3.03	2	1.87
Miscellaneous	11	26.83	9	13.64	20	18.70
Totals	41	100.00	66	100.00	107	100.00

This table is read as follows: Three, or 7.32 per cent, of the suggestions offered by men and 11, or 16.67 per cent, of the suggestions offered by women for changing the School of Intensive Business Training were grouped under "improve instruction." A total of 14, or 13.08 per cent of the suggested changes were grouped under "improve instruction."

For secretarial and stenographic courses I believe more stress should be placed on spelling and punctuation.

Keep well qualified teachers and teach practical courses.

A course in psychology and salesmanagement would be good in Option III.

Help them find work on the campus. I worked in town and it was a littly unhandy.

Some of the teachers should treat the students as college students and not as grammar school students.

Better part-time employment for students.

More advertising about the short time it takes and that you would be able to take anything you like toward curricular subjects.

I really can't think of a thing to be changed except that I would like to see I. B. get a nice building.

In my opinion it is not the school that keeps them from completing. I believe it would be some personal matter of their own. I. B. gives every phase of general office work and every type of machine.

Forty-eight, or 44.86 per cent, of the suggestions given deal with either the improvement of instruction, the curriculum, part-time jobs, or the lack of advertising and publicity for the School of Intensive Business Training.

### Part-Time Work

Table XI presents data showing the number and percentage of men and women respondents who worked part time and the number and percentage of men and women who did not work part time while they attended the School of Intensive Business Training. According to Table XI, 90, or 37.50 per cent, of the respondents worked part time while they attended the School of Intensive Business Training. Exactly half of the 88 men, and 46, or 30.26 per cent, of the 152 women respondents worked part time.

### Relation of Part-Time Work to the Grade-Point Averages of the Respondents

Table XII is a tabulation of the number and percentage of the respondents who worked part time and those who did not work part time while they attended the School of Intensive Business Training, classified according to the grade-point averages of the respondents.

Approximately 40 per cent of each group had grade-point averages of 2.00 or below, while approximately 60 per cent of each group had averages above 2.00. It appears likely that there is no significant difference between the grade-point averages of the group that worked part time and the grade-point averages of the group that did not work part time. For the drop-outs as a whole, the factor of part-time work appears to have had little or no influence on the grade-point average.

TABLE XI

NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDENTS WHO WORKED PART-TIME WHILE THEY ATTENDED THE SCHOOL OF INTENSIVE BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

	<u>Men</u>	<u>Women</u>	<u>Total</u>			
	Num- ber	Percentage of Men Respondents	Num- ber			
			Percentage of Women Respondents			
			Num- ber			
			Percentage of Total Respondents			
Worked Part Time	44	50.00	46	30.26	90	37.50
Did Not Work Part Time	44	50.00	106	59.74	150	62.50
Totals	88	100.00	152	100.00	240	100.00

This table is read as follows: Forty-four, or 50.00 per cent, of the men respondents worked, and 46, or 30.26 per cent, of the women respondents worked while they were attending the School of Intensive Business Training. A total of 90, or 37.50 per cent, of the respondents did not work.

TABLE XII

NUMBER AND PERCENTAGE OF RESPONDENTS WHO WORKED PART-TIME AND WHO DID NOT WORK PART-TIME WHILE THEY ATTENDED THE SCHOOL OF INTENSIVE BUSINESS TRAINING, TABULATED ACCORDING TO THE GRADE-POINT AVERAGES OF THE RESPONDENTS

Grade-Point Averages	Worked		Did Not Work		Totals	
	No.	%	No.	%	No.	%
.00- .50	1	1.33	2	1.54	3	1.46
.51-1.00	3	4.00	4	3.08	7	3.41
1.01-1.50	8	10.67	10	7.69	10	8.78
1.51-2.00	18	24.00	35	26.92	53	25.86
2.01-2.50	19	25.33	32	24.62	51	24.88
2.51-3.00	13	17.33	27	20.77	40	19.51
3.01-3.50	11	14.67	14	10.76	25	12.20
3.51-4.00	2	2.67	6	4.62	8	3.90
<b>Totals</b>	<b>74</b>	<b>100.00</b>	<b>131</b>	<b>100.00</b>	<b>205</b>	<b>100.00</b>

This table is read as follows: Of the respondents with a grade-point average of .50 or below, 1 worked part time and two did not work part time. Three respondents made a grade-point average of .50 or below while they attended the School of Intensive Business Training.

Activities of Respondents During the First Six Months  
After They Left the School of Intensive Business Training

Table XIII shows what the respondents did during the first six months after they left the School of Intensive Business Training. Every respondent checked one or more things that he did during this period. Since the purpose of this tabulation was to learn what the respondents did that kept them from attending the School of Intensive Business Training, parts of a few of the multiple answers were ignored. For example, some of the men who checked both "married" and "worked" were tabulated only under the heading "worked". Each drop-out is classified under the one activity that appears to explain most adequately what he did during the first six months after he left the School of Intensive Business Training.

As shown in Table XIII, 181, or 75.42 per cent, of the respondents worked during the first six months after they dropped out. The second largest group is composed of the 19 women, comprising 7.92 per cent of the total respondents, who married. Of the 18 drop-outs who stayed at home and did not work, 16 were women.

Only 16 of the respondents indicated that they had attended another school during the first six months after they left the School of Intensive Business Training; but, as shown in Table XIII, 65 respondents stated that they had attended another school at some time subsequent to their

TABLE XIII

WHAT RESPONDENTS DID DURING THE FIRST SIX MONTHS AFTER THEY LEFT  
THE SCHOOL OF INTENSIVE BUSINESS TRAINING

What Respondents Did	Men		Women		Total	
	No.	Percentage of Men	No.	Percentage of Women	No.	Percentage of Respondents
Worked	78	88.63	103	67.76	181	75.42
Married			19	12.50	19	7.92
Attended Another School	6	6.81	10	6.58	16	6.66
Stayed at Home and Looked for Employment	1	1.14	7	4.61	8	3.33
Worked and Attended Another School	1	1.14	7	4.61	8	3.33
Stayed at Home and Did Not Seek Employment	1	1.14	6	3.94	7	2.92
Stayed in Hospital	1	1.14			1	.42
<b>Totals</b>	<b>88</b>	<b>100.00</b>	<b>152</b>	<b>100.00</b>	<b>240</b>	<b>100.00</b>

This table is read as follows: Seventy-eight, or 88.63 per cent, of the men respondents worked, and 103, or 67.76 per cent, of the women respondents worked during the first six months after they left the School of Intensive Business Training. A total of 181, or 75.42 per cent, of the respondents worked during the first six months after they left the School of Intensive Business Training.

attendance at the School of Intensive Business Training. No one indicated that he had attended a private business college during this six months' period.

The tabulations indicate that many of the respondents worked during the period immediately following their last enrollment at the School of Intensive Business Training and later entered various schools for the purpose of continuing their formal education.

#### Jobs Held by Respondents

Table XIV, which is a tabulation of the jobs held by the men and women respondents during the first six months after they left the School of Intensive Business Training, shows that a total of 216 jobs were held by the respondents during this period of time.

It is significant that approximately two-thirds of the women respondents who worked entered clerical jobs, and nearly one-third of the men respondents who worked during the first six months after they left the School of Intensive Business Training held jobs as salesmen.

Eighty-six of the respondents were employed as clerical workers, 38 were employed as bookkeepers, and 32 were employed as salesmen. The foregoing job classifications comprise 156, or 72.13 per cent, of the different jobs that were performed by the respondents during the first six months after they left the School of Intensive Business Training.



TABLE XIV

JOBS HELD BY RESPONDENTS WHO WORKED DURING THE FIRST SIX MONTHS  
AFTER THEY LEFT THE SCHOOL OF INTENSIVE BUSINESS TRAINING

Type of Job	Men		Women		Total	
	No.	% of Men	No.	% of Women	No.	% of Respondents Who Worked
Clerical	6	6.52	80	64.52	86	39.81
Bookkeeper	12	13.04	26	20.97	38	17.51
Salesmen	29	31.52	3	2.42	32	14.81
Managerial	10	10.86			10	4.63
Farmer	6	6.52	2	1.61	8	3.70
Laborer	7	7.62			7	3.24
Miscellaneous	22	23.92	13	10.48	35	16.20
Totals	92	100.00	124	100.00	216	100.00

This table is read as follows: Six, or 6.52 per cent, of the men who worked and 80, or 64.52 per cent, of the women who worked held a clerical job during the first six months after they left the School of Intensive Business Training. A total of 86 respondents, or 39.81 per cent of those who worked, held clerical jobs.

Eight of the respondents worked as farmers and 7 performed jobs in which their classification would be "laborer". No job listed under the heading of "miscellaneous" was named by more than 2 respondents. Some of the jobs that were included under the "miscellaneous" heading are "page", "cook", "collector", and "monument engraver".

Even though the respondents did not complete the course of training they entered, 72.13 per cent of those who worked performed one of the types of jobs for which the School of Intensive Business Training prepares its students.

#### Psychological Placement Test Scores of Respondents

In an interview with the Director of the Testing Bureau, Oklahoma Agricultural and Mechanical College, on April 25, 1950, the investigator was given the following information regarding the Psychological Placement Tests that are given to freshmen who enter Oklahoma Agricultural and Mechanical College.

The total Psychological Placement Test score is a test of the scholastic aptitude of the student. It measures his ability to profit from training in a college training program.

The norms that are used as a basis in figuring the percentile rank of the raw test scores are based on the scores of freshmen who have previously taken this test at selected colleges and universities over the nation.

All Psychological Placement Test scores used in this study have been converted from the raw score to the percentile rank. In any normal group, 10 per cent of the scores should fall into any given decile of rankings.

Psychological Placement Test scores were available for 174 of the 240 persons who responded to the questionnaire, as is indicated in Table XV.

Table XV shows that 40, or 22.99 per cent, of the respondents for whom scores were available rated in the lowest decile on the ranking of the total Psychological Placement Test scores; while only 1, or 0.57 per cent, rated in the highest decile. Of the 174 respondents for whom scores were available, 110, or 63.24 per cent, rated in the lowest 30 percentiles of the total Psychological Placement Test score rankings.

As may be seen by referring to Table XV, the scores made on the Psychological Placement Tests by the respondents were very low when compared with the scores made by college freshmen who have previously taken the test.

Figure 1 gives a summarization of the data that are presented in detail in Table XV.

Relation of Psychological Placement Test Scores  
to Grade-Point Averages

The mean grade-point average of the 170 respondents whose records were available was 2.22, as is shown by the data in Table XVI. The mean grade-point average for the respondents who ranked in each decile of the total Psychological Placement Test scores, which are shown in Table XVI, range from a low of 1.86 in the lowest decile, to a high of 2.92 in the seventh decile. The mean grade-point averages

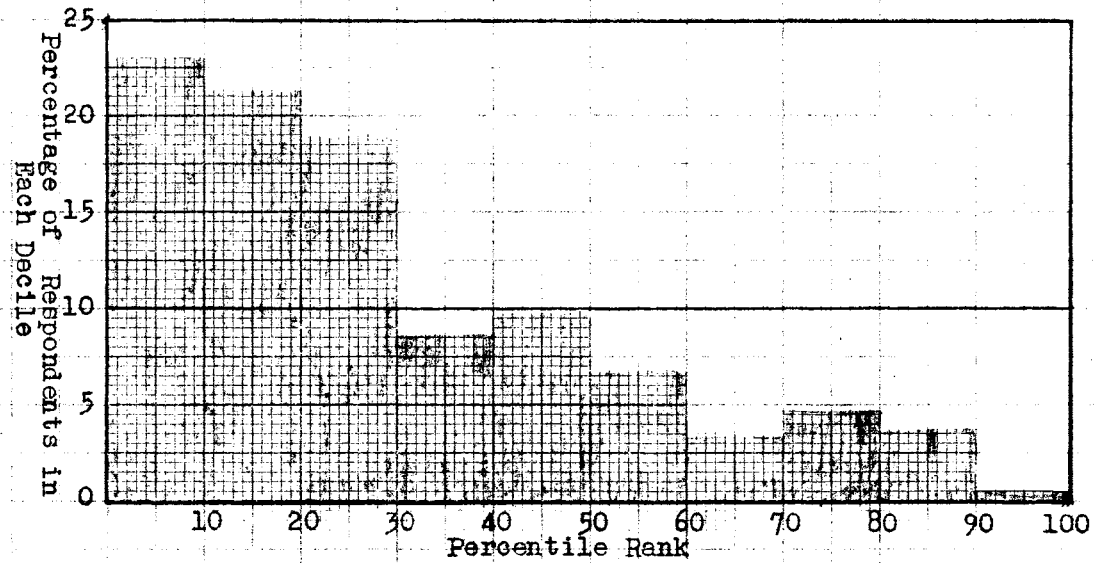
TABLE XV

PSYCHOLOGICAL PLACEMENT TEST SCORES OF 174 OF 240 RESPONDENTS

	Percentile Rank										
	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Totals
Number of Respondents Whose Scores Were Available	40	37	33	15	17	11	6	8	6	1	174
Percentage of Respondents Whose Scores Were Available	22.99	21.26	18.97	8.62	9.77	6.32	3.45	4.60	3.45	.57	100

This table is read as follows: The Total Psychological Placement Test scores made by 40, or 22.99 per cent, of the respondents for whom scores were available, ranked in the lowest decile of scores made by freshmen who have previously taken this test.

COMPARISON OF THE SCORES MADE BY RESPONDENTS  
WITH THE NORMS FOR THE PSYCHOLOGICAL PLACEMENT TEST



Legend: — Normal Number of College freshmen in each Decile.  
 ■ Number of Respondents in each Decile.

Figure 1

TABLE XVI

RELATION OF PSYCHOLOGICAL PLACEMENT TEST SCORES OF 170 OF 240  
RESPONDENTS TO THEIR GRADE-POINT AVERAGES

Grade-Point Average	Percentile Rank										Totals	
	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	No.	Percentage
.51-1.00	3	3	1	1							8	4.70
1.01-1.50	10	3	1	1		1		1	1		18	10.59
1.51-2.00	10	17	8	1	4					1	41	24.12
2.01-2.50	5	12	9	6	6	3	1	2	1		45	26.48
2.51-3.00	7	4	8	2	3	2	2	1	1		31	17.65
3.01-3.50	1	1	5	3	3	4	3	1	2		23	13.52
3.51-4.00	1			1				2	1		5	2.94
Totals	37	40	32	15	16	10	6	7	6	1	170	100.00
Mean Grade- Point Average	1.86	1.93	2.33	2.41	2.41	2.65	2.92	2.75	2.79	1.75	2.22	

This table is read as follows: Three of the respondents who made a grade-point average between .51 and 1.00, inclusive, made a score on the Psychological Placement Test which ranked in the lowest 10 percentiles of the scores previously made by freshmen who entered Oklahoma Agricultural and Mechanical College; 3 made scores which ranked between the eleventh and twentieth percentiles, inclusive; 1 made a score which ranked between the twenty-first and thirtieth percentiles, inclusive; and 1 made a score which ranked between the thirty-first and fortieth percentiles, inclusive. Eight, or 4.70 per cent, of the respondents for whom both the Psychological Placement Test score and grade-point averages were available, made a grade-point average between .51 and 1.00, inclusive.

rise consistently--with the exception of the fifth decile, which is the same as the fourth--from the first through the seventh decile.

It is interesting to observe that the mean grade-point average made by the students in the School of Intensive Business Training during the fall semester of the school year 1949-1950 was only 0.01 of a grade point higher than the 2.22 grade-point average of the respondents.

The total Psychological Placement Test score is, in most instances, a fairly reliable indication of the grades the student will make during his college career. The score, however, is not a positive indication of the scholastic ability of a student. The students who ranked in the lowest decile on the total Psychological Placement Test score, as a whole, ranked low in the grade-point averages; but 2 of the 37 respondents in this decile made a grade-point average above 3.00.

Relation of Psychological Placement Test Scores  
to the Length of Time the Respondents  
Attended the School of Intensive Business Training

In Table XVII the total Psychological Placement Test scores are tabulated according to the length of time the respondents attended the School of Intensive Business Training.

The total Psychological Placement Test scores and the length of time they attended the School of Intensive Business Training were available for 174 of the 240 respondents.

TABLE XVII

RELATION OF PSYCHOLOGICAL PLACEMENT TEST SCORES OF RESPONDENTS TO LENGTH OF TIME THE RESPONDENTS ATTENDED THE SCHOOL OF INTENSIVE BUSINESS TRAINING

		Percentile Rank																		
Semesters Enroll- ed	1-10	11-20		21-30		31-40		41-50		51-60		61-70		71-80		81-90		91-100		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One	10	27.03	10	24.39	11	35.48	3	20.00	5	29.41	3	27.27	2	28.57	1	12.50	2	33.33		
Two	17	45.95	19	46.34	16	51.61	8	53.33	5	29.41	6	54.55	2	28.57	4	50.00	3	50.00	1	100.00
Three	6	16.21	11	26.83	3	9.68	4	26.67	6	35.29	2	18.18	3	42.86	3	37.50	1	16.67		
Four	3	8.11	1	2.44	1	3.23			1	5.89										
Five	1	2.70																		
Totals	37	100.00	41	100.00	31	100.00	15	100.00	17	100.00	11	100.00	7	100.00	8	100.00	6	100.00	1	100.00
Average No. of Semesters Attended		2.01		2.00		1.81		2.00		2.18		1.90		2.14		2.25		1.83		2.00

This table is read as follows: 10, or 27.03 per cent, of the respondents who ranked in the lowest decile of total Psychological Placement Test score rankings attended the School of Intensive Business Training for 1 semester.



Four, or 10.81 per cent, of the respondents who ranked in the lowest decile on the total Psychological Placement Test scores, attended the School of Intensive Business Training more than 3 semesters; 1, or 2.44 per cent, of the respondents who ranked in the second decile attended more than 3 semesters; 1, or 3.23 per cent, of the respondents who ranked in the third decile attended more than 3 semesters; and 1, or 5.89 per cent of the respondents in the fifth decile attended more than 3 semesters. The only respondent who attended the School of Intensive Business Training more than four semesters ranked in the lowest decile of Psychological Placement Test scores. The only respondent who ranked in the highest decile on test scores attended the School of Intensive Business Training 2 semesters.

According to the data tabulated in Table XVII, the Total Psychological Placement Test score apparently had no relation to the average length of time the respondents attended the School of Intensive Business Training.

Relation of the Length of Time Respondents Planned to Attend the School of Intensive Business Training to the Length of Time They Attended

Table XVIII shows the relation of the length of time the respondents planned to attend the School of Intensive Business Training to the length of time they actually attended. The data show that 10, or 83.34 per cent, of the respondents who planned to attend one semester actually attended that length

TABLE XVIII

RELATION OF LENGTH OF TIME RESPONDENTS PLANNED TO ATTEND THE SCHOOL OF INTENSIVE BUSINESS TRAINING TO THE LENGTH OF TIME THEY ATTENDED

Length of Time Respondents Planned to Attend	Length of Time Attended										
	One sem.		Two sem.		Three sem.		Four sem.		Five sem.		Totals
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.
One semester	10	83.34	1	8.33	1	8.33					12
Two semesters	9	24.32	22	59.46	5	13.52	1	2.70			37
Three semesters	1	12.50	4	50.00	3	37.50					8
Until completion	34	25.37	57	42.54	36	26.86	6	4.48	1	.75	134
Until they could get a job			4	100.00							4
Until they received desired training			4	66.66	1	16.67	1	16.67			6
Undecided			3	100.00							3
Totals	54		95		46		8		1		204

\* Percentage who planned to attend that particular length of time.

This table is read as follows: Of the 12 respondents who planned to attend the School of Intensive Business Training 1 semester, 10, or 83.34 per cent, attended 1 semester; 1, or 8.33 per cent, attended 2 semesters; and 1, or 8.33 per cent, attended 3 semesters.

of time; 22, or 59.46 per cent, of the respondents who planned to attend two semesters remained for two semesters; 3, or 37.50 per cent, of the respondents who planned to complete 3 semesters of work dropped out at the end of the third semester; and, of course, none of the 134 respondents who planned to remain until they had completed the requirements for a Certificate of Associate in Commerce did so.

The respondents who planned to stay until they had received the desired training, those who planned to attend until they could get a job, and those who were undecided about the length of time they would attend, probably did not expect to continue until they had completed the requirements for a Certificate of Associate in Commerce. If the 13 respondents in the foregoing groups are combined with the 57 respondents who planned to attend only 1, 2, or 3 semesters, it becomes apparent that 70, or 34.31 per cent, of the respondents who gave this information did not plan to complete the requirements for a Certificate of Associate in Commerce when they enrolled in the School of Intensive Business Training.

Almost twice as many of the respondents attended the School of Intensive Business Training for 2 semesters as attended for any other length of time. All respondents who planned to remain until they could get a job, all respondents who were undecided about the length of time they would attend, and two-thirds, of the respondents who planned to remain until they had received the training they desired, actually completed two semesters of work.

The 134 respondents who planned to remain until they had completed the requirements for a Certificate of Associate in Commerce varied in the length of time they remained, from 1 semester to as many as 5 complete semesters. However, even in this group, 42.54 per cent dropped out after the completion of 2 semesters.

The information shown in Table XVIII indicates that the student who plans to remain only a relatively short period of time in the School of Intensive Business Training when he enrolls usually does not change his plans; but as the length of the planned stay increases, the student's plans become less indicative of the actual length of time he may be expected to attend.

#### Grade-Point Averages of Respondents

Table XIX shows the number and percentage of men and women respondents, tabulated according to the grade-point averages they made while they attended the School of Intensive Business Training. The grade-point averages were available for only 209 of the 240 respondents.

The grade-point system at Oklahoma Agricultural and Mechanical College is as follows: For each hour of "A", 4 points are given; of "B", 3 points; of "C", 2 points; of "D", 1 point; of "E", no points; and of "F", no points.<sup>20</sup> The grade-point average is obtained by dividing the total number of grade points earned by the total number of semester hours of credit.

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<sup>20</sup> Bulletin of the Oklahoma Agricultural and Mechanical College, op. cit., p. 22.

TABLE XIX

GRADE-POINT AVERAGES OF MEN AND WOMEN RESPONDENTS  
WHOSE GRADE-POINT AVERAGES WERE AVAILABLE

Grade-Point Averages	Men		Women		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent
.00- .50	2	2.63	1	.75	3	1.44
.51-1.00	5	6.58	4	3.01	9	4.30
1.01-1.50	10	13.16	8	6.02	18	8.61
1.51-2.00	26	34.21	28	21.05	54	25.84
2.01-2.50	18	23.68	33	24.81	51	24.40
2.51-3.00	11	14.47	30	22.56	41	19.62
3.01-3.50	3	3.95	22	16.54	25	11.96
3.51-4.00	1	1.32	7	5.26	8	3.83
Totals	76	100.00	133	100.00	209	100.00

This table is read as follows: Two, or 2.63 per cent, of the men respondents whose grade-point averages were available, and 1, or .75 per cent, of the women respondents whose grade-point averages were available made a grade-point average between .00 and .50. A total of 3, or 1.44 per cent, of the respondents whose grade-point averages were available made a grade-point average of .50 or less.

For example, a student with a grade-Point average of 2.0 would have a "C" rating, while one with a 3.5 grade-point average would rate between "B" and "A".

As shown by Table XIX, 30, or 14.35 per cent, of the respondents whose grade-point averages were available made a grade-point average of 1.50 or less while they attended the School of Intensive Business Training. Since a grade-point average of 1.50 is the mid-point between a grade of "C" and "D", all of these respondents had unsatisfactory grade-point averages.

Sixty-six, or 31.58 per cent, of the respondents whose grade-point averages were available made an average grade of "B"; and 8, or 3.83 per cent, made a grade-point average of 3.51, or better, which is an "A".

As will be shown in more detail in Table XVI, the grade-point average of the respondents is practically the same as that made by all of the students in the School of Intensive Business Training during the fall semester of the academic year 1949-1950.

Relation of Grade-Point Averages to Length of Time Spent  
in the School of Intensive Business Training

The relation of the grade-point averages of the respondents to the length of time they attended the School of Intensive Business Training is shown in Table XX.

Since it is a rule of the College that "a student who does not pass 50 per cent of his assigned work with a grade

TABLE XX

RELATION OF GRADE-POINT AVERAGES OF RESPONDENTS TO LENGTH OF TIME THEY ATTENDED  
THE SCHOOL OF INTENSIVE BUSINESS TRAINING

Grade-Point Average	Semesters Completed										Totals	
	One		Two		Three		Four		Five		No.	Mean No. of Sem. Attended
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*		
.00- .50	3	100.00									3	1
.51-1.00	1	16.67	4	66.66	1	16.67					6	2
1.01-1.50	6	31.58	11	57.89			2	10.53			19	1.89
1.51-2.00	18	34.62	23	44.23	10	19.23	1	1.92			52	1.88
2.01-2.50	11	20.75	23	43.40	15	28.30	3	5.66	1	1.89	53	2.25
2.51-3.00	11	27.50	19	47.50	8	20.00	2	5.00			40	2.03
3.01-3.50	7	28.00	10	40.00	8	32.00					25	2.04
3.51-4.00	2	2.50	3	37.50	3	37.50					8	2.12
Totals	59		93		45		8		1		206	2.02

Note: Complete information was available for only 206 of the 240 respondents.

\* Percentage of total in Grade-Point Average group.

This table is read as follows: The 3 respondents who made a grade-point average below 0.50 attended the School of Intensive Business Training for 1 semester. A total of 3 respondents had a grade-point average below .50. They attended a mean of 1 semester.

of above "E" shall not be enrolled in the succeeding semester",<sup>21</sup> the 3 respondents who had a grade-point average of .50 or less were denied registration at the end of 1 semester.

The 6 respondents who had a grade-point average between .51 and 1.00 attended an average of 2 semesters; the 19 who averaged between 1.01 and 1.50 attended an average of 1.89 semesters; and the 52 who averaged between 1.51 and 2.00 attended an average of 1.88 semesters.

The 53 respondents who had a grade-point average between 2.01 and 2.50 attended an average of 2.25 semesters; the 40 who averaged between 2.51 and 3.00 attended an average of 2.04 semesters; and the 8 who averaged between 3.51 and 4.00 attended an average of 2.12 semesters.

The respondents who had a grade-point average of from 2.01 to 2.50 attended the School of Intensive Business Training longer than any other group.

Every group that had a grade-point average above 2.00 attended the School of Intensive Business Training a greater number of semesters than any group that had a grade-point average below 2.00.

The respondents who had a high grade-point average tended to attend the School of Intensive Business Training longer, on the average, than the respondents who had lower grade-point averages.

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<sup>21</sup> Ibid., p. 22



## Chapter IV

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purposes of this study, as set forth in Chapter I, are:

1. To determine, through a comprehensive investigation of their vocational and educational experiences, the subsequent vocational and educational activities of the drop-out students, and
2. To discover, from their stated reasons and from an examination of their scholastic records, the causes of the high drop-out rate of the students.

The data used in this study were compiled from the students' permanent records in the office of the dean of the Division of Commerce; from a questionnaire sent to the drop-out students; and from a follow-up study of the graduates of the School of Intensive Business Training, made by Mary Stella in 1948. These data were presented and analyzed in Chapters II and III. The findings are summarized below as answers to the specific questions listed in Chapter I.

1. Why do the drop-out students not remain until they have completed the prescribed course of study?

Many of the students who drop out of the School of Intensive Business Training do not originally plan to complete the requirements for the Certificate of Associate in Commerce. Only about 56 per cent of the drop-outs included in this study indicated that they entered the School of Intensive Business Training with the intention of remaining until they completed the full two-year program. Also the fact that a large majority of the

respondents entered the School of Intensive Business Training because they "wanted only business courses" or "wanted a short course" may indicate that they were chiefly interested in preparing for employment as quickly as possible rather than in completing a full two-year program leading to a certificate.

Twenty-one men and 42 women, comprising slightly more than one-fourth of the 240 respondents included in this study, said they dropped out of the School of Intensive Business Training to accept a job or to continue working at a job they had obtained during a vacation. Financial difficulties was given by 34 of the respondents, marriage was given by 22, and the desire to transfer to a degree program at Oklahoma Agricultural and Mechanical College was given by 15 of the respondents as the reasons they dropped out of the School of Intensive Business Training before they had completed the requirements for a Certificate of Associate in Commerce.

2. What percentage of the drop-out students attend other schools at Oklahoma Agricultural and Mechanical College or attend other institutions of higher learning after leaving the School of Intensive Business Training?

Sixty-five, or 27.08 per cent, of the respondents continued their education after they dropped out of the School of Intensive Business Training. Of these, 30 entered another school at Oklahoma Agricultural and Mechanical College; 17 entered another college or university; 12 entered a trade school; 9 attended a private business college; 6 attended an evening school; and 1 enrolled in a correspondence course.

3. What percentage of the drop-out students attend other schools at Oklahoma Agricultural and Mechanical College or attend other institutions of higher learning before enrolling in the School of Intensive Business Training?

Eighty-four, or 35.00 per cent, of the 240 respondents had had college or other training between graduation from high school and entrance into the School of Intensive Business Training. Fifty-three of the respondents had attended some other school at Oklahoma Agricultural and Mechanical College, 17 had attended another college or university, 6 had attended a private business college, 4 had attended a trade school, 2 had attended an evening school, and 2 had taken correspondence courses after they graduated from high school and before they entered the School of Intensive Business Training.

One-eighth of the men and one-third of the women respondents stated that they chose the School of Intensive Business Training in preference to a private business college because they "desired campus life"; one-fifth of the men and one-tenth of the women gave "better training at Oklahoma Agricultural and Mechanical College"; and one-eighth of both the men and the women gave "closer to my home" as the reason for their choice.

Eighty-seven per cent of the respondents stated that they enrolled in the School of Intensive Business Training in preference to another school at Oklahoma Agricultural and Mechanical College either because they wanted only business courses or because they wanted a short course of training.

4. In the opinion of the drop-out students, what changes could be made by the School of Intensive Business Training that would decrease the number of drop-outs from that school?

Fourteen, or 13.07 per cent, of the suggestions received stated that the quality and methods of instruction should be improved. Thirteen of the respondents recommended that a larger variety of courses be offered; and 12 respondents stated that the number of available part-time jobs should be larger and/or the pay should be higher. Nine, or 8.41 per cent, of the suggestions were recommendations that the school be advertised more widely.

Forty-eight, or 44.86 per cent, of the suggestions given deal with either the improvement of instruction, the curriculum, part-time jobs, or the lack of advertising and publicity for the School of Intensive Business Training.

5. What effect did part-time work have upon the grade-point average of the respondents?

According to the data given, part-time work appears to have had little or no relation to the grade-point average of the drop-out students.

Exactly half of the 88 men, and 46, or 30.26 per cent, of the 152 women respondents worked part time while they attended the School of Intensive Business Training.

The grade-point average of the respondents as a group is only .01 of a grade point lower than the grade-point average of the students who attended the School of Intensive Business Training during the fall semester of 1949-1950.

6. What did the students who dropped out of the School of Intensive Business Training do during the first six months after they left the School of Intensive Business Training?

The tabulations indicate that three-fourths of the respondents worked during the period immediately following their last enrollment at the School of Intensive Business Training. A number of these respondents later entered various schools for the purpose of continuing their formal education.

It is significant that approximately two-thirds of the women respondents who worked entered clerical jobs, and nearly one-third of the men respondents who worked during the first six months after they left the School of Intensive Business Training held jobs as salesmen.

Eighty-six of the respondents were employed as clerical workers, 36 were employed as bookkeepers, 32 were employed as salesmen, 8 worked as farmers, and 7 performed jobs in which their classification would be "laborer."

Even though the respondents did not complete the course of training they entered, 72.13 per cent of those who worked were employed in the types of jobs for which the School of Intensive Business Training prepares its students.

7. What is the relation of the Psychological Placement Test score to the grade-point average, and the length of stay in the School of Intensive Business Training?

The respondents who ranked in the lowest deciles on the total Psychological Placement Test score, as a whole, ranked low in the grade-point averages; but 2 of the 37 respondents in the lowest decile made a grade-point average above 3.00.

The total Psychological Placement Test score apparently had no relation to the length of time the respondents attended the School of Intensive Business Training.

Forty, or 22.99 per cent, of the respondents for whom scores were available rated in the lowest decile on the ranking of the total Psychological Placement Test scores; while only 1, or .57 per cent, rated in the highest decile. Of the 174 respondents for whom scores were available, 110, or 63.24 per cent, rated in the lowest 30 percentiles of the total Psychological Placement Test score rankings.

8. What is the relation of the grade-point average of the drop-out students to their length of stay in the School of Intensive Business Training?

The respondents who had high grade-point averages tended to remain in the School of Intensive Business Training longer than the respondents who had lower grade-point averages.

The grade-point average of the respondents as a group is only .01 grade-points lower than the grade-point average of the students who attended the School of Intensive Business Training during the fall semester of 1949-1950.

9. What is the relation of the length of time respondents planned to attend the School of Intensive Business Training to the length of time they attended?

The student who plans to remain only a relatively short period of time in the School of Intensive Business Training when he enrolls usually does not change his plans; but as the length of the planned stay increases, the student's plans become less indicative of the actual length of time he may be expected to attend.

### Conclusions

The findings of this study appear to warrant the following conclusions:

1. Many of the students who have dropped out of the School of Intensive Business Training did not intend to complete the full two-year program when they entered.
2. The securing of employment is the greatest single cause of the high drop-out rate in the School of Intensive Business Training. Employment, financial reasons, and marriage comprise over half of the reasons given for leaving the School of Intensive Business Training.
3. A majority of the students who drop out of the School of Intensive Business Training do not continue their formal education in any way.
4. The fact that approximately one-fourth of the respondents eventually continued their education at some other school may indicate that they changed their minds concerning the type of school they preferred to attend.
5. Suggestions for improving the School of Intensive Business Training are concerned principally with improvement of instruction, curriculum, and part-time work.
6. The factor of part-time work does not appear to have any particular relationship to the grade-point averages of students who drop out.

7. Nearly three-fourths of the respondents who worked during the first six months after they left the School of Intensive Business Training were employed in a type of job for which the School of Intensive Business Training offers preparation.

8. For the drop-outs as a group, there is a fairly consistent positive relationship between percentile rank on the Psychological Placement Test and grade-point average.

9. There appears to be no particular relationship between a drop-out's psychological placement test score and the length of his stay in the School of Intensive Business Training.

10. As a group, the respondents for whom psychological placement test scores were available ranked low in comparison with college freshmen in general. Less than one-fifth of the respondents for whom scores were available had percentile ranks above 50.

11. There is evidence that students with high grade-point averages tend to remain in the School of Intensive Business Training longer than students with low grade-point averages.

12. The opportunity to participate in campus social activities played a major part in attracting the respondents to the School of Intensive Business Training.

13. Except in the case of students who plan to remain but a short time, the length of time students plan to attend the School of Intensive Business Training when they enter does not,



in so far as the results of this study are concerned, provide a reliable indication of the length of time that they will actually remain in attendance.

### Recommendations

On the basis of the findings and conclusions, it is recommended that:

1. Further study of this type be conducted over the next five-year period.
2. A study of the instruction and curriculum in the School of Intensive Business Training be conducted.
3. The School of Intensive Business Training be advertised more widely in the State of Oklahoma.

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## Bulletins

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## Unpublished Material

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**APPENDIX**

OKLAHOMA  
AGRICULTURAL AND MECHANICAL COLLEGE  
DIVISION OF COMMERCE  
SCHOOL OF INTENSIVE BUSINESS TRAINING  
STILLWATER

February 21, 1950

Dear Former Student:

While you were attending the School of Intensive Business Training it was our sincere desire to provide for you the kind of business training that you would find most useful when you left school. Many former students, through telling us of their experiences after they left the School of Intensive Business Training, had helped in the planning of the courses that you studied.

Knowing that the experiences of former students are one of the surest guides in planning the program of the School of Intensive Business Training, we are now depending on you to assist in a careful evaluation of the School's program. What did you like about the work you took, and what did you not like? What use, if any, have you made of the training you received. What have you been doing since you left the School of Intensive Business Training?

Perhaps you have friends or relatives now attending or planning to attend the School of Intensive Business Training who may benefit from the facts and suggestions you furnish. Certainly you and every citizen will benefit if the money that our government is investing in education is used to provide the most effective training possible.

Through the enclosed information blank we are turning to you for help—valuable help that only you can give. Whether or not you have been employed in business since you left the School of Intensive Business Training makes no difference; we need your cooperation just the same. Please complete the information blank and return it in the enclosed stamped, self-addressed, envelope. We are counting on you for a prompt response!

Sincerely yours,

Glenn D. Overman  
Director

cm

Enclosure

Mr.  
Mrs.  
Miss \_\_\_\_\_  
(Name under which you enrolled in the School of Intensive Business Training)

YOUR REPLY WILL BE TREATED AS STRICTLY CONFIDENTIAL

1. Why did you enroll in the School of Intensive Business Training in preference to some other school at A. & M.? \_\_\_\_\_

2. Why did you enroll in the School of Intensive Business Training in preference to a private business college? \_\_\_\_\_

3. Place a check-mark before the length of time you planned to stay when you first enrolled in the School of Intensive Business Training.

- One semester  
 Two semesters  
 Three semesters  
 Until I completed the requirements for a Certificate of Associate in Commerce  
 Until I could get a job  
 Other (please list) \_\_\_\_\_

4. Why did you not remain in the School of Intensive Business Training until you had completed the requirements for a Certificate of Associate in Commerce?

5. If you had any college or other training between the time you finished high school and the time you entered the School of Intensive Business Training, indicate below the number of months you attended.

TYPE OF SCHOOL

Number of Months you Attended

Another school at Okla. A. & M. \_\_\_\_\_

Another college or university \_\_\_\_\_

Private business college \_\_\_\_\_

Trade school \_\_\_\_\_

Evening School \_\_\_\_\_

Correspondence school \_\_\_\_\_

Others (list type) \_\_\_\_\_

6. If you have had college or school training since leaving the School of Intensive Business Training, indicate below the number of months you attended.

TYPE OF SCHOOL	Number of Months you Attended
Another school at Okla. A. & M.	_____
Another college or university	_____
Private business college	_____
Trade school	_____
Evening school	_____
Correspondence school	_____
Others (list type) _____	_____

7. While you were enrolled in the School of Intensive Business Training, did you work part time? Yes \_\_\_\_\_ No \_\_\_\_\_ If "no", did you desire to obtain part-time work? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Check below the things you did during the first six months after you left the School of Intensive Business Training.

Worked  
 Stayed at home and looked for employment  
 Stayed at home and did not seek employment  
 Attended another school  
 Married  
 Others (please list) \_\_\_\_\_

If you worked during the first six months after you left the School of Intensive Business Training, what kind of work did you do? (kept books in a store, farmed, etc.) \_\_\_\_\_

9. In your opinion, what changes might be made in the School of Intensive Business Training that would encourage or enable more students to continue in school until they have completed the requirements for a Certificate of Associate in Commerce? \_\_\_\_\_

OKLAHOMA  
AGRICULTURAL AND MECHANICAL COLLEGE  
DIVISION OF COMMERCE  
SCHOOL OF INTENSIVE BUSINESS TRAINING  
STILLWATER

March 13, 1950

Dear Former Student:

Have you mislaid the request for information that we sent you several days ago? Or have you been planning to reply and haven't yet had time to do so?

The request was sent to you because we believe you can be depended upon to help in our effort to improve the School of Intensive Business Training. Only you can furnish the information about yourself that we must have if this effort is to be successful. No matter what you have been doing, your reply is important! Won't you please take a few minutes now to fill in and return the blank you received?

Remember that all information will be treated confidentially, and no names will be used in the report.

May we count on your cooperation?

Sincerely yours,

Glenn D. Overman  
Director

GDO/cm

P. S. If your reply is already in the mail when you receive this letter, thanks for your assistance.



March 23, 1950

Dear Former Student:

Have you overlooked the request for information we sent you some time ago?

The information requested on that blank is to be used in making adjustments in the School of Intensive Business Training. Only our former students can give us the information that we must have. You were chosen to help in this study because we believe you will cooperate and make it a success. No matter what you have been doing, we need your reply! Won't you please take a few minutes now to fill in and return the enclosed information blank?

You may rest assured that all information will be treated confidentially; no names will be used in the report.

May we count on your cooperation now?

Sincerely yours,

Glenn D. Overman  
Director

GDO/cm

P. S. If your letter is already in the mail when you receive this letter, thanks for your assistance.

Typed by:

Mrs. J. O. Richardson