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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF OPINIONS HELD BY OKLAHOMA BUSINESS
TEACHERS OF THE FIFTH-YEAR-GRADUATE PROGRAM
FOR BUSINESS TEACHERS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

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RUBY FERN ROBERTSON

Norman, Oklahoma

1972

AN ANALYSIS OF OPINIONS HELD BY OKLAHOMA BUSINESS
TEACHERS OF THE FIFTH-YEAR-GRADUATE PROGRAM
FOR BUSINESS TEACHERS

APPROVED BY

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AN ANALYSIS OF OPINIONS HELD BY OKLAHOMA BUSINESS
TEACHERS OF THE FIFTH-YEAR-GRADUATE PROGRAM
FOR BUSINESS TEACHERS

CHAPTER I

INTRODUCTION

An analysis of master's degrees conferred for the years 1959-60 through 1969-70 at Oklahoma colleges and universities reveals a period of extensive growth. According to data from the Oklahoma State Regents for Higher Education, the number of master's degrees awarded from all colleges and universities in the state in 1969-70 was 2,885, an increase of 120.1 per cent over the 1959-60 figure of 1,311.¹ Of the 2,885 degrees conferred by Oklahoma colleges and universities in 1969-70, 50.2 per cent were in the field of education.²

Along with the significant growth of the master's program have come questions concerning the nature and true function of the master's degree. Walter Crosby Eells identifies some of these questions as follows:

¹Tables of information on degrees conferred in Oklahoma colleges and universities, 1969-70. Oklahoma State Regents for Higher Education, Oklahoma City, Oklahoma, 1970, p. 1.

²Ibid., p. 18.

Should the master's degree be regarded as a terminal degree, significant in itself? If so, for what purposes or positions? Chiefly for secondary-school teachers, or for college teachers? Should it be concerned with subject matter only or should it include pedagogical methodology? Should it be thought of merely as a stepping stone on the way to the doctorate? Should the period of study for it be increased to two years? Should a thesis or dissertation be required?³

These questions raised by Eells and related questions being raised by other educators are of considerable importance to the public school teachers who are the major recipients of the master's degrees.

Should the master's program include appropriate professional education? Should specially designed business courses for the public school teacher be available to the teacher in his fifth-year work? Should research in his business field be required of the high school business teacher? Should strict requirements be set up for admission to the master's programs? These and other questions arise whenever educators consider the graduate program for business teachers.

The Need

Many educators agree that one of the pressing, unsolved problems of graduate schools has been the development of an adequate program of advanced studies for elementary and secondary school teachers.⁴ Moreover, it is reasonable to assume

³Walter Crosby Eells, Degrees in Higher Education (Washington, D. C.: The Center for Applied Research in Education, Inc., 1963), p. 80.

⁴J. Kenneth Little, "Graduate Education," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The MacMillan Co., 1960), p. 597.

that an experienced teacher should be able to provide a unique insight to his needs in a program of advanced study, one which would better fit him to meet the challenges he encounters in his day-to-day situations in the classroom.

While most large businesses use forms of consumer surveys to improve their products or services, educators have, in many instances, failed to take advantage of this method. In discussing this problem, H. C. Edgeworth says:

Educators have failed to utilize this [consumer-survey] technique to its fullest extent. Consumer surveys can and should become an integral part of the periodic curriculum evaluations. The consumers are the former students, the product or service is the curriculum and courses, and the purpose is to use the results to revise and improve the curriculum.⁵

An added benefit of teacher surveys, Edgeworth feels, is the involvement of former students that promotes more interest and concern for the collegiate program and results in a most desirable by-product for both the school and the university.⁶

A frequently stated view of the general problem of teacher education, which bears out the need for this study, is similar to that expressed by John I. Goodlad:

All too commonly, curriculum development in teacher education is a haphazard process, guided largely through debate, in which arbitrarily selected pieces of undetermined value are shuffled into kaleidoscopic patterns. The personal synthesis desired in professional behavior occurs by chance, if at all, simply

⁵H. C. Edgeworth, "Curriculum Feedback," Collegiate News and Views, XXIV (May, 1971), p. 13.

⁶Ibid.

because not all of the components essential to this synthesis are first brought into the curriculum design.⁷

Goodlad's observations seem to apply equally well to graduate teacher education. This researcher examined the transcripts of six business teachers who had completed master's of teaching degrees from various colleges and universities and found quite diverse records. Semester hours in business constituted from a high of 65.5 per cent on one transcript to a low of 31.3 per cent on another. Individual programs often appeared to be a result of either convenience or expediency rather than design.

Among the persons directly concerned with the problem of a suitable master's degree program for secondary school teachers are the specialists in professional education and those in subject areas who are responsible for implementing the program. The specialists in professional education, located on college and university campuses around the country, are readily accessible for consultation. The persons whose needs should be met by the program, the teachers, are not so accessible. The objectively obtained opinions expressed by the latter group should make a most valuable and significant contribution to the formulation of a suitable graduate program of teacher education. This information is made available through this research.

⁷ John I. Goodlad, "The Professional Curriculum of Teachers," The Journal of Teacher Education, XI (December, 1960), p. 455.

Deans of the state colleges of Oklahoma, who direct the programs of advanced teacher education in those schools, were asked to indicate their reactions as to the need for this study. Without exception they indicated a need for the research and an interest in the results. A number of comments were made by these deans in written correspondence to this investigator. Portions of these responses are quoted:

Bill E. Fisher, Graduate Dean of Central State University, Edmond, Oklahoma, said, "I personally feel that your study is extremely valuable, and can very well make an appropriate contribution to the preparation of teachers in this area." Fisher further commented, "In order to best meet the needs of students and business and industry, it is important to continue research and up-grade all programs of education. There is perhaps no other area that is undergoing more change than business. New methods, new materials, and new technology are continually being introduced. The computer and its use is not only meaningful and necessary at advanced levels in industry, but is, and should be, a part of high school, junior high, and perhaps even elementary education programs."⁸

Fred R. Lawson, Dean of Instruction at Northwestern State College, Alva, Oklahoma, stated, "I am very interested in your proposed study of ways to improve graduate programs in business education. I believe the study could be helpful and

that your technique of involving the professional staff who are working in the field is valid."⁹

V. W. Burrows, Graduate Dean of Northeastern State College, Tahlequah, Oklahoma, responded, "In my opinion, there is and always will be a need for follow-up research which has for its purpose the improvement of existing educational programs. If your study proves to be valid, the findings should be very valuable to institutions offering teacher education programs in business."¹⁰

Harold Massey, Graduate Dean of Southwestern State College, Weatherford, Oklahoma, gave encouragement during an interview in his office and again in written communication. Massey said, "From time to time, follow-up studies of a more general nature have been conducted from this office in an effort to evaluate the success of the master's degree in meeting the needs of recipients in the various fields of specialization. To my knowledge, however, no in-depth survey of the magnitude proposed in your research, and for the single program indicated in your plan, has yet been attempted." He continued, "Certainly the results of your study should be of keen interest to those of us who are seeking evidence of this kind as a basis for improving the fifth-year-graduate programs."¹¹

⁹Fred R. Lawson, personal letter, January, 1972.

¹⁰V. W. Burrows, personal letter, December, 1971.

¹¹Harold Massey, personal letter, January, 1972.

A most valuable and significant contribution to the formulation of a suitable graduate program of teacher education would appear to be inherent in the opinions of the secondary school business teachers whose needs should be met by the program.

The Problem

The problem to which this study will address itself is to determine what secondary school business teachers who have completed a fifth year of study believe to be the most desirable characteristics of a master's program for the secondary school business teacher.

The specific purposes of the research are: (1) to obtain opinions concerning the first year of graduate education from business teachers now teaching in the secondary schools of Oklahoma who hold master's degrees, and (2) to interpret the findings of this study, using such findings as a basis for recommendations relative to the fifth-year program for secondary school business teachers.

Major Assumptions

Two major assumptions will be made in this research study: (1) The information needed can be obtained from business teachers now teaching in Oklahoma who have completed a master's degree program by using a questionnaire, and (2) The opinions of these secondary school business teachers are valid.

Limitations

This research is limited to the opinions of secondary school business teachers of Oklahoma high schools who have completed a master's degree program.

Organization of the Report

Chapter I includes the statement of the need, the problem and purpose of the research, major assumptions, and limitations of the study.

Chapter II is comprised of the review of the literature, and Chapter III outlines the methodology and research procedures.

Chapter IV deals with the character and the nature of the sample, and the general findings of the study are presented in Chapter V.

Chapter VI consists of the summary, conclusions, implications, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

While much has been written relative to the education of business teachers at both the undergraduate and graduate levels, the amount of research dealing directly with evaluation of the master's program to determine how such a program meets the needs of high school business teachers seems limited.

In 1953, Keith Edward Lucas¹ conducted research for the purpose of developing criteria that could be used to evaluate programs of study leading to the master's degree that prepare teachers of business subjects for the secondary school. Portions of the twenty-one criteria Lucas developed follow:

1. The use of a special designating title for the master's degree in business education should not be considered of importance. . . .
2. The purpose of graduate study in business education should be the improvement of the ability to teach.
3. Only those students who have obtained a bachelor's degree from an institution deemed to be in good standing with an accrediting agency recognized by the graduate school, or who possesses

¹Keith Edward Lucas, "Criteria for the Evaluation of Programs of Study Leading to the Master's Degree That Prepare Teachers of Business Subjects for the Secondary Schools," (unpublished Ph.D. dissertation, School of Education, Ohio State University, 1953).

- equivalent preparation, should be admitted as graduate students in business education.
4. Only those students who have furnished evidence of an adequate undergraduate background to permit them to conduct advanced work in the business education field should be admitted to the graduate program in business education.
 5. No specific undergraduate scholastic average beyond that needed to obtain the bachelor's degree should be required for admission into graduate study.
 6. Demonstration of the ability to teach should be a prerequisite for the granting of the master's degree in business education.
 7. Each graduate program should be tailor-made for the individual student.
 8. Permission to enroll in any class for graduate credit should be granted the graduate student on the fulfilling of the following prerequisites: (a) The course will improve the student's ability to teach; (b) To enroll in courses in business education and general professional education, the students should have teaching experience; or (c) To enroll in subject matter courses in their teaching fields, the student should have the course prerequisites.
 9. An average grade of B in all graduate work should be required for graduation. Graduate credit should not be granted for grades below C.
 10. The graduate student should remain in residence at the institution granting the degree for a period of at least one academic year or the equivalent.
 11. The number of semester hours of credit required for the master's degree in business education should not exceed twice the maximum number of semester hours the student is permitted to carry each semester of full-time enrollment.
 12. The final examination should be tailor-made for the individual student.
 13. Competency in the use of research techniques should be required of all graduate students.
 14. A reading knowledge of a foreign language should not be required for the master's degree in business education.
 15. Graduate business education courses should be offered in the following areas: principles and problems of business education; improvement of instruction in office practice, stenographic courses, bookkeeping, general business, and retail selling; curriculum construction in business education; administration, organization, and supervision of business education; special problems; and seminars in current problems, literature, and research.

16. Extensive course offerings should be available in the following areas: secondary education, psychology, philosophy of education, vocational education, guidance, marketing, management, and economics.
17. Instructors of graduate courses have the responsibility for improving the students' ability in written expression.
18. Provision for independent study of special problems should be included in the various classes in the graduate program to the extent feasible and consistent with the desired program outcomes.
19. The seminar method of curricular organization should be used when the desired course outcome is principally the development of principles or problems.
20. Extra work assigned graduate students enrolled in classes designed primarily for undergraduates should improve the ability to teach.
21. Integration of graduate instruction with full-time teaching should be facilitated.²

John C. Peterson³ made a study in 1964 concerned with evaluating the master's degree program for the preparation of business teachers. Peterson, utilizing data from graduate business education chairmen and from recent graduates, found that programs differ significantly in philosophy, standards, curriculum, offerings, administrative practices, and general procedures. William Donald Keller⁴ also did extensive research in this area. The main purpose of Keller's study was to compare

²Ibid.

³John C. Peterson, "The Master's Degree in Business Education: An Analysis and a Critique," (unpublished Ed.D. dissertation, School of Education, University of North Dakota, 1964).

⁴William Donald Keller, "A Comparison of Teachers' and Educators' Opinions Regarding the Most Beneficial Master's Degree Program for Business Teachers," (unpublished Ed.D. dissertation, School of Education, Colorado State College, 1965).

the opinions of graduate school business education professors, high school business teachers with and without masters' degrees, and junior college business teachers with and without masters' degrees to discover similarities and differences in ideas regarding the proper master's program for the secondary school business teachers. Keller's research findings led him to conclude that practice teaching should be done on the undergraduate level, not the graduate level. Furthermore, Keller concluded that programs for junior college business teachers should concentrate on business administration courses, while programs for high school business teachers should concentrate on courses in business education. Keller also found that both written and oral comprehensive examinations for master's candidates were favored and that extra course work was favored as an option to the completion of a master's thesis. Seminar-type classes were found to be the most popular; and although there was no agreement as to which particular courses should be required, the respondents believed that about half the courses in the master's program should be required. A master's degree program of one academic year was favored over a two-year program, and respondents were of the opinion that students should be allowed to earn the master's degree in summer sessions only if that program best served the individual situation of the master's candidate.⁵

⁵Ibid.

Another study of relevance to the present research is a 1964 study conducted by Lilly Annette Bonner in which she attempted to determine the relevancy of learning experiences in the professional program of Southern Mississippi business teacher candidates to problems encountered by graduates who teach business. Bonner's research showed seventeen problem areas for which learning experiences appeared to be ineffective to some degree. These problem categories include: (1) philosophy and objectives of business education, (2) alignment of the business education curriculum, (3) professional literature, (4) administration, (5) physical facilities and instructional equipment, (6) community resources, (7) sponsorship responsibilities, (8) organization and management of time, (9) professional business education associations, (10) psychological principles, (11) instructional materials, (12) lesson plans, (13) teaching techniques and procedures, (14) motivation, (15) testing and evaluation, (16) guidance and counseling, and (17) professional growth.

Two 1968 studies utilized questionnaires to obtain data from secondary school business teachers regarding collegiate preparation at the undergraduate level. Grovom⁷ evaluated the

⁶Lilly Annette Bonner, "Relevancy of Learning Experiences in the Professional Program of University of Southern Mississippi Business Teacher Candidates to Problems Encountered by Graduates Teaching Business," (unpublished Ed.D. dissertation, College of Education, Indiana University, 1964).

⁷Evelyn Lucile Grovom, "An Evaluation of Business Teacher Education Curricula in Colleges Based on Opinions of Business Teachers in the Public High Schools in the State of Minnesota," (unpublished Ed.D. dissertation, University of North Dakota, 1968).

undergraduate business teacher education programs by securing opinions of business teachers in the public high schools of the state of Minnesota. McCullough⁸ conducted research in California devoted to the adequacy of college preparation for high school business teachers as determined from opinions of business teachers in California who had recently earned the bachelor's degree in business education.

A number of studies have been made in other disciplines which are concerned with general problems of the first year of advanced professional education of teachers, using opinions of classroom teachers. In 1953, J. E. Williams⁹ made a study of opinions of selected classroom teachers regarding the master's degree program. Four other studies have been made by the questionnaire method concerning the fifth year of teacher education. D. E. Small¹⁰ conducted a study of the opinions of secondary mathematics teachers, and William E. Boyd¹¹ used similar techniques in a study of secondary biology teachers.

⁸Edith Lenore McCullough, "Opinions of Beginning High School Business Teachers Regarding Their College Preparation for Teaching," (unpublished Ed.D. dissertation, California State College, 1968).

⁹J. E. Williams, "Opinions of Selected Classroom Teachers Concerning the First Year of Advanced Professional Education," (unpublished Ed.D. dissertation, Indiana University, 1953).

¹⁰D. E. Small, "Opinions of Secondary Mathematics Teachers Concerning the Fifth Year of Training for Mathematics Teachers," (unpublished Ed.D. dissertation, Indiana University, 1955).

¹¹William E. Boyd, "Opinions of High School Biology Teachers Concerning the Fifth Year of Training for Biology Teachers," (unpublished Ed.D. dissertation, Indiana University, 1956).

In 1957, Ernest W. Horn¹² did research in which he investigated the opinions of secondary school social studies teachers relative to the fifth year of teacher education for that group. In 1968, G. E. Castleberry¹³ made a study for the purpose of analyzing opinions held by Oklahoma science teachers and school administrators regarding the fifth-year teacher education programs for science teachers.

Among the above cited studies, only the Castleberry study deals with Oklahoma high school teachers. Although his work was concerned with science teachers, a number of his conclusions could be applied to the teacher education program in the fifth year of business education. Ten of his conclusions are as follows:

1. Graduate work in science should constitute approximately 60 per cent of the fifth-year program for high school science teachers. For teachers teaching a single science area, about 50 per cent of the program should be in that area . . .
2. Approximately 24 per cent of the fifth-year program should be devoted to the areas of professional education. . . .
3. Unrestricted electives should make up about 9 per cent of the program and research about 7 per cent. . . .
5. The advanced methods course should be taught by a person with a combination of science and education background and should be offered by a science

¹²Ernest W. Horn, "An Analysis of the Opinions of Indiana Secondary School Social Studies Teachers Concerning the Fifth Year of Teacher Education," (unpublished Ed.D. dissertation, Indiana University, 1957).

¹³G. E. Castleberry, "An Analysis of Opinions Held By Oklahoma Science Teachers and School Administrators of the Fifth-Year-Graduate Program for Science Teachers," (unpublished Ph.D. dissertation, University of Oklahoma, 1968).

department or by a science department in cooperation with the education department; credit should be given in either department.

9. Instructional methods which emphasize demonstrations, class participation, and the use of audio-visual materials should be used in college classes.
10. Institutions offering a fifth year of teacher education should provide laboratory schools . . . for demonstration, research, and experimentation. The graduate student should have the opportunity to observe and to put into practice new science programs and teaching techniques.
11. Each science department should develop an introductory course in its science area that offers graduate credit, without prerequisites, and which is designed especially for the secondary school science teacher so that he may take, as a part of his program, science courses related to his major.
15. Students should be strongly encouraged (or required) to have at least one year of full-time teaching experience before entering the fifth-year program.
19. The program should be flexible with few specific course requirements in either science or education. Some work in cultural fields outside of science and education should be allowed.
21. Problems of teaching, materials and methods of instruction, educational measurements and evaluation, and guidance, are of more importance among professional education courses listed . . .¹⁴

Literature relative to the types and content of fifth-year programs for teachers covers a wide scope. Types and titles of master's degrees are of diverse types. The master's may be a straight master of arts or master of science degree in a subject field or a master of education degree in professional education utilizing such fields as guidance or administration. Moreover, it may be a graduate program that is

¹⁴Ibid., pp. 153-156.

especially planned and designed for teachers leading to the master of education or master of arts in teaching (M.A.T.) degree in which both professional education and subject field courses are taken. Even in the M.A.T. program area, there are at least two distinct types: (1) those involving further course work in teaching fields and in advanced professional education courses; or (2) those involving subject matter course work, some professional education courses, and "an internship" program.¹⁵

Yale University has announced a major reorganization of its programs that includes the phasing out of its Master of Arts in Teaching program. The M.A.T. program was begun there in 1951 by the president of that university, A. Whitney Griswold. Yale's M.A.T. program was the second of its kind--Harvard's was first--and was important as a model for teacher training leading to improvement of course content in the best high schools, especially in suburban areas. Explaining the reasoning behind the decision to phase out the M.A.T. program, Donald W. Taylor, Dean of the Yale Graduate School, says "Now more than 100 such [M.A.T.] programs exist in this country and it can no longer be claimed that Yale is making a distinctive contribution to public school education through the M.A.T. effort."¹⁶

¹⁵D. F. X. Finnegan, "Why and How of Organizing a Five-Year Program of Teacher Education," National Catholic Educational Association Bulletin, LXI (August, 1964), pp. 184-190.

¹⁶"Reorganization of Yale's Teacher Program," School and Society, XCVIII (April, 1970), p. 208.

The M.A.T. program at the University of Chicago, as cited by Hugo E. Beck, requires two years for completion and is of the internship type. The rationale of the program is expressed in these three statements of basic convictions which underlie the program:

1. Effective teaching requires not only the possession of a substantial body of knowledge in the subject taught but also--and perhaps more important--an understanding of the methods of inquiry through which knowledge in the particular field is discovered, tested, and extended.
2. The practice of teaching can be engaged in on a professional level only when the teacher has developed productive ways of thinking about the learning process, the roles of schools in different social settings, and other problems of education.
3. Proficiency in the arts of teaching is most likely to develop when there is extended opportunity for observation of skilled practitioners, for experience in teaching under varying conditions, and for analysis of observations and experiences in the light both of the particular discipline in which the field of teaching is located and of different philosophies of education and theories of learning.¹⁷

A type of Master of Teaching program is offered by the state colleges of Oklahoma. For several years, the six state colleges in Oklahoma which have served primarily as teachers' colleges wanted to enlarge their respective areas. As early as 1951, at least some of these state institutions entered into a cooperative program in which as many as eight semester hours of work completed on the local campuses were credited

¹⁷Hugo E. Beck, "The Teacher Scholar: A Two-Year Program," Changes in Teacher Education: An Appraisal, National Commission on Teacher Education and Professional Standards, Official Report, 1963 (Washington, D. C.: National Education Association, 1964), pp. 113-115.

toward a master's degree at either the University of Oklahoma or the Oklahoma Agricultural and Mechanical College. By 1953, specific plans were being made to offer a master's degree on the local campuses. In 1954, a program leading to the "Master of Teaching" degree was launched; and from its inception, plans were made to give specific attention and emphasis to the needs of the classroom teacher.¹⁸

Some of the principles and practices which have generally been followed in the master's programs at the state colleges of Oklahoma are these:

1. Teaching experience--At least one year of satisfactory teaching experience is required before the degree is completed.
2. Teaching needs--The program of studies for each teacher is tailor-made to fill the needs of the individual teacher. Accordingly, few courses are required for all teachers.
3. Field of specialization--Additional work is encouraged in the field of specialization in order that the teacher's mastery may be broadened and deepened.
4. General education--Additional work in general education is encouraged.
5. Professional education--Additional work in professional education is provided for, but not to the exclusion of work in the areas of the specialization and general education.
6. Research--Since these teachers will, for the most part, be consumers rather than producers of research they are encouraged to become proficient in the use of research materials. Consequently, no research of thesis proportions is required.
7. Nature of degree--The "Master of Teaching" degree is considered primarily as a terminal program and not as intermediate between the baccalaureate and doctoral.¹⁹

¹⁸James F. Rogers, "Oklahoma's Fifth-Year Program," The Teachers College Journal, XXVIII (October, 1956), p. 8.

¹⁹Ibid.

Further research of the history and development of the Master of Teaching programs at the state colleges of Oklahoma was conducted in 1960 by Raymond Paul Semones.²⁰ Semones examined the status of the programs, considered them in light of the purposes stated for the programs at the initiation, and sought to explain the variations between the two.

Agreement was reached on a number of concepts concerning the content of the fifth year of teacher education at the Fourth Statewide Conference held at Indiana State Teachers College in 1955. A few of the concepts of particular concern in this study include:

1. The program should provide students the opportunity to broaden and to increase their knowledge in teaching fields.
2. The fifth year should broaden the student's understanding of the foundation areas of education in such courses as philosophy and history of education.
3. The fifth year should provide students with the opportunity to broaden their cultural background through general education courses.
4. The program should aim to increase the professional competencies of the classroom teacher, to increase their knowledge in the area of professional education, and to provide the students with the opportunity to critically examine educational theory and method.
5.
6.
7. The program should emphasize advanced methods of teaching and the ability to teach.
8. The fifth-year curriculum should provide broad professional laboratory experiences, especially direct experiences with children.
9.
10.
11.
12. The fifth year should provide the students with a better understanding of the guidance function of a classroom teacher, an understanding of the

²⁰Raymond Paul Semones, "The Master of Teaching Degree at Oklahoma State Colleges," (unpublished Ed.D. dissertation, University of Oklahoma, 1960).

nature of extra class activities, the knowledge of audio-visual education, and an understanding of the role of the teacher in school administration, including finances.²¹

As a result of the 1955 conference, a set of concepts relative to the organization and administration of fifth-year programs was agreed upon and presented. However, no agreement was reached concerning the following:

1. The amount of teaching experience required of individuals entering the fifth-year program.
2. The degree of rigidity that fifth-year programs should maintain.
3. The amount of practical and theoretical research requirements in the fifth year.
4. Whether or not the fifth year should culminate in a master's degree.²²

In 1956, the Commission on Colleges and Universities of the North Central Association adopted a statement of policy regarding the characteristics of graduate study for classroom teachers. The Commission stated that a curriculum heavily weighted with courses in administration is inappropriate as a program for teachers. Furthermore, the Commission stated that a graduate program should involve work at a higher level than that characterizing undergraduate study and that there should be a distinction between a program leading to a master's degree and a program consisting simply of another year of study beyond the baccalaureate degree. The Commission also noted

²¹Howard T. Batchelder, "An Analysis of Outcomes of the Conferences on the Fifth Year of Teacher Education," The Teachers College Journal, XXVII (October, 1955), pp. 6-7.

²²Ibid.

that the master's degree level for teachers is usually terminal as distinguished from graduate work which is a step toward the doctor's degree. Teaching experience was recognized as desirable but not essential. Much emphasis was placed upon the importance of the courses being taught on the graduate level.²³

Many educators have raised the question of the proper length of time that should be established for the completion of a master's degree in business education. Some argue that one year of specialization is perfectly proper for students who have broad preparation in business and nonbusiness subjects and desire to prepare in a single line of work such as accounting. Some argue that not all students are in a position to take two full years to earn an advanced degree and that many could not really put the preparation to good use even if they were financially able to do so. Some, moreover, feel that one year of specialized work could be kept at as high an analytical level as the second year in any M.B.A. program. In both the Gordon-Howell²⁴ and Pierson²⁵ reports of

²³Commission on Colleges and Universities, "Programs of Post-Baccalaureate Study for Teachers," North Central Association Quarterly, XXXI (July, 1956), pp. 29-31.

²⁴Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), pp. 277-279.

²⁵Frank C. Pierson and others, The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959), pp. 265-267.

1959, strong recommendations were made that graduate programs leading to the master's degree in business education be changed to two-year programs. Both reports also recommended that the orientation of the two-year programs should be professional rather than academic in nature.

George J. Hammer²⁶ has proposed an experimental master's program for business education which he says has two primary objectives: (1) the development of excellence in the classroom or in other educational service, and (2) the improvement of the teacher's ability to appraise his own professional needs and to plan for self improvement throughout his professional career.

In addition to Hammer's proposed program, the suggestions by other individuals and educational groups for making improvements in the fifth-year business teacher education programs have been reviewed. The desirability of strengthening the program to serve better the individual needs of those seeking the master's degree is perhaps the most consistent point of agreement. Although general recommendations have been made by a number of authors and educators, the studies by Peterson, Keller, and Bonner were the only evaluations concerned specifically with opinions of a sample of business teachers who have completed the master's degree in business education.

²⁶George J. Hammer, "A Re-Formed Master's Degree Program for Teachers," The Journal of Business Education, XLVI (February, 1971), pp. 186-188.

With these reviewed studies in mind, the present research was proposed. A mailed questionnaire was used to obtain opinions concerning the fifth year of teacher education from secondary school business teachers of Oklahoma who have completed a master's degree program.

CHAPTER III

METHODS AND PROCEDURES

The preliminary step in the formulation of the data-gathering instrument to be used in this study was a thorough review of literature relating to the construction and utilization of research questionnaires. The questionnaires used in similar studies by Boyd¹ and Castleberry² were examined and used as guides in constructing the questionnaires to be used in this research. Throughout the composition of the questionnaires, ideas and suggestions from the Southwestern State College business faculty were sought and utilized. The result was the questionnaire to be used with Oklahoma secondary school business teachers who have completed a fifth-year program (Appendix III). A preliminary study which is discussed later in this chapter was conducted to determine the efficacy of the questionnaire in obtaining the data sought.

Part One of the questionnaire was designed to provide information concerning the character of the sample, primarily

¹ Boyd, op. cit., pp. 85-91.

² Castleberry, op. cit., pp. 167-179.

with respect to education and experience. The responses to each of the items included in Part One of the questionnaires were tabulated and the percentage responding to each item was computed.

Data from Part Two of the questionnaires were tallied and analyzed to obtain a basis for recommendations relative to the graduate education of high school business teachers. For items one through twenty-nine of Part Two, each respondent was requested to answer each of the items from two frames of reference--first, on the basis of his experience with the item in his own graduate education, and secondly, on the basis of his recommendations for a graduate program.

If the respondent felt that in his graduate experience the item was of high value, he was to check column one. If the item was of moderate value, column two; if undecided as to its value, column three; if of little value, column four; if of no value, column five; and if he had had no experience with the item in his graduate studies, he was to check column six.

Each respondent was also asked to check each item on the basis of his recommendations for the fifth-year program for business teachers. In this case, he was to check column one if he agreed completely with the item. He was to check column two if he tended to agree; column three, if he was undecided; column four, if he tended to disagree; and column five, if he disagreed completely.

To obtain a consensus to an item that could then be compared and ranked relative to responses to other items for the purpose of analysis, a measure of central tendency of responses was necessary. An arithmetical mean of the responses to each item was determined. To facilitate the determination of a mean value for the responses to each item, a value was assigned to each response. A value of one was assigned to a response in column one, two to a response in column two, three to a response in column three, four to a response in column four, and five to a response in column five. Column six under the heading "Experience" was not given a value inasmuch as a response in this column denoted "No Experience" with the item.

To find a mean ranking response index for an item, the frequency of responses to an item checked in column one was multiplied by one, the frequency of responses to the item checked in column two was multiplied by two, frequency of responses in column three was multiplied by three, frequency of responses in column four was multiplied by four, and frequency of responses in column five was multiplied by five. These products in each of the five columns were added for an item and the sum was divided by the number of responses to the item. A mean ranking response index was obtained for each item in this manner. Thus, a ranking response index of 1.00 would indicate a "High Value" under "Experience" or "Agree Completely" under "Recommendations." In either case, a ranking index of 1.00 would indicate complete agreement by

all teachers responding. A ranking index of 5.00 would indicate that all the respondents checked "Of No Value," or "Disagree Completely."

For analytical purposes, a ranking index of 2.49 or less was selected as indicating conclusive value or agreement with the item, while a ranking index of 3.51 or greater was selected as indicating conclusive lack of value or disagreement with the item. These values were selected since any combination of two responses less favorable than one, "Agree Completely," and three, "Undecided," gives a ranking index of 2.50 or greater. The same reasoning applies to the use of a value 3.51 or greater for conclusive disagreement. An index of 2.50 to 3.00 denotes inconclusive agreement and 3.00 to 3.50 denotes inconclusive disagreement with an item.

The responses under "Recommendations" on Part Two of the questionnaires were tabulated and analyzed as indicated above. A teacher's experience and the amount of graduate business education completed might affect his recommendation relative to an item; therefore, the responses to the items were also tabulated and analyzed with respect to (1) graduate experience with the item, (2) years of teaching experience, and (3) number of semester hours of graduate business completed.

Questionnaire item thirty of Part Two deals with the percentage of the total fifth-year program to be devoted to the various areas. The responses in each of the areas were tabulated and the means were determined. Since it is possible

that a person's responses might be affected by the number of different courses taught, item thirty was analyzed on the basis of responses of teachers teaching a single course, those teaching two different courses, and those teaching more than two different courses or general business.

Items thirty-one and thirty-two, dealing with the teaching of advanced methods courses, were reported as number of responses and as percentages. Item thirty-three, regarding the need for change at the college level to prepare the high school teacher for new business programs, was reported in the same manner. These items were considered with respect to the number of years of teaching experience of the business teachers to determine whether there was any marked difference in the responses of these groups of teachers.

Responses to Part Three of the questionnaires, dealing with course offerings, were tabulated and the courses were ranked by employing ranking indices. The responses of the teachers to this section were analyzed as to the number of years of teaching experience, number of semester hours of graduate business completed, and whether or not the course had been taken by the respondents.

In Part Four of the questionnaires, respondents were asked to rank the areas or groups of courses referred to in Part Three. A mean rank was determined for each area and the areas were ranked. The responses of the teachers in ranking the areas were considered with respect to the number of years

of teaching experience and the number of semester hours of graduate business completed.

Preliminary Study

To ascertain whether or not usable data could be obtained through the use of mail questionnaires, a preliminary study was conducted with a small sample of business teachers. Twenty-eight business teachers in the secondary schools of Oklahoma who had completed the master's degree constituted the teacher population for the preliminary study. One questionnaire was returned by a teacher who had retired. Twenty-four (88.8 per cent) of the teachers returned usable questionnaires. The good response to these questionnaires indicated that satisfactory returns could be expected from the larger sample. Furthermore, no discrepancies were observed in the responses to the items of the questionnaires and indicated that the items were understood by the population sampled in the preliminary study.

The Population

The population of the study consisted of 306 secondary school business teachers of Oklahoma high schools who have completed a master's degree program and who were teaching during the 1971-1972 academic year.

The list of business teachers holding a master's degree was obtained from the principals of high schools in Oklahoma, personal contact, and the State Department of Education. Each

principal was sent a postage-paid return card requesting the names of business teachers in his system holding a master's degree (Appendix I). Information was obtained from 387 of the high schools in Oklahoma. The responding high school principals indicated that they had 247 business teachers on their staffs who hold the master's degree. The services of the Computer Data Center of the State Department of Education were made available through the courtesy of E. H. McDonald, Deputy Superintendent of the State of Oklahoma and Amos Kimberling, administrator of the Computer Data Center. By analyzing the computer list, an additional 197 business teachers holding master's degrees and teaching in high schools of Oklahoma were added to the master list for a total of 444 business teachers to whom questionnaires were mailed.

Method of Obtaining Data

Each of the 444 secondary school business teachers holding a master's degree was sent a questionnaire, a letter of explanation (Appendix II), and a postage-paid return envelope. Approximately three weeks after the questionnaires were mailed, a reminder postal card was sent to the non-respondents. A new questionnaire was mailed to the remaining non-respondents about two weeks after the first reminders were mailed.

Approximately 54 per cent of the total returned usable questionnaires from Oklahoma high school business teachers were received prior to the mailing of the first reminders. A

total of 21 names of business teachers to whom questionnaires were mailed was removed from the list of potential respondents after questionnaires were returned by superintendents or principals with a notation that the teacher was no longer employed in the public schools of Oklahoma.

A total of 307 usable questionnaires was received from Oklahoma high school business teachers who have completed a master's degree program. This response represents a return of 72.58 per cent from the 423 Oklahoma high school business teachers who received questionnaires.

CHAPTER IV

CHARACTER OF THE SAMPLE

The original teacher sample for this study was composed of 423 high school business teachers in Oklahoma high schools who had been identified as having completed a master's degree program. The teachers in the sample were mailed questionnaires with explanatory letters and stamped return envelopes. The 307 business teachers who returned usable, completed questionnaires provided the data for this study. These 307 teachers, each of whom held a master's degree, represented a return of 72.58 per cent.

The information from the data sheets which accompanied each teacher's questionnaire is shown in Table 1. Respondents were unevenly divided as to sex: 72.96 per cent female to 27.04 per cent male. The experience of the teachers in the sample will be found in item two of Table 1. Those data show that 62.22 per cent of the teachers had taught more than ten years. The data in item three of Table 1 indicate that many of the respondents taught more than one course. The most frequently listed subject was typewriting, with 67.75 per cent of the teachers indicating it to be one of the courses they taught; followed by bookkeeping, with 54.40 per cent; and shorthand, with 48.53 per cent.

TABLE 1.--Data Concerning Business Teachers

| Number | Question | Number Responding | Percentage ^a |
|--------|---|-------------------|-------------------------|
| 1. | Sex: | | |
| | Male | 83 | 27.04 |
| | Female | 224 | 72.96 |
| 2. | Number of years teaching experience: | | |
| | Less than 1 year | 2 | 0.65 |
| | 1 to 3 years | 13 | 4.23 |
| | 4 to 6 years | 46 | 14.98 |
| | 7 to 10 years | 54 | 17.59 |
| | More than 10 years | 191 | 62.22 |
| 3. | Courses taught: | | |
| | Typewriting | 208 | 67.75 |
| | Bookkeeping | 167 | 54.40 |
| | Business Law | 37 | 12.05 |
| | Business English | 25 | 8.14 |
| | Business Math | 37 | 12.05 |
| | Shorthand | 149 | 48.53 |
| | Economics | 30 | 9.77 |
| | Office Machines | 51 | 16.61 |
| | General Business | 84 | 27.36 |
| | Office Practice | 78 | 25.41 |
| | Other Business Courses | 35 | 11.40 |
| 4. | Type of school: | | |
| | Four year high school | 107 | 34.85 |
| | Three year high school | 151 | 49.19 |
| | Six year junior-senior high school | 29 | 9.45 |
| | Other (Junior College) | 19 | 6.19 |
| 5. | High school enrollment in grades 10-12: | | |
| | 0-99 | 37 | 12.05 |
| | 100-499 | 131 | 42.67 |
| | 500-999 | 39 | 12.70 |
| | 1,000 up | 96 | 31.27 |
| 6. | State in which degree obtained: | | |
| | Baccalaureate: | | |
| | Oklahoma | 276 | 89.90 |
| | Other | 30 | 9.77 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|---|----------------------|-------------------------|
| | Highest degree: | | |
| | Oklahoma | 283 | 92.18 |
| | Other | 24 | 7.82 |
| 7. | Teaching plans: | | |
| | Only a few years | 16 | 5.21 |
| | Permanent career | 261 | 85.02 |
| | Undecided | 30 | 9.77 |
| 8. | Number of semester hours of undergraduate business during undergraduate work: | | |
| | Typewriting: | | |
| | None | 14 | 4.56 |
| | 1-10 | 275 | 89.58 |
| | 11-20 | 19 | 5.54 |
| | 21-30 | 1 | 0.33 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Shorthand: | | |
| | None | 35 | 11.73 |
| | 1-10 | 242 | 78.83 |
| | 11-20 | 29 | 9.45 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Accounting: | | |
| | None | 14 | 4.56 |
| | 1-10 | 220 | 71.66 |
| | 11-20 | 65 | 21.17 |
| | 21-30 | 7 | 2.28 |
| | 31-40 | 1 | 0.33 |
| | Over 40 | 0 | 0.00 |
| | Business Law: | | |
| | None | 19 | 6.19 |
| | 1-10 | 278 | 90.55 |
| | 11-20 | 10 | 3.26 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Economics: | | |
| | None | 69 | 22.48 |
| | 1-10 | 202 | 65.80 |
| | 11-20 | 31 | 10.10 |
| | 21-30 | 5 | 1.63 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|---|----------------------|-------------------------|
| | Finance: | | |
| | None | 192 | 62.54 |
| | 1-10 | 108 | 35.18 |
| | 11-20 | 7 | 2.28 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Management: | | |
| | None | 192 | 62.54 |
| | 1-10 | 109 | 35.50 |
| | 11-20 | 6 | 1.95 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Marketing: | | |
| | None | 213 | 69.38 |
| | 1-10 | 93 | 30.29 |
| | 11-20 | 1 | 0.33 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Other: | | |
| | None | 194 | 63.19 |
| | 1-10 | 99 | 32.25 |
| | 11-20 | 12 | 3.91 |
| | 21-30 | 1 | 0.33 |
| | 31-40 | 1 | 0.33 |
| | Over 40 | 0 | 0.00 |
| 9. | Number of semester hours of business taken since completion of the bacca- laureate degree: | | |
| | Typewriting: | | |
| | None | 206 | 67.10 |
| | 1-10 | 101 | 32.90 |
| | 11-20 | 0 | 0.00 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Shorthand: | | |
| | None | 198 | 64.50 |
| | 1-10 | 109 | 35.50 |
| | 11-20 | 0 | 0.00 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|---------------|----------------------|-------------------------|
| | Accounting: | | |
| | None | 156 | 50.81 |
| | 1-10 | 138 | 44.95 |
| | 11-20 | 12 | 3.91 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 1 | 0.33 |
| | Over 40 | 0 | 0.00 |
| | Business Law: | | |
| | None | 231 | 75.24 |
| | 1-10 | 73 | 23.78 |
| | 11-20 | 3 | 0.98 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Economics: | | |
| | None | 168 | 54.72 |
| | 1-10 | 130 | 42.35 |
| | 11-20 | 8 | 2.61 |
| | 21-30 | 1 | 0.33 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Finance: | | |
| | None | 217 | 70.68 |
| | 1-10 | 85 | 27.69 |
| | 11-20 | 5 | 1.63 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Management: | | |
| | None | 192 | 62.54 |
| | 1-10 | 112 | 36.48 |
| | 11-20 | 3 | 0.98 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Marketing: | | |
| | None | 246 | 80.13 |
| | 1-10 | 58 | 18.89 |
| | 11-20 | 3 | 0.98 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|--------------------------------------|----------------------|-------------------------|
| | Other: | | |
| | None | 217 | 70.68 |
| | 1-10 | 76 | 24.76 |
| | 11-20 | 4 | 1.30 |
| | 21-30 | 6 | 1.95 |
| | 31-40 | 2 | 0.65 |
| | Over 40 | 2 | 0.65 |
| 10. | Semester hours of graduate business: | | |
| | Typewriting: | | |
| | None | 209 | 68.08 |
| | 1-10 | 97 | 31.60 |
| | 11-20 | 1 | 0.33 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Shorthand: | | |
| | None | 202 | 65.80 |
| | 1-10 | 104 | 33.88 |
| | 11-20 | 1 | 0.33 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Accounting: | | |
| | None | 169 | 55.05 |
| | 1-10 | 126 | 41.04 |
| | 11-20 | 11 | 3.58 |
| | 21-30 | 1 | 0.33 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Business Law: | | |
| | None | 236 | 76.87 |
| | 1-10 | 69 | 22.48 |
| | 11-20 | 2 | 0.65 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Economics: | | |
| | None | 177 | 57.65 |
| | 1-10 | 121 | 39.41 |
| | 11-20 | 8 | 2.61 |
| | 21-30 | 1 | 0.33 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|--|----------------------|-------------------------|
| | Finance: | | |
| | None | 222 | 72.31 |
| | 1-10 | 81 | 26.38 |
| | 11-20 | 4 | 1.30 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Management: | | |
| | None | 197 | 64.17 |
| | 1-10 | 107 | 34.85 |
| | 11-20 | 3 | 0.98 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Marketing: | | |
| | None | 245 | 79.81 |
| | 1-10 | 60 | 19.54 |
| | 11-20 | 2 | 0.65 |
| | 21-30 | 0 | 0.00 |
| | 31-40 | 0 | 0.00 |
| | Over 40 | 0 | 0.00 |
| | Other: | | |
| | None | 212 | 69.06 |
| | 1-10 | 76 | 24.76 |
| | 11-20 | 11 | 3.58 |
| | 21-30 | 4 | 1.30 |
| | 31-40 | 2 | .65 |
| | Over 40 | 2 | .65 |
| 11. | Type of undergraduate degree: | | |
| | Bachelor of Arts with major or minor in business | 39 | 12.70 |
| | Bachelor of Science with major or minor in business | 164 | 53.42 |
| | Bachelor of Science in Education with major or minor in business | 96 | 31.27 |
| | Other | 8 | 2.61 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|--|----------------------|-------------------------|
| 12. | Institution at which undergraduate degree com- pleted: | | |
| | Type of institution: | | |
| | State University | 56 | 18.24 |
| | State College | 241 | 78.50 |
| | Privately Endowed Uni- versity or College | 10 | 3.26 |
| | Enrollment of institution: | | |
| | Less than 500 | 5 | 1.63 |
| | 500 to 2,499 | 117 | 38.11 |
| | 2,500 to 5,000 | 113 | 36.81 |
| | Over 5,000 | 72 | 23.45 |
| 13. | Type of advanced degree completed or in the process of completing: | | |
| | Master's in business with no education courses | 16 | 5.21 |
| | Master's in education with a major or minor in business | 152 | 49.51 |
| | Master's of teaching with business concen- tration | 102 | 33.22 |
| | Master's in education with no business courses | 26 | 8.47 |
| | Doctorate | 1 | 0.33 |
| | Other (Master's, mainly business with some education | 10 | 3.26 |
| 14. | Date advanced degree granted: | | |
| | Master's: | | |
| | Before 1950 | 18 | 5.86 |
| | 1950-1959 | 73 | 23.78 |
| | 1960-Present | 216 | 70.36 |
| | Doctorate: | 0 | 0.00 |

TABLE 1.--Continued

| Number | Question | Number Responding | Percentage ^a |
|--------|---|----------------------|-------------------------|
| 15. | Institution at which work on master's degree was taken: | | |
| | Type of institution: | | |
| | State University | 119 | 38.76 |
| | State College | 165 | 53.75 |
| | Privately Endowed Uni- versity or College | 23 | 7.49 |
| | Enrollment of institution: | | |
| | Less than 500 | 1 | 0.33 |
| | 500 to 2,499 | 25 | 8.14 |
| | 2,500 to 5,000 | 103 | 33.55 |
| | Over 5,000 | 178 | 57.98 |
| 16. | Institution at which work on doctorate was taken: | | |
| | Type of institution: | | |
| | State University | 49 | 15.96 |
| | State College | 3 | 0.98 |
| | Privately Endowed Uni- versity or College | 3 | 0.98 |
| | Enrollment of institution: | | |
| | Less than 500 | 0 | 0.00 |
| | 500 to 2,499 | 0 | 0.00 |
| | 2,500 to 5,000 | 5 | 1.63 |
| | Over 5,000 | 50 | 16.29 |

^aPercentages based on 307.

Data reflecting the number of different courses taught by respondents are shown in Table 2. Those data show that 17.92 per cent of the business teachers responding taught a single business area exclusively, while 50.81 per cent indicated that they taught more than two business subject areas. Teachers teaching two business areas accounted for 25.08 per cent, and 2.97 reported non-teaching positions at this time.

TABLE 2.--Number of Different Courses Taught by Respondents

| Subject Area Taught | Number Responding | Percentage ^a |
|--------------------------------|----------------------|-------------------------|
| One Business Area | 55 | 17.92 |
| Typewriting | 29 | 9.45 |
| Bookkeeping | 2 | 0.65 |
| Business Law | 1 | 0.33 |
| Business English | 1 | 0.33 |
| Business Math | 3 | 0.98 |
| Shorthand | 10 | 3.26 |
| Economics | 0 | 0.00 |
| Office Machines | 4 | 1.30 |
| General Business | 5 | 1.63 |
| Office Practice | 0 | 0.00 |
| Two Business Areas | 77 | 25.08 |
| One Business and One Other | 10 | 3.25 |
| More Than Two Business Areas | 156 | 50.81 |
| Other (Non-Teaching Positions) | 9 | 2.97 |

^aPercentages based on 307.

The type of school in which respondents taught and the high school enrollment are presented in items four and five of Table 1. The most frequently listed school type was the three year high school, checked by 49.19 per cent of those responding. The data reveal that the largest number of respondents, 42.67 per cent, taught in schools with from 100 to 499 students in grades ten through twelve, while 31.27 per cent indicated that they taught in schools with more than 1,000 students enrolled at the tenth through the twelfth grade level.

The majority of the respondents received their higher education in Oklahoma. The data reveal that 89.90 per cent of the teachers responding received their baccalaureate degrees and 92.18 per cent their highest degrees from Oklahoma universities and colleges. Of the 307 teachers responding, 85.02 per cent indicated that they regarded their teaching as a permanent career, while 5.21 per cent responded that they planned to teach only a few years, and 9.77 per cent indicated that they were undecided as to their future plans.

The undergraduate business education of the teachers responding was quite varied, with the preparation in accounting showing the greatest depth. Of the respondents, 21.17 per cent indicated that they had completed from eleven to twenty hours of accounting, and another 2.61 per cent stated they had taken more than twenty hours in this area. Item eight of Table 1 presents the number of semester hours taken by teachers in the various areas. Those data show that more undergraduate work included a course or courses in typewriting than any other single area, with 91.14 per cent responding that they had taken from one to twenty hours of typewriting as a part of their baccalaureate program. Other areas and the percentage of respondents having had some work in that area are: business law, 93.81 per cent; accounting, 92.83 per cent; shorthand, 88.28 per cent; and economics, 75.90 per cent.

Data found in item nine of Table 1 show a similar pattern in the post-baccalaureate business education of those

teachers responding. Again, accounting showed a higher frequency of course work than other areas, with 48.85 per cent of the respondents noting some course work in the accounting field. Economics was the second most frequently listed area, with 44.90 per cent reporting course work in economics at the post-baccalaureate level.

The number of graduate hours of business education earned by each of the business teachers sampled is presented in item ten of Table 1. Forty-five teachers, 14.67 per cent, indicated that they had completed more than ten hours of graduate work in a single business area. Of these forty-five, twelve completed their work in accounting and nine completed their work in economics.

The types of degrees earned by the business teachers responding and the types of institutions attended will also be found in Table 1, items eleven through sixteen. The data in item eleven show that 53.42 per cent of the undergraduate degrees were earned as bachelor of science degrees with business majors or minors, and 31.27 per cent were earned as bachelor of science in education degrees with business majors or minors. The majority of the baccalaureate degrees, 78.50 per cent, were awarded by the state colleges, as shown in item twelve. The data of item thirteen, dealing with the type of advanced degrees held by the respondents, revealed one hundred and fifty-two persons, 49.51 per cent, held a master's in education with a major or minor in business. One hundred and two respondents, 33.23 per cent, indicated that they held master

of teaching degrees with business concentration. Only one teacher in the sample, 0.33 per cent, indicated nearing completion of a doctorate in business education.

An analysis of the dates on which advanced degrees were awarded shows that 216 respondents, 70.36 per cent, completed their advanced degrees since 1960. Only eighteen of those sampled, 5.86 per cent, earned master's degrees prior to 1950. Data in item fifteen show that more than half, 53.75 per cent, of the master's degrees earned by business teachers in the sample were awarded by the state colleges. Fifty-five respondents, 17.90 per cent, indicated that they had taken or were now taking graduate work in business education that would apply toward the completion of a doctorate program.

Summary

The response of business teachers to the invitation to participate in this research was most gratifying inasmuch as 72.58 per cent of the teachers returned usable questionnaires. In addition, a number of respondents took the time to write additional suggestions for a fifth-year program and to give further encouragement for the completion of this research. The good return from the business teachers in Oklahoma high schools who had completed a master's degree supported the assumption that the desired information could be obtained through a written questionnaire.

The assumption that the teachers in the sample were qualified to provide opinions on the requirements for the

fifth year of graduate education for business teachers was evidenced in several ways. One of the qualifying factors was experience as a teacher in the public schools. More than half of the respondents, 62.22 per cent, had more than ten years' experience as a classroom business teacher. Another 17.59 per cent had from seven to ten years' experience.

Furthermore, the master's degree program had been completed by all of the business teachers in the sample, and another 17.92 per cent had taken work at the doctorate level. The responses from teachers revealed that 62.56 per cent had completed more than eleven hours of undergraduate business in a single business area, and 14.67 per cent had completed more than eleven hours of graduate business in a single business area.

CHAPTER V

GENERAL FINDINGS OF STUDY

The business teachers who participated in this study were asked to respond to twenty-nine statements in Part Two (Part One was personal data) of the questionnaire concerning the fifth year of teacher education for teachers of high school business. Each respondent was asked to answer each of the items from two frames of reference--first, on the basis of his experience with the item in his graduate education, and secondly, on the basis of his recommendations for a graduate program for business teachers. The statements were arranged on the questionnaire so that the respondent had only to check the appropriately headed column to indicate the value of the item in his own graduate experience or the degree of agreement with the item as a recommendation for a graduate program for high school business teachers.

Responses to item thirty were concerned with the percentages of the total fifth-year program to be devoted to the various areas, while items thirty-one and thirty-two dealt with the teaching of the advanced methods courses. The final item of this part of the questionnaire, item thirty-three, dealt with the need for change at the college level to better prepare the high school business teacher for new programs.

Teachers in the sample were asked to rank courses in Part Three that might be offered in a graduate program, and in Part Four they were asked to rank groups of courses from Part Three of the questionnaire.

Analysis of Opinions of Business Teachers
Concerning Statements 1-29 of Part Two

The responses of business teachers concerning their graduate experience with items one through twenty-nine are presented in Table 3. These responses indicated the value the teacher placed on the item in his own graduate experience. The total response to each item, the number responding in each category, the percentage reporting no graduate experience with the item, the ranking index of each item, and the rank according to the ranking index are shown.

Teacher responses to the same twenty-nine items concerning their recommendations relative to the graduate education of the high school business teacher are shown in Tables 4 and 5. The responses of teachers were analyzed on the basis of graduate experience with the item, number of years of teaching experience, and the amount of graduate business that the respondent had completed. The total response to each of the items, the number of responses in each category, the ranking index for all teachers responding, the rank of each statement based on the ranking index for all teachers, the ranking index for teachers indicating no experience with the statement, and the ranking index for teachers indicating graduate experience with the statement are presented in Table 4.

TABLE 3.--Responses of Business Teachers to Part Two Concerning Their Experience with Items 1 through 29 with Ranking Indices to Show Rank of the Item

| | Number of Responses | High Value | Moderate Value | Undecided | Little Value | Of No Value | No Experience with Item | Percentage Reporting No Experience with Item | RANKING INDEX (Graduate Experience with Item) | Rank According to Index |
|---|---------------------|------------|----------------|-----------|--------------|-------------|-------------------------|--|---|-------------------------|
| <u>A. ADMISSION POLICIES</u> | | | | | | | | | | |
| 1. Encourage one year of teaching experience | 307 | 188 | 48 | 4 | 18 | 6 | 43 | 14.01 | 1.51 | 4 |
| 2. Require one year of teaching experience | 304 | 144 | 57 | 26 | 20 | 9 | 48 | 15.79 | 1.80 | 14 |
| 3. Require a Graduate Record Examination score of 900 | 300 | 21 | 49 | 55 | 26 | 32 | 117 | 39.00 | 2.99 | 27 |
| 4. Require undergraduate grade-point average of 2.5 | 305 | 175 | 73 | 8 | 23 | 13 | 13 | 4.26 | 1.72 | 9 |
| <u>B. PURPOSES OF FIFTH-YEAR PROGRAM</u> | | | | | | | | | | |
| 5. Terminal program independent of doctorate prerequisites | 304 | 71 | 63 | 72 | 15 | 28 | 55 | 18.09 | 2.46 | 24 |
| 6. Fifth year of teacher education without awarding of master's | 298 | 9 | 28 | 45 | 34 | 92 | 90 | 30.20 | 3.83 | 29 |
| 7. Enable pursuit of doctorate in business education | 303 | 122 | 59 | 28 | 10 | 8 | 76 | 25.08 | 1.78 | 11 |

TABLE 3.--Continued

| | Number of Responses | High Value | Moderate Value | Undecided | Little Value | Of No Value | No Experience with Item | Percentage Reporting No Experience with Item | RANKING INDEX (Graduate Experience with Item) | Rank According to Index |
|---|---------------------|------------|----------------|-----------|--------------|-------------|-------------------------|--|---|-------------------------|
| C. CURRICULUM | | | | | | | | | | |
| 8. Provide opportunity to improve cultural background | 306 | 117 | 104 | 9 | 29 | 12 | 35 | 11.44 | 1.95 | 15 |
| 9. In-service courses for group study with credit | 307 | 124 | 62 | 7 | 7 | 2 | 105 | 34.20 | 1.52 | 5 |
| 10. General course in school administration | 307 | 84 | 75 | 25 | 26 | 9 | 88 | 28.66 | 2.09 | 17 |
| 11. Formal business courses with emphasis on theoretical skills | 303 | 33 | 99 | 38 | 51 | 39 | 43 | 14.19 | 2.86 | 26 |
| 12. Course in journalism designed for publication sponsors | 304 | 95 | 73 | 11 | 15 | 4 | 106 | 34.87 | 1.79 | 12 |
| 13. Flexible program with few specific course requirements | 306 | 128 | 78 | 17 | 12 | 7 | 64 | 20.92 | 1.73 | 10 |
| 14. Require at least one course in advanced communications | 304 | 115 | 80 | 27 | 15 | 3 | 64 | 21.05 | 1.80 | 13 |
| 15. Provide specially designed advanced business courses | 306 | 154 | 78 | 9 | 6 | 1 | 58 | 18.95 | 1.48 | 3 |
| 16. Provide opportunity for independent study | 305 | 73 | 81 | 42 | 27 | 8 | 74 | 24.26 | 2.20 | 20 |

TABLE 3.--Continued

| | Number of Responses | High Value | Moderate Value | Undecided | Little Value | Of No Value | No Experience with Item | Percentage Reporting No Experience with Item | RANKING INDEX (Graduate Experience with Item) | Rank According to Index |
|---|---------------------|------------|----------------|-----------|--------------|-------------|-------------------------|--|---|-------------------------|
| 17. Provide graduate introductory courses designed for teachers | 304 | 114 | 96 | 17 | 7 | 0 | 70 | 23.03 | 1.65 | 7 |
| 18. Provide advanced courses in methods and improvement of instruction in major areas | 305 | 204 | 56 | 8 | 15 | 1 | 21 | 6.89 | 1.43 | 1 |
| <u>D. OTHER EDUCATIONAL EXPERIENCES</u> | | | | | | | | | | |
| 19. Provide workshops that combine business disciplines | 305 | 121 | 86 | 16 | 9 | 1 | 72 | 23.61 | 1.64 | 6 |
| 20. Provide directed practice teaching at graduate level | 304 | 60 | 47 | 36 | 22 | 12 | 127 | 41.78 | 2.32 | 23 |
| 21. Provide laboratories for using audio-visual materials | 305 | 149 | 68 | 3 | 9 | 1 | 75 | 24.59 | 1.46 | 2 |
| 22. Provide use of laboratory schools for demonstrations | 305 | 99 | 56 | 17 | 9 | 3 | 121 | 39.67 | 1.70 | 8 |
| 23. Include institute-type programs for credit | 306 | 51 | 71 | 50 | 18 | 3 | 113 | 36.93 | 2.23 | 21 |

TABLE 3.--Continued

| | Number of Responses | High Value | Moderate Value | Undecided | Little Value | Of No Value | No Experience with Item | Percentage Reporting No Experience with Item | RANKING INDEX (Graduate Experience with Item) | Rank According to Index |
|--|---------------------|------------|----------------|-----------|--------------|-------------|-------------------------|--|---|-------------------------|
| 24. Require completion of thesis | 306 | 22 | 54 | 39 | 63 | 48 | 80 | 26.14 | 3.27 | 28 |
| 25. Emphasize business research from consumer point of view | 304 | 59 | 108 | 31 | 21 | 6 | 79 | 25.99 | 2.14 | 18 |
| 26. Emphasize educational research from consumer point of view | 306 | 61 | 105 | 47 | 25 | 8 | 60 | 19.61 | 2.24 | 22 |
| 27. Require research project in business education | 305 | 41 | 72 | 49 | 40 | 21 | 82 | 26.89 | 2.68 | 25 |
| 28. Encourage research in specific business area as elective | 305 | 55 | 94 | 31 | 12 | 11 | 102 | 33.44 | 2.16 | 19 |
| 29. Provide for research in business education as elective | 306 | 61 | 99 | 20 | 14 | 6 | 106 | 34.64 | 2.03 | 16 |

TABLE 4.--Responses of Business Teachers to Part Two Concerning Their Recommendations
Relative to Items 1 through 29 with Ranking Indices

| | Number of Responses | Agree Completely | Tend to Agree | Undecided | Tend to Disagree | Disagree Completely | RANKING INDEX for all Teachers | Rank According to Index for all Teachers | RANKING INDEX (No Graduate Experience with Item) | RANKING INDEX (Experience with Item) |
|---|---------------------|------------------|---------------|-----------|------------------|---------------------|-----------------------------------|---|--|---|
| <u>A. ADMISSION POLICIES</u> | | | | | | | | | | |
| 1. Encourage one year of teaching experience | 306 | 202 | 80 | 14 | 9 | 1 | 1.45 | 3 | 1.63 | 1.43 |
| 2. Require one year of teaching experience | 165 | 165 | 68 | 26 | 34 | 12 | 1.89 | 13 | 2.21 | 1.82 |
| 3. Require a Graduate Record Examination score of 900 | 298 | 34 | 56 | 115 | 53 | 40 | 3.03 | 27 | 3.40 | 2.80 |
| 4. Require undergraduate grade-point average of 2.5 | 305 | 165 | 86 | 19 | 24 | 11 | 1.79 | 9 | 2.31 | 1.76 |
| <u>B. PURPOSES OF FIFTH-YEAR PROGRAM</u> | | | | | | | | | | |
| 5. Terminal program independent of doctorate prerequisites | 305 | 84 | 73 | 84 | 48 | 16 | 2.47 | 24 | 2.42 | 2.48 |
| 6. Fifth year of teacher education without awarding of master's | 304 | 26 | 28 | 38 | 99 | 113 | 3.81 | 29 | 4.04 | 3.71 |
| 7. Enable pursuit of doctorate in business education | 305 | 144 | 84 | 47 | 24 | 6 | 1.90 | 14 | 2.36 | 1.75 |

TABLE 4.--Continued

| | Number of Responses | Agree Completely | Tend to Agree | Undecided | Tend to Disagree | Disagree Completely | RANKING INDEX for all Teachers | Rank According to Index for all Teachers | RANKING INDEX (No Graduate Experience with Item) | RANKING INDEX (Experience with Item) |
|---|---------------------|------------------|---------------|-----------|------------------|---------------------|-----------------------------------|---|--|---|
| C. CURRICULUM | | | | | | | | | | |
| 8. Provide opportunity to improve cultural background | 306 | 135 | 115 | 23 | 27 | 6 | 1.87 | 12 | 2.29 | 1.82 |
| 9. In-service courses for group study with credit | 306 | 163 | 114 | 18 | 10 | 1 | 1.60 | 5 | 1.92 | 1.43 |
| 10. General course in school administration | 305 | 117 | 108 | 34 | 39 | 7 | 2.05 | 17 | 2.27 | 1.97 |
| 11. Formal business courses with emphasis on theoretical skills | 303 | 58 | 76 | 55 | 84 | 30 | 2.84 | 25 | 3.16 | 2.79 |
| 12. Course in journalism designed for publication sponsors | 302 | 134 | 104 | 26 | 26 | 12 | 1.93 | 15 | 2.13 | 1.83 |
| 13. Flexible program with few specific course requirements | 306 | 145 | 104 | 25 | 26 | 6 | 1.84 | 10 | 2.33 | 1.71 |
| 14. Require at least one course in advanced communications | 304 | 137 | 96 | 48 | 22 | 1 | 1.86 | 11 | 2.31 | 1.74 |
| 15. Provide specially designed advanced business courses | 306 | 184 | 96 | 18 | 5 | 3 | 1.52 | 4 | 1.90 | 1.43 |
| 16. Provide opportunity for independent study | 304 | 82 | 114 | 69 | 26 | 13 | 2.26 | 22 | 2.59 | 2.15 |

TABLE 4.--Continued

| | Number of Responses | Agree Completely | Tend to Agree | Undecided | Tend to Disagree | Disagree Completely | RANKING INDEX for all Teachers | Rank According to Index for all Teachers | RANKING INDEX (No Graduate Experience with Item) | RANKING INDEX (Experience with Item) |
|---|---------------------|------------------|---------------|-----------|------------------|---------------------|-----------------------------------|---|--|---|
| 17. Provide graduate introductory courses designed for teachers | 303 | 140 | 111 | 43 | 7 | 2 | 1.75 | 7 | 2.17 | 1.62 |
| 18. Provide advanced courses in methods and improvement of instruction in major areas | 304 | 230 | 60 | 9 | 3 | 2 | 1.31 | 1 | 1.48 | 1.30 |
| <u>D. OTHER EDUCATIONAL EXPERIENCES</u> | | | | | | | | | | |
| 19. Provide workshops that combine business disciplines | 302 | 161 | 91 | 43 | 6 | 1 | 1.66 | 6 | 1.99 | 1.56 |
| 20. Provide directed practice teaching at graduate level | 304 | 86 | 83 | 65 | 53 | 17 | 2.45 | 23 | 2.86 | 2.16 |
| 21. Provide laboratories for using audio-visual materials | 306 | 222 | 76 | 4 | 3 | 1 | 1.32 | 2 | 1.37 | 1.30 |
| 22. Provide use of laboratory schools for demonstrations | 305 | 153 | 90 | 50 | 10 | 2 | 1.75 | 8 | 1.98 | 1.59 |
| 23. Include institute-type programs for credit | 305 | 82 | 106 | 100 | 14 | 3 | 2.18 | 20 | 2.29 | 2.12 |
| 24. Require completion of thesis | 305 | 25 | 45 | 59 | 119 | 57 | 3.45 | 28 | 3.83 | 3.32 |

TABLE 4.--Continued

| | Number of Responses | Agree Completely | Tend to Agree | Undecided | Tend to Disagree | Disagree Completely | RANKING INDEX for all Teachers | Rank According to Index for all Teachers | RANKING INDEX (No Graduate Experience with Item) | RANKING INDEX (Experience with Item) |
|---|---------------------|------------------|---------------|-----------|------------------|---------------------|-----------------------------------|---|--|---|
| 25. Emphasize business research from consumer point of view | 304 | 84 | 134 | 61 | 20 | 5 | 2.11 | 19 | 2.33 | 2.03 |
| 26. Emphasize educational research from consumer point of view | 306 | 77 | 126 | 67 | 27 | 9 | 2.23 | 21 | 2.33 | 2.21 |
| 27. Require research project in business education | 305 | 45 | 80 | 82 | 66 | 32 | 2.87 | 26 | 3.44 | 2.66 |
| 28. Encourage research in specific business area as elective | 306 | 83 | 152 | 44 | 19 | 8 | 2.08 | 18 | 2.17 | 2.03 |
| 29. Provide for research in business education as elective | 306 | 92 | 164 | 34 | 9 | 7 | 1.94 | 16 | 2.10 | 1.85 |

TABLE 5.--Ranking Indices for Items 1 through 29 of Part Two According to Teaching Experience and Hours of Graduate Business

| | Ranking Index for Teachers with 1-6 Years Teaching Experience | Ranking Index for Teachers with 7 or More Years Teaching Experience | Ranking Index for Teachers with 0-20 Hours of Graduate Business | Ranking Index for Teachers with 21 or More Hours of Graduate Business | Ranking Index for Teachers with 21 or More Graduate Hours in a Single Business Area |
|---|---|---|---|---|---|
| A. <u>ADMISSION POLICIES</u> | | | | | |
| 1. Encourage one year of teaching experience | 1.38 | 1.47 | 1.43 | 1.47 | 2.00 |
| 2. Require one year of teaching experience | 1.84 | 1.90 | 1.83 | 1.91 | 3.00 |
| 3. Require a Graduate Record Examination score of 900 | 3.03 | 3.03 | 2.88 | 3.11 | 4.00 |
| 4. Require undergraduate grade-point average of 2.5 | 1.74 | 1.80 | 1.60 | 1.89 | 2.50 |
| B. <u>PURPOSES OF FIFTH-YEAR PROGRAM</u> | | | | | |
| 5. Terminal program independent of doctorate prerequisites | 2.50 | 2.47 | 2.46 | 2.48 | 4.50 |
| 6. Fifth year of teacher education without awarding of master's | 3.75 | 3.82 | 3.67 | 3.88 | 4.50 |
| 7. Enable pursuit of doctorate in business education | 1.70 | 1.95 | 1.68 | 2.02 | 2.50 |
| C. <u>CURRICULUM</u> | | | | | |
| 8. Provide opportunity to improve cultural background | 1.98 | 1.84 | 1.84 | 1.88 | 2.00 |

TABLE 5.--Continued

| | Ranking Index for Teachers with 1-6 Years Teaching Experience | Ranking Index for Teachers with 7 or More Years Teaching Experience | Ranking Index for Teachers with 0-20 Hours of Graduate Business | Ranking Index for Teachers with 21 or More Hours of Graduate Business | Ranking Index for Teachers with 21 or More Graduate Hours in a Single Business Area |
|---|--|--|--|--|---|
| 9. In-service courses for group study with credit | 1.68 | 1.58 | 1.62 | 1.59 | 1.50 |
| 10. General course in school administration | 2.10 | 2.04 | 1.89 | 2.14 | 1.50 |
| 11. Formal business courses with emphasis on theoretical skills | 2.95 | 2.81 | 3.07 | 2.72 | 2.00 |
| 12. Course in journalism designed for publication sponsors | 2.17 | 1.88 | 1.74 | 2.04 | 3.00 |
| 13. Flexible program with few specific course requirements | 1.73 | 1.86 | 1.94 | 1.78 | 1.50 |
| 14. Require at least one course in advanced communications | 2.00 | 1.83 | 1.94 | 1.82 | 1.50 |
| 15. Provide specially designed advanced business courses | 1.77 | 1.46 | 1.38 | 1.60 | 2.00 |
| 16. Provide opportunity for independent study | 2.60 | 2.17 | 2.25 | 2.26 | 2.50 |
| 17. Provide graduate introductory courses designed for teachers | 1.98 | 1.69 | 1.61 | 1.82 | 1.50 |
| 18. Provide advanced courses in methods and improvement of instruction in major areas | 1.31 | 1.31 | 1.38 | 1.27 | 2.00 |

TABLE 5.--Continued

| | Ranking Index for Teachers with 1-6 Years Teaching Experience | Ranking Index for Teachers with 7 or More Years Teaching Experience | Ranking Index for Teachers with 0-20 Hours of Graduate Business | Ranking Index for Teachers with 21 or More Hours of Graduate Business | Ranking Index for Teachers with 21 or More Graduate Hours in a Single Business Area |
|---|--|--|--|--|---|
| D. OTHER EDUCATIONAL EXPERIENCES | | | | | |
| 19. Provide workshops that combine business disciplines | 1.85 | 1.61 | 1.68 | 1.65 | 1.50 |
| 20. Provide directed practice teaching at graduate level | 2.67 | 2.39 | 2.43 | 2.46 | 3.50 |
| 21. Provide laboratories for using audio-visual materials | 1.48 | 1.28 | 1.31 | 1.32 | 1.00 |
| 22. Provide use of laboratory schools for demonstrations | 2.00 | 1.68 | 1.64 | 1.81 | 1.50 |
| 23. Include institute-type programs for credit | 2.31 | 2.15 | 2.17 | 2.19 | 2.00 |
| 24. Require completion of thesis | 3.48 | 3.45 | 3.27 | 3.55 | 4.50 |
| 25. Emphasize business research from consumer point of view | 2.16 | 2.09 | 2.12 | 2.10 | 2.00 |
| 26. Emphasize educational research from consumer point of view | 2.30 | 2.22 | 2.17 | 2.26 | 2.00 |
| 27. Require research project in business education | 3.00 | 2.84 | 2.69 | 2.97 | 3.50 |
| 28. Encourage research in specific business area as elective | 2.07 | 2.08 | 2.09 | 2.07 | 2.00 |
| 29. Provide for research in business education as elective | 2.13 | 1.89 | 1.97 | 1.92 | 2.50 |

The ranking indices presented in Table 5 are separated into five categories: those for responses of teachers with one to six years' teaching experience, those for responses of teachers with seven or more years' teaching experience, those for responses of teachers with zero to twenty hours of graduate business, those for responses of teachers with twenty-one or more total semester hours of graduate business, and those for responses of teachers with twenty-one or more semester hours of graduate business in a single business area.

To determine the ranking index for an item, the frequency of responses to the item checked in column one was multiplied by one, the frequency of responses checked in column two was multiplied by two, and so on for each of the five columns. These products in each of the columns were added for an item and the sum was divided by the number of responses to the item to give the ranking index. The ranking index obtained in this manner for each item was used to rank the statements. The statement with the ranking index nearest 1.00 was given the rank order of one inasmuch as this represented the highest value under "Experience" or most nearly complete agreement under "Recommendations." The statements were then ranked progressively down to the statement with a ranking index nearest five, which represented least value or most nearly complete disagreement.

For purposes of analysis, a ranking index of 2.49 or less was selected as indicating conclusive value or agreement

with the item, while a ranking index of 3.51 or greater was chosen as indicating conclusive lack of value or disagreement with the item. These values were selected inasmuch as any combination of two responses less favorable than one, agree completely, and three, undecided, gives a ranking index of 2.50 or greater; while a combination more favorable than five, disagree completely, and three, undecided, gives a value of 3.50 or less.

In the discussion that follows, the statements are listed in rank order based on ranking indices for all teachers as presented in Table 4. Those indices were calculated from the recommendations of all teachers responding to the statements dealing with the graduate education of high school business teachers. Responses to each statement were analyzed, proceeding from the statement with the lowest ranking index (indicating highest value or agreement) to that with the highest ranking index (indicating lowest value or agreement).

Statement 18.--Provide advanced courses in methods and improvement of instruction in major teaching areas.

This statement ranked first with a ranking index for all teachers of 1.31, which indicated conclusive agreement. Of the 304 responses to this item, 290 or 95.4 per cent agreed or tended to agree with the statement. Data in Table 4 show that teachers indicating graduate experience with the item tended to agree slightly more than those indicating no experience, as shown by the indices of 1.30 and 1.48. Data in Table 5 show that the number of years' teaching experience did

not affect the ranking indices of the statement. Ranking indices of the two teaching experience categories, less than seven years and seven or more years, were identical (1.31). Teachers with more than twenty hours of graduate business in a single area showed less tendency to agree with the item than did those with twenty-one or more total hours of graduate business or those with twenty or less hours of business, as shown by ranking indices of 2.00, 1.27, and 1.38 for those three categories. Data in Table 3 show that teachers indicating graduate experience with the statement tended to agree with the item as a recommendation for a graduate program to a greater degree than they valued the item in their own experience, with ranking indices of 1.30 and 1.43. The 1.43 ranking index, however, was the highest value given to experience with an item.

Statement 21.--Provide adequate laboratory facilities so teachers may have experience working with audio-visual materials related to their business area.

A ranking index of 1.32 was calculated for recommendations of all teachers responding, giving the statement a second rank order and indicating conclusive agreement. Of the 306 teachers responding to this item, 298 or 97.4 per cent checked that they agreed completely or tended to agree. Data in Table 4 show that teachers with graduate experience with the item tended to agree with the statement more than did teachers without graduate experience, with indices of

1.30 as compared to 1.37. The value placed on the statement in the teachers' experience (index 1.46) as shown in Table 3 was slightly less than the value given to the statement as a recommendation (index 1.30). The rank order based on the indices, however, was two in each case. Of the 305 teachers responding to the statement, 75 or 24.59 per cent indicated no experience with the item in their graduate work. Data in Table 5 show that teachers with seven or more years' teaching experience tended to agree with the statement more than did teachers with less experience, as indicated by indices of 1.28 and 1.48. Complete agreement, shown by a 1.00 ranking index, was checked by teachers with more than twenty hours of graduate business in a single area. Teachers with twenty-one or more total hours of graduate business and those with zero to twenty hours of graduate business ranked the statement 1.32 and 1.31.

Statement 1.--Encourage graduate students to have at least one full year of full-time teaching experience before entering the fifth-year program.

The ranking index of 1.45 for all teachers responding (Table 4) was taken to indicate conclusive agreement with the statement. The item was ranked third, with 282 or 92.5 per cent of the 306 teachers responding to the statement checking agree completely or tend to agree. Ranking indices of those teachers with graduate experience with the item show that these respondents tended to agree with the item more (index 1.43) than did those with no graduate experience (index 1.63).

As shown by a ranking index of 1.51 (Table 3), the teachers with graduate experience with the item placed a lower value on the item in their graduate experience than they valued the item as a recommendation for a graduate program for high school business teachers. Also, the data show a rank order of four for the item, based on the experience value checked by respondents. Teachers with less than seven years' teaching experience tended to agree with the item as a recommendation more (index 1.38) than did those teachers with seven or more years' teaching experience (index 1.47), as shown in Table 5. Teachers with twenty or less hours of graduate business and teachers with twenty-one or more total hours of graduate business tended to agree with the statement to a greater degree than did those teachers having twenty-one or more hours of graduate business in a single area, as shown by indices of 1.43, 1.47, and 2.00 calculated for these three categories.

Statement 15.--Provide advanced courses in business designed especially for high school teachers.

The ranking index for all teachers responding to this statement was calculated to be 1.52 which gave it a rank order of four and indicated conclusive agreement with the statement. As shown in Table 4, agree or tend to agree was checked by 280 or 91.5 per cent of the 306 teachers responding to this item. Teachers indicating experience with the item tended to agree (index 1.43) to a greater extent than did those without the experience (index 1.90). As indicated

by data in Table 3, the statement ranked third in value in the teachers' experience. The ranking index of 1.48 calculated from values checked by teachers with experience with the item shows a slight tendency of this group to agree with the item more than did the total respondents. Teachers with seven or more years' teaching experience tended to agree with the statement to a greater degree than did those with less experience, as shown by indices of 1.46 and 1.77 in Table 5. Teachers with twenty hours or less of graduate business and those with more than twenty total hours of graduate business tended to agree with the statement more (indices 1.38 and 1.60) than did teachers having twenty-one or more hours of graduate business in a single area (index 2.00).

Statement 9.--Provide in-service courses for individual or group study of local business education problems for which credit is given.

The ranking index of 1.60 for all teachers responding was taken to indicate conclusive agreement with the statement. The item was ranked fifth with 277 or 90.5 per cent of the 306 respondents checking agree completely or tend to agree. Data in Table 4 show that teachers with graduate experience with the item show a greater tendency to agree with the statement than did those without experience, with indices of 1.43 and 1.92. Data in Table 3 show that teachers indicating graduate experience with the item tended to agree with the statement as a recommendation to a greater degree than the

value they placed on the item in their own graduate programs, showing ranking indices of 1.43 as compared to 1.52. Of the 307 teachers responding to this statement, 105 or 34.20 per cent indicated no experience with the item in their graduate experience. The rank order for the value given to the item according to experience was also five. Teachers with seven or more years' teaching experience tended to agree slightly more (index 1.58) than did teachers with fewer than seven years' teaching experience (index 1.68), as shown by data in Table 5. Those respondents having twenty-one or more hours in a single business area tended to agree with the statement slightly more than either those teachers having more than twenty total hours of graduate business or those having twenty hours or less, as shown by the ranking indices of 1.50, 1.59, and 1.62 for the three categories.

Statement 19.--Provide workshops that combine the business disciplines for a better understanding of their interdependence.

This statement ranked sixth. Of the 302 individuals responding to this statement, 252 or 83.4 per cent agreed or tended to agree, giving a ranking index of 1.66. Again, the teachers having graduate experience with the item tended to agree more (index 1.56) than did those teachers without the experience (index 1.99), as shown in Table 4. Although the item was also given the rank order of six in Table 3, based on the value given the item in the respondents' experience, the ranking index of 1.64 showed that those teachers with

experience tended to agree with the statement as a recommendation for a graduate program to a greater degree than the value they placed on the item in their own experience. Data in Table 5 show that teachers with seven or more years' experience tended to agree with the item more (index 1.61) than did teachers with less experience (index 1.85). Teachers who had twenty-one or more graduate hours in a single business area had a ranking index of 1.50, indicating a greater degree of agreement with the item than that expressed by teachers with twenty-one or more total hours of graduate business or those with twenty hours or less of graduate business which had indices of 1.65 and 1.68 respectively.

Statement 17.-- Provide introductory courses in business which are related to the major area and which offer graduate credit, without prerequisites, and are prepared especially for high school teachers.

A ranking index of 1.75 was calculated for recommendations of all teachers. This index indicated conclusive agreement and gave the statement a rank order of seven. As shown in Table 4, 251 or 82.8 per cent of the 303 teachers responding to this item checked agree completely or tend to agree. Teachers who indicated graduate experience with the item tended to agree to a greater degree (index 1.62) than did teachers without the experience (index 2.17). Data in Table 3 show that the ranking indices based on the value of the item in the teachers' programs was 1.65, and the rank

order was seven, the same rank as was given by all teachers responding. The calculated ranking index for teachers with seven or more years' teaching experience, shown in Table 5, was 1.69, indicating that the more experienced respondents tended to agree with the item as a recommendation more than did teachers with less than seven years' teaching experience (index 1.98). Individuals with twenty-one or more hours of graduate business in a single area tended to agree with the item more (index 1.50) than did those with twenty hours or less of graduate work (index 1.61) or those with twenty-one or more total hours of graduate business (index 1.82).

Statement 22.--Provide the use of laboratory schools (public or college connected) for demonstration, research, and experimentation.

A ranking index of 1.76, found in Table 4, for this statement gives it a rank order of eighth and was interpreted to indicate conclusive agreement. Those data show that the individuals with experience with the item in their graduate work tended to agree with the item as a recommendation more (index 1.59) than did those individuals who indicated no experience (index 1.98). Data in Table 3 show that of the 305 respondents to this item, 121 or 39.67 per cent checked no experience with the item in their graduate work. Those respondents with graduate experience valued the item less in their experience than they expressed as a recommendation for a graduate program, as shown by indices of 1.70 for experience and 1.59 for the recommendation. The rank order for the

experience value was also eight, however. According to data in Table 5, respondents with twenty-one or more hours of graduate business in a single area tended to agree with the item more (index 1.50) than did teachers with twenty hours or less (index 1.64) or those with twenty-one or more total hours (index 1.81). The individuals with more teaching experience gave the item a higher value (index 1.68) than did those with less than seven years' teaching experience (index 2.00). Of the 305 teachers who responded to this statement, 243 or 79.7 per cent indicated that they agreed completely or tended to agree with the item as a recommendation for a graduate program for high school business teachers.

Statement 4.--Require a grade-point average of 2.5 or better on undergraduate work for admission to the fifth-year study.

This statement was ranked ninth, based on the ranking index calculated from the responses of all teachers in this study. The ranking index of 1.79, shown in Table 4, was taken to indicate conclusive agreement with the statement as a recommendation for a graduate program. Those data reveal that 251 or 82.3 per cent of the 305 individuals responding to this statement agreed or tended to agree with the item. Respondents who indicated graduate experience with the item tended to agree considerably more than those who indicated no experience, as shown by indices of 1.76 as compared to 2.31. Data in Table 3 show that the statement was also ranked ninth

according to the value respondents placed on the item based on their graduate experience. The ranking index calculated for the value placed on the item in the teachers' experience, 1.72, compares closely with the ranking index of 1.76 calculated from recommendations of these same respondents. As shown in Table 5, teachers with less than seven years' teaching experience tended to agree more (index 1.74) than did those with more experience (index 1.80). Individuals with zero to twenty hours of graduate business tended to agree with the item more (index 1.60) than did those with twenty-one or more total hours of graduate business (index 1.89). Individuals with twenty-one or more hours of graduate business in a single area tended to agree with the item less (index 2.50) and the responses were taken to indicate inconclusive agreement from these respondents. Of the 292 teachers indicating experience with this item, 248 or 84.9 per cent indicated that it had a high value or moderate value in their fifth-year of teacher education.

Statement 13.--Plan a flexible program with few specific course requirements in either business or education so that a graduate student may elect those courses which best meet his needs.

Data in Table 4 show a ranking index of 1.84 for all teachers responding to the statement. This ranking index was interpreted as conclusive agreement and gave the statement a rank order of tenth. Of the 306 individuals responding, 249 or 81.4 per cent agreed or tended to agree with the statement.

Teachers who indicated that they had experienced a flexible program in their graduate work agreed with the item to a greater degree than did those without the experience, with indices of 1.71 as compared to 2.33. The value the teachers placed on the statement in their graduate experience shows a ranking index of 1.73 which gave the item a rank order of tenth in that category also. Respondents who had completed twenty-one or more hours of graduate business in a single area tended to agree with the flexible program more (index 1.50) than did those with twenty-one or more total hours of graduate business (index 1.78) or those with twenty hours or less of graduate business (index 1.94), as shown in Table 5. Those teachers with six or fewer years' teaching experience tended to value the recommendation slightly more (index 1.73) than did those with seven or more years' teaching experience (index 1.86).

Statement 14.--Require at least one course in advanced business communications, regardless of teaching field.

This statement ranked eleventh with a ranking index of 1.86 for the recommendations of all teachers, which indicated conclusive agreement with the item. Based on the responses of 304 teachers, 233 or 76.6 per cent agreed or tended to agree with the statement. The data in Table 4 show that teachers indicating experience with the item tended to agree with the item as a recommendation more than did the teachers who had no experience, as shown by indices of 1.74

and 2.31. Data in Table 3 show a ranking index of 1.80 and a rank order of thirteen for the value placed on the item in the experience of those teachers, indicating the placement of less value on the item in the respondents' experience than as a recommendation for a fifth-year business education program. Data in Table 5 show a greater degree of agreement from teachers who had twenty-one or more hours of graduate business in a single area (index 1.50) than those with twenty-one or more total hours (index 1.82) or those with zero to twenty hours (index 1.94). Teachers with seven or more years' teaching experience also tended to agree with the statement more (index 1.83) than did those with six or fewer years of experience (index 2.00).

Statement 8.-- Provide teachers of high school business with an opportunity to improve their cultural backgrounds by taking some work in cultural fields outside the business and professional educational areas.

The ranking index of 1.87 for all teachers responding to the statement indicated conclusive agreement and gave the item a rank of twelve, as shown by data in Table 4. Of the 306 teachers responding to the item, 250 or 81.7 per cent checked that they agreed or tended to agree. Again, those having experience with the item tended to agree considerably more than did teachers without the experience, as evidenced by indices of 1.82 and 2.29. Those teachers having experience with the item tended to agree with the statement more

as a recommendation (index 1.82) than they valued it in their graduate experience (index 1.95), as shown in Table 3. The rank order of this item, based on experience value, dropped to fifteen. Teachers who have taught seven or more years tended to agree with the item more (index 1.84) than did the teachers who have taught six or fewer years (index 1.98), as shown in Table 5. Data also show that respondents with the fewest number of graduate hours tended to agree most often with the item, with a rating index of 1.84 being shown for teachers with zero to twenty hours of business at the graduate level; 1.88 for those with twenty-one or more total graduate business hours; and 2.00 for those with twenty-one or more graduate business hours in a single area.

Statement 2.--Require students to have at least one full year of full-time teaching experience before entering the fifth-year program.

This statement was ranked thirteenth, based on the ranking index of 1.89 for all teachers responding. Data in Table 4 show that of the 305 teachers responding to this item, 233 or 76.4 per cent agreed or tended to agree. The overall index of 1.89 was taken to indicate conclusive agreement with the statement. Teachers indicating experience with the item tended to agree more (index 1.82) than did those without the experience (index 2.21). Data in Table 3 show a value of 1.80 given to the item in the experience of those responding, and the rank order for the item dropped from the

overall rank order of thirteenth to fourteenth. According to indices shown in Table 5, teachers with zero to twenty hours of graduate business and those with twenty-one or more total hours of graduate business (indices of 1.83 and 1.91) tended to agree with the item much more than did those with twenty-one or more hours of graduate work in a single business area (index 3.00). The latter category was the only one to indicate inconclusive agreement. Teachers with six or fewer years' teaching experience tended to agree with the requirement more (index 1.84) than did teachers with seven or more years' teaching experience (1.90). Forty-two (13.8 per cent) of teachers who responded to this item indicated the need for more than one year of required teaching experience before entering the fifth-year program. The range of suggestions was from two to four years teaching experience, with a mean of 2.26 years.

Statement 7.--The fifth-year program should be so designed that completion of the program will enable the person to pursue the doctorate in business education.

This statement ranked fourteenth with a ranking index of 1.90 for all teachers responding, which indicated conclusive agreement with the item. Data in Table 4 show that 228 or 74.8 per cent of the 305 persons responding to this item agreed or tended to agree, and another 47 persons (15.4 per cent) were undecided. Respondents with experience with the item tended to agree to a greater extent (index 1.75) than did those without the experience (index 2.36). Data in Table

3 show a ranking index of 1.78 and a rank order of eleven for the value placed on the item in the experience of respondents. Of the 303 teachers who responded to this item, 76 or 25.08 per cent indicated no experience with the item in their own graduate programs. Teachers with six or fewer years' teaching experience tended to agree with the item slightly more than did those with more experience, as shown by indices of 1.70 and 1.95. Data in Table 5 also show that teachers having completed zero to twenty hours of graduate business tended to agree with the item as a recommendation much more than did those teachers having completed twenty-one or more hours of graduate business in a single area, as shown by indices of 1.68 and 2.50. Teachers with twenty-one or more total hours of graduate business rated the item almost midway between the first two categories, with an index of 2.02.

Statement 12.--Provide courses in journalism that are especially designed to meet the needs of high school business teachers who sponsor publications.

The ranking index of 1.93 for all teachers responding to this item indicated conclusive agreement and gave a rank order of fifteen to the statement. Based on responses of 302 individuals to this item, 238 or 78.8 per cent checked that they either agreed completely or tended to agree. Data in Table 4 show that those who had experience with specially designed journalism courses tended to agree more (index 1.83) than did those who had no experience (index 2.13). Data in

Table 3 show that of the 304 respondents to this statement, 106 or 34.87 per cent indicated no experience with the item during their graduate programs. Those data also show a ranking index of 1.79 based on the value of the item in the teachers' graduate programs, a slightly higher value than that given to the item as a recommendation for a fifth-year program, as shown in Table 4. The item ranked twelfth based on the experience value of the item, three levels higher than the rank order given to the overall recommendations for all teachers responding. Of the 198 persons who indicated experience with the item, 168 or 84.8 per cent assigned a value of high or moderate value to the item in their own programs. As shown by data in Table 5, teachers having taught seven or more years tended to agree more with the item than did those teachers having taught less than seven years, as evidenced by indices of 1.88 and 2.17. Teachers with zero to twenty hours of graduate business tended to agree more (index 1.74) than did those with twenty-one or more total hours of graduate business (index 2.04) or those with twenty-one or more hours of graduate business in a single area (index 3.00). The index of 3.00 was the only one of the indices to be interpreted as inconclusive.

Statement 29.--Provide for research in business education to be taken for credit on an elective basis.

The ranking index of 1.94 for all teachers responding to this statement gave the item a rank order of sixteenth

and indicated conclusive agreement. According to data shown in Table 4, 256 or 83.7 per cent of the 306 respondents to the item agreed completely or tended to agree. Individuals indicating experience with the item in their own graduate programs tended to agree more (index 1.85) than did those without the experience (index 2.10). Data in Table 3 show that teachers indicating graduate experience with the item tended to agree with the statement as a recommendation to a greater degree (index 1.85) than the value they placed on the item in their own graduate experience (index 2.03). The rank order based on the indices was twelve in both categories, however. Of the 306 persons responding to this item, 106 or 34.64 per cent indicated no experience with the item. Of the 200 who indicated experience, 160 or 80.0 per cent assigned a high or moderate value to the item in their own graduate programs. Teachers having taught seven or more years tended to agree with the elective business education research more (index 1.89), as shown in Table 5, than did those teachers having taught six or less years (index 2.13). Teachers who have completed twenty-one or more total hours in graduate business and those having zero to twenty hours of graduate business tended to agree with the statement as a recommendation for a fifth-year program more than did those teachers with twenty-one or more graduate hours in a single business area, as seen in the indices of 1.92, 1.97, and 2.50 for these three categories. The indices of all categories except

for that of responses of persons with twenty-one or more graduate hours in a single business area were interpreted to indicate conclusive agreement with the item.

Statement 10.--Provide a general course in school administration to give teachers a better understanding of the job of the school superintendent and principal.

Data in Table 4 show a ranking index of 2.05 for all teachers responding to this item, which indicated conclusive agreement of the respondents. The rank order for the item was seventeen. Teachers who had experience with the item tended to agree slightly more (index 1.97) than did those without the experience (index 2.27). According to data shown in Table 4, 225 or 73.8 per cent of the 305 teachers responding to this item agreed completely or tended to agree. Data in Table 3 show that those teachers having experience with the item tended to agree with the item as a recommendation for a graduate program for high school business teachers to a greater degree (index 1.97) than they valued it in their own graduate experience (index 2.09). Of the 307 persons who responded to this statement, 88 or 28.66 per cent indicated a lack of experience with the item in their graduate programs. The rank order in each of the categories, however, was seventeen. As shown in Table 5, teachers with seven or more years' teaching experience and those with six or less years' teaching experience rated the item closely as shown by indices of 2.04 and 2.10 respectively. Individuals who have completed twenty-one or more hours of graduate work in a single business area

tended to agree more (index 1.50) than did those with zero to twenty hours of graduate business (index 1.89) or those with twenty-one or more total hours of graduate business (index 2.14).

Statement 28.--Encourage research in a specific business area for credit on an elective basis.

This statement ranked eighteenth with a ranking index of 2.08 from all teachers responding, indicating conclusive agreement with the item. Table 4 presents data which show that of the 306 teachers responding to this item, 235 or 76.8 per cent agreed completely or tended to agree. Teachers with graduate experience with the item tended to agree to a slightly greater degree than did teachers without experience, as evidenced by indices of 2.03 and 2.17. Data in Table 3 show that those teachers having had experience with the item tended to value the statement a little less (index 2.16) than they agreed with it as a recommendation for a graduate program (index 2.03). The rank order, based on the value given the item in the respondents' experience, was nineteen. Of the 305 individuals responding to this statement, 33.44 per cent indicated no experience with the item in their graduate work. High or moderate value was assigned the item by 78.8 per cent of the teachers who indicated experience with the statement. In Table 5, data show that the number of years teaching experience did not affect responses significantly, inasmuch as teachers with less than seven years' teaching

experience and teachers with seven or more years' teaching experience showed ranking indices of 2.07 and 2.08 for this item. Respondents with twenty-one or more hours of graduate work in a single business area tended to favor the item as a recommendation more (index 2.00) than did those respondents who had twenty-one or more total hours of graduate business or those with twenty or less hours of graduate business (indices 2.07 and 2.09).

Statement 25.--Emphasize business research from point of view of preparing high school teachers to become intelligent consumers of such research.

This statement ranked nineteenth. The ranking index of 2.11 for all teachers responding to this item indicated conclusive agreement. Based on recommendations of the 304 respondents, 218 or 71.7 per cent agreed or tended to agree with the item and another 61 or 20.0 per cent were undecided. Teachers who indicated experience with the item tended to agree with the statement more (index 2.03) than did those teachers who indicated no experience with the item (index 2.33), as shown in Table 4. Teachers having had experience with the item tended to agree with the statement to a greater extent as a recommendation than they valued it in their own graduate work, with indices of 2.03 and 2.14 as shown in Table 3. The statement ranked eighteenth in value in the graduate experience of the respondents. Of the 304 persons checking this item, 79 or 25.99 per cent indicated a lack of

experience with the item in their own graduate programs. The more experienced teachers tended to agree with the item to a greater degree (index 2.09) than did teachers with six or fewer years' teaching experience (index 2.16), as shown in Table 5. Teachers with twenty-one or more hours of graduate work in a single business area assigned the item a higher value (index 2.00) than did those teachers with twenty-one or more total hours of graduate business or those teachers with zero to twenty hours of graduate business (indices of 2.10 and 2.12).

Statement 23.--Include programs designed outside the regular class structure with institute-type programs.

Data in Table 4 show a ranking index of 2.18 for all teachers responding to this statement. This index was taken to indicate conclusive agreement and gave the statement a rank order of twenty. Agree completely or tend to agree was checked by 188 respondents or 61.6 per cent of the 305 who responded to this statement. Almost one-third of the respondents (32.8 per cent) indicated that they were undecided as to the value of the item as a recommendation for a graduate program for high school business teachers. Individuals who had experience with the item gave the statement a ranking index of 2.12 as a recommendation, while they valued the item slightly less in their own graduate experience, as shown by the ranking index of 2.23 shown in Table 3. The rank order based on the value placed on the item in the experience of

the respondents was twenty-one. Teachers without experience with the statement tended to favor the item as a recommendation slightly less than those with experience, as indicated by an index of 2.29. Based on the 306 total responses to this item, shown in Table 3, 113 or 36.93 per cent checked a lack of experience with the item in their respective graduate programs. Indices in Table 5 show that teachers with seven or more years' teaching experience tended to agree with the statement more than did those with six or fewer years' experience, as evidenced by indices of 2.15 and 2.31. Teachers with twenty-one or more hours of graduate work in a single business area agreed slightly more (index 2.00) than did those with twenty-one or more total hours of graduate business (index 2.19) or those with twenty or fewer hours of graduate business (index 2.17).

Statement 26.--Emphasize educational research from point of view of preparing teachers to become intelligent consumers of such research.

Of the 306 teachers responding to this statement, 203 or 66.3 per cent agreed or tended to agree. The data in Table 4 show that the overall ranking index was 2.23, which gave the item the rank order of twenty-one. The teachers who had experience with the item tended to agree with the item more than did those who had not had the experience, with the indices calculated to be 2.21 and 2.33. Sixty-seven respondents (21.9 per cent) were undecided as to the value they would assign this item as a recommendation for a fifth-year

program for high school business teachers. The value assigned to the item in the teachers' experience, shown in Table 3, was given a calculated ranking index of 2.24 and a rank order of twenty-two. Respondents who had twenty-one or more hours of graduate work in a single business area tended to value the statement as a recommendation more than did respondents who had twenty or fewer hours of graduate business or those with twenty-one or more total hours of graduate business, as shown by indices in Table 5 of 2.00, 2.17, and 2.26. Individuals with seven or more years' teaching experience tended to agree with the item slightly more (index 2.22) than did those individuals with six or fewer years' teaching experience (index 2.30).

Statement 16.--Include at least one independent study.

This statement ranked twenty-second. Of the 304 persons responding to this statement, 196 or 64.5 per cent agreed completely or tended to agree. Another 69 or 22.7 per cent were undecided as to the value they would place on the item as a recommendation for business teacher education programs at the master's level. The ranking index of 2.26 for all teachers responding placed this statement in the conclusive agreement category, as shown in Table 4. Teachers with experience with the item tended to agree with the statement more as a recommendation (index 2.15) than they valued it as a part of their own graduate experience (index 2.20). The item ranked twenty based on the experience value assigned to

the statement, as seen in Table 3. Teachers with twenty or less hours of graduate business and those with twenty-one or more total hours of graduate business gave the item its highest degree of agreement (indices 2.25 and 2.26), while those teachers with twenty-one or more graduate hours in a single business area gave the item a rank index of 2.50, an index above the 2.49 level and thus taken to indicate inconclusive agreement. The more experienced teachers, those with seven or more years' teaching experience, tended to agree with the statement more (index 2.17) than did those teachers with six or fewer years' teaching experience (index 2.60).

Statement 20.--Provide opportunities for the graduate student to apply and extend his professional competence through directed practice teaching at the graduate level.

This statement was ranked twenty-third, based on the ranking index calculated from the responses of all teachers in the study. The ranking index of 2.45 shown in Table 4 was interpreted to indicate conclusive agreement with the statement. Of the 304 responses to this item, 55.6 per cent agreed or tended to agree, 21.4 per cent were undecided, and 23.0 per cent disagreed or tended to disagree. Teachers who had graduate experience with the item had a calculated index of 2.16, which was taken to indicate conclusive agreement with the statement. Teachers without graduate experience, on the other hand, had a calculated ranking index of 2.86, which was taken to indicate inconclusive agreement. The teachers with

experience with the item tended to agree with the statement as a recommendation for a graduate program more than they valued the item in their experience. The data in Table 3 show a ranking index of 2.32 for the value placed on the item in the teachers' experience. The rank order was twenty-three in this category also. Of the 304 responses shown in Table 3, 127 or 41.78 per cent indicated no experience with the item in their own graduate work. Data in Table 5 show that those respondents with zero to twenty hours of graduate work and teachers with seven or more years' teaching experience tended to agree more than did the other categories. Teachers with twenty-one or more hours of graduate study in a single business area and teachers with six or fewer years' teaching experience each expressed inconclusive agreement with the item, as shown by calculated ranking indices of 3.50 and 2.67 for these two categories.

Statement 5.--The fifth-year program should be a terminal program independent of providing prerequisites for study at the doctoral level.

The data in Table 4 show that 157 or 51.5 per cent of the 305 teachers responding to this item agreed or tended to agree, 27.5 per cent were undecided, and 21.0 per cent disagreed or tended to disagree. The overall ranking index of 2.47 was taken to indicate conclusive agreement, though the index was near the limit of 2.49. This statement had a rank order of twenty-four. Teachers having had no graduate experience with the item tended to agree slightly more (index 2.42)

than did those teachers with graduate experience with the item (index 2.48). Data in Table 3 show a ranking index of 2.46 calculated from values checked by teachers who had experience with the item in their own graduate work. The rank order in this category was also twenty-four. As shown by data presented in Table 5, conclusive agreement with the statement was shown by teachers with seven or more years' teaching experience (index 2.47), by teachers who had completed twenty or fewer hours of graduate business (index 2.46), and by teachers who had completed twenty-one or more total hours of graduate business (index 2.48). Inconclusive agreement was shown by the ranking index of 2.50 calculated from responses of teachers with six or fewer years' teaching experience. Conclusive disagreement was evidenced by the ranking index of 4.50 calculated from responses of teachers who had completed twenty-one or more hours of graduate work in a single business area.

Statement 11.--Provide formal business courses which place emphasis on theoretical skills without reference to classroom teaching.

The ranking index of 2.80 for all teachers responding to this item was taken to indicate inconclusive agreement, and give the statement a rank order of twenty-five. Data in Table 5 show that of the 303 responses to this statement, 134 or 44.2 per cent agreed or tended to agree, 18.2 per cent were undecided, and 37.6 per cent disagreed or tended to

disagree. Teachers indicating no graduate experience with the item tended to agree with the statement less as a recommendation (index 3.16) than did those teachers indicating graduate experience (index 2.79). According to data presented in Table 3, the teachers with graduate experience with the item placed a slightly lower value on the item in their own graduate experience (index 2.86) than they agreed with it as a recommendation for a fifth-year program, and gave it a rank order of twenty-six. Only one of the five categories shown in Table 5 had a ranking index interpreted as conclusive agreement with the statement. Teachers having twenty-one or more hours of graduate work in a single business area had a ranking index of 2.00. Inconclusive agreement was shown by both of the teaching experience categories (indices 2.95 and 2.81), and by the category of responses from teachers with twenty-one or more total hours of graduate business (index 2.72). Inconclusive disagreement was shown by the 3.07 index calculated from responses of those teachers with twenty or fewer graduate business hours.

Statement 27.--Require that the graduate student conduct a research project in business education.

As shown in Table 5, a rank of twenty-six was given to this statement. Of the 305 teachers responding, 125 or 41.0 per cent agreed or tended to agree with the statement, 32.1 per cent disagreed or tended to disagree, and 26.9 per cent were undecided as to the degree of agreement with the item.

An overall ranking index of 2.87 was calculated which indicated inconclusive agreement with the statement. Teachers without graduate experience with the item tended to disagree with it to a greater degree (index 3.44) than did those teachers who had graduate experience (index 2.66). Data in Table 3 show that 82 respondents, 26.89 per cent, had no graduate experience with the item. These data further show that teachers with experience assigned a value ranking index of 2.68 and gave the item a rank order of twenty-five. Four of the five categories in Table 5 showed ranking indices of from 2.69 to 3.00, all of which were taken to indicate inconclusive agreement with the statement. The greatest degree of disagreement came from teachers with twenty-one or more hours of graduate work in a single business area with a calculated ranking index of 3.50 denoting inconclusive disagreement and extremely close to the 3.51 level established for conclusive disagreement.

Statement 3.--Require a score of 900 or more on the Graduate Record Examination for admission to the fifth-year program.

This statement was ranked twenty-seventh with an overall ranking index of 3.03 which was interpreted to indicate inconclusive disagreement with the item. As shown by data in Table 4, of the 298 responses to this statement, 90 or 30.2 per cent agreed or tended to agree, 38.6 per cent were undecided, and 31.2 per cent disagreed or tended to disagree.

Teachers with graduate experience with the statement tended to agree to a greater extent (index 2.80) than did those without the graduate experience (index 3.40). Those teachers with graduate experience also tended to agree with the item to a greater degree as a recommendation than they found it of value in their experience (index 1.85), as shown in Table 3. Data show that 117 persons (39.0 per cent) indicated a lack of graduate experience with this item. Data in Table 5 reveal that teachers with seven or more years' teaching experience tended to agree more (index 2.84) than did teachers with six or fewer years' teaching experience (index 3.00). Teachers who had twenty or fewer hours of graduate business tended to agree slightly more (index 2.69) than did those teachers who had twenty-one or more total hours of business at the graduate level (index 2.97), and considerably more than teachers who had twenty-one or more graduate hours in a single business area (index 3.50).

Statement 24.--Require the completion of a thesis for the master's degree.

This statement ranked twenty-eighth. Table 4 shows an overall ranking index of 3.45 which was taken to indicate inconclusive disagreement with the statement. While 57.7 per cent of the 305 teachers who responded to the item disagreed or tended to disagree, only 23.0 per cent agreed or tended to agree. Those who were undecided accounted for 19.3 per cent. Teachers without graduate experience disagreed to a greater degree (index 3.83) than did teachers with the experience

(index 3.32). Data in Table 3 reveal that 26.14 per cent of the respondents had no experience with the item in their own graduate programs. According to data found in Table 5, the responses of teachers with twenty-one or more hours of graduate business in a single area and teachers with twenty-one or more total hours of graduate business (indices 4.50 and 3.55) were taken to indicate conclusive disagreement with the item. Teachers with twenty or fewer hours of graduate business had a calculated index of 3.27, which was interpreted as inconclusive disagreement with the statement. Teachers with seven or more years' teaching experience and those with six or fewer years' teaching experience tended to react similarly to the statement as shown by ranking indices of 3.45 and 3.48, both taken to indicate inconclusive disagreement.

Statement 6.--The fifth-year program should be considered a fifth year of teacher education without awarding a master's degree.

This statement ranked twenty-ninth. Data in Table 4 show that of the 304 teachers responding to the statement, 212 or 69.7 per cent disagreed or tended to disagree, 12.5 per cent were undecided, and 17.8 per cent agreed or tended to agree. The ranking index of 3.81 for all teachers responding was interpreted to indicate conclusive disagreement with the statement as a recommendation for a fifth-year program for the high school business teacher. Teachers who indicated no graduate experience with the item disagreed with it more

strongly than did those who indicated experience, as shown by indices of 4.04 and 3.71. According to data presented in Table 3, 30.20 per cent of the respondents indicated a lack of experience with the statement. The ranking index of 3.83 shows the value placed on the item in the respondents' own experience. All five categories included in Table 5 showed conclusive disagreement with the statement, with the more experienced teachers and those having more graduate work tending to show the greatest degree of disagreement. Those respondents with twenty-one or more hours of graduate work in a single business area tended to disagree more strongly (index 4.50) than did teachers with twenty-one or more total hours of graduate business (index 3.88) or those with twenty or fewer hours of graduate business (index 3.67). Teachers with seven or more years' teaching experience had a calculated ranking index of 3.82 as compared to 3.75 for teachers with six or fewer years' teaching experience.

Further analysis of the data in Tables 3, 4, and 5, shows that all categories of teachers responding indicated conclusive agreement with 16 of the 29 statements and all categories indicated conclusive disagreement with only one statement. Based on the overall ranking indices for all teachers participating in the study, conclusive agreement was indicated for 24 of the 29 items and conclusive disagreement was indicated for only one.

Analysis of Responses of Business Teachers
to Item 30 of Part Two

Item thirty deals with the percentages of the total fifth-year program of the high school business teacher to be devoted to various subject areas. The responses in each of the areas were tabulated and the means determined. Inasmuch as the responses could have been affected by the number of different subjects taught by the respondent, item thirty was analyzed on the basis of responses of teachers teaching a single business subject, those teaching two different business subjects, and those teaching more than two different business subjects. Data for item thirty can be found in Table 6.

Item 30.--What percentage of the total fifth-year program should be devoted to each of the following areas on a required basis: (1) Professional education courses, (2) Business in the major business area, (3) Other business courses, (4) Business education courses, (5) Research, (6) Observation and advanced student teaching, (7) Unrestricted electives, and (8) Other required work.

The percentages shown in Table 6 are the means of the percentages indicated by the respondents. The data in Table 6 show that in the opinion of all teachers responding, 41.96 per cent of the graduate program should be devoted to business courses. Teachers teaching more than two different business subjects indicated more emphasis in the major business area, recommending 32.00 per cent. Those teaching two business

TABLE 6.--Responses of Business Teachers, Recorded on Basis of Number of Different Courses Taught, to Item 30 of Part Two Concerning Percentage of Total Program to be Devoted to Various Areas of Study

| No. | Statement | One Course Taught | | Two Courses Taught | | More Than Two Courses Taught | | Overall Percentage |
|-----|--|-------------------|-----------------------|--------------------|-----------------------|------------------------------|-----------------------|--------------------|
| | | No. | Percentage of Program | No. | Percentage of Program | No. | Percentage of Program | |
| 30. | What percentage of the total program should be devoted to: | 65 | | 83 | | 160 | | |
| | Professional Education | | 16.52 | | 13.15 | | 15.44 | 15.04 |
| | Major Business Area | | 28.03 | | 30.70 | | 32.00 | 30.81 |
| | Other Business Courses | | 9.44 | | 12.28 | | 11.24 | 11.15 |
| | Business Education Courses | | 22.94 | | 20.06 | | 19.75 | 20.50 |
| | Research | | 4.57 | | 5.89 | | 5.24 | 5.28 |
| | Observation and Student Teaching | | 5.09 | | 7.02 | | 7.39 | 6.81 |
| | Electives | | 12.92 | | 9.82 | | 8.31 | 9.69 |
| | Other | | 0.47 | | 1.08 | | 0.65 | 0.73 |

subjects called for 30.70 per cent in the major business area and those teaching only one business course recommended the least, 28.03 per cent. An additional 11.24 per cent in other business (for a total business percentage of 43.24 per cent) was recommended by teachers teaching more than two different business courses, and an additional 12.28 per cent (for a total business percentage of 43.24 per cent) was recommended by teachers teaching two different business courses. Teachers teaching a single business area called for the least percentage to be devoted to business courses by adding another 9.44 per cent in other business for a total recommendation of 37.47 per cent. The next in emphasis from teacher responses were business education (20.50 per cent), followed by professional education (15.04 per cent), unrestricted electives (9.69 per cent), observation and advanced student teaching (6.81 per cent), and research (5.28 per cent). Business education was considered more important by those teachers teaching only one business subject, with a recommendation that 22.94 per cent of the total graduate program be devoted to business education. Teachers teaching two different subjects asked for 20.06 per cent in business education, and teachers teaching more than two different business subjects called for 19.75 per cent in business education courses. Unrestricted electives also rated higher with teachers teaching only one business subject, with the recommendation from these respondents calling for 12.92 per cent of the total program to be devoted to electives the master's candidate may choose. Teachers who

are teaching two different subject areas and those teachers teaching more than two different subject areas recommended slightly less (9.82 per cent and 8.31 per cent respectively) of the total program be devoted to unrestricted electives.

Analysis of Responses of Business Teachers
to Items 31, 32, and 33 of Part Two

Items thirty-one and thirty-two dealt with the teaching of advanced methods courses, and item thirty-three pertained to the need for change at the college level in order to better prepare the high school business teacher to handle computer-augmented courses. The responses to those items were reported as number of responses and as percentages. The responses of teachers to those items were also considered with respect to the number of years teaching experience of the respondents to see if there was any marked difference in the responses of those groups. The data from teacher responses will be seen in Table 7.

Item 31.--Advanced methods courses in business (improvement of instruction courses) should be offered by: (1) Education Department, giving credit in education, (2) Business Department, giving credit in business, (3) Either Business or Education Department, giving credit in either, or (4) Other.

Of the 307 teachers responding to this item, 193 or 62.87 per cent indicated that a business department should conduct the methods courses. Of these 307 respondents to this item, 63.93 per cent (39) of the 61 teachers with six or fewer

TABLE 7.--Responses of Business Teachers and Percentage of Responses to Items 31, 32,
and 33 of Part Two Concerning the Methods Courses in Business Teaching
and the Need for Program Changes at the College Level

| No. | Statement | 1-6 Years Experience | | 7 or More Years Experience | | Overall Percentage |
|-----|---|-------------------------|------------|-------------------------------|------------|-----------------------|
| | | Number of Responses | Percentage | Number of Responses | Percentage | |
| 31. | Methods courses in business should be offered by: | 61 | | 246 | | |
| | Education Department | 3 | 4.92 | 13 | 5.29 | 5.21 |
| | Business Department | 39 | 63.93 | 154 | 62.60 | 62.87 |
| | Either Business or Edu- cation Department | 19 | 31.15 | 79 | 32.11 | 31.92 |
| | Other | 0 | 0.00 | 0 | 0.00 | 0.00 |
| 32. | Background of teacher of methods course in business teaching: | 61 | | 246 | | |
| | Professional Education | 0 | 0.00 | 6 | 2.44 | 1.95 |
| | Business | 8 | 13.11 | 30 | 12.20 | 12.38 |
| | Combination business and education | 52 | 85.25 | 207 | 84.15 | 84.37 |
| | Other ^a | 1 | 1.64 | 3 | 1.22 | 1.30 |

TABLE 7.--Continued

| No. | Statement | 1-6 Years Experience | | 7 or More Years Experience | | Overall Percentage |
|-----|---|----------------------|------------|----------------------------|------------|--------------------|
| | | Number of Responses | Percentage | Number of Responses | Percentage | |
| 33. | Need for program change to prepare teachers for computer-augmented courses: | 61 | | 246 | | |
| | Yes | 37 | 60.66 | 154 | 62.60 | 62.21 |
| | No | 24 | 39.34 | 92 | 37.40 | 37.79 |

^a Combination business and education background with high school business teaching experience.

years' teaching experience and 62.60 per cent (154) of the 246 teachers with seven or more years' teaching experience agreed that the advanced methods courses should be taught in the business department. Nineteen teachers (31.15 per cent) with six or fewer years' teaching experience, and 79 (32.11 per cent) with seven or more years' teaching experience indicated that they had no preference and that the advanced methods courses could be taught either by the business or the education department. A total of 16 respondents (5.21 per cent) checked that the advanced methods courses should be taught by the education department.

Item 32.--Which of the following types of backgrounds would best suit a person to teach the advanced methods courses? The choices were (1) predominantly professional education background, (2) predominantly business background, (3) combination of business and education background, or (4) other.

Of the 307 teachers responding to this item, 84.37 per cent indicated that the teacher of advanced methods courses should have a background made up of a combination of business and education. Teachers with less experience expressed this opinion slightly more (85.25 per cent) than did teachers with seven or more years' experience (84.15 per cent). A predominantly business background for those who teach advanced methods was recommended by 13.11 per cent of the less experienced teachers and 12.20 per cent of those teachers with seven or more years' teaching experience, making an overall percentage of 12.38 per cent. Six persons with seven or more

years' teaching experience (1.95 per cent) indicated that a teacher of advanced methods should have a predominantly professional education background. One teacher with less than seven years' teaching experience and three teachers with seven or more years' teaching experience (1.30 per cent of the 307 respondents) called for a background in other areas.

Item 33.--Do you recognize any felt need for program changes in business at the college level to better insure that the high school teacher is equipped to handle computer-augmented courses?

Data in Table 7 show that 62.21 per cent of those who responded to this item indicated a need for change. Teachers with less experience responded less strongly, with 60.66 per cent indicating affirmatively the need for change. In the category for responses of teachers with seven or more years' teaching experience, 62.60 per cent recommended that changes be instituted to better prepare high school teachers for the courses that are computer-augmented.

Teachers made several pertinent suggestions on the questionnaire relative to the type of changes they felt were needed at the collegiate level. The most commonly expressed needs could be summed up as the need to (1) develop computer-augmented accounting courses to prepare teachers in aspects of computer programming as it affects the accountant, and (2) provide "on hands" opportunities for using the computer in order that high school teachers can gain better understanding

of what the computer will do and how it is being used in the business world at this time.

Analysis of Responses of Business Teachers
to Part Three Concerning Course Offerings

Part Three of the questionnaires was made up of four groups of courses. The first three groups consisted of specific courses that might be included in the fifth year of business education for the high school business teacher. In Group IV respondents were afforded an opportunity to list specific business courses they thought would be of most value in the graduate education of a high school business teacher.

Within each of the four groups the respondents were requested to rank the courses on the basis of their importance in the fifth year of business education for the high school business teacher. The courses were to be ranked from the most important (rank 1) to least important (rank 4 for group I, rank 12 for group II, and rank 4 for group III).¹ Teachers were also asked to indicate those courses they had taken as a graduate or as an undergraduate. Group IV was treated separately because of the open-ended nature of those responses.

Inasmuch as opinions of respondents might be affected by a number of factors such as teaching experience, educational background, and number of different courses taught, the rankings were analyzed on the basis of whether the course had

¹See questionnaires in the appendix for identification of these groups.

been taken, number of years' teaching experience, and number of hours of graduate business to determine if there was any marked differences between the responses in those individual categories.

To obtain a mean ranking for each course in the first three groups which could be compared with mean rankings of other courses, ranking indices were obtained within each group of courses. A value of one was assigned to a rank of one, a value of two was assigned to a rank of two, and so on. Those values were summed for each course and each total was divided by the number of responses to that course in order to obtain a mean ranking index for the course. The courses were ranked within each group by giving the ranking index nearest one the rank of one, the next nearest to one a rank of two, and so on.

Data presented in Table 8 show summarized rank and ranking indices for courses in groups I, II, and III. The rank shown for a course in a group was based on the ranking index for all teachers ranking that course.

The responses relative to each course are analyzed below.

Group I

Utilization of audio-visual materials was ranked first in group I with a calculated index of 1.67 from all teachers responding. Teachers who had taken the course, those with seven or more years' teaching experience, and those with twenty-one or more graduate hours in a single business area

TABLE 8.--Analysis of Opinions of Business Teachers Concerning Courses for the Fifth Year with Ranking Indices, Rank of the Course, and Dependence on Experience and Amount of Business Taken

| Course | Ranking Index for all Teachers Responding | Rank According to Index | Ranking Index (Course Taken) | Ranking Index (Course Not Taken) | Ranking Index (1-6 Years Experience) | Ranking Index (7 or More Years Experience) | Ranking Index (0-20 Hours of Graduate Business) | Ranking Index (21 or More Hours of Graduate Business) | Ranking Index (21 or More Graduate Hours in One Area) |
|-----------------------------|---|-------------------------|------------------------------|----------------------------------|--------------------------------------|--|---|---|---|
| GROUP I | | | | | | | | | |
| Audio-Visual Utilization | 1.67 | 1 | 1.62 | 1.73 | 1.72 | 1.57 | 1.70 | 1.71 | 1.64 |
| Audio-Visual Selection | 2.15 | 2 | 2.03 | 2.19 | 2.14 | 2.16 | 2.09 | 2.18 | 2.16 |
| Audio-Visual Preparation | 2.18 | 3 | 2.05 | 2.23 | 2.11 | 2.33 | 2.17 | 2.19 | 2.18 |
| GROUP II | | | | | | | | | |
| Extra Curricular Activities | 8.25 | 9 | 7.15 | 8.48 | 8.11 | 8.56 | 8.73 | 8.30 | 8.03 |
| Educational Research | 7.81 | 8 | 7.32 | 8.25 | 7.61 | 8.23 | 7.75 | 8.25 | 7.60 |
| Educational Psychology | 4.68 | 4 | 4.65 | 5.04 | 4.80 | 4.42 | 4.67 | 4.61 | 4.72 |
| Educational Measurements | 5.44 | 5 | 5.21 | 6.09 | 5.29 | 5.74 | 5.61 | 5.53 | 5.32 |
| Educational Statistics | 9.17 | 11 | 8.07 | 9.66 | 9.10 | 9.30 | 9.22 | 9.04 | 9.21 |
| Guidance | 4.28 | 3 | 4.01 | 4.92 | 4.19 | 4.45 | 4.48 | 4.46 | 4.10 |
| Philosophy of Education | 7.24 | 7 | 7.12 | 7.73 | 7.28 | 7.17 | 7.23 | 6.55 | 7.61 |
| History of Education | 9.50 | 12 | 9.08 | 10.04 | 9.47 | 9.58 | 9.64 | 9.25 | 9.58 |

TABLE 8.--Continued

| | | | | | | | | | | | | | | | | | | | |
|--|--|------|-------------------------|------|---------------------------------|------|-------------------------------------|------|---|------|---|------|--|------|--|------|--|------|--|
| Curriculum Development Problems of Teaching Materials and Methods School Administration GROUP III Modern Advances in Business Business Teaching Methods Research in Business History of Business | Ranking Index for all Teachers Responding | | Rank According to Index | | Ranking Index (Course Taken) | | Ranking Index (Course Not Taken) | | Ranking Index (1-6 Years Experience) | | Ranking Index (7 or More Years Experience) | | Ranking Index (0-20 Hours of Graduate Business) | | Ranking Index (21 or More Hours of Graduate Business) | | Ranking Index (21 or More Graduate Hours in One Area) | | |
| | 5.72 | 3.20 | 6 | 2 | 5.09 | 3.09 | 6.79 | 3.43 | 5.43 | 3.13 | 6.32 | 3.33 | 5.67 | 2.83 | 6.18 | 3.29 | 5.50 | 3.29 | |
| | 2.99 | 1 | 1 | 1 | 2.76 | 3.68 | 3.68 | 3.03 | 8.58 | 2.92 | 8.11 | 2.56 | 2.71 | 3.31 | 8.78 | 2.71 | 3.31 | 8.29 | |
| | 8.43 | 10 | 7.49 | 8.89 | 8.58 | 8.11 | 8.30 | 8.78 | 8.30 | 8.78 | 8.29 | 8.30 | 8.78 | 8.29 | 8.78 | 8.29 | 8.30 | 8.78 | |
| | 1.86 | 2 | 1.81 | 1.87 | 1.90 | 1.75 | 1.78 | 2.05 | 1.79 | 1.54 | 2.75 | 1.45 | 2.84 | 3.77 | 2.05 | 1.57 | 2.75 | 1.54 | |
| | 1.53 | 1 | 1.54 | 1.50 | 1.46 | 1.67 | 1.45 | 1.57 | 1.54 | 2.75 | 1.45 | 1.57 | 1.54 | 2.75 | 1.45 | 1.57 | 1.54 | 2.75 | |
| | 2.77 | 3 | 2.53 | 2.86 | 2.71 | 2.90 | 2.84 | 2.76 | 2.75 | 2.90 | 2.84 | 2.76 | 2.75 | 2.90 | 2.84 | 2.76 | 2.75 | 2.90 | |
| | 3.66 | 4 | 3.70 | 3.66 | 3.65 | 3.69 | 3.77 | 3.46 | 3.73 | 3.69 | 3.77 | 3.46 | 3.73 | 3.69 | 3.77 | 3.46 | 3.73 | 3.69 | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

tended to favor the course slightly more than did the other categories of teachers, as shown in Table 8.

Selection of audio-visual materials, with a computed ranking index for all teachers responding of 2.15, ranked second. Teachers who had taken the course tended to rank the course slightly higher (index 2.03) than did those who had not taken the course (index 2.19). Responses of teachers with one to six years' teaching experience, and responses of teachers with less than twenty-one hours of graduate business tended to value the course slightly more than did the other teacher responses.

Making or preparing audio-visual materials was given a ranking index of 2.18 and was ranked third. Again, those teachers having had the course tended to value it higher (index 2.05) than did those who had not taken the course (index 2.23). Less experienced teachers tended to favor the course more (index 2.11) than did those teachers with more than six years' teaching experience (index 2.33). The number of graduate hours did not affect the responses to this item, as shown by indices of 2.17, 2.19, and 2.18 shown for those three categories related to graduate work completed.

Group II

Materials and methods of instruction was ranked first in group II. This course, which had an overall ranking index of 2.99, was favored slightly more by those respondents who had zero to twenty hours of graduate work (index 2.56) and

by those with twenty-one or more total hours of graduate work in business (index 2.56). Teachers who had taken the course tended to rank it higher (index 2.76) than did those who had not taken the course (index 3.68). Teachers with twenty-one or more hours of graduate business in a single area and those with six or fewer years' teaching experience responded less favorably to the course than did related categories.

Problems of teaching was ranked second, based on the calculated ranking index of 3.20 for all respondents. Those teachers who had taken the course tended to be more favorable in their responses than did those who had not taken the course, as shown by indices of 3.09 and 3.43 (Table 8). Teachers with more than six years' teaching experience, those with twenty-one or more total hours of graduate business, and those with twenty-one or more graduate hours in a single business area tended to respond less favorably than did other categories of responses, as shown by indices of 3.33, 3.29, and 3.29.

Guidance was ranked third, based on the overall index of 4.28. Those respondents who had completed the course had a tendency to rate it higher (index 4.01) than did those who had not taken the course (index 4.92). Teachers with six or fewer years' teaching experience and those with twenty-one or more hours of graduate business in a single area tended to rank the course more favorably than did the more experienced teachers, those having less than twenty-one hours of graduate business, or those having twenty-one or more graduate hours in a single business area.

Educational psychology was ranked fourth (index 4.68), with teachers who had taken the course responding a little more favorably (index 4.65) and teachers who had not taken the course responding less favorably (index 5.04). Teachers with six or fewer years' teaching experience and those with twenty-one or more hours of graduate business in a single area were less favorable in their responses than were related categories.

Educational measurements had a ranking index of 5.44 and was ranked fifth. Teachers having had the course and those with less than seven years' teaching experience tended to value the course more (indices 5.21 and 5.29) than did those teachers with seven or more years' teaching experience or those not having had the course (indices 5.74 and 6.09). Respondents having twenty-one or more hours of graduate business in a single area tended to be slightly more favorable (index 5.32) than did teachers with zero to twenty hours of graduate business (index 5.61) or those with twenty-one or more total hours of graduate business (index 5.53).

Curriculum development was ranked sixth (index 5.72) in overall responses. Teachers who have had the course were more favorable (index 5.09) than were those without experience with the course (index 6.79). Those respondents having six or fewer years' teaching experience gave the course a 5.43 ranking index, while those teachers with more than six years' teaching experience gave the course a slightly lower value (index 6.32). Teachers with twenty-one or more graduate hours

graduate business in a single area were more favorable (index 5.50) than were teachers with twenty or fewer hours of graduate business (index 5.67) or those with twenty-one or more total graduate business hours (index 6.18).

Philosophy of education was ranked seventh, based on the overall ranking index of 7.24. Respondents with twenty-one or more hours of total graduate business tended to rank the course higher (index 6.55). Teachers who have had the course and those teachers with seven or more years' teaching experience tended to be more favorable to the course than did the other related categories of teachers.

Educational research was given a ranking index of 7.81 from responses of all teachers, which gave the course a rank order of eighth. Teachers having had the course, those having six or fewer years' teaching experience, and those with twenty-one or more hours of graduate business in a single area tended to rank the course higher than did the other categories.

Extra-curricular activities was ranked ninth (index 8.25). As was the case in previous rankings, those teachers who had taken the course were more favorable to it than were those who had not taken the course, as shown by ranking indices of 7.15 and 8.48 (Table 8). Responses of teachers with less than seven years' teaching experience, and responses of teachers with twenty-one or more hours of graduate business in a single area tended to show a higher valuation than did responses in related categories.

Principles of school administration was ranked tenth based on the calculated ranking index of 8.43 for all respondents. Teachers who had taken the course tended to rate the subject higher (index 7.49) than did those who had not taken the course (index 8.89). Teachers with six or fewer years' teaching experience and those with twenty-one or more hours of total graduate business responded less favorably than did related categories of teachers.

Educational statistics was ranked eleventh in responses of all teachers, with a calculated ranking index of 9.17. The respondents who had taken the course gave the subject a 8.07 ranking index, while those who had not taken the course gave it a 9.66 ranking index. Teachers with less than seven years' teaching experience and those with twenty-one or more hours of total graduate business tended to rate the course higher than did the other categories of respondents.

History of education was ranked twelfth, the lowest ranking in group II. Overall ranking index for the course was 9.50. As shown in Table 8, those teachers who had taken the course ranked it higher than did those who had not taken the course. Teachers with less than seven years' teaching experience and those with twenty-one or more hours of total graduate business tended to value the course slightly more than did those teachers with more experience, those with zero to twenty graduate business hours, or those with twenty-one or more hours of graduate work in a single business area.

Group III

Advanced teaching methods was ranked first in group III by all teachers responding, with a ranking index of 1.53. Those teachers who indicated they had not taken the course tended to rank it slightly higher (index 1.50) than did those teachers who indicated they had taken the course (index 1.54). The respondents with six or fewer years' teaching experience were more favorable to the course than were the more experienced teachers, and respondents with twenty or fewer hours of graduate business were slightly more favorable than were those teachers having had more graduate work.

Modern advances in major or related business areas was ranked second, based on the overall ranking index of 1.86. Teachers with seven or more years' teaching experience, those with zero to twenty hours of graduate business, and those with twenty-one or more hours of graduate business in a single area tended to rank the course higher than did other teachers.

Research in business had an overall ranking index of 2.77, which gave it a rank order of third. The least favorable responses came from teachers with more than six years' teaching experience and from those with twenty or fewer hours of graduate business. Those teachers indicating that they had taken the course tended to rank it more favorably (index 2.53) than did those teachers who indicated that they had not taken the course (index 2.86) as shown in Table 8.

History of the major business area was ranked fourth, the lowest ranking in group III. Teachers who had not taken the course tended to favor the subject slightly more than did those teachers who had taken the course. Teachers with less than seven years' teaching experience and those with twenty-one or more total hours of graduate business tended to rate the course slightly higher than did related categories.

Group IV

High school business teachers responding to group IV were asked to list courses offered during the fifth year of teacher education in their major and related business areas that they considered to be most valuable to the secondary school business teacher. The teaching areas listed in the questionnaire for which teachers were invited to recommend courses were bookkeeping, shorthand, typewriting, general business, and other (to be specified by the respondent).

Because of the open-ended nature of group IV, course recommendations were quite varied. Due to this variation, only the most frequently suggested courses were tabulated. The ten most frequent suggested courses in each of the specified subject areas are shown in Table 9. Responses in the last section (other) were so few and so varied as not to merit tabulation. As shown in Table 9, the advanced methods and improvement of instruction courses ranked first in value for shorthand teachers and fourth in value for bookkeeping and typewriting teachers. A course in computer-augmented

TABLE 9.--Most Frequent Course Suggestions by Business Areas

| Subject Area | Rank | Course Suggestions |
|------------------|------|---|
| Bookkeeping | 1 | Computer-Augmented Accounting |
| | 2 | Income Tax Accounting |
| | 3 | Intermediate Accounting |
| | 4 | Advanced Methods of Teaching |
| | 5 | Computer Science |
| | 6 | Advanced Data Processing |
| | 7 | Corporation and Partnership Law |
| | 8 | Managerial Finance |
| | 9 | Current Business Problems |
| | 10 | Seminar on Accounting Systems |
| Shorthand | 1 | Advanced Methods of Teaching |
| | 2 | Business English or Advanced Grammar |
| | 3 | Advanced Shorthand and Transcription |
| | 4 | Executive Secretarial Training |
| | 5 | Preparation and Use of Audio-Visual Aids |
| | 6 | Business Communication |
| | 7 | Gregg Method Conference |
| | 8 | Medical and Legal Dictation |
| | 9 | Courtroom Reporting and Machines |
| | 10 | Office Administration |
| Typewriting | 1 | Use of Duplicators and Modern Machines |
| | 2 | Advanced Typewriting |
| | 3 | Office Practice |
| | 4 | Advanced Methods of Teaching |
| | 5 | Advanced Secretarial Training |
| | 6 | Executive Secretarial Problems |
| | 7 | Journalism (School Paper Sponsorship) |
| | 8 | Business Communication |
| | 9 | Legal and Technical Typewriting |
| | 10 | Key punch, Office Administration (tie) |
| General Business | 1 | Economics |
| | 2 | Consumer Economics |
| | 3 | Business Law |
| | 4 | Insurance |
| | 5 | Banking and Finance |
| | 6 | Investments |
| | 7 | Fundamentals of Data Processing |
| | 8 | Filing |
| | 9 | Human Relations |
| | 10 | Marketing, Principles of Management (tie) |

accounting was rated first for bookkeeping teachers, and a course in the use of duplicators and modern office machines ranked at the top of course suggestions for typing teachers. Economics and consumer problems had the first and second rankings for general business teachers.

Analysis of Responses of Business Teachers
to Part Four

In Part Four of the questionnaire, teachers were asked to rank the four groups of courses from Part Three which might be included in the fifth year of education for the secondary school business teacher. Group I consisted of a group of three courses dealing with the utilization, selection, and preparation of audio-visual materials; group II consisted of twelve professional education courses; group III consisted of four courses related to the business teaching fields; and group IV consisted of business courses.

Rankings of the groups of courses was made on the basis of ranking indices obtained by the same method as was used in previous analyses of the questionnaire. The group showing the ranking index nearest 1.00 was assigned the rank of one, the group with the index next nearest 1.00 was given the rank of two, and so on for the four groups. The group with the largest ranking index (the index nearest 4.00) was given the rank of four, the lowest rank. Those data, presented in Table 10, show ranking indices for responses of business teachers in the following categories: one to six years'

teaching experience, seven or more years' teaching experience, zero to twenty semester hours of graduate business, twenty-one or more total semester hours of graduate business, and twenty-one or more semester hours of graduate business in a single area. There are also shown overall ranking indices for all teachers responding and the rank of each group based on those indices.

Those data, presented in Table 10, show that courses related to business areas (group III) had a calculated overall ranking of 2.26 for all teachers responding, and was given the rank order of one. Teachers with twenty-one or more hours of graduate business in one area tended to rate group III higher (index 2.00), as did teachers with twenty-one or more total hours of graduate business (index 2.18) and teachers with less than seven years' teaching experience (index 2.20). Teachers with more teaching experience and those with twenty or fewer hours of graduate business tended to value the group slightly less, as shown by indices of 2.39 and 2.41. Group IV, business courses, had an overall ranking index of 2.28 and was ranked second. The more experienced teachers and those with twenty-one or more total hours of graduate business tended to rank the group slightly higher, as shown by indices of 2.23 and 2.20. The least favorable ranking came from teachers with twenty-one or more hours of graduate business in a single area (index 3.50) and teachers with twenty or fewer hours of graduate business (index 2.42). Professional education courses (group II) ranked third, with a calculated

TABLE 10.--Rankings of Groups of Courses

| | Ranking Index (1-6 Years Experience) | Ranking Index (7 or More Years Experience) | Ranking Index (0-20 Hours of Graduate Business) | Ranking Index (21 or More Hours of Graduate Business) | Ranking Index (21 or More Graduate Hours in One Area) | Ranking Index for all Teachers Responding | Rank According to Index |
|--|---|---|--|--|--|--|-------------------------|
| <u>Group I</u> Audio-Visual Materials | 3.06 | 2.92 | 2.81 | 3.13 | 3.00 | 3.01 | 4 |
| <u>Group II</u> Professional Education | 2.45 | 2.46 | 2.37 | 2.49 | 1.50 | 2.45 | 3 |
| <u>Group III</u> Courses Related to Business Areas | 2.20 | 2.39 | 2.41 | 2.18 | 2.00 | 2.26 | 1 |
| <u>Group IV</u> Business Courses | 2.30 | 2.23 | 2.42 | 2.20 | 3.50 | 2.28 | 2 |

ranking index for all teachers of 2.45. A higher rating index (1.50) came from teachers with twenty-one or more hours of graduate business in a single area. Group I, audio-visual materials, had a calculated ranking index of 3.01 for all teachers responding and was ranked fourth. A slightly higher ranking was shown by responses of teachers with seven or more years' teaching experience (index 2.92) and by those with zero to twenty hours of graduate business (index 2.81).

Respondents were invited to write comments concerning the fifth year of business teacher education after they had completed the questionnaire. The most frequently expressed opinion was that the fifth year of education for the business teacher should be a flexible program, devoted primarily to business subject matter courses (to increase depth of knowledge) and business education courses (to increase and improve teaching techniques and competencies). There were also frequent comments relative to the desirability of the college teachers of high school teachers having had experience at the high school level.

Summary

An analysis of data presented in Tables 3, 4, and 5, indicated that high school business teachers of Oklahoma high schools who hold a master's degree had specific opinions concerning certain phases of the first year of graduate education for high school business teachers. The data showed further that on most of the specified statements relative to the fifth

year of business teacher education a consensus could be obtained.

Tables 3, 4, and 5 deal with items one through twenty-nine of Part Two of the questionnaire. Those data show that secondary school business teachers expressed conclusive disagreement with only one statement. They disagreed with the sixth statement which stated that, "The fifth year should be considered a fifth year of teacher education without awarding a master's degree." The teachers expressed conclusive agreement with twenty-four of the twenty-nine statements. Those data show that respondents expressed inconclusive agreement with two statements and inconclusive disagreement with two others. Inconclusive agreement was shown for statement 11 which stated that formal business courses should be provided which place emphasis on theoretical skills without reference to classroom teaching (index 2.84), and statement 27 which stated that the graduate student should be required to conduct a research project in business education (index 2.87). Inconclusive disagreement was shown for statement 3 which stated that a score of 900 or more should be required on the Graduate Record Examination for admission to the fifth-year program (index 3.03), and statement 24 which stated that the completion of a thesis should be a requirement for a master's degree (index 3.45). Those data also show that, with one exception, teachers who indicated experience with the item tended to agree with it more than did teachers who indicated

no experience with the statement. No significant pattern of response was observed for other categories of participating business teachers.

Data in Table 6 show that business teachers thought business and business education courses should receive the major emphasis in the fifth year of business education for the high school business teacher. Data show that teachers indicated 41.96 per cent (30.81 per cent in the major area) of the fifth-year program should be devoted to business, and another 20.50 per cent should be devoted to business education, making a total of 62.46 per cent of the total program. Teachers proposed that 15.04 per cent of the fifth-year program be devoted to the area of professional education, 9.69 per cent to electives, 6.81 per cent to observation and student teaching, 5.28 per cent to research, and 0.73 per cent to other areas. Responses from teachers teaching only one course proposed a higher percentage for business education (22.94 per cent) and a lower percentage for business (37.47 per cent) than did the total respondents. Recommendations from teachers teaching more than two courses, on the other hand, recommended less in business education (19.75 per cent) and more in business (43.24 per cent) than that shown by the overall percentages.

Data in Table 7 show that more than half (62.87 per cent) of the business teachers thought the business department should offer the methods course, while 31.92 per cent

thought either the business or the education department might teach the course. A majority (84.37 per cent) of the respondents indicated that the teacher of the methods course should have a background in both business and education, while 12.38 per cent thought the teacher should have a predominantly business background. Six respondents (1.95 per cent) indicated that they felt a professional education background was best for a teacher of advanced methods, and another four (1.30 per cent) agreed with the combination business and education background but added experience in high school business teaching as a necessary factor for methods teachers. More than half (62.21 per cent) of the teachers indicated a need for program changes at the collegiate level to prepare business teachers for computer-augmented courses.

Data concerning courses for the fifth year of business teacher education are presented in Table 8. Utilization of audio-visual materials was given the highest ranking among the four courses in group I. In ranking the twelve courses in group II, teachers ranked materials and methods first; problems of teaching, second; guidance, third; and educational psychology, fourth. The lowest rankings were for school administration (tenth), educational statistics (eleventh), and history of education (twelfth). Data also show that teachers who had taken a course tended to rank it higher, with only two exceptions, than did teachers who had not taken the course. No such pattern of responses was observed among

categories of teachers based on experience or on semester hours of graduate business. In group III, teaching methods was ranked first, and modern advances in business was ranked second.

Business courses listed in group IV were varied, but a few courses in each teaching area appeared with more frequency than others and were tabulated and ranked. Ten of the most frequently recommended courses were listed in Table 9 for bookkeeping, typing, shorthand, and general business teachers.

Table 10 shows that teachers ranked group III, courses related to business areas, first, and group IV, business courses, second, among the four groups. Teachers with seven or more years' teaching experience ranked group IV, business courses, first, and group III, courses related to business areas, second. Group II, professional education, was ranked third, and group I, audio-visual materials, was ranked fourth. The most frequently expressed comment from teachers in the open-ended question relative to other suggestions they might wish to make, was that the first year of graduate education for the high school business teacher should be flexible and should emphasize business and business education courses in order to increase the depth of knowledge and competencies in the classroom.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study was concerned with opinions relative to the fifth-year teacher education programs for secondary school business teachers. The opinions were secured from business teachers who had completed a master's degree program and who were teaching in the secondary schools of Oklahoma during the 1971-1972 academic year. The specific purposes of the research were: (1) to obtain opinions concerning the first year of graduate education from business teachers teaching in the secondary schools of Oklahoma who hold master's degrees, and (2) to interpret the findings, using such findings as a basis for recommendations relative to the fifth-year programs for secondary school business teachers.

The procedures used in the study were as follows:

- (1) Questionnaires were prepared to be used with high school business teachers.
- (2) The questionnaires were used in a preliminary study with a sample of teachers to determine their effectiveness in obtaining the desired information.
- (3) A list of business teachers of Oklahoma high schools who had completed a master's degree program was obtained from high school principals throughout the state and from the

State Department of Education. (4) A total of 444 secondary school business teachers holding a master's degree were sent questionnaires. Twenty-one questionnaires were returned by school officials with the notation that the addressee no longer taught in Oklahoma high schools. From the 423 teachers who received questionnaires, 307 usable questionnaires were returned. The 307 figure represents a 72.58 per cent return. (5) The responses were tabulated and analyzed to obtain a basis for recommendations relative to the graduate education of high school business teachers. The first twenty-nine statements of Part Two were answered by teachers from two frames of reference--first, on the basis of the respondent's experience with the item in his graduate education; and secondly, on the basis of his recommendations for a graduate program. The responses to each item of the questionnaires were averaged to obtain a mean response (ranking indices or percentages where applicable) for the item. Statements and courses were ranked on the basis of ranking indices, and responses to all items were studied. (6) Responses were also analyzed on the basis of experience with the item, years of teaching experience, number of hours of graduate business completed, and number of different courses taught.

Findings

A rank-order presentation of the first twenty-nine statements from Part Two of the questionnaires follows. The rank for each statement was based on the ranking indices

calculated from responses of all business teachers responding to the item. The first group of statements was given a ranking index of less than 2.50, based on the responses of business teachers. The responses by teachers to each statement in this group were interpreted to indicate conclusive agreement with the statement as a recommendation for the graduate education of high school business teachers.

Rank 1. (Index 1.31) Statement 18. Provide advanced courses in methods and improvement of instruction in major areas.

Rank 2. (Index 1.32) Statement 21. Provide adequate laboratory facilities so teachers may have experience working with audio-visual materials related to their business area.

Rank 3. (Index 1.45) Statement 1. Encourage graduate students to have at least one full year of full-time teaching experience before entering the fifth-year program.

Rank 4. (Index 1.52) Statement 15. Provide advanced courses in business designed especially for high school teachers.

Rank 5. (Index 1.60) Statement 9. Provide in-service courses for individual or group study of local business education problems for which credit is given.

Rank 6. (Index 1.66) Statement 19. Provide workshops that combine the business disciplines for a better understanding of their interdependence.

Rank 7. (Index 1.75) Statement 17. Provide introductory courses in business which are related to his major

area and which offer graduate credit, without prerequisites, and are prepared especially for high school teachers.

Rank 8. (Index 1.75) Statement 22. Provide the use of laboratory schools (public or college connected) for demonstration, research, and experimentation.

Rank 9. (Index 1.79) Statement 4. Require a grade-point average of 2.5 or better on undergraduate work for admission to the fifth-year study.

Rank 10. (Index 1.84) Statement 13. Plan a flexible program with few specific course requirements in either business or education so that a graduate student may elect those courses which best meet his needs.

Rank 11. (Index 1.86) Statement 14. Require at least one course in advanced business communications, regardless of teaching field.

Rank 12. (Index 1.87) Statement 8. Provide teachers of high school business with an opportunity to improve their cultural backgrounds by taking some work in cultural fields outside the business and professional educational areas.

Rank 13. (Index 1.89) Statement 2. Require students to have at least one full year of full-time teaching experience before entering the fifth-year program.

Rank 14. (Index 1.90) Statement 7. The fifth-year program should be so designed that completion of the program will enable the person to pursue the doctorate in business education.

Rank 15. (Index 1.93) Statement 12. Provide courses in journalism that are especially designed to meet the needs of high school business teachers who sponsor publications.

Rank 16. (Index 1.94) Statement 29. Provide for research in business education to be taken for credit on an elective basis.

Rank 17. (Index 2.05) Statement 10. Provide a general course in school administration to give teachers a better understanding of the job of the school superintendent and principal.

Rank 18. (Index 2.08) Statement 28. Encourage research in a specific business area for credit on an elective basis.

Rank 19. (Index 2.11) Statement 25. Emphasize business research from point of view of preparing high school teachers to become intelligent consumers of such research.

Rank 20. (Index 2.18) Statement 23. Include programs designed outside the regular class structure with institute-type programs.

Rank 21. (Index 2.23) Statement 26. Emphasize educational research from point of view of preparing teachers to become intelligent consumers of such research.

Rank 22. (Index 2.26) Statement 16. Include at least one independent study.

Rank 23. (Index 2.45) Statement 20. Provide opportunities for the graduate student to apply and extend his

professional competence through directed practice teaching at the graduate level.

Rank 24. (Index 2.47) Statement 5. The fifth-year program should be a terminal program independent of providing prerequisites for study at the doctoral level.

The following statements were given a ranking indices of 2.50 to 3.00, based on responses of business teachers participating. Response to each statement in this group was interpreted as inconclusive agreement with the item by the business teachers.

Rank 25. (Index 2.84) Statement 11. Provide formal business courses which place emphasis on theoretical skills without reference to classroom teaching.

Rank 26. (Index 2.87) Statement 27. Require that the graduate student conduct a research project in business education.

The next two statements were given a ranking indices of 3.00 to 3.50, based on responses of business teachers. Response to each statement in this group was interpreted as inconclusive disagreement with the item by the respondents.

Rank 27. (Index 3.03) Statement 3. Require a score of 900 or more on the Graduate Record Examination for admission to the fifth-year program.

Rank 28. (Index 3.45) Statement 24. Require the completion of a thesis for the master's degree.

The following statement was the only one given a ranking index greater than 3.50 based on responses of business

teachers. The response to this statement was interpreted to indicate conclusive disagreement with the statement as a recommendation for the fifth-year program for high school business teachers.

Rank 29. (Index 3.81) Statement 6. The fifth-year program should be considered a fifth year of teacher education without awarding a master's degree.

Each respondent was also asked to indicate the percentage of the total fifth-year program that should be devoted to specified areas. The responses of teachers were analyzed on the basis of the number of different courses taught, and the overall percentages were indicated. The overall percentages indicated by teachers were (1) professional education courses, 15.04 per cent; (2) business in major business area, 30.81 per cent; (3) other business courses, 11.15 per cent; (4) business education courses, 20.50 per cent; (5) research, 5.28 per cent; (6) observation and student teaching, 6.81 per cent; (7) electives, 9.69 per cent; and (8) other, 0.73 per cent.

When asked which department should teach advanced methods classes in business, the teachers (overall) responded as follows: (1) education department, 5.21 per cent; (2) business department, 62.87 per cent; (3) either business or education department, 31.92 per cent; and (4) other, none.

In answer to the type of background that would best suit a person to teach the advanced methods courses, teachers

responded as follows: (1) predominantly professional education, 1.95 per cent; (2) predominantly business, 12.38 per cent; (3) combination of business and education, 84.37 per cent; and (4) other (high school teaching experience), 1.30 per cent.

Sixty-two per cent of the teachers responding to the question concerning a program change at the college level to prepare teachers for computer-augmented courses indicated that they believed there was a need for such change.

Part Three of the questionnaires consisted of four groups of courses which are often included in the fifth year of education for the secondary school business teacher. The respondents were asked to rank the courses listed in each of the first three groups and indicate whether they had taken the course during their undergraduate or graduate study. In group IV, teachers were asked to list courses in their major business areas, and in related areas, that they considered to be most valuable to the high school business teacher. Ranking indices were computed for courses in group I, II, and III and overall rankings of courses in each group were made, based on those indices. The responses of teachers to these groups were analyzed on the basis of the number of years' teaching experience, number of semester hours of graduate business completed, and whether the course had been taken by the respondent.

In each group, courses are listed in order of rank, based on overall teacher ranking indices.

Group I. Audio-Visual Materials

Rank 1. (Index 1.67) Utilization of Audio-Visual Materials.

Rank 2. (Index 2.15) Selection of Audio-Visual Materials.

Rank 3. (Index 2.18) Preparation of Audio-Visual Materials.

Group II. Professional Education

Rank 1. (Index 2.99) Materials and Methods of Instruction.

Rank 2. (Index 3.20) Problems of Teaching

Rank 3. (Index 4.28) Guidance

Rank 4. (Index 4.68) Educational Psychology

Rank 5. (Index 5.44) Educational Measurements and Evaluation.

Rank 6. (Index 5.72) Course and Curriculum Development.

Rank 7. (Index 7.24) Philosophy of Education.

Rank 8. (Index 7.81) Educational Research.

Rank 9. (Index 8.25) Extra-Curricular Activities

Rank 10. (Index 8.43) Principles of School Administration.

Rank 11. (Index 9.17) Educational Statistics.

Rank 12. (Index 9.50) History of Education.

Group III. Courses Related to Business Areas

Rank 1. (Index 1.53) Advanced Business Teaching Methods.

Rank 2. (Index 1.86) Modern Advances in Major or Related Business Areas.

Rank 3. (Index 2.77) Research in a Business Area.

Rank 4. (Index 3.66) History of Major Business Area.

Group IV. Business Courses

Courses in this group are listed under bookkeeping, shorthand, typewriting, and general business. The ten most frequently suggested courses in each of the four areas are listed. The most frequently listed bookkeeping courses were: (1) computer-augmented accounting, (2) income tax accounting, (3) intermediate accounting, (4) advanced methods of teaching, (5) computer science, (6) advanced data processing, (7) corporation and partnership law, (8) managerial finance, (9) current business problems, and (10) seminar on accounting systems. The most frequently listed shorthand courses were: (1) advanced methods of teaching, (2) business English or advanced grammar, (3) advanced shorthand and transcription, (4) executive secretarial training, (5) preparation and use of audio-visual aids, (6) business communications, (7) Gregg Methods Conference, (8) medical and legal dictation, (9) courtroom reporting and machines, and (10) office administration. The ten most often listed typewriting courses were: (1) use of duplicators and modern machines, (2) advanced typewriting, (3) office practice, (4) advanced methods of teaching, (5) advanced secretarial training, (6) executive secretarial problems, (7) journalism for school publication sponsors, (8) business communications, (9) legal and technical typewriting,

and (10) keypunch and office administration (tie). Courses listed most frequently for general business were: (1) economics, (2) consumer economics, (3) business law, (4) insurance, (5) banking and finance, (6) investments, (7) data processing, (8) filing, (9) human relations, and (10) marketing and principles of management (tie).

In Part Four of the questionnaire, the final section, respondents were asked to rank the four groups listed in Part Three. A mean ranking index was determined from responses for each group and the mean ranking index was then used to rank each group. Teacher responses were analyzed on the basis of teaching experience and amount of graduate business taken. The four groups were ranked by respondents as follows:

- Rank 1. Group III - Courses Related to Business Areas.
- Rank 2. Group IV - Business Courses.
- Rank 3. Group II - Professional Education.
- Rank 4. Group I - Audio-Visual Materials.

Conclusions

The following conclusions appear to be justified, based on data from opinions expressed by business teachers in high schools of Oklahoma who have completed a master's degree program.

1. Graduate work in business should constitute about 42 per cent of the fifth-year program for high school business teachers. For teachers teaching a single business area, slightly less should be devoted to business courses. For

teachers teaching two or more subject areas, slightly more breadth would be desirable along with depth in the major teaching areas.

2. Approximately 41 per cent of the fifth-year program for secondary school business teachers should be devoted to professional education (with 21 per cent of these courses in business education, and 7 per cent in observation and advanced student teaching).

3. Unrestricted electives should make up about 10 per cent of the first year of graduate teacher education, and research about 5 per cent.

4. The advanced methods courses should be taught by a person with a combination of business and education backgrounds and should be offered by the business department.

5. Courses should be developed to better prepare the high school teacher to teach new computer-augmented programs. Laboratory facilities should be provided for demonstration, research, and experimentation.

6. Adequate laboratory facilities should be provided to give graduate students experience working with audio-visual materials related to their business areas.

7. Advanced business courses, designed especially for secondary school teachers, should be provided in the fifth-year program.

8. Advanced courses in methods and improvement of instruction should be provided in major teaching areas.

9. Graduate students should be strongly encouraged or required to have at least one year of full-time teaching experience before entering the fifth-year program.

10. In-service courses should be provided for individual or group study of local business education problems for which credit is given.

11. Workshops that combine the business disciplines for a better understanding of their interdependence should be provided. Programs designed outside the regular class structure with institute-type programs would also be desirable.

12. Each business department should develop an introductory course in its business area that offers graduate credit, without prerequisites, and the introductory course should be especially designed for the high school teacher.

13. A grade-point average of 2.5 or higher on undergraduate work should be used as an admission requirement, rather than using the requirement of a particular score on the GRE.

14. The first year of graduate study for high school business teachers should consist of a flexible program with few specific course requirements in either business or education so that the graduate students may elect those courses that best meet their needs. Some work in cultural fields outside of business and education should be allowed.

15. At least one business communication course should be required of every business education teacher completing the fifth-year program, regardless of particular teaching area.

16. The fifth-year program should be so designed that completion of the program will enable the student to pursue the doctorate in business education if he desires to do so.

17. A course in journalism, especially designed for high school business teachers who sponsor school publications, would be valuable.

18. Research in a business area and in business education for credit on an elective basis should be encouraged.

19. The completion of the fifth-year program should result in the awarding of a master's degree.

20. Methods and materials, problems of teaching, guidance, educational psychology, educational measurements and evaluation, and curriculum development are of most importance among professional education courses listed; and school administration, educational statistics, and history of education are of less importance.

21. Courses of most value in business areas are: bookkeeping--computer accounting, income tax accounting, intermediate accounting, advanced methods of teaching, and computer science; shorthand--advanced methods of teaching, business English or advanced grammar, advanced shorthand and transcription, executive secretarial training, and preparation and use of audio-visual aids; typewriting--use of duplicators and modern office machines, advanced typewriting, office practice, advanced methods of teaching, and advanced secretarial training; general business--economics, consumer economics, business law, insurance, and banking and finance.

Recommendations

Inasmuch as the foregoing conclusions represent interpretations of the data collected in this study from teachers in the public high schools who have completed a master's degree, colleges and universities offering a fifth-year program for business teachers are urged to consider them.

Based upon the data collected during this research, the investigator recommends that the fifth-year program for secondary school business teachers follow the general guidelines set by the following model program.

Model Program

| Discipline | Semester Hours | Remarks |
|------------------------|----------------|--|
| Business | 12-14 | |
| Major Area | 9-10 | The emphasis of the first year of graduate education should be on business with some depth in a major area. Teachers teaching two or more business areas might benefit from a broader program with less business in a single area. |
| Other Business | 3-4 | Could be used to strengthen a related field and give the teacher a broader background. |
| Professional Education | 4-5 | Should be devoted to courses such as materials and methods, problems of teaching, guidance, and educational psychology. |

Model Program.--Continued

| Discipline | Semester Hours | Remarks |
|--------------------|----------------|---|
| Business Education | 6-9 | Should be devoted to advanced teaching methods, laboratory demonstration and experimentation, course and curriculum development, and observation and advanced student teaching. |
| Research | 2 | Should be individualized and elective. |
| Electives | 3-4 | Could be used to strengthen a business area, or if desired, could be used to include some work in cultural areas. |

Results from this study clearly indicate the need for additional research in the area of business-teacher education at the graduate level.

Comparisons between the results of this study and results of similar studies conducted in other states might be made to ascertain any agreement among findings.

A study of the opinions of college and university professors of business and education concerning the results of this study should be conducted to determine the extent of agreement with the recommendations and suggested model program.

This study further pointed out a need for the development of courses designed especially for the graduate education of the high school business teacher. In view of this finding, a study should be conducted to ascertain the desired structure, content, and presentation of business courses pertinent to the expressed needs of the high school business teacher.

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APPENDICES

| Appendix | Page |
|--|------|
| I. Sample of Post-paid Return Card to High School Principals | |
| II. Sample of Cover Letter to High School Business Teachers. | |
| III. Sample of Questionnaire Mailed to High School Business Teachers. | |

APPENDIX I

Dear High School Principal:

As a part of a doctoral study in business education, I am seeking the opinions of high school business teachers who hold the master's degree.

Would you please contribute to this research by completing the information requested on the attached card and returning it to me?

Sincerely yours,

1. School _____
School Address _____

2. Names of business teachers employed for 1971-72
who hold master's degrees:

| | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

3. () Check here if you have no high school business
teachers with master's degrees.

APPENDIX II

Dear Colleague:

As a part of my doctoral work at Oklahoma University, I am undertaking a study of the fifth-year teacher education programs to determine how well they meet the needs of the secondary school business teacher as determined by the teachers themselves.

You have been selected as a teacher whose education and experience place you in a position to render valuable opinions on graduate education needs of high school business teachers. The opinions and recommendations that you give will be combined with responses from others selected to take part in this study, and the resulting model program will provide valuable insight to college curriculum planners in revising and improving the fifth-year programs to better serve the needs of business teachers.

Your assistance in this important study by responding to the enclosed questionnaire and returning it in the stamped self-addressed envelope, will be greatly appreciated. A meaningful study can be done only if completed questionnaires are returned, thus enabling me to record and include the recommendations of each participant.

A prompt return will greatly facilitate this study.

Sincerely yours,

Ruby Robertson
Assistant Professor

APPENDIX III

Part One
DATA SHEET FOR USE WITH OPINION SURVEY OF TEACHERS
CONCERNING THE FIFTH-YEAR GRADUATE PROGRAM
OF BUSINESS TEACHER EDUCATION

-
1. Sex: ☐ Male ☐ Female

 2. Number of years of teaching experience at close of this year:

| | |
|---|---|
| <input type="checkbox"/> Less than one year | <input type="checkbox"/> 7 to 10 years |
| <input type="checkbox"/> 1 to 3 years | <input type="checkbox"/> More than 10 years |
| <input type="checkbox"/> 4 to 6 years | |

 3. Check courses you teach:

| | |
|---|---|
| <input type="checkbox"/> Typewriting | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> Office Machines |
| <input type="checkbox"/> Business Law | <input type="checkbox"/> General Business |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Office Practice |
| <input type="checkbox"/> Business Math | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Shorthand | |

 4. Type of school in which you teach:

| | |
|---|---|
| <input type="checkbox"/> 4-Year High School | <input type="checkbox"/> 6-Year Jr-Sr High |
| <input type="checkbox"/> 3-Year High School | <input type="checkbox"/> Other (Please specify) |

 5. Approximately how many students are enrolled in grades 10-12 of the high school in which you teach? _____

 6. (A) State in which you earned baccalaureate degree? _____
 (B) State in which you earned the highest degree completed? _____

 7. How long do you feel you will remain in teaching?

| | |
|---|------------------------------------|
| <input type="checkbox"/> Only a few years | <input type="checkbox"/> Undecided |
| <input type="checkbox"/> Permanent career | |

 8. Number of semester hours of business completed during your UNDERgraduate work: (Check appropriate column)

| | None | 1-10 | 11-20 | 21-30 | 31-40 | 40+ |
|-----------------|------|------|-------|-------|-------|-----|
| Typewriting | | | | | | |
| Shorthand | | | | | | |
| Accounting | | | | | | |
| Business Law | | | | | | |
| Finance | | | | | | |
| Management | | | | | | |
| Marketing | | | | | | |
| Other (Specify) | | | | | | |

9. Number of semester hours of business you have taken since the completion of the baccalaureate degree: (Check appropriate column)

| | None | 1-10 | 11-20 | 21-30 | 31-40 | 40+ |
|-----------------|------|------|-------|-------|-------|-----|
| Typewriting | | | | | | |
| Shorthand | | | | | | |
| Accounting | | | | | | |
| Business Law | | | | | | |
| Economics | | | | | | |
| Finance | | | | | | |
| Management | | | | | | |
| Marketing | | | | | | |
| Other (Specify) | | | | | | |

10. How many of the hours indicated in question 9 could be counted on your master's degree? (Check appropriate column)

| | None | 1-10 | 11-20 | 21-30 | 31-40 | 40+ |
|-----------------|------|------|-------|-------|-------|-----|
| Typewriting | | | | | | |
| Shorthand | | | | | | |
| Accounting | | | | | | |
| Business Law | | | | | | |
| Economics | | | | | | |
| Finance | | | | | | |
| Management | | | | | | |
| Marketing | | | | | | |
| Other (Specify) | | | | | | |

11. Type of undergraduate degree you have completed:

_____ Bachelor of Arts with major or minor in business.
(Specify field) _____

_____ Bachelor of Science with major or minor in business.
(Specify field) _____

_____ Bachelor of Science in Education with major or minor
in business. (Specify field) _____

_____ Other (Specify) _____

12. Kind of institution where you completed your UNDERgraduate degree:

A. Type of institution:

_____ State University

_____ State College

_____ Privately Endowed

University/College

B. Approximate enrollment of institution at time you attended:

_____ Less than 500

_____ 500 to 2,499

_____ 2,500 to 5,000

_____ 5,000 and over

13. Type of advanced degree you have completed:

_____ Master's in business with no education courses.
(Specify business area) _____

_____ Master's in education with major or minor in business.
(Specify area) _____

Master of teaching degree with business concentra-
tion. (Specify area) _____
Master's in education with no business courses.
Doctorate: Type _____
Major _____
Other (Please specify) _____

14. Date advanced degree was granted:

Master's _____
Doctorate _____

15. Kind of institution where you completed your master's degree:

A. Type of institution:

| | |
|------------------------|-----------------------------|
| _____ State University | _____ Privately Endowed |
| _____ State College | _____ University or College |

B. Approximate enrollment of institution at time you attended:

| | |
|---------------------|----------------------|
| _____ Less than 500 | _____ 2,500 to 5,000 |
| _____ 500 to 2,499 | _____ 5,000 and over |

16. Kind of institution where you completed or have done work on your doctorate: (Check one in both A and B if you have done work on your doctorate degree.)

A. Type of institution:

| | | |
|----|------------------|-----------------------|
| 11 | | |
| | State University | Privately Endowed |
| | State College | University or College |

B. Approximate enrollment of institution at time you attended:

| | |
|---------------|----------------|
| Less than 500 | 2,500 to 5,000 |
| 500 to 2,499 | 5,000 and over |

You will notice two sets of columns requiring your responses. The first set is for your responses based upon your experiences in your first year of graduate study. (The sixth column in the first set is to be checked if your graduate program did not include any experience relative to the item.) The second set is for your responses as recommendations for a fifth-year program of teacher education as the program should be, based on the value you would place on the item.

| | |
|--------------------|-------------------------|
| Your Experience | Your Recommendations |
|--------------------|-------------------------|

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

30. What percentage of the total fifth-year program should be devoted to each of the following ON A REQUIRED BASIS? (It is not necessary to specify something on every topic.)

| | | |
|--|-------|---|
| (1) Professional education courses..... | _____ | % |
| (2) Business in the major business area..... | _____ | % |
| (3) Other business courses..... | _____ | % |
| (4) Business education courses..... | _____ | % |
| (5) Research..... | _____ | % |
| (6) Observation and advanced student teaching... | _____ | % |
| (7) Unrestricted electives..... | _____ | % |
| (8) Other required work (Please specify)..... | _____ | % |

(100%)

31. Advanced methods courses in business (improvement of instruction courses) should be offered by: (Please check one)

| | |
|--|-------|
| (1) Education Department, giving credit in education | _____ |
| (2) Business Department, giving credit in business.. | _____ |
| (3) Either Education Department or Business Department, giving credit in either..... | _____ |
| (4) Other (Please specify)..... | _____ |

32. Which of the following types of backgrounds would best suit a person to teach the advanced methods courses? (Please check one)

| | |
|--|-------|
| (1) Predominately professional education background. | _____ |
| (2) Predominately business background..... | _____ |
| (3) Combination of business and education background | _____ |
| (4) Other (Please specify)..... | _____ |

33. Do you recognize any felt need for program changes in business at the college level to better insure that the high school teacher is equipped to handle the computer-augmented courses? Yes _____ No _____

If answer is "yes," note specific suggestions below.

Part Three

RANKING OF MOST VALUABLE COURSES

The following section of the questionnaire is divided into Groups I through IV. Under Groups I, II, and III, courses are listed which might be included in the fifth year of business education. Under Group IV, you are asked to list courses you consider to be most valuable for the business teacher in the fifth year of teacher education.

Please rank the courses within each group, including Group IV, according to your estimate of their importance in the fifth-year business education program. Rank the courses by placing a number (most important, 1; next most important, 2, etc.) in the blank in Column B.

If you have taken or are currently taking the course in college (graduate or undergraduate), place a check () in Column A following the course.

| | Courses Taken | Rank |
|--|------------------|------|
| | A | B |
| <u>GROUP I:</u> (Rank from 1 to 4) | | |
| Utilization of Audio-Visual Materials..... | () | () |
| Selection of Audio-Visual Materials..... | () | () |
| Making or Preparing Audio-Visual Materials... | () | () |
| Other (Please specify) _____ | () | () |
| <u>GROUP II:</u> (Rank from 1 to 12) | | |
| Extra-Curricular Activities..... | () | () |
| Educational Research..... | () | () |
| Educational Psychology..... | () | () |
| Educational Measurements and Evaluation..... | () | () |
| Educational Statistics..... | () | () |
| Guidance..... | () | () |
| Philosophy of Education..... | () | () |
| History of Education..... | () | () |
| Course and Curriculum Development..... | () | () |
| Problems of Teaching..... | () | () |
| Materials and Methods of Instruction..... | () | () |
| Principles of School Administration..... | () | () |
| <u>GROUP III:</u> Graduate work in-- (Rank from 1 to 4) | | |
| Modern advances in major or related business areas..... | () | () |
| Advanced Business Teaching Methods..... | () | () |
| Research in a Business Area..... | () | () |
| History of your major business area..... | () | () |

GROUP IV:

List courses, general and specific, in business and related areas that you consider to be valuable to business teachers in the subject areas below that might be taken as a part of the fifth-year program. You may wish to indicate the number of semester hours to be devoted to the courses you suggest.

IF YOU HAVE NO SUGGESTIONS FOR A SUBJECT AREA, SO INDICATE BY LEAVING THE AREA BLANK AND GOING ON TO PART IV.

| | | Semester Hours | Courses Taken | Rank |
|-------------------------------|-------|-------------------|------------------|------|
| A. BOOKKEEPING TEACHER | | | | |
| (Bookkeeping) | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |
| (Related Courses) | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |
| B. SHORTHAND TEACHER | | | | |
| (Shorthand) | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |
| (Related Courses) | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |
| C. TYPEWRITING TEACHER | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |
| (Related Courses) | | | | |
| (1) | _____ | | () | () |
| (2) | _____ | | () | () |
| (3) | _____ | | () | () |
| (4) | _____ | | () | () |

| | | | Courses Taken | | Rank | |
|--|-------|-------|---------------|---|------|-----|
| | | | A | B | | |
| D. GENERAL BUSINESS TEACHER (Business) | | | | | | |
| (1) | _____ | | _____ | | () | () |
| (2) | _____ | | _____ | | () | () |
| (3) | _____ | | _____ | | () | () |
| (4) | _____ | | _____ | | () | () |
| (Related Courses) | | | | | | |
| (1) | _____ | | _____ | | () | () |
| (2) | _____ | | _____ | | () | () |
| (3) | _____ | | _____ | | () | () |
| (4) | _____ | | _____ | | () | () |
| E. OTHER (Please specify) _____ | | | | | | |
| (Specific Courses) | | | | | | |
| (1) | _____ | | _____ | | () | () |
| (2) | _____ | | _____ | | () | () |
| (3) | _____ | | _____ | | () | () |
| (4) | _____ | | _____ | | () | () |
| (Related Courses) | | | | | | |
| (1) | _____ | | _____ | | () | () |
| (2) | _____ | | _____ | | () | () |
| (3) | _____ | | _____ | | () | () |
| (4) | _____ | | _____ | | () | () |

Part Four

RANKING OF GROUPS OF COURSES

Please rank the groups of courses from the preceding section, Part Three, on the basis of the overall value of that group of courses to the high school business teacher in the fifth year of teacher education. Rank the groups by placing a number (most important, 1; next most important, 2; etc.) in the blanks following the groups below:

GROUP I..... ()

GROUP II..... ()

GROUP III.....()

GROUP IV.....()

Please add any comments concerning the fifth year of business teacher education you wish to make. Any opinions concerning the business program or other phases of the program not covered above will be welcome.