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THE RELEVANCE OF TEACHER EDUCATION PROGRAMS TO THE
NEEDS OF JUNIOR COLLEGE BUSINESS TEACHERS

A DISSERTATION
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1970

THE RELEVANCE OF TEACHER EDUCATION PROGRAMS TO THE
NEEDS OF JUNIOR COLLEGE BUSINESS TEACHERS

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THE RELEVANCE OF TEACHER EDUCATION PROGRAMS TO THE
NEEDS OF JUNIOR COLLEGE BUSINESS TEACHERS

CHAPTER I

THE PROBLEM

Introduction

Existing arrangements for the control of teacher preparation and standards of professional competence seem to be atomistic, diffuse, and diverse.¹ Teacher education institutions in the United States have the primary responsibility of leadership in the development of quality programs. The programs should prepare prospective business teachers for effective teaching of business information and occupational skills at the level that they are preparing to teach.

Until recently, the focus of teacher education has been secondary teacher preparation; and quality controls have been exercised through cooperative efforts of institutions of higher education, state departments of education,

¹Archibald Anderson, "The Teaching Profession: An Example of Diversity in Training and Function," Education for the Professions, The Sixty-first Yearbook of the National Society for the Study of Education, Part II, ed. by Nelson B. Henry (Chicago: The University Press, 1962), p. 160.

and professional organizations. As a technically oriented society has created unprecedented needs for skilled labor, vocational preparation has expanded into diverse institutional arrangements. One of these arrangements, the junior college, is becoming the most spectacular growth phenomenon in higher education. The two-year institutions are now only being built at the astonishing rate of one every week,² but they are also bringing vocational courses to the general public in kind and variety heretofore unrealized. "Indeed, it is probable that the junior college will rapidly become the nation's chief provider of middle-level management and technical personnel."³

"In 1965, thirty-two per cent of the freshmen entering college public institutions in the United States enrolled in community colleges."⁴ By 1975, a predicted 1,200 to 1,300 junior colleges will enroll 3.5 to 4.5 million students.⁵ With this increase in junior colleges, business education programs will grow concomitantly, because business education represents a considerable portion of the junior college

²Richard C. Richardson, Jr., and Clyde E. Blocker, Student's Guide to the Two-Year College (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1968), p. iii.

³Roger H. Garrison, Teaching in a Junior College, American Association of Junior Colleges, American Educational Publishers Institute, 1968, p. 3.

⁴Stuart E. Marsee, "Who Needs the Community College," Junior College Journal, XXXIX (September, 1968), p. 8.

⁵Garrison, op. cit.

curriculum and enrolls a greater number of students than any other occupational field.⁶

Thus, this increase in junior colleges, with emphasis on preparation of students for business occupations, has opened a new level of professional employment for business teachers. Although current periodicals reflect rather widely shared views concerning the need for specific preparation of business teachers for the junior college level, there is little research at present to support these opinions.

Statement of Problem

This is a study to determine the relevance of teacher education programs to the needs of junior college business teachers.

Current business teacher education programs are designed primarily for secondary teacher preparation and certification. Are these curricula appropriate for preparation of business teachers at the junior college level? If not, what additions, deletions, and other modifications are needed to meet the optimum requirements of junior college business teachers based on their responsibilities, duties, and conditions of instruction? Specifically, this investigation seeks to answer the question: What changes in business teacher education are needed to meet the needs of prospective junior college teachers?

⁶Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), pp. 103-5.

Delimitations

The focus of this study is the preparation of business teachers for the junior college level. Business teacher curricula for other levels are included only as a base for additions, deletions, or modifications of current programs.

Sources of data are delimited to the junior colleges in the Mountain Plains Business Education Association region⁷ that are regionally accredited.

Definitions

Key terms are defined for this study as follows:

1. Business Specialization: The technical or skill subject matter, such as typewriting and shorthand, and the functional areas of business, such as accounting, marketing, management, finance, economics, and business law, from which the prospective business teacher is required to select a portion of his preparation.⁸
2. Business Teacher Education: The sequence of courses established by teacher education institutions for the preparation of persons for teaching business subjects.⁹

⁷Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming. Subsequent references to the Mountain Plains Business Education Association Region will be designated as Mountain Plains region.

⁸Robert Eugene Hoffman, "An Analysis of Selected Forces Influencing the Certification Requirements for Business Teachers," (unpublished doctoral dissertation, College of Education, University of Oklahoma, 1969), p. 8.

⁹Ibid.

3. Community Service Function: Meeting the higher educational needs of the community by utilizing the resources of the institution primarily for this purpose.
4. General Education: Basic knowledges and competencies in oral and written communications, awareness of the contributions of all segments of society, and understanding of the nature of human endeavor.¹⁰
5. Guidance Function: The function of taking a scientific interest in the traits, abilities, and personal welfare of the student, of training him to think, of helping him to organize his studies effectively, of making his college and life experience profitable to him to an optimum degree, of assisting him to fit into his place after leaving the junior college, whether in a higher educational institution, in a life occupation, or in a way of life.¹¹
6. Junior College: Either a public or a private two-year, post-high school institution that offers general and specialized education for either immediate employment, upper-division study, or general cultural values.
7. Professional Education: Studies designed to promote understanding of the educational enterprise and to clarify principles of good practice in the teaching-learning processes that draw from relevant humanist disciplines (history and philosophy) and behavioral disciplines (sociology, anthropology, psychology, economics, and political science).¹²
8. Terminal Function: The function of giving specific preparation along vocational lines for occupations at the semiprofessional and other levels that will qualify students for immediate places in specific

¹⁰Proposed Guidelines for Business Teacher Education (Washington, D.C.: National Association for Business Teacher Education, 1969), p. 1.

¹¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 179.

¹²Proposed Guidelines for Business Teacher Education, op. cit., p. 4.

life occupations and of giving general education for citizenship and for life to other students who cannot continue their formal education beyond the junior college.¹³

9. Transfer Function: The function of giving two years of college work, equivalent to that offered in the freshman and sophomore years of standard universities, that will adequately prepare students for upper-division specialization in the university.¹⁴

Limitations

Certain inherent limitations should be kept in mind to interpret the findings of this study properly.

Because of a lack of uniformity in course designations and credit hours specified in bulletins from the teacher education institutions, decisions were made concerning areas, courses, and semester credit hour specifications.

In completing the questionnaires, some of the junior college business teachers may have failed to recall information about their teaching experiences that could have been included in the study.

Inasmuch as the study is limited to business teacher programs and junior college business teachers in the Mountain Plains region, the implications may not be applicable to all other teacher education institutions. However, the recommendations may merit consideration.

¹³Good, op. cit.

¹⁴Ibid.

Wherever subjective rather than quantitative terms were used to qualify factors in the questionnaire, precise quantitative values were not obtained.

Procedures

The procedural steps required to ascertain the relevancy of instruction provided in teacher education programs to needs of junior college business teachers included making decisions about the nature and the sources of data and collecting, processing, and determining adequacy of data.

Nature and Sources of Data

This study of the relevancy of teacher education programs in the Mountain Plains region to the needs of junior college business teachers focused attention on two bodies of data needed for solving the problem. These two bodies of data, referred to as Class A and Class B data, respectively, are both quantitative and qualitative.

Nature and Sources of Class A Data

Class A data are comprised of current curricula in general education, professional education, and business education for the preparation of business teachers.

Sources for determining the subject matter components were the bulletins of the 87 teacher education institutions in the Mountain Plains region accredited by the National

Council for Accreditation of Teacher Education.¹⁵ Analysis of these data led to the identification of the areas in which knowledges, understandings, and skills are being developed.

Nature and Sources of Class B Data

Class B data pertain to current and optimum professional requirements for business teachers at the junior college level and consists of education, experience, conditions of instruction, responsibilities and duties, knowledges, understandings and skills. These data were secured from the bulletins of 42 regionally accredited junior colleges in the Mountain Plains region that had agreed to participate in the study and the questionnaires (Exhibits 1 and 2) completed by 162 business teachers and 36 administrators in these junior colleges.

Plan for Collection of Data

The nature and sources of the two bodies of data needed in the study were prime considerations in devising a plan for the collection of data.

Collection of Class A data

A list of the 87 institutions accredited by the National Council for Accreditation of Teacher Education was

¹⁵James Cass and Max Birnbaum, Comparative Guide to Two-Year Colleges and Four-Year Specialized Schools and Programs (New York: Harper and Row, 1969).

compiled from the Annual List #16, 1969-70,¹⁶ published by the National Council for Accreditation of Teacher Education. Bulletins for the 87 institutions were secured from The University of Oklahoma library.

Collection of Class B data

A list of regionally accredited junior colleges in the Mountain Plains region was compiled from James Cass and Max Birnbaum's Comparative Guide to Two-Year Colleges and Four-Year Specialized Schools and Programs. A request for a current college bulletin (Exhibit 3) was sent to each of the 62 regionally accredited junior colleges in the Mountain Plains region. Lists of academic deans and business teachers were compiled from these bulletins.

Letters were sent to each of the 62 academic deans of the regionally accredited junior colleges to explain the purposes of and to request their participation in the study (Exhibit 4). The deans were asked to check their desire for participation in the research project and return the letter in an enclosed stamped, addressed envelope. An offer to send an abstract of the completed study was made to all who would agree to participate. A follow-up request letter (Exhibit 5) was mailed two weeks after the initial letter. Initial responses revealed that one institution was no longer

¹⁶Annual List #16, 1969-70, National Council for Accreditation of Teacher Education, 1969-70.

a junior college and four had limited curricula taught by university personnel in night classes only. Of the remaining 57 accredited junior colleges, 15 responded negatively and five did not respond; in responding to a follow-up, the latter five agreed to participate. A total of 42 or seventy-four per cent of the junior colleges eligible participated in this investigation.

From an examination of the 42 junior college bulletins, a frequency list of business course offerings was compiled.

Two questionnaires were constructed. One questionnaire was designed to seek data from junior college administrators concerning the optimum requirements for employment of business teachers at the junior college level (Exhibit 1). The second questionnaire was designed to seek data from junior college business teachers concerning their responsibilities, duties, conditions of instruction, and professional deficiencies (Exhibit 2). Job analysis techniques were used in determining questionnaire items from literature about the junior college; educational factors were based on information from the teacher education bulletins.

A pilot study was made to determine whether any items were either ambiguous or difficult to answer. Academic deans and the 27 business teachers employed by the 8 regionally accredited junior colleges in Oklahoma comprised the population for the pilot study. Accompanying letters (Exhibits 6 and 7) solicited the recipients for suggestions regarding any items

on the questionnaire that were either ambiguous or difficult to answer. Recipients were also asked to suggest additional topics considered important to the study. A stamped, addressed envelope was enclosed. Two weeks after the initial mailing, follow-up letters (Exhibit 8) were sent to administrators and business teachers, along with another copy of the questionnaire. Seven (88 per cent) of the administrators and 21 (77.7 per cent) of the junior college business teachers responded. Inasmuch as no items were questioned in the pilot study, data in those questionnaires were included in the final processing.

Questionnaires were mailed to all academic deans and junior college business teachers in the remainder of the participating institutions. The letters of transmittal (Exhibits 9 and 10) explained the purpose of the study, offered an abstract of the completed study, and included a stamped, addressed envelope. Two weeks after the initial mailing, a follow-up letter (Exhibit 11), along with another copy of the questionnaire, was mailed to each person who had not responded. Thirty-six (85.7 per cent) of the 42 administrators and 162 (65.6 per cent) of the 247 business teachers returned their completed questionnaires.

Processing Data

Processing Class A data

Data pertaining to current curricular offerings in general education, professional education, and business

education were tabulated in a frequency listing of the areas and the credit hours required for a program of business teacher education. The typical program for business teacher education specifies the areas and the number of hours appearing most frequently.

Processing Class B data

With the exception of one item on the questionnaire prepared for the administrators, the data pertaining to education, experience, and conditions of instruction were processed by frequency count and percentages. The item concerning the rank of business teacher qualifications was processed by tabulating frequencies of rank (1 through 8) for each item. The average rank for each item was then determined.

Data pertaining to the extent of performance and adequacy of preparation in responsibilities and duties for each of the factors listed were tabulated. Junior college business teachers indicated the extent of their performance of factors listed in the category of responsibilities and duties. Junior college administrators indicated what they believed the extent of performance of responsibilities and duties should be for junior college business teachers. The following four alternatives for indicating performance were provided: (1) frequently performed, (2) occasionally performed, (3) seldom performed, and (4) not performed. The

extent of performance of each factor was analyzed on the basis of the percentage of cases indicating each of the four alternatives. Total performance for each factor was based on the total of the three categories, and factors were then ranked in descending order of performance.

In this study, frequency of performance is not synonymous with importance. That a factor is seldom performed does not necessarily mean that it is of lesser importance than another that is performed either occasionally or frequently. No attempt was made to rank the factors according to relative importance.

Junior college business teachers rated the adequacy of preparation in responsibilities and duties involved in executing teaching assignments. Administrators rated the adequacy of preparation of junior college business teachers in responsibilities and duties in teaching assignments. Four alternatives for rating the adequacy of preparation were provided: (1) highly satisfactory; (2) acceptable, generally satisfactory; (3) greater scope and depth desirable; and (4) deficient to point of being limited in performance. Analyses pertaining to the adequacy of preparation for each factor were made on the basis of the percentage of respondents rating each of the four alternatives.

Data pertaining to extent of use and adequacy of preparation in knowledges, understandings, and skills were tabulated for each factor listed in the three broad categories

(general education, professional education, and business education). Teachers reported the extent of their use of each educational factor listed in the three categories. This extent of use is really an index of need in performing teaching duties. Four alternatives for indicating use of general education and professional education were provided: (1) frequently used, (2) occasionally used, (3) seldom used, and (4) not used. The following five alternatives for indicating use of business education factors were provided: (1) frequently used, (2) occasionally used, (3) seldom used, (4) not used, and (5) used as necessary background information. The extent of use of each factor was analyzed on the basis of the percentage of junior college business teachers reporting each of the alternatives. Total use for each factor was based on the total of the three categories, and factors were then ranked in descending order of use.

Again, frequency of use is not synonymous with importance; the extent of use of a factor, therefore, indicates need but not necessarily relative importance.

For each of the three categories--general education, professional education, and business education--junior college business teachers rated the adequacy of preparation in factors involved in executing teaching assignments. The following four alternatives for rating the adequacy of preparation were provided: (1) highly satisfactory; (2) acceptable, generally satisfactory; (3) greater scope and

depth desirable; and (4) deficient to point of being limited. The adequacy of preparation for each factor was analyzed on the basis of the percentage of business teachers who had rated the four alternatives.

Determination of Relevancy

The test of any educational program, particularly a professional one, is the degree of congruity between the educational program and the subsequent, relevant occupational experience. In this problem, relevancy is determined between the business teacher education curriculum and the needs of junior college business teachers.

The processing of Class A data involved the identification of factors in current curricular programs for preparation of business teachers. Class B data was analyzed to determine the experiences of business teachers in the use of those educational factors in teaching assignments. Relevance was ascertained by assessing congruity between these two bodies of data.

The data are quantitative insofar as curricular and teaching experiences are concerned; however, establishing the degree of congruity does not lend itself to either statistical treatment or quantitative analysis. Consequently, data were analyzed and relationships were discerned by logical analysis.

Implications for Change

The discrepancies between the curricular programs and the needs of junior college business teachers provide the rationale for recommending changes in current business teacher education programs.

Adequacy of Data

As sources of Class A data, the 87 NCATE approved teacher education institutions in the Mountain Plains region were used to determine the typical program of business teacher education. As sources of Class B data, the questionnaire factors in the areas of general education, professional education, and business education were based on information obtained from these bulletins.

Data were received from 36 (85.7 per cent) of the 42 junior college administrators who had agreed to participate in the study and 162 (65.6 per cent) of the 247 junior college business teachers contacted. To increase the validity of the findings, several checks were built into the design: (1) information concerning Parts I and II--education, experience, and conditions of instruction, and responsibilities and duties--were obtained from both administrators and business teachers; and (2) analysis of junior college bulletins was made as a check against curricula reported on the questionnaires. Basically the same programs were reported in both sources.

Organization of Report

The statement of the problem, delimitations, definition of terms, purpose, limitations, procedure, and organization of the study are included in Chapter I. Relevant literature is reviewed in Chapter II. In Chapter III the current state of business teacher preparation in the Mountain Plains region is noted. Chapter IV describes conditions of instruction; Chapter V, responsibilities and duties; and Chapter VI, knowledge, understanding, and skill factors involved in teaching business. The summary and recommendations based upon this investigation are given in Chapter VII.

CHAPTER II

RELATED LITERATURE

In the area of junior college education, an extensive, varied, and growing volume of literature appears. These writings include numerous research studies, surveys, articles, textual materials, pamphlets, and brochures pertaining to functions, administration, physical facilities, and expansion of the junior college. In recent years, characteristics of the junior college student have been studied. Although numerous articles have been published concerning the need for adequately prepared junior college teachers, only a limited amount of research has been completed.

The literature reviewed in this chapter was selected on the basis of its relevance to the problem under investigation. In varying degrees of relationship, the related literature was classified into the following four major categories: (1) evolution of the junior college, (2) functions and characteristics of the junior college, (3) characteristics of the junior college student, and (4) preparation of the junior college teachers.

Evolution of the Junior College

"The two-year college might be considered an historical accident growing out of the struggle between conservative thought and liberal thought during the first half of the twentieth century."¹⁷ University leadership appealed to an older educational tradition, the German ideal, which was held in higher esteem than the younger four-year American college pattern. The German concept, envisioning the highly specialized education of an intellectual elite, did not entirely succeed and "the university remains an inconsistent amalgamation of the four-year college and the German university pattern."¹⁸

The liberal concept that public education should be expanded to provide equal opportunities for all was the driving force behind the creation of the public elementary and secondary schools. The same concept also stimulated the movement to extend the secondary work beyond the twelfth year.

Although continued expansion of secondary education into the thirteenth and fourteenth years was not universally accepted, the two-year college remained, for the most part, an unstable appendage of secondary education until recent

¹⁷Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 32.

¹⁸Ibid.

years.¹⁹ As the concept evolved, two-year colleges--classified as private junior colleges, public comprehensive colleges, technical institutes, extension centers, and branch colleges--became essential segments of American higher education.²⁰

Private junior colleges have attempted to develop a distinctive image that would be attractive to those students they plan to serve. Their purposes center around either the college transfer program or denominational objectives, and appeal to social and economic groups interested in the cultural and social development of their children. The image of this type of college is traditional: ivy-covered walls and the quiet, refined campus life.²¹

For the vocationally oriented student, technical institutes have become the educational resource. In this type of institution, specific knowledges and skills are applied to the vocational preparation of the individual.²²

Extension centers present another diversified picture of educational services. Such centers range from formal courses of "collegiate grade" through all kinds of short courses designed for occupational and professional groups.

¹⁹Blocker, Plummer, and Richardson, op. cit., pp. 24-31.

²⁰Ibid., pp. 41-44.

²¹Ibid., p. 43.

²²Ibid.

Since World War II the terms, "community college" and "community junior college," have gained popularity; however, the term, "junior college" is so well entrenched in the minds of the public that it probably will remain the predominant term throughout the twentieth century. The terms, "junior college," "community college," and "community junior college," are frequently used interchangeably in the literature; inasmuch as some private colleges resemble the community colleges and vice versa, this practice appears logical.

Functions and Characteristics of a Junior College

Functions

Junior college functions are both general and specific. Some functions apply to all junior colleges merely because such institutions are generically geared to education beyond either high school or a particular age baseline. Others are specific in that they apply to particular types of schools. Some two-year colleges, for example, function as private institutes and base their offerings upon objectives that they alone determine to be essential for the population that they serve. Others, public and private, may be oriented toward particular vocational fields. Many, especially those dependent upon local school systems--on administrators, supervisors, and taxpayers who represent the community at large--tend to be comprehensive and offer programs in many fields.

The purposes of the junior college have been restated many times during the last fifty years. Such statements buttress the ideology of an ideal type of educational institution standing between the secondary school and the four-year college and university.

In 1925, Leonard V. Koos, one of the early authorities in junior college education, listed ten functions of the junior college. Koos' functions have been referred to frequently in the literature, and several are among those commonly ascribed to the junior colleges.

1. To give the first two years of curricula (1) in liberal arts and (2) in preprofessional and professional work (where these professional curricula begin with the first college year).
2. To assure instruction as good as or better than that on the same level in other higher institutions.
3. To provide terminal general education for those who cannot or should not go on to higher levels of training.
4. To develop lines of semiprofessional training.
5. To popularize education.
6. To make possible the extension of home influences during immaturity.
7. To afford more attention to the individual student.
8. To improve the opportunities for laboratory practice in leadership.
9. To foster the inevitable reorganization of secondary and higher education.
10. To bring together into a single institution all work essentially similar in order to effect a better organization of courses and obviate wasteful duplication.²³

²³Leonard V. Koos, The Junior College Movement, (Boston: Ginn and Company, 1925), pp. 319-20.

The following six functions were identified from 103 junior college bulletins by the Peabody Workshop in Junior College Terminal Education in 1941:

1. To prepare for a profession in the university.
2. To prepare for a semiprofession in two years.
3. To provide a general cultural education in two years.
4. To articulate home, high school, community and college to the end that all agencies converge upon the individual in such a way as to assist in his becoming a self-directive person who will be able to lead or follow intelligently personal, social, civic and moral affairs.
5. To conserve health through effective use of leisure and recreational pursuits.
6. To provide college education of high quality at minimum cost.²⁴

In his book, The Community College, one of the leading contemporary authorities in junior college education, Jesse P. Bogue, summarized the basic functions of the community college in these words:

By examination of life situations, of identifiable problems that need solution, on national, state, and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counseling for all students and for the people of the community; general education for all students regardless of vocational training, and that on a continuing basis, for students who will not advance to upper-division collegiate studies; the further democratization of higher education for surmounting barriers of geography and family financial difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university parallel studies for those students who could continue formal education.²⁵

²⁴Organization and Administration of Junior College Terminal Courses, Prepared for the Commission of Junior College Terminal Education, American Association of Junior Colleges, 1941, p. 15.

²⁵Jesse P. Bogue, The Community College (New York: McGraw-Hill Book Company, Inc., 1950), p. 76.

In 1953, Charles W. McLain completed his study of the functions of 306 public junior colleges and 246 private junior colleges as described in their bulletins. The functions of the public and private junior colleges, as well as the percentages of the colleges advocating each function, are presented in the following paragraphs:

The purposes or functions regarded as most important by the public junior colleges are: (1) offering two years of work acceptable to colleges and universities, 94.8 per cent; (2) providing occupational training of junior college grade, 91.5 per cent; (3) completing the education of students not going on, 72.3 per cent; and (4) education of adults, 67.7 per cent.

The private junior colleges recognize as important the functions: (1) offering two years of work acceptable to colleges and universities, 88.9 per cent; (2) providing occupational training of junior college grade, 64.2 per cent; (3) completing the education of students not going on, 56.6 per cent; and (4) religious training, 33.4 per cent.²⁶

In 1955, the California State Department of Education stated that the purposes of junior colleges in California were to provide:

1. Occupational education
2. General education
3. Lower division college education
4. Guidance

²⁶Charles W. McLain, "The Present Status of the Junior College in the United States," (unpublished doctoral dissertation, Colorado State College of Education, Greeley, 1953), p. iii.

5. Community service²⁷

In 1958, Tyrus Hillway listed the following functions of the junior college:

The philosophy of the modern two-year college, while there are wide variations among the specific programs, mainly centers around: (1) the democratization of higher education through the extension of greater opportunity to all youth; (2) community service; (3) vocational training for the semi-professions; (4) more effective adult education; and (5) guidance and rehabilitation. The so-called preparatory or transfer function simply amounts to increasing the number of convenient locations in which freshmen and sophomore collegiate courses are made available, and we may therefore include it in the democratizing function.²⁸

In a 1963 study by Bowman, Iowa educators, laborers, technicians, business executives, and professionals ranked the transfer credit function and general education function as the two most important functions of Iowa public junior colleges. Other successful functions were community service and adult education.²⁹

In his 1962 dissertation, Goddard reported that functions most commonly accepted by junior colleges are preparation for upper-division study, terminal vocational

²⁷A Restudy of the Needs of California in Higher Education (Sacramento: California State Department of Education, 1955), p. 55.

²⁸Tyrus Hillway, The American Two-year College (New York: Harper and Brothers, 1958), pp. 82-83.

²⁹George Wayne Bowman, "An Investigation of the Functions of Public Junior Colleges in Iowa" (unpublished doctoral dissertation, University of Nebraska Teachers College, 1963).

education, general education, community service-adult education, and guidance.³⁰

In his doctoral study in 1962, Taylor reported that authorities in the field of junior college education agreed upon these six functions:

1. Transfer
2. Terminal
3. General education
4. Adult education
5. Counseling and guidance
6. Community service³¹

These functions are similar to those advocated by Gleazer,³² Fields,³³ Medsker,³⁴ Blocker, Plummer, and Richardson³⁵ and appear to be those generally accepted by the junior colleges. These above six functions are not unique to the two-year college, however. All appear as

³⁰Merl Lee Goddard, "The Potential Role of the Junior College in Education for Business," (unpublished doctoral dissertation, Indiana University, Bloomington, 1962), p. 80.

³¹James Lewis Taylor, "The Role of the State Supported Junior Colleges of Oklahoma," (unpublished doctoral dissertation, The University of Oklahoma, 1962), pp. 23-24.

³²Edmund J. Gleazer, Jr., A New Social Invention: The Community College (Washington, D. C.: American Association of Junior Colleges, n.d.), pp. 1-3.

³³Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 71.

³⁴Medsker, op. cit., pp. 51-88.

³⁵Blocker, Plummer, and Richardson, op. cit., pp. 32-44.

functions in both high schools and four-year colleges. The uniqueness claimed by the two-year institutions rests, first, upon the accessibility of such services to all regardless of age, educational level, and individual goals; and second, upon the emphasis of each of the six functions and the inter-relation of these functions within a college setting.³⁶

Because the junior college stands between two segments of the public educational system--high school and college or university--it must serve the needs of students who intend to complete the requirements for a baccalaureate or higher degree and, at the same time, provide other needed educational services to a complex society.

Transfer Function

One traditional task of the junior college has been that of preparation for further study at four-year colleges and universities. Every junior college must assume the responsibility of offering standard lower division courses that prepare students for entrance into the junior year of four-year colleges. However, by dedicating itself primarily to the transfer function, a junior college loses some of its uniqueness. Because four-year colleges vary in programs and the junior college courses that they will accept vary, a course may be transferable to one institution but unacceptable by other institutions.

³⁶Clyde E. Blocker, "Purposes, Growth, and Transition of the Community College," National Business Education Quarterly, XXXVI (December, 1967), pp. 4-5.

The transfer program must satisfy the needs of students who expect to continue their education either in colleges of arts and sciences or in various professional schools such as engineering, business, and law schools. In one sense the task of preparing transfer students is becoming more uniform because of the trend away from specialization and toward a base of liberal arts in the lower division curriculum.³⁷

In 1959, James L. Wattenbarger expressed a need for the development of a statement of a transfer policy on the basis of the following factors:

1. Some states are facing situations where most of their college freshmen will be enrolled in community junior colleges.
2. The economic and social pressure for college attendance for more people will increase during the next ten years to such an extent that our college enrollments will be three to four times the present level.
3. The availability of college education through state planning and state development of community junior colleges will increase college attendance even more than would otherwise be possible.
4. A variety or diversity of educational programs at the post high school will be necessary.
5. The ready acceptance of junior college transfers into appropriate four-year degree programs will be of great value to the students themselves, to the four-year colleges, and to our national economy and well being.

The factors in particular, as well as honest concern for the student himself, make it imperative that some definite procedures be established.³⁸

Thus, articulation and effective communication with four-year colleges appear to be important problems related to the transfer purpose of junior colleges.

³⁷Medsker, op. cit., p. 52.

³⁸James L. Wattenbarger, "That All May Learn Without Unnecessary Transfer Problems," Junior College Journal, XXIV (May, 1959), p. 545.

Terminal Function

The terminal function, sometimes called occupational education, can be considered as a continuum. Occupational education may range from vocational training for a specific job to high order technical training suitable for a cluster of occupations. Thornton defined occupational education as

. . . all organized junior college programs of study, of whatever length, that combine appropriate proportions of technical, manipulative, general, and elective courses to prepare the student for employment upon the successful completion of the courses.³⁹

Harris gave five significant reasons why the community college answers the national need for semiprofessional and technical manpower.

1. Junior colleges are a force in being, not a dream of the future.
2. The community junior college is typically located close to the student's home, so that access becomes readily available and relatively inexpensive.
3. Junior colleges have already established liaison with their feeder high schools. Extension of this effort to include occupational information and guidance assistance to the high school teachers would be a relatively easy matter.
4. High school graduates increasingly want to go to college. Even if area vocational-technical schools were set up all over the country, they would probably have low enrollments, whereas colleges, including junior colleges, would still be swamped with applications.
5. Community junior colleges are sensitive to the need for general education. It is doubtful that area technical schools would be. Junior college technical curricula typically include courses in English, history, mathematics, science and economics. A

³⁹James W. Thornton, Jr. The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 182.

narrow concept of technical training is avoided by most junior colleges.⁴⁰

Occupational courses that have been considered appropriate for community colleges cover a wide spectrum of employment. Thornton summarized the vocational curricula offered by each of the colleges listed in the Junior College Directory,⁴¹ and tabulated the summary below:

TABLE 1
NUMBER OF ACCREDITED JUNIOR COLLEGES OFFERING NAMED
OCCUPATIONAL COURSES OF STUDY, 1958-59*

Course of Study	No. of Colleges	Course of Study	No. of Colleges
Business, Secretarial	318	Mechanics, General	72
Business Education	277	Building Trades	71
Drafting	155	Journalism	67
Art	129	Metal Work	65
Engineering, General	113	Nursing, 2-year	59
Medical Lab. Tech.	113	Physical Education	56
Home Economics	108	Architecture	53
Mechanics, Auto	98	Dental Lab. Tech.	46
Electricity, General	93	Woodworking	39
Agriculture, General	86	Social Service	37
Medical Secretarial	85	Recreational Leader	27
Nursing, 1-year	80	Mechanics, Aviation	23
Music	78	Forestry	16
Salesmanship	78	Aviation, Flight	13
Elementary Teaching	76	Misc. Curriculums	169
Radio and T. V. Tech.	73		

*Source: James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 184.

Although community colleges have been urged to expand their occupational programs to meet increasing needs, the

⁴¹Edmund J. Gleazer, Jr. (ed.), Junior College Directory, 1960 (Washington: American Association of Junior Colleges, 1960).

expansion has been limited by lack of funds. The cost of space and equipment for a shop or laboratory is considerably higher than that for a classroom. Even though they may desire to offer occupational programs, some colleges, because of either size, location, or financial restrictions are unable to do so.

General Education

For many years, the nature of general education in higher education has been the subject of intermittent discussion without consensus as to its meaning, objectives, and methods of attaining those objectives. Disagreement concerning general education is common in the community college, partly because it is a relatively new institution and partly due to the lack of unanimity among educators themselves. Medsker,⁴² Lamar,⁴³ and Reynolds,⁴⁴ agree, however, that the general education function is one of the least successful.

After analyzing the statements of students, teachers, and administrators of junior colleges, Edwin Potter set forth the following list of objectives agreed upon by two-thirds of the study population:

⁴²Medsker, op. cit., p. 63.

⁴³Johnson B. Lamar, General Education in Action (Washington, D. C.: American Council on Education, 1952), p. 49.

⁴⁴James W. Reynolds, "General Education in Public Junior Colleges," Junior College Journal, XVI (March, 1964), pp. 308-12.

1. Learn to read and listen with understanding.
2. Learn to speak and write clearly.
3. Develop ability to exert self-direction.
4. Gain understanding of America and its place in the world today.
5. Explore and test one's own ideas and the ideas of others.
6. Increase understanding of the rights and duties of effective citizenship.
7. Develop a sound set of moral values.
8. Understand how to identify, evaluate, and resolve personal and social problems.⁴⁵

The requirements of general education often are met by lower-division courses outside area of specialization. These courses are usually of either the survey or the introductory type intended for students going on to a four-year school. Although survey courses are the most economical method of providing general education, they may not serve the purpose of the non-major students whose interests are either subordinated or ignored. Some colleges have introduced courses treated in an interdisciplinary fashion, but few have developed specific courses and curricula in general education.

Adult Education

Junior colleges are beginning to emerge from the common misconception that adult education is limited to evening programs. The misnomer, "night school," is gradually being replaced by late-evening programs and extended-day

⁴⁵Edwin E. Potter, "An Analysis of Attitudes of Students, Teachers, and Administrators toward General Education Programs of Selected Junior Colleges of Florida," (unpublished doctoral dissertation, University of Florida, 1961), p. 29.

programs. The adult education program is gradually becoming a part of the total educational program functioning under the same standards, the same administration, the same student personnel services, and the same quality of instruction as the rest of the college program. Taylor lists the objectives of adult education as:

1. Vocational upgrading
2. Socio-civic training
3. Cultural training
4. Development of self
5. Creative expression
6. Training and home making⁴⁶

Guidance and Counseling

The public junior colleges throughout the nation admit students of varying levels of ability and diverse backgrounds. The guidance program, more commonly called personnel services in the junior college, has the responsibility of providing the necessary individual and specialized services for each student.

A college may have a plant, a faculty, and a curriculum, but unless there is an orderly way of admitting students, some method of assisting them to appraise themselves and to plan their educational and vocational programs accordingly, some means of assuring enriching experiences through campus social interactions, and some attempt to center attention on the individual rather than on the group, the college is an impersonal shell in which students are not conditioned for optimum learning.⁴⁷

⁴⁶Taylor, op. cit., p. 28.

⁴⁷Medsker, op. cit., p. 141.

In 1952, Humphreys expressed concern over some apparent deficiencies in student personnel programs in junior colleges. He concluded that

(1) relatively few junior colleges have student personnel adequate to meet the needs of their students, (2) student personnel work is not recognized in sufficient degree (in the institutions) as one of the major functions, (3) testing and counseling of students is not satisfactorily developed or pursued, (4) professionally qualified personnel workers are not used in sufficient number, (5) adequate inservice training for staff members doing personnel work is lacking, and (6) the chief administrator of the institution or his assistant tends to carry too much responsibility in student personnel work.⁴⁸

Despite some differences in terminology, an accepted list of services comprising a junior college student personnel program should include:

- | | |
|-------------------------|-----------------------------|
| 1. Orientation | 7. Health Services |
| 2. Admission | 8. Housing and Boarding |
| 3. Testing | 9. Placement |
| 4. Counseling | 10. Follow-up ⁴⁹ |
| 5. Non-Academic Records | 11. Evaluation |
| 6. Loan Programs | |

Community Services

The community services part of the program best demonstrates the flexibility and the adaptability that is requisite of a true junior college. A typical pattern is difficult to describe because of the absence of uniform practices. Such diversity is desirable if the junior college

⁴⁸Anthony Humphreys, "Toward Improved Programs of Student Personnel Services," Junior College Journal, LII (March, 1952), 382-92.

⁴⁹Hillway, op. cit., pp. 142-62.

is to focus on the needs and interests of its service area. The extent to which the college engages in community services depends upon the philosophical orientation of the administration and the staff, as well as the activities of other community institutions, such as church groups, YMCA, YWCA, recreation districts, and civic associations.

In the 1956 yearbook of the National Society for the Study of Education, James Reynolds reported on his investigation of studies of possible community services and classified them into the following categories:

1. Mutual aid for meeting college-community needs.
2. Community experience programs using the community as a laboratory for the college.
3. Community study and research problems.
4. Public affairs education.
5. Specialized community services.
6. Community development.
7. Community participation and leadership training.
8. Use of mass-media communication.
9. Public relations programs.
10. Community use of school plant.
11. Adult education.⁵⁰

⁵⁰James W. Reynolds, "Community Services," The Public Junior College, ed. by Nelson B. Henry, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1956), pp. 140-60.

Characteristics

Diversity is one of the most striking characteristics of American higher education. The junior college is probably more diverse in defined functions, programs, clientele, and philosophical bases than any other educational institution in existence.⁵¹

Fields, in his analysis of the junior college, set forth five fundamental characteristics that he thought had clearly established the uniqueness of the institution.

1. Democratic--low tuition and other costs; non-selective admission policies; geographically and socially accessible; and popularized education for the largest number of people.

2. Comprehensive--a wide range of students with widely varying abilities, aptitudes, and interests; a comprehensive curriculum to meet the broad needs of such students.

3. Community-centered--locally supported and controlled, local resources utilized for educational purposes; a community service improving the general level of the community.

4. Dedicated to life-long education--educational programs for individuals of all ages and educational needs.

5. Adaptable--to individual differences among students, differences in communities, and the changing needs of society.⁵²

⁵¹Blocker, Plummer, and Richardson, op. cit., p. 35.

⁵²Fields, op. cit., pp. 63-95.

The junior college, with the above characteristics, is an organization of and for the people whom it serves.

America's junior and community colleges mean many things. . . . For some, they mean the best, if not the only hope for educational experience beyond the high school. For others, they may represent the best means to a baccalaureate degree and perhaps eventual graduate study in a professional field. For still others, the junior or community college may mean the chance for experience and training that will lead to satisfying jobs in a wide range of fields.⁵³

Characteristics of Junior College Students

The "open door" policy, which grants admission to any high school graduate and person over eighteen years of age who seems capable of profiting by the instruction, assures a heterogeneous student population.⁵⁴ This diversity poses difficulties for the instructor who must adapt his methods to the abilities and the purposes of the groups that the school serves. The major problem in developing adequate educational programs congruent to student needs results from the lack of evidence of student characteristics other than academic ability.⁵⁵ As Dorothy M. Knoell states,

The bulk of current research . . . is found in lengthy doctoral theses filled with routine tabular summaries of grade-point averages and in brief sections in accreditation reports which present

⁵³American Association of Junior Colleges, Many Things to Many People (Washington, D. C.: American Association of Junior Colleges, 1966), pp. 1-3.

⁵⁴Thornton, op. cit., p. 35.

⁵⁵Blocker, Plummer, and Richardson, op. cit., p. 106.

rather limited amounts of material describing small groups of junior college students.⁵⁶

A profile of the typical junior college student would be difficult to obtain. To a greater extent than the four-year college or university, the junior college reflects the character of the local community. Junior college student bodies will differ just as communities vary among themselves. However, available studies provide information about some of the general characteristics of the students for whom the instructor must be prepared.

An increasing number of studies concerning junior college student characteristics are becoming available. Reports from the American College Testing Program,^{57, 58} and the American Council of Education, Office of Research⁵⁹ describe demographic characteristics, socio-economic background, reasons for attendance, academic ability, and educational plans of junior college students.

⁵⁶Dorothy M. Knoell, "Significant Current Research on Community Students," Community Colleges in the South: Progress and Prospects, ed. by James L. Wattenbarger and Winfred L. Godwin. A Report of the Southern States Work Conference, 1962, p. 84.

⁵⁷James M. Richards and Larry A. Brankamp, "Who Goes Where to Junior College," (Iowa City: American College Testing Program, 1966).

⁵⁸College Student Profiles: Norms for the ACT Assessment (Iowa City: American College Testing Program, 1966).

⁵⁹A. W. Astin, R. J. Panos, and J. A. Creager, National Norms for Entering College Freshmen, II: No. 1 (Washington, D. C.: American Council on Education, 1966).

Demographic Characteristics

The age range of junior college students is from sixteen to over seventy. Medsker, in his study of over 13,000 students, found that 53 per cent were from 16 to 22, 31 per cent from 23 to 29, and 16 per cent, 30 and over.⁶⁰ These figures reflect considerable change from Thornton's 1935 study that indicated that 87 per cent of junior college students were under 30.⁶¹ Because most of the older students are found in the occupational programs and attending part-time, the change can be partially attributed to the broadening of the junior college's functions.

Raines reports that junior college students, for the most part, comprise these two population groups: (1) students under twenty years of age who represent the traditional age grouping for college freshmen and sophomores and (2) primarily older part-time students who attend evening classes.⁶²

In American colleges, men generally outnumber women 2 to 1. Thornton found the ratio in the junior colleges to be 3 to 1.⁶³ The greater number of males in the junior colleges is probably due to the emphasis on occupational education.

⁶⁰Medsker, op. cit., p. 43.

⁶¹Thornton, op. cit., p. 152.

⁶²Max R. Raines, "Characteristics of Junior College Students," National Business Education Quarterly, XXXVI (Winter, 1967-68), 13.

⁶³Ibid., 151.

The ratio, however, varies considerably from school to school according to the nature of the programs. Scheffer, in his study of two Oregon junior colleges, found a ratio of slightly over 2 to 1.⁶⁴

Married students comprised 23 per cent of the student body, although the range varied from 11 per cent in rural areas to 31 per cent in suburban metropolitan schools. About 2 per cent were divorced, and the remainder (75 per cent) were single.⁶⁵

Socio-Economic Background

Many people hoped that the junior college, with its "democratization" function, would make higher education available to youth financially unable to attend college away from home. This aim is being achieved in certain areas of the country. Clark, in a case study of San Jose City College found that 38 per cent of the students came from a background high on the social scale and 62 per cent from a background lower on the social scale--almost an exact match of the city-wide occupational structure.⁶⁶

⁶⁴Martin W. Scheffer, Student Body Characteristics Reveal the Educational Contribution of Oregon's Colleges. Bulletin No. 7, Oregon School Study Council (Eugene, Oregon: School of Education, University of Oregon, 1964), p. 35.

⁶⁵Medsker, op. cit., 45.

⁶⁶Burton R. Clark, The Open Door College: A Case Study (New York: McGraw-Hill Book Company, Inc., 1960), p. 54.

Scheffer and Medsker, in separate studies, further substantiated a socio-economic classification of junior college students. Scheffer's findings in Oregon closely resemble Clark's: 36 per cent of the Oregon students rank high on the social level; 64 per cent, lower.⁶⁷ Medsker, in a 1954 study of 5,000 students from six schools, reported that one-fourth came from the high level (in arbitrary high-low classification).⁶⁸

The socio-economic backgrounds of students described in the above reports are generally lower than those of students of 40 years ago. Thornton's report of a 1930 study indicates that students came from predominantly middle (64 per cent) and upper (24 per cent) social classes and occupations.⁶⁹

Little evidence was available concerning the relationship of grade point average and socio-economic status. Spector, in a study of first time college students at Phoenix College, Phoenix, Arizona, found that the socio-economic status of the student had a very low correlation with grade point average, except in the registered nursing program.⁷⁰

⁶⁷Scheffer, op. cit., p. 27.

⁶⁸Medsker, op. cit., p. 41.

⁶⁹Thornton, op. cit., p. 155.

⁷⁰Irwin Leonard Spector, "An Analysis of Certain Characteristics and the Educational Success of Junior College Freshmen," (unpublished doctoral dissertation, Arizona State University, 1966), p. 96.

Reasons for Attendance

Accessibility and cost are often given as the reasons for attendance at a local junior college. Blocker, Plummer, and Richardson cite a study in which the reason most often given for attending the junior college was lack of financial resources. A majority of the respondents also indicated, as one of the reasons, a desire to stay in the community among familiar friends and surroundings.⁷¹ Medsker questioned 3,000 students and found that two-thirds of the students listed their primary reason for attending to be either (1) persuasion by parents, counselors, and friends, (2) location of college (proximity), or (3) lower cost.⁷²

Weynand's study of the role of junior colleges emphasized cost and distance factors as advantages of the public junior colleges. He indicated that the junior college should serve the local district or community by providing "low-cost, post-secondary education accessible to the students at home."⁷³

A study by Mellinger showed that, in a particular junior college, lack of scholastic ability was more important than either accessibility or social and financial status as a

⁷¹Blocker, Plummer, and Richardson, op. cit., p. 121.

⁷²Medsker, op. cit., p. 47.

⁷³Jerome F. Weynand, "The Role of Public Junior Colleges in Texas as Viewed by Their Presidents and Board Members," (unpublished doctoral dissertation, The University of Texas, Austin, 1963), p. 137.

reason for enrollment. In fact, a large proportion of this group had to drive several miles to the school, even though they lived closer to other colleges. In general, Mellinger found that the ability to meet minimum admission standards, the status of the school, and the cost of attendance were of greater significance than accessibility.⁷⁴

Richards and Braskamp found that students entering junior college are influenced more by practical considerations and less by intellectual and social emphasis. They are more concerned with the instrumental value of college for a higher income and less concerned with personal, intellectual development.⁷⁵

The primary reason for attending a post-high school institution may be the student's belief that he needs additional education to find his occupational niche in society. His choice of a particular junior college may be attributed to a variety of reasons--vocational goals, academic ability, financial support, and the pressure of parents and peer groups.

Academic Ability

The academic aptitude of junior college students has been studied often. Although a large proportion of the students

⁷⁴Morris Mellinger, "Changing Trends Among Public Junior College Student Bodies," Junior College Journal, XXXIII (November, 1962), 167-76.

⁷⁵Richards and Braskamp, op. cit., p. 12.

is not enrolled in programs that require abstract and theoretical learning abilities, measured by typical entrance tests, testing of students is a common practice.

Richards and Braskamp found that students at two-year colleges tend to be less able academically than their peers in four-year colleges, on both the American College (ACT) test scores and high school grade point averages (GPA). However, students at two-year colleges vary more in academic talent than do students at four-year colleges.⁷⁶ The results of this study support earlier findings by Seibel,⁷⁷ Cooley,⁷⁸ and Hoyt and Munday.⁷⁹

Mesdker presents a most comprehensive analysis of studies of college students' academic ability. He reports one study in which the freshmen in a four-year school had a mean ACT score 13 points higher than that of the junior college freshmen.⁸⁰ At the same time, the average score

⁷⁶Ibid.

⁷⁷D. W. Seibel, "A Study of the Academic Ability and Performance of Junior College Students," EAS Field Studies Report FSR-1 (Princeton, New Jersey: Educational Testing Service, 1965).

⁷⁸W. W. Cooley, "The Junior College Student," Personnel and Guidance Journal, XLIV (1966), 464-69.

⁷⁹D. P. Hoyt and L. Munday, Academic Description and Prediction in Junior Colleges, ACT Research Report No. 10 (Iowa City: American College Testing Program, 1966).

⁸⁰Mesdker, op. cit., p. 31.

of the junior college transfer student was 8 points higher than the score of the terminal student, except the terminal technical student whose score was the same as that of the transfer student.⁸¹

Seashore commented as follows on the overlap between two-year and four-year college students found in his study of the College Qualification Test:

The median score for junior college freshmen is near the 25th percentile for senior freshmen.

About 24 per cent of junior college men and 20 per cent of junior college women are above the respective medians for freshmen in four-year colleges.

. . . There are many junior college students whose low-scoring senior college freshmen would also rate low in junior colleges.⁸²

Spector reported that student ability levels as measured by admission tests and high school performance did show some differences when compared with the overall college group average. Students in art, general, and terminal business programs had average scores considerably below the college average in English, mathematic aptitude, mental ability and reading tests, and their average high school rank in class placed them at the fourth decile. Secretarial students were above average in their high school rank, but scored below the college average in the mental ability test.

⁸¹Ibid., p. 34.

⁸²Harold Seashore, "Academic Abilities of Junior College Students," Junior College Journal, XXIX (October, 1958), 74-80.

Business administration students scored slightly higher than the college average on mathematic aptitude.⁸³

Educational Plans

About two-thirds of the entering junior college students enroll in the lower-division transfer program, but only a third eventually transfer to a four-year school.⁸⁴ Thornton cites several reasons for the attraction of the transfer program, two of which are significant: the academic program enjoys the tradition and the prestige and the occupational program offers limited choices.⁸⁵

Of those who transfer, fewer than half will graduate within the usual four years, but 75 per cent of them will earn a baccalaureate degree within four years after transfer. The prognosis of eventual graduation is poorest for those who had only one year of junior college.⁸⁶ Nelson found that the attrition of students who had transferred with sophomore standing was nearly 75 per cent higher than those who had transferred with junior standing and that students who had completed all general education requirements were more likely to earn their degree.⁸⁷

⁸³Spector, op. cit., pp. 105-106.

⁸⁴Medsker, op. cit., p. 97.

⁸⁵Thornton, op. cit., p. 153.

⁸⁶Dorothy M. Knoell, "Focus on the Transfer Program," Junior College Journal, XXV (May, 1965), 55-57.

⁸⁷James H. Nelson, "Do Junior College Transfers Make the Grade?" NEA Journal, LIV (October, 1965), 55-57.

Preparation of Junior College Teachers

Current literature reflects rather widely shared views concerning the need for specific preparation of junior college teachers. However, many of these views are based upon the assumption that there is a need for a different preparation program. Research to substantiate this assumption is lacking. The specific preparation of junior college business teachers has received very little attention.

One of the early studies in the area of preparing junior college teachers was conducted by Blake at the University of Missouri in 1942. He surveyed 142 junior colleges in 29 states by use of a questionnaire. He was interested in determining the problems of junior college teachers and inquired about their educational backgrounds as well. Blake found that junior college instructors were inadequately prepared both professionally and in their subject-matter areas. He also noted that the professional education courses offered were generally on the undergraduate level and related to elementary and secondary schools rather than to the junior college. He recommended that courses for junior college teachers be placed on the graduate level and that these courses be in harmony with the aims, purposes, and functions of the junior college.⁸⁸

⁸⁸Wainwright D. Blake, "The Problems and Training of the Junior College Instructor," (unpublished doctoral dissertation, The University of Missouri, Columbia, 1942).

In 1947, Koos investigated programs of preparation for junior college teachers. This investigation was made on behalf of the Committee on Teacher Preparation of the American Association of Junior Colleges. He found that only 32 institutions of higher education in the United States had offered a program for preparing junior college teachers. Twenty-seven of these institutions participated in his investigation. He found that programs for training junior college teachers were not comparable to those for high school teachers, and in fact, could hardly be referred to as "programs."

The present limited development is regrettable, both from the standpoint of the present number and impending growth of junior colleges and from the standpoint of what is known about the responsibilities of junior college teachers.⁸⁹

In 1960 Alpren surveyed all 92 colleges and universities in the United States offering doctorate degrees. He found that 41 per cent of these institutions offered a total of 55 courses dealing specifically with the preparation of junior college teachers, and only 23 provided one or more courses dealing with this field.⁹⁰ A comparison of Koos' findings in 1949 with Alpren's in 1970 indicates that little improvement has been shown in the offerings of courses for the preparation of junior college teachers.

⁸⁹ Leonard V. Koos, "Programs of Junior College Teacher Preparation," Junior College Journal, XIX (February, 1949), 333-46.

⁹⁰ Morton Alpren, "A Survey of Courses and Programs for the Preparation of College Teachers," Journal of Teacher Education, XIII (September, 1962), 272-78.

Fields believed that the junior college instructor does need special training. Speaking at a conference on the subject of personnel for junior colleges, he stated, "preparation for teaching in high school is inadequate for direct entrance into teaching at the junior college level."⁹¹ In Field's opinion, junior college teachers needed training with emphasis on greater depth in subject matter, an understanding of the nature of the two-year college, and an acquaintance with the characteristics of the students. In addition, Fields asserted that the teacher also has to be a counselor, on a more mature level than the high school counselor.

Loomis' study was concentrated in the western part of the United States. He questioned 64 junior college administrators in 11 western states and officials in 13 different State Departments of Education in an attempt to evaluate the preparation of academic instructors in the junior college. His findings included the following statement:

There has been no organized effort in Oregon to prepare academic teachers for community college teaching. Appropriate agencies and institutions should make an effort to identify a special preparation program for academic teachers and proceed to implement such a program.⁹²

⁹¹Ralph Fields, "Faculty Personnel for the Two-Year College," cited in the Proceedings of the Conference . . . Medford, Massachusetts, 1960 (Winchester, Massachusetts: New England Board of Higher Education, 1960), pp. 33-39.

⁹²William George Loomis, "A Study of the Formal Preparation of Academic Teachers in Community Colleges with Proposals for Oregon," (unpublished doctoral dissertation, Oregon State University, Corvallis, 1965), p. 88.

Through the use of the personal interview technique, Garrison attempted to discover how teachers felt about their training. He visited 20 different junior colleges throughout the United States and personally interviewed 650 to 700 teachers. Garrison discovered that many teachers were not satisfied with the course offerings available for junior college teachers, and many felt that their programs of preparation were either inadequate or inappropriate for teaching in the junior college.⁹³

Houpt presented a summary of the ideas of 49 California junior college administrators. The administrators suggested that courses were needed for teaching in the junior college. Their suggestions included courses in curriculum, methods, principles of learning, guidance, and philosophy of education, evaluation, and research methods.⁹⁴

The Research Division of the National Education Association reported that during the period, 1957-63, about 3 of every 10, or approximately 32 per cent, of the junior college instructors were recruited from high school classrooms. Next in importance as a source of supply was the graduate

⁹³Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), p. 70.

⁹⁴William S. Houpt, "Supply, Demand, and Qualification Factors Related to Teaching Personnel for California's Colleges and Universities," Journal of Educational Research, LI (January, 1958), 373-77.

school with slightly over 2 of every 10, or approximately 22 per cent. The four-year colleges and universities provided about 1.6 of every 10, or approximately 16 per cent, while private industry provided 1.1 of 10, or approximately 11 per cent.⁹⁵

Siehr, Jamrich, and Hereford in 1963 studied 2,783 new faculty members in 429 public and private two-year colleges in 50 states and territories. They found that 11 per cent of the new faculty had come from the elementary school; 49 per cent, from the secondary school; and about 25 per cent, from four-year colleges or universities. No mention was made of the remainder. According to this study, the secondary school is the major source of junior college teachers.⁹⁶

A report from California's Coordinating Council for Higher Education indicated that 81 per cent of new junior college faculty members came from educational courses, primarily from high schools.⁹⁷

According to these national and local surveys and reports, the largest source of new teachers for junior colleges

⁹⁵Teacher Supply and Demand in Universities, Colleges, and Junior Colleges 1961-62 and 1962-63, A Report Prepared by the National Education Association Research Division, Washington, D. C., (1963R3), p. 38.

⁹⁶Hugo E. Siehr, John X. Jamrich, and Karl T. Hereford, Problems of New Faculty Members in Community Colleges (East Lansing: Michigan State University Press, 1963).

⁹⁷Faculty Recruitment in California Higher Education, A Report Prepared by the California Coordinating Council for Higher Education (Washington, D. C.: Department of Health, Education, and Welfare, 1965).

is the high school. Florida, however, deviated from this pattern. Christian and Wattenbarger reported that only about one-fourth of new faculty in Florida are recruited from high schools, whereas the greatest source is the graduate school, from which about one-third of the faculty is recruited.⁹⁸

Studies have been made of various facets of the junior college. However, a limited amount of relevant research has dealt specifically with the preparation of junior college business teachers. In general, the literature assumes that the preparation of junior college teachers should be unique but relatively little evidence exists to substantiate this assumption.

Summary

An examination of the literature revealed no research dealing specifically with the appropriateness of present programs for the preparation of junior college business teachers. No research was related to all aspects of the present investigation; however, the literature related to the problem is extensive and varied. The review of the writings were classified into four main categories: (1) evolution of the junior college, (2) functions and characteristics of the junior college, (3) characteristics of junior college students, and (4) preparation of junior college teachers.

⁹⁸Floyd T. Christian and James Wattenbarger, "Ten Years--A Plan Evolves in Florida," Junior College Journal, XXXVIII (September, 1967), 44-47.

The purpose of this chapter has been to present a review of the literature of the various elements of the junior college that are pertinent to this study. As recommended by Lindvall,⁹⁹ previous findings have been so organized as to indicate why the problem is important and how it fits into a wider pattern of research.

⁹⁹C. M. Lindvall, "The Review of Related Research," Phi Delta Kappan, XL (January, 1959), 179-80.

CHAPTER III

CURRENT BUSINESS TEACHER PREPARATION

Curricula in Teacher Education

Approximately 38 states have no designated requirements for the certification of teachers in two-year colleges. In the remaining states, the principal requirement is a master of arts degree, although a few states have higher standards.¹⁰⁰ California and Illinois, where the junior college has been firmly established as a regular part of the educational system, require college courses specific to secondary certification. In the Mountain Plains region, however, neither certification nor specific junior college courses are required.

A typical program for the preparation of the business education teacher was compiled from an examination of the bulletins of the 87 teacher education institutions accredited by the National Council for Accreditation of Teacher Education in the Mountain Plains region. The overall educational goal of these business teacher education programs is the preparation of teachers for service in secondary schools, colleges and

¹⁰⁰Hillway, op. cit., pp. 194-95.

universities, and industry. The focus of the programs, however, is on the secondary school level. Typical areas and credit hours were determined by selecting those that appeared the most often. Although some business programs specify a business administration core, the majority do not; therefore, the term, "business education," includes all business curricula.

Because the primary focus of business teacher education has been the secondary level, business teachers have been required to meet the same general certification requirements that secondary teachers everywhere must meet. Although these certification requirements vary somewhat among institutions, all certification requirements include the baccalaureate degree (and in some jurisdictions the master's degree), professional education dealing with philosophy, psychology, history, and techniques of the learning process, collegiate preparation in the major field and in each subject area to be taught, and general education. Like other teachers, business teachers must complete the prescribed apprenticeship period as student teachers with acceptable standards of performance.

The general education component in the preparation of teachers usually is defined individually by each teacher education institution. The general education courses are commonly concentrated in the first two years of the college program.

The three main areas of subject specialization within the field of business education are: (1) secretarial and office management knowledges, abilities, and skills; (2) accounting, bookkeeping, and related business management and office knowledges, abilities, and skills; and (3) selling, retailing, merchandising, and related business management and store knowledges, abilities, and skills. Certain phases of these areas of preparation may be combined into a pattern of education to fit one's needs.

State certification requirements are usually basic in determining the amount and kind of special professional preparation that a business teacher must have for teaching at the secondary school level. Most of this preparation actually consists of learning how to understand, deal with, control, and lead other people. The requirements for professional courses in programs to prepare business teachers for certification average about 20 per cent of the work required for the bachelor's degree.¹⁰¹ Typical undergraduate and graduate programs in the Mountain Plains region for the preparation of business teachers are listed below.

¹⁰¹Morris L. Cogan, "Patterns in the Education of Teachers in the USA," International Review of Education, XIV (April, 1968), 397.

Typical Undergraduate Program

<u>General Education</u>	<u>Semester Credit Hours</u>
Humanities	8 -- 9
Communication (oral and written)	9 -- 12
Natural Science and Mathematics	12 -- 14
History and the Social and Behavioral Sciences	12 -- 15
Health and Physical Education	<u>4</u>
Total Semester Credit Hours	45 -- 54

Professional Education

Psychology	5 -- 6
History and Philosophy of Education	3
Curriculum and Instruction	7
Student Teaching	<u>6 -- 8</u>
Total Semester Credit Hours	21 -- 24

Business Education 36 -- 41

Electives to total 124 semester credit hours for
bachelor's degree.

Typical Graduate Programs

Prescribed curricula for each graduate degree are
not identified specifically. The exact pattern of a graduate
program is determined after consultation with an adviser.

Master of Business Education

For the Master of Business Education degree, 32
semester credit hours are required; 20 to 22 semester credit

hours in business education (including an either required or optional thesis) and 10 graduate semester credit hours in professional education.

Master of Education

For the Master of Education degree, 32 graduate semester credit hours are required. The major program must include at least 16 semester credit hours of graduate work in education that includes educational psychology and either history or philosophy of education. Work may also be taken in any academic field in which the student has course prerequisites. Emphasis is upon teaching at the secondary level.

Master of Arts or Master of Science

Required for the Master of Arts and the Master of Science degrees are 32 graduate semester credit hours. Requirements for these degrees are 20 to 22 graduate semester credit hours in the major subject area (including thesis) and 10 graduate semester credit hours in the minor (related field) subject matter area.

Master of Teaching

Required for the Master of Teaching degree are 32 semester credit hours. A research paper must be filed before graduation. Minimum specific requirements include Introduction to Graduate Study, 3 hours; teaching-field specialization and related fields, 10 hours; and professional education, 8 hours.

Master of Business Administration

For the Master of Business Administration degree, 32 to 36 semester credit hours are required; 36 semester credit hours without a thesis and 32 semester credit hours with a thesis. This degree usually includes tool courses (business statistics and research) and graduate courses in accounting, management, economics, finance, and marketing.

Preparation of Junior College Business Teachers

The procedure for the collection of data from junior college business teachers and junior college administrators was discussed in Chapter I. As observed in Chapter I, 162 of the 247 junior college business teachers and 36 of the 42 junior college administrators completed and returned questionnaires. The questionnaires are the sources of data pertaining to the preparation of junior college business teachers.

Education

Degrees

Of the 162 junior college business teachers who had completed and returned questionnaires, 4 (2.3 per cent) had no degree; 12 (7.4 per cent) had a bachelor's degree; 21 (13 per cent), a Master of Teaching degree; 59 (36.4 per cent), either a Master of Arts or Master of Science degree; 32 (19.8 per cent), a Master of Business Administration degree; 18 (11.1 per cent), a Master of Business Education degree; 2 (1.3 per cent), a specialist degree; and 3 (1.9 per cent),

a doctorate. The 4 without degrees were teachers of data processing.

Five (13.9 per cent) of the participating junior college administrators reported that a bachelor's degree is the minimum degree requirement for employment at the junior college level; 4 (11.1 per cent) indicated the Master of Teaching degree to be minimal; and 27 (75 per cent) indicated that the master's in a field was the current minimum practice. Recommended or optimum requirement or practice was: Master of Teaching, one (2.7 per cent); master's in a field, 17 (47.2 per cent); specialist, 11 (30.6 per cent); and doctorate, 3 (8.3 per cent). Four administrators made no recommendations.

Certification

Certification is not a current requirement for teaching in the regionally accredited junior colleges in the Mountain Plains region. Furthermore, in response to the question, "Do you recommend certification for junior college business teachers?" 30 (83.4 per cent) of the administrators answered "no"; 5 (13.9 per cent) answered "yes"; and one did not respond.

Hours

The junior college business teachers reported the number of undergraduate and graduate semester credit hours in general education, professional education, and business education. The range and the measures of central tendency (mean, median, and mode) appear in Table 2.

TABLE 2

CURRICULA PREPARATION OF 162 JUNIOR COLLEGE BUSINESS
TEACHERS IN THE MOUNTAIN PLAINS REGION

Areas	Number Respond- ing	No Re- sponse	Semester Credit Hours			
			Range	Mean	Median	Mode
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
<u>Undergraduate</u>						
General education	153	9	0-80	53.9	54	60
Professional educa- tion	138	24	0-48	19.3	23.5	24
Business education	142	20	0-67	35.4	36	30
<u>Graduate</u>						
General education	152	10	0-36	6.8	6	0
Professional educa- tion	138	24	0-37	13.4	15	0
Business education	142	20	0-57	19.6	20	20

Because certification is not a requirement for junior college business teachers, some teachers had no preparation in one or more of the educational categories. Those who did not have preparation in general education were the ones with no degree (some data processing teachers). Those who had no preparation in professional education were some of the data processing teachers and some of the business administration majors. Five were teaching business courses who were not business majors and had no formal training in business courses. Although the credit hour range is extensive, the

measures of central tendency in the three categories are relatively close to the programs described in the bulletins of the teacher training institutions.

Thirty-four (94.4 per cent) of the 36 junior college administrators reported no specific requirement in general education for employment of the business teacher at the junior college level; thirty-four (94.4 per cent), in professional education; 31 (86.1 per cent) in the basic business and economic studies; 32 (88.9 per cent) in the functional areas; and 30 (93.4 per cent) in specialization. Only two administrators reported required percentages in various areas prior to employment at the junior college level.

Only a few administrators indicated that professional courses dealing specifically with the junior college were currently required of the business teacher for employment at the junior college level (Table 3). However, six of the professional courses dealing specifically with the junior college were recommended as a requirement for employment at the junior college level by 50 per cent or more of the responding junior college administrators.

Majors

Sixty-six (40.8 per cent) of the responding junior college business teachers majored in business education; 37 (22.3 per cent), in education; 54 (33.4 per cent), in business administration; and 5 (3.2 per cent), in other areas.

TABLE 3

JUNIOR COLLEGE PROFESSIONAL COURSES--CURRENT AND
RECOMMENDED REQUIREMENTS

	Current Minimum Requirement or Practice		Recommended or Optimum Requirement or Practice	
	Frequency	Per- centage	Frequency	Per- centage
Nature, history, philosophy, and func- tions of the junior college	4	11.1	25	69.4
Psychology of the junior college learner	2	5.6	23	69.9
Methods of teaching junior college students	2	5.6	25	69.4
Junior college curriculum and objectives	2	5.6	22	61.1
Teaching internship in junior college	2	5.6	28	77.8
Adult education	0	0.0	11	30.6
Administrative practices and problems of the two-year college	0	0.0	12	33.3
Guidance and counseling in junior college	1	2.7	18	50.0

Areas of Specialization

The total number (N) of the areas of specialization exceeds 162 because some business teachers have more than one area of specialization (Table 4). Those respondents who indicated they were on the quarter-hour system converted the

TABLE 4
AREAS OF SPECIALIZATION AS REPORTED BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

Semester Credit Hours in Areas of Specializations						Percentage Indicating Demonstrable Proficiency	Percentage Desiring Added Prepara- tion
Areas	N	Range	Mean	Median	Mode		
Accounting	44	6-75	25.5	24	12, 24	86.4	13.6
Business Communication	6	9-18	14.2	13.5	12	83.3	16.7
Business Law	6	6-35	17.8	15	15	100.0	0.0
Data Processing	16	0-42	21.2	20	12	81.2	18.8
Economics	33	8-86	28.9	24	18	90.9	9.1
Finance	5	12-20	15.4	15	12	80.0	20.0
Management	17	12-48	23.5	20	12, 18	88.2	11.8
Marketing	14	9-36	22.6	22.5	15	85.7	14.3
Office Management and Secretarial	70	11-60	24.7	21	24	98.6	1.4

quarter hours to semester hours, and indicated this fact in their comments. Failure by other respondents to convert quarter credit hours to semester credit hours may explain the extensive range of preparation in some cases.

Data pertaining to extent of use and adequacy of preparation of curricula factors in areas of general education, professional education, and business education are presented in Chapter VI. Business education data were classified according to the areas in which the junior college business instructors were teaching. In some cases, the teaching areas were not those in which the instructors had specialized.

In accounting, the number of semester credit hours indicated for specialization ranged from 6 to 75. Thirty-eight (86.4 per cent) specified they were proficient in accounting; 6 (13.6 per cent) indicated that added preparation was desirable. Those who desired added preparation had the least preparation in accounting (6, 9, 10, 12 and 13 semester credit hours).

In business communication, the number of semester credit hours indicated for specialization ranged from 9 to 18. Five (83.3 per cent) considered themselves proficient in business communication, and only one who had 12 semester credit hours desired added preparation.

In business law, specialization ranged from 6 to 35 semester credit hours. All 6 specified demonstrable proficiency in business law.

In data processing, the number of semester credit hours indicated for specialization ranged from 0 to 42. Those indicating no college credit hours stated that they had completed training with no college credit given. Thirteen (81.2 per cent) specified demonstrable proficiency in data processing; 3 (18.8 per cent) desired added preparation. The 3 desiring added preparation indicated they had 16, 20, and 32 semester credit hours in data processing.

In the area of economics, the number of semester credit hours indicated for specialization by the responding junior college business teachers ranged from 8 to 86. Thirty (90.0 per cent) specified demonstrable proficiency in economics and 3 (9.1 per cent) desired added preparation. Semester credit hours reported for those desiring added preparation were 8, 15, and 30.

In finance, specialization ranged from 12 to 20 semester credit hours. Four specified demonstrable proficiency in finance and one who had 12 semester credit hours in finance desired added preparation in this area.

Specialization in management ranged from 12 to 48 semester credit hours. Fifteen (88.2 per cent) indicated demonstrable proficiency and 2 with 12 and 18 semester credit hours desired added preparation.

Specialization in marketing ranged from 9 to 36 semester credit hours. Twelve (85.7 per cent) indicated demonstrable proficiency and 2 (14.3 per cent) desired added

preparation in marketing. The two lowest in the number of credit hours in marketing were the ones desiring added preparation.

The number of semester credit hours indicated by junior college business teachers for specialization in the office management and secretarial area ranged from 11 to 60. Sixty-nine (98.6 per cent) indicated demonstrable proficiency in this area and one, with 11 hours desired added preparation.

Experience

Teaching Experience

Of the 162 junior college business teachers, 101 had previous teaching experience at the secondary level; 32 at the college or university level; 15 at the junior high school level; and 14 at the elementary school level. The experience of the 162 junior college business teachers ranged from 1 to 34 years (Table 5). Some of the teachers had years of experience at more than one level, therefore, the total number of teachers responding exceeds 162.

Six (16.7 per cent) of the junior college administrators listed experience at the secondary level before employment at the junior college level as a current minimum teacher requirement; one (2.7 per cent) listed junior high; 24 (66.7 per cent) indicated that prior experience is unnecessary; and 4 (11.1 per cent) did not respond. Approximately 75 per cent of the administrators indicated that

TABLE 5

PREVIOUS TEACHING AND WORK EXPERIENCE OF JUNIOR COLLEGE BUSINESS TEACHERS

Teaching Experience (Level)	Years					Work Experience (Level)	Years				
	N	Range	Mean	Median	Mode		N	Range	Mean	Median	Mode
Elementary	14	1-12	4.9	5	2	Clerical	47	1-9	2.5	2	2
Secondary	101	1-27	7.0	5	3	Stenographic	51	1-20	3.4	3	2
Junior High	15	1-4	1.7	1	1	Accounting	33	1-10	3.0	2	1
Junior College	162	1-34	5.7	4	3	Selling	34	1-8	3.0	2.5	1
College or University	32	1-11	2.8	1	1	Managerial	37	1-30	6.1	3	1

prior experience is desirable, however; the recommendations for optimum practice were: College or university, 9 (25 per cent); secondary, 16 (44.4 per cent); prior experience unnecessary, 4 (11.1 per cent); and 9 (14.5 per cent) did not respond.

Work Experience

The range of work experience at the various levels for the 162 junior college business teachers was from 1 to 30 years (Table 5). Three (8.3 per cent) of the administrators reported that work experience in the field of business specialization prior to teaching at the junior college level was a current minimum requirement or practice. Twenty-five (69.4 per cent) indicated that such work experience should be a requirement for teaching at the junior college level.

Summary

The fundamental elements and semester credit hours of the typical undergraduate business teacher program in the Mountain Plains region are identified in this chapter. They are general education, 44 to 53 semester credit hours; professional education, 23 semester credit hours; and business education, 36 to 44 semester credit hours. Hour requirements for the masters' degree programs are fairly stable (32), but the components vary for Business Education, Arts, Science, Teaching, and Business Administration.

More junior college business teachers reported they now have a Master of Arts or Master of Science degree than any other. Degree requirements recommended by administrators were the masters or above, with the greatest number of recommendations for the master in field, then specialist, then doctorate, then master of teaching.

Although the semester credit hour range for the preparation of junior college business teachers in general, professional, and business education is extremely varied, the measures of central tendency indicate that the preparation of junior college business teachers is relatively close to the programs shown in the bulletins from the teacher education institutions.

Administrators opposed certification requirements for junior college business teachers but favored inclusion of professional courses dealing specifically with the junior college. Teaching internships were recommended by 77.8 per cent, history, psychology, and methods (69.4 per cent, 69.9 per cent, and 69.4 per cent, respectively).

Junior college administrators reported no specific requirement in the various areas of preparation. According to the teachers, however, more than 12 hours' preparation is necessary for proficiency in an area of specialization. In some areas of specialization, the small number of teachers reporting made the percentage figures somewhat meaningless. Teacher recommendations in the area of data processing were

the most difficult to interpret. Although preparation ranged from 0 to 42 hours, those desiring added preparation had 16, 20, and 32 hours, respectively.

Of the 162 junior college business teachers, 101 had teaching experience at the secondary level. Most of the junior college business teachers had work experience ranging from 1 year to 30 years before teaching at the junior college level. Prior experience was recommended for junior college business teachers by 55.5 per cent of the administrators, with secondary experience recommended more often than college. Work experience in the field of specialization appears to be more important to administrators than teaching experience, with 69.4 per cent of the administrators recommending that such be a requirement.

CHAPTER IV
CONDITIONS OF INSTRUCTION OF JUNIOR
COLLEGE BUSINESS TEACHERS

Information concerning the conditions of instruction of junior college business teachers presently employed by the regionally accredited junior colleges in the Mountain Plains region is presented in this chapter. The current business curricula of the junior colleges were determined from institutional bulletins and from questionnaire data supplied by junior college business teachers. Current minimum and optimum requirements or practices in employing junior college business teachers were determined from questionnaires completed by administrators. Conditions of instruction include business curricula, teaching assignments, teaching load, class size, number of advisees, student program classifications, and student academic classifications.

Current Junior College Business Curricula

Business programs in the junior college institutions making up the population for the study (the 42 regionally accredited junior colleges in the Mountain Plains region that agreed to participate) consist of the curricula listed

in Table 6. These curricula were determined by an examination and frequency tally of courses from the bulletins of the participating institutions. Business programs were identified by various titles such as business education, business administration, vocational education, technical education, and mid-management.

TABLE 6
BUSINESS CURRICULA OF PARTICIPATING
JUNIOR COLLEGES, 1969-70

Curricula	No. of Colleges	Curricula	No. of Colleges
Typewriting		Business Machines	38
1 semester	42	Consumer Education	5
2 semesters	40	Introduction to	
3 semesters	38	Business	40
4 semesters	7	Business Communication	48
Shorthand		Business Math	35
1 semester	40	Records Management	9
2 semesters	40	Personal Finance	10
3 semesters	37	Business Statistics	9
4 semesters	23	Principles of Economics	
5 semesters	4	1 semester	23
Machine Shorthand	6	2 semesters	18
Secretarial Accounting	12	Salesmanship	33
Secretarial Training	33	Merchandising	14
General Office Practice	24	Retailing	16
Office Management	6	Advertising	16
Business Psychology	11		
Business Law			
1 semester	35		
2 semesters	14		

TABLE 6--Continued

Curricula	No. of Colleges	Curricula	No. of Colleges
Business Relations	11	Marketing	20
Principles of Insurance	11	Introduction to Data Processing	29
Principles of Finance	15	Computer Programing	
Principles of Management	29	1 semester	22
Small Business Management	7	2 semesters	9
Personnel Management	12	3 semesters	4
Mid-Management		Introduction to Systems Designs	22
1 semester	16	Key punch Operation	18
2 semesters	10	Unit Record Equipment	17
3 semesters	10	Computer Concepts and Principles	17
4 semesters	2	Data Processing Applications	12
Real Estate	3	Computer Programming Cobol	12
Bookkeeping		Computer Programming Fortran	11
1 semester	8	Electronic Accounting Machines	10
2 semesters	4	Cooperative or Field Experience	10
Record Keeping	4		
Accounting			
1 semester	42		
2 semesters	41		
3 semesters	20		
4 semesters	10		
Cost Accounting	13		
Income Tax Accounting	13		
Tax and Payroll Accounting	4		

Current Junior College Teaching Assignments

A frequency list was compiled of the areas taught by each teacher as well as the number of preparations for each teacher during the year. Of the 162 participating business teachers, 56 (34.6 per cent) taught in one area only; 61 (37.6 per cent), in two areas; 38 (23.5 per cent), in three areas; 5 (3.1 per cent), in four areas; and 2 (1.2 per cent), in five areas. Twenty-nine, or 80.6 per cent of the junior college administrators stated that the junior college business teacher should have more than one area of specialization.

Eleven (6.8 per cent) of the 162 teachers had only one preparation for the year; 18 (11 per cent), two preparations; 35 (21.6 per cent), three preparations; 36 (22.2 per cent), four; 27 (16.7 per cent), five; 26 (16 per cent) six; 7 (4.3 per cent), seven; 1 (0.7 per cent), eight; and 1 (0.7 per cent), nine. A frequency table (Table 7) of business courses taught during 1969-70 was compiled.

Teaching Load

Of the 162 business teachers, 10 (6.2 per cent) reported a teaching load of 8 to 10 semester credit hours; 31 (19.1 per cent), 11 to 13; 94 (58 per cent), 14 to 16; and 27 (16.7 per cent), 16. Those teaching on the quarter-hour system reported they had converted their quarter credit hours to semester credit hours.

Junior college administrators reported the current teaching loads of full-time junior college business teachers

TABLE 7

CURRICULA TAUGHT BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

Curricula	No. of Teachers	Curricula	No. of Teachers
Typewriting	51	Mid-management	10
Shorthand	45	Personnel Management	6
Machine Shorthand and Transcription	4	Principles of Management	20
Secretarial Accounting	4	Principles of Finance	13
Secretarial Training	14	Principles of Insurance	6
General Office Practice	14	Merchandising	4
Business Machines	34	Retailing	2
Records Management	5	Advertising	4
Consumer Education	4	Introduction to Data Processing	24
Personal Finance	8	Key punch Operations	8
Introduction to Business	40	Computer Programming	7
Business Communication	37	Introduction to Systems Designs	4
Business Math	25	Unit Record Equipment	3
Business Law	14	Computer Concepts and Principles	3
Business Statistics	1	Electronic Accounting Machines	2
Business Relations	7	Data Processing Applications	2
Business Psychology	1	Computer Programming-- Fortran	3
Economics	27	Computer Programming-- Cobol	1
Bookkeeping	6	Cooperative Field Experience	4
Accounting	42		
Cost Accounting	4		
Income Tax Accounting	3		
Real Estate	1		
Salesmanship	16		

as follows: 30 (83.4 per cent), 14 to 16 semester credit hours; 3 (9.3 per cent), 11 to 13; and one (2.7 per cent), 8 to 10. Two administrators (5.6 per cent) did not respond.

Sixteen (44.4 per cent) of the junior college administrators recommended that the teaching load of a full-time junior college business teacher should be 11 to 13 semester credit hours; and 14 (38.9 per cent) recommended 14 to 16 hours. Six administrators (16.7 per cent) did not respond.

Class Size

Three categories of average class size were provided for the teachers and administrators: (1) fewer than 20, (2) 20 to 40, and (3) over 40. Thirty-six (22.2 per cent) of the 162 participating junior college business teachers reported that the average size of their classes was fewer than 20; 124 (76.5 per cent), 20 to 40; 2 (1.3 per cent), over 40.

Four (11.1 per cent) of the junior college administrators pointed out that the average size of the junior college business class was fewer than 20; 28 (77.8 per cent) indicated that the average class size was 20 to 40; and 4 did not respond.

Six (16.7 per cent) of the junior college administrators felt that the optimum business class size should be fewer than 20. Twenty-two (61.1 per cent) recommended 20 to 40.

Number of Advisees

Categories on the questionnaires for indicating number of advisees of the junior college business teacher were: (1) fewer than 20, (2) 20 to 40, and (3) over 40. Sixty-four (39.5 per cent) of the junior college business teachers indicated that the number of advisees assigned to them was fewer than 20; 80 (49.4 per cent), 20 to 40; and 18 (11.1 per cent), over 40. Junior college administrators reported current advisee assignments as follows: 15 (41.7 per cent), 20 to 40; 12 (33.3 per cent), fewer than 20; 2 (5.6 per cent), over 40; and 7 (19.4 per cent), no response.

Administrators' recommendations for optimum advisee assignments were as follows: 19 (52.8 per cent), fewer than 20; 8 (22.2 per cent), 20 to 40; and one (2.7 per cent), over 40. Eight (22.2 per cent) did not respond to the recommended or optimum requirement or practice.

Student Program Classifications

The program classifications--terminal, transfer, and unclassified (part-time)--of students enrolled in the courses of the 162 responding junior college business teachers are presented in Table 8. The range of percentage of students in each classification is extensive. Although different types of institutions attract certain students in the various program classifications, the reasons for the wide range of program classifications were not determined.

TABLE 8

PERCENTAGE OF STUDENT PROGRAM CLASSIFICATION

Classifica- tions	No Re- sponse	N	Range (Per cent)	Mean (Per cent)	Median (Per cent)	Mode (Per cent)
Terminal	8	154	0-100	40.7	34	10
Transfer	7	155	0-100	50.5	50	40
Unclassified	11	151	0-50	8.9	5	10

Student Academic Classifications

Data concerning the academic classifications of students in the classes of the 162 junior college business teachers participating in the study are presented in Table 9.

TABLE 9

ACADEMIC CLASSIFICATION OF JUNIOR COLLEGE STUDENTS
IN BUSINESS CLASSES

Academic Classifi- cation	No Re- sponse	N	Range (Per cent)	Mean (Per cent)	Median (Per cent)	Mode (Per cent)
Lower $\frac{1}{3}$	14	148	0-75	28.1	20	20
Middle $\frac{1}{3}$	14	148	10-100	47.1	60	60
Upper $\frac{1}{3}$	14	148	0-90	17.3	10	10

Again, the range of percentage of students in the three classifications was extensive. The reasons for the wide range of responses could not be determined from information provided on the questionnaires.

Summary

The purpose of this chapter has been to present data concerning the conditions of instruction of junior college business teachers in the Mountain Plains region. The conditions of instruction discussed were current junior college business curricula, current junior college business teaching assignments, teaching load, class size, number of advisees, student program classifications, and student academic classifications.

The same business curricula indicated by the 162 junior college business teachers were basically the same as those listed in the junior college bulletins. Generally, junior college business teacher assignments included teaching in more than one area and three or more preparations during the school year, 1969-70. Junior college administrators recommended that junior college business teachers be prepared in more than one area of specialization.

Teachers and administrators agree that the teaching load of the business teacher is between 14 and 16 semester credit hours. The administrators were almost evenly divided in their recommendations for teaching loads, 44.4 per cent preferred 11 to 13 and 38.9 per cent preferred 14 to 16 semester credit hours.

Current advisory loads varied widely. Although the majority of administrators (52.8 per cent) recommended that teachers should be assigned fewer than 20 advisees, 22.2 per cent recommended 20 to 40.

Current practice and recommended class size for junior college business teachers was 20 to 40 students.

The students enrolled in classes taught by the 162 junior college business teachers were in the following program classifications: 40.7 per cent terminal, 50.5 per cent transfer, and 8.9 per cent unclassified.

Academic classifications of the students in courses taught by business teachers during the school year, 1969-70 were as follows: lower one-third, 28.1 per cent; middle one-third, 54.6 per cent; and upper one-third, 17.3 per cent.

Data describing the conditions of instruction are an essential part of the analysis of the junior college business teacher profession. As such, the data aided in assessment of current preparatory programs and in the determination of any modifications in these programs that may be needed.

CHAPTER V

RESPONSIBILITIES AND DUTIES OF JUNIOR COLLEGE BUSINESS TEACHERS

In determining the relevancy of teacher education programs to the needs of junior college business teachers, the relevancy of preparation for the responsibilities and duties performed by the junior college business teacher had to be ascertained. The junior college business teachers in the Mountain Plains region specified the responsibilities and duties that they were performing and also indicated the adequacy of their preparation for those responsibilities and duties.

The administrators reported what they felt the responsibilities and duties of a junior college business teacher should be and how adequately prepared they believed that the junior college business teacher was in this respect. This list of fifteen responsibilities and duties of junior college business teachers (See Exhibits 2 and 3) was compiled from an investigation of literature. The respondents were encouraged to indicate additional responsibilities and duties performed.

To facilitate the determination of relevancy of preparation for the responsibilities and duties performed by junior college business teachers, the plan for the treatment of data was designed to answer these two basic questions: (1) To what extent do junior college business teachers perform their responsibilities and duties? (2) How adequate is their preparation?

Extent of Performance of Responsibilities
and Duties

Teachers reported their extent of performance of factors listed in the category of responsibilities and duties; administrators indicated what they felt should be the extent of performance of those teachers. Four alternatives for indicating performance were provided: (1) frequently performed, (2) occasionally performed, (3) seldom performed, and (4) not performed. The extent of performance of each factor was analyzed on the basis of the percentage of junior college business teachers indicating each alternative.

In this study, frequency of performance is not synonymous with importance. That a responsibility or duty is seldom performed does not necessarily imply that it is less important than another that is performed either occasionally or frequently. No attempt was made to rank the factors according to importance. The assumption was made that such responsibilities and duties are important whenever performed. Therefore, three alternatives for indicating

extent of performance of factors (frequently performed, occasionally performed, and seldom performed) are used subjectively to indicate performance but not necessarily importance.

Data pertaining to the responsibilities and duties performed by the 162 junior college business teachers were listed according to rank of total performance. The factors having the highest performance are listed first.

An analysis of the data (Table 10) revealed that:

1. Each factor listed as a responsibility or duty was performed either frequently, occasionally, or seldom by one or more of the 162 junior college business teachers.
2. The three factors having the highest total performance were factors that involved both teacher and student directly.
3. The factor with the highest total performance was classroom teaching in area of specialization. This factor was performed by 88.8 per cent of the participating junior college business teachers.
4. Supervising work experience and sponsoring a class were the factors which had the lowest total performance. These factors were performed by 55.7 and 45.7 per cent, respectively, of the junior college business teachers. They were frequently performed, however, by only 12.4 per cent and 11.1 per cent, respectively.
5. Nine of the 15 responsibilities and duties were performed by more than 75 per cent of the junior college business teachers; thirteen were performed by more than 50 per cent of the teachers.
6. The following 4 duties were frequently performed by 50 per cent or more of the teachers: (a) classroom teaching in area of specialization, (b) student guidance and counseling, (c) developing satisfactory relations with parents, and (d) evaluating, making records and reports.

TABLE 10

EXTENT OF PERFORMANCE OF RESPONSIBILITIES AND DUTIES
OF JUNIOR COLLEGE BUSINESS TEACHERS
(Business Teacher Viewpoint)

Responsibilities and Duties	Frequency of performance expressed in percentages based upon N = 162					
	No response	Not performed	Seldom performed	Occasionally performed	Frequently performed	Total performance (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Classroom teaching in area of specialization	1.3	0.0	1.9	8.0	88.8	98.7
Student guidance and counseling	1.3	1.3	5.0	37.4	55.0	97.4
Developing satisfactory relations with students	1.9	1.9	3.0	25.9	67.3	96.2
Evaluating, making records and reports	1.9	4.3	11.7	32.1	50.0	93.8
Developing satisfactory relations with business community	1.3	5.6	12.4	38.2	42.5	93.1
Developing and revising curriculum	2.3	6.8	13.6	43.6	33.7	90.9
Maintaining facilities, equipment and materials	0.6	9.3	23.5	30.8	35.8	90.1

TABLE 10--Continued

Responsibilities and Duties	Frequency of performance expressed in percentages based upon N = 162					
	No response	Not performed	Seldom performed	Occasionally performed	Frequently performed	Total performance (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Student placement and follow-up	1.3	19.1	25.3	36.4	17.9	79.6
Interpreting and applying research	1.9	20.9	35.8	30.3	11.1	77.2
Developing satisfactory relations with parents	0.6	25.8	34.1	29.0	11.1	74.2
Sponsoring youth group activities	1.9	27.0	15.5	30.3	25.3	71.1
Classroom teaching in other areas	2.3	29.2	26.5	30.9	11.1	68.5
Engaging in community surveys	4.9	33.7	35.1	20.1	6.2	61.4
Supervising work experience	1.3	43.0	27.2	16.1	12.4	55.7
Sponsoring class	2.3	52.0	19.1	15.5	11.1	45.7

Data pertaining to what the administrators thought the extent of performance of responsibilities and duties should be were listed according to rank of total performance. The factors having the highest performance were listed first.

An analysis of the data (Table 11) revealed that:

1. All 36 junior college administrators indicated an extent of performance for all 15 responsibilities and duties.
2. Nine of the 15 factors received a total performance composite of 91.7 per cent or above. Thirteen factors received a composite of above 75 per cent.
3. The factors with the highest total performance were classroom teaching in area of specialization and student guidance and counseling. These factors should be performed by 100 per cent of the junior college business teachers.
4. Sponsoring a class received the lowest total performance score. This duty was indicated by only 47.2 per cent of the administrators as a factor that should be performed.
5. The 3 activities performed either occasionally or seldom were engaging in community surveys, interpreting and applying research, and classroom teaching in other areas.
6. Only 4 duties were reported by administrators as frequently performed by 50 per cent or more of the junior college business teachers. These were: (a) classroom teaching in area of specialization; (b) student guidance and counseling; (c) developing satisfactory relations with students; and (d) evaluating, making records and reports.

Adequacy of Preparation for Performance of
Responsibilities and Duties

Junior college business teachers rated the adequacy of their preparation in executing teaching assignments, and

TABLE 11

EXTENT OF PERFORMANCE OF RESPONSIBILITIES AND DUTIES
OF JUNIOR COLLEGE BUSINESS TEACHERS
(Junior College Administrator Viewpoint)

Responsibilities and Duties	Frequency of performance expressed in percentages based upon N = 36					
	No response	Not performed	Seldom performed	Occasionally performed	Frequently performed	Total performance (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Classroom teaching in area of specialization	0.0	0.0	0.0	2.8	97.2	100.0
Student guidance and counseling	0.0	0.0	19.5	22.2	58.3	100.0
Developing and revising curriculum	0.0	2.8	2.8	47.2	47.2	98.2
Evaluating and making records and reports	0.0	2.8	2.8	33.3	61.1	98.2
Developing satisfactory relations with business community	0.0	2.8	5.6	47.1	44.5	97.2
Developing satisfactory relations with students	0.0	5.6	0.0	16.7	77.7	94.4

TABLE 11--Continued

Responsibilities and Duties	Frequency of performance expressed in percentages based upon N = 36					
	No response	Not performed	Seldom performed	Occasionally performed	Frequently performed	Total performance (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Engaging in community surveys	0.0	5.6	58.3	36.1	0.0	94.4
Maintaining facilities, equipment and materials	0.0	8.3	13.9	47.2	30.6	91.7
Interpreting and applying research	0.0	8.3	52.8	38.9	0.0	91.7
Classroom teaching in other areas	0.0	11.0	44.5	44.5	0.0	89.0
Student placement and follow-up	0.0	13.8	19.5	55.6	11.1	86.2
Developing satisfactory relations with parents	0.0	13.8	27.8	27.8	30.6	86.2
Sponsoring youth group activities	0.0	16.7	30.6	47.1	5.6	83.3
Supervising work experience	0.0	29.9	44.5	20.0	5.6	70.1
Sponsoring class	0.0	52.8	13.8	27.8	5.6	47.2

junior college administrators rated the adequacy of preparation of responsibilities and duties that should be involved in executing teaching assignments. Four alternatives were provided: (1) highly satisfactory; (2) acceptable, generally satisfactory; (3) greater scope and depth desirable;¹⁰² and (4) deficient to point of being limited in performance.

The junior college business teachers and administrators were requested not to indicate adequacy of preparation for a factor not performed. However, some of the business teachers and administrators did indicate adequacy for the not performed factors; these responses were interpreted as an expression of need and were included in the processing.

The adequacy of preparation for each factor was analyzed on the basis of the percentage of junior college business teachers and administrators rating each of the four alternatives.

Analysis of the data reported by junior college business teachers (Table 12) revealed that:

Teachers feel a need for improvement in preparation for all duties and responsibilities as indicated by the following:

1. The most highly rated area of preparation (preparation for classroom teaching) was highly satisfactory to less than 60 per cent of respondents.

¹⁰² Greater scope and depth desirable for optimum performance.

TABLE 12

ADEQUACY OF PREPARATION FOR RESPONSIBILITIES AND DUTIES PERFORMED BY
162 JUNIOR COLLEGE BUSINESS TEACHERS

Responsibilities and Duties	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satis- factory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Classroom teaching in area of specialization	4	158	59.4	33.8	5.6	1.2
Developing satisfactory relations with students	3	159	34.5	54.2	10.0	1.3
Developing and revising curriculum	13	149	13.4	62.6	21.4	2.6
Maintaining facilities, equipment and materials	16	146	20.6	63.6	13.0	2.8
Evaluating, making records and reports	12	150	19.3	63.3	14.0	3.4
Developing satisfactory relations with business community	13	149	27.5	52.4	16.7	3.4
Developing satisfactory relations with parents	27	135	19.3	62.9	11.1	6.7

TABLE 12--Continued

Responsibilities and Duties	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satis- factory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Engaging in community surveys	22	140	23.5	54.2	15.9	6.4
Sponsoring youth group activities	34	128	15.6	62.5	14.1	7.8
Student guidance and counseling	5	157	23.5	44.0	23.0	9.5
Interpreting and applying research	28	134	9.0	50.0	31.3	9.7
Supervising work experience	61	101	17.8	53.5	18.8	9.9
Sponsoring class	69	93	16.3	59.1	13.9	10.7
Student placement and follow-up	25	137	16.7	40.2	32.1	11.0
Classroom teaching in other areas	39	123	9.7	50.4	22.8	17.1

2. The second highest rated area (preparation for developing satisfactory relations with students) received highly satisfactory ratings from only 34.5 per cent.
3. Developing satisfactory relations with business community received highly satisfactory ratings from only 27.5 per cent.
4. All other areas received highly satisfactory ratings from less than one-fourth of the teachers.
5. Areas of greatest need for improvement were (Columns 5 and 6):

Student placement and follow-up	43.1 per cent
Interpreting and applying research	41.0 per cent
Classroom teaching in other areas	39.9 per cent
Student guidance and counseling	32.6 per cent

6. Although preparation was considered inadequate in supervising work experience and sponsoring class, according to Table 10 these duties were not performed by some teachers (43.2 per cent and 51.2 per cent, respectively) and to a limited extent by most of the others (43.3 per cent and 34.6 per cent, respectively).

Analysis of the data as reported by junior college administrators (Table 13) revealed that:

Administrators feel a need for improvement in preparation of junior college business teachers for all duties and responsibilities as indicated by the following:

1. Most highly rated area of preparation (preparation for classroom teaching in area of specialization) was rated highly satisfactory for less than 60 per cent.
2. The next highest rated areas were maintaining facilities, equipment, and materials, 38.3 per cent; evaluating, making records and reports, 37.2 per cent; developing satisfactory relations with students, 32.3 per cent; and engaging in community surveys, 32.3 per cent.

TABLE 13

ADEQUACY OF PREPARATION FOR RESPONSIBILITIES AND DUTIES THAT SHOULD BE
PERFORMED BY JUNIOR COLLEGE TEACHERS

Responsibilities and Duties	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satis- factory	Acceptable, generally satisfactory	Greater depth and scope desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Classroom teaching in area of specialization	0	36	55.5	44.5	0.0	0.0
Developing and revising curriculum	1	35	25.7	57.1	17.2	0.0
Evaluating, making records and reports	1	35	37.2	57.1	5.7	0.0
Maintaining facilities, equipment and materials	2	34	38.3	50.0	11.7	0.0
Sponsoring class	2	34	20.6	76.4	3.0	0.0
Sponsoring youth group activities	2	34	26.5	70.5	3.0	0.0
Developing satisfactory relations with students	2	34	32.3	50.0	17.7	0.0
Developing satisfactory relations with parents	5	31	16.1	83.9	0.0	0.0

TABLE 13--Continued

Responsibilities and Duties	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satis- factory	Acceptable, generally satisfactory	Greater depth and scope desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Developing satisfactory relations with business community	2	34	32.3	55.9	11.8	0.0
Engaging in community surveys	2	34	14.7	64.7	20.6	0.0
Supervising work experience	2	34	20.6	58.7	17.7	3.0
Student placement and follow-up	4	32	3.1	43.8	50.0	3.1
Classroom teaching in other areas	1	35	8.6	51.4	34.3	5.7
Interpreting and applying research	2	34	3.0	55.9	32.4	8.7
Student guidance and counseling	0	36	13.9	30.6	38.9	16.6

3. Sponsoring youth group activities and developing and reviewing curriculum received highly satisfactory ratings from only 26.5 per cent and 25.7 per cent, respectively.
4. The other eight responsibilities and duties received highly satisfactory ratings from less than one-fourth of the administrators.
5. Areas of greatest need for improvement were (Columns 5 and 6):

Student guidance and counseling	55.5 per cent
Student placement and follow-up	53.1 per cent
Interpreting and applying research	41.1 per cent
Classroom teaching in other areas	40.0 per cent
6. Although preparation was considered inadequate by administrators in engaging in community surveys and supervising work experience according to Table 11 these duties were not performed by some teachers (5.6 per cent and 29.9 per cent, respectively,) and to a limited extent by most of the others (94.4 per cent and 64.0 per cent, respectively).

Business Teacher Qualifications

The junior college administrators ranked eight business teacher qualifications in order of importance (Table 14). Furthermore, they reported that, because all duties were important, relative ranks were difficult to assign. The qualification and the rank order are as follows:

Depth in business field indicated by credit hours	1
Proficiency in communicating with students of varied abilities	2
Evidence of scholarship based on grade point average	4.5
Prior teaching experience	4.5

TABLE 14
RANK ORDER OF BUSINESS TEACHER QUALIFICATIONS

Qualifications	Rank Order Frequency								Average Rank
	1	2	3	4	5	6	7	8	
Evidence of scholarship based on grade point average	3	6	7	2	6	3	3	6	4.47
Courses in specialized junior college education	4	0	4	1	8	5	6	8	5.44
Depth in business field indicated by credit hours	16	10	2	3	3	1	1	0	2.28
Depth in general professional education (methods, internships, etc.)	1	4	6	4	1	6	7	7	5.25
Learning psychology applied to instructional methods in business	0	3	2	6	6	8	10	1	5.33
Proficiency in communicating with students of varied abilities	9	7	6	3	3	4	0	4	3.44
Prior teaching experience	3	5	5	6	5	6	0	6	4.47
Work experience in business	0	1	3	11	4	3	10	4	5.42

Depth in general professional education (methods, internships, etc.)	5
Learning psychology applied to instructional methods in business	6
Work experience in business	7
Courses in specialized junior college education	8

The 36 administrators reported that in the past five years 11 business teachers had been either released or advised to seek other employment for the following reasons: (a) deficiency in student rapport, 6; (b) deficiency in business specialization, 2; (c) failure to cooperate, one; (d) not junior college oriented, one; and (e) poor teaching, one.

Summary

The purpose of this chapter was to present and analyze the responsibilities and duties of junior college business teachers employed by the regionally accredited junior colleges in the Mountain Plains region. Eight business teacher qualifications were ranked in order of importance by the junior college administrators.

Responsibilities and duties performed by 50 per cent or more of the junior college business teachers as reported by both junior college business teachers and administrators were: (1) classroom teaching in area of specialization; (2) student guidance and counseling; (3) developing satisfactory relations with students; (4) evaluating, making

records and reports; (5) developing satisfactory relations with business community; (6) developing and revising curriculum; (7) maintaining facilities, equipment, and materials; (8) student placement and follow-up; (9) interpreting and applying research; (10) developing satisfactory relations with parents; (11) sponsoring youth group activities; (12) classroom teaching in other areas; and (13) engaging in community surveys. Administrators also included supervising work experience.

Responsibilities and duties performed frequently by 50 per cent or more of the junior college business teachers were as follows: (1) classroom teaching in area of specialization; (2) student guidance and counseling; (3) developing satisfactory relations with students; and (4) evaluating, making records and reports.

In general, administrators believed the junior college business teachers were better prepared to perform the responsibilities than the business teachers themselves. Added preparation was considered desirable in several factors as indicated by both teachers and administrators.

According to the junior college administrators, all eight business teacher qualifications are important.

CHAPTER VI

KNOWLEDGE, UNDERSTANDING AND SKILL FACTORS INVOLVED IN TEACHING BUSINESS

A list of specific knowledges, understandings, and skills included in current business teacher education programs was compiled from bulletins of the 87 teacher education institutions in the Mountain Plains region. Subject matter was classified into three categories: Category A, General Education; Category B, Professional Education; and Category C, Business Education.

To facilitate determination of the relevancy of subject matter in current business teacher curricula, Parts II and III of the questionnaire were designed to answer these two basic questions: To what extent do junior college business teachers directly and indirectly in their teaching experiences have a need for the knowledges, understandings, and skills pertaining to each subject? How adequate are these knowledges, understandings, and skills in carrying out teaching assignments?

The pilot study indicated that the factors of curricular content provided a basis upon which junior college business teachers could indicate the knowledges, understandings, and

skills involved in their teaching experiences. Junior college business teachers were encouraged to add factors and to make other written comments pertaining to their use of and need for knowledges, understandings, and skills.

Junior college business teachers were asked to indicate the extent of the use that they had made of each factor listed. Extent of use is an index of need for a factor in performing the duties of a teaching position. The following four alternatives were provided: (1) frequently used, (2) occasionally used, (3) seldom used, and (4) not used. Each factor was analyzed on the basis of the percentage of junior college business teachers indicating each of the four alternatives.

For each category (general education, professional education, and business education), the junior college business teachers rated the adequacy of preparation in factors involved in executing teaching assignments. Four alternatives were provided as follows: (1) highly satisfactory; (2) acceptable, generally satisfactory; (3) greater scope and depth desirable; and (4) deficient to point of being limited. Adequacy of preparation was analyzed on the basis of the percentage of business teachers rating each alternative.

Category A--General Education Factors

The general education curriculum, which is incorporated in all baccalaureate teacher programs, consists of

prescribed and elective courses from such areas as communication, humanities, social and behavioral sciences, laboratory sciences, mathematics, and physical education. The general education category included 14 knowledges, understandings, and skills.

Extent of Use

Data pertaining to the general education category were analyzed on the basis of total use. Analyses were made to determine the extent to which junior college business teachers used general education knowledges, understandings, and skills in their teaching experiences. Extent of use data were ranked in descending order according to total use (Table 15).

In some cases, business teachers did not respond to each factor. The omission of factors may have been due to either oversight, failure to recall all aspects of teaching assignments, or failure to think through and analyze occupational assignments to determine what factors, if any, were involved.

Analysis of the data (Table 15) revealed that:

1. Only two factors were frequently used by more than 50 per cent of the junior college business teachers. Oral expression was frequently used by 74.7 per cent, and English composition by 56.9 per cent.
2. Mathematics was frequently used by 49.3 per cent of the business teachers; psychology by 43.2 per cent; and philosophy, ethics, and logic by 25.3 per cent.

TABLE 15

USE OF GENERAL EDUCATION FACTORS BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

General Education Factors (Category A)	Frequency of use (need) expressed in percentages based upon N = 162					
	No response	Not used	Seldom used	Occasionally used	Frequently used	Total use (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Oral expression--conversation and public speaking	0.6	0.6	1.3	22.8	74.7	98.8
Mathematics	1.3	1.3	11.7	36.4	49.3	97.4
English composition--writing and composing	0.6	3.0	11.7	27.8	56.9	96.4
Psychology	1.3	4.3	8.0	43.2	43.2	94.4
Philosophy, ethics, and logic	1.3	16.8	19.8	36.8	25.3	81.9
History	0.6	19.8	37.1	33.2	9.3	79.6
Political science	1.3	19.8	32.7	36.4	9.8	78.9
Sociology and anthropology	3.0	24.6	35.8	26.8	9.8	72.4
Literature	4.3	29.6	38.9	22.9	4.3	66.1
Physical sciences	0.6	50.0	34.6	13.5	1.3	49.4
Biological sciences	2.3	54.7	32.0	8.7	2.3	43.0
Fine arts	0.6	60.5	25.9	11.1	1.9	38.9
Physical education	0.6	66.1	25.3	7.4	0.6	33.3
Foreign languages	3.0	70.3	21.7	3.7	1.3	26.7

3. All other areas were frequently used by less than 10 per cent of the business teachers.
4. All 14 of the general education factors were used frequently, occasionally, and seldom by one or more of the 162 junior college business teachers.

Adequacy of Preparation

Junior college business teachers rated the adequacy of their preparation in general education in light of their teaching experiences (Table 16). The possible alternative ratings were: (a) highly satisfactory; (b) acceptable, generally satisfactory; (c) greater scope and depth desirable; and (d) deficient to point of being limited. Although requested to omit adequacy ratings for any factor not used, some teachers did indicate their lack of preparation for the factors not used. Such responses were interpreted as an expression of need and were included in the processing.

Adequacy of preparation for each factor was analyzed on the basis of the percentage of teachers ratings (Column 2). Lack of use and oversight may have been reasons for failure to respond (Column 1).

That teachers feel a need for improvement in preparation of all general education factors is indicated by the following:

1. The most highly rated areas of preparation (English composition and oral expression) were highly satisfactory to less than 35 per cent of the respondents (Column 3).
2. All other areas were highly satisfactory to 25 per cent or less of the junior college business teachers (Column 3).

TABLE 16

ADEQUACY OF PREPARATION IN GENERAL EDUCATION FACTORS
USED BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

General Education Factors (Category A)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Oral expression--conversation and public speaking	5	157	21.0	63.1	15.2	.7
English composition--writing and composing	4	158	32.9	59.4	7.0	.7
Literature	38	124	9.7	74.2	14.5	1.6
Psychology	3	159	15.8	62.3	20.1	1.8
Political Science	24	138	12.3	59.4	23.9	4.4
Philosophy, ethics and logic	15	147	15.0	59.1	20.4	5.5
History	24	138	15.3	61.6	17.4	5.7
Mathematics	6	156	18.6	56.4	18.6	6.4
Physical education	82	80	25.0	55.2	11.2	8.6
Sociology and Anthropology	33	129	7.8	61.3	20.9	10.0
Physical sciences	55	107	5.6	69.2	14.0	11.2
Biological sciences	64	98	6.1	60.2	19.4	14.3
Fine Arts	68	94	3.1	46.9	27.7	22.3
Foreign languages	87	75	2.5	47.0	18.5	32.0

3. Ranging from 7.7 per cent to 50.0 per cent, inadequacy of preparation for performance of teaching assignments was judged to exist for each of the 14 general education factors (Columns 5 and 6).
4. Need for added preparation in the 4 most used general education areas was indicated by the following percentages of respondents:

Mathematics	25.0 per cent
Psychology	21.9 per cent
Oral expression	15.9 per cent
English composition	7.7 per cent
5. Although preparation was considered inadequate in foreign language, fine arts, biological sciences and physical sciences, these general education factors were not used by more than one-half of the teachers (70.3 per cent, 60.5 per cent, 54.7 per cent, and 50.0 per cent, respectively) and to a limited extent only by most of the others (25.4 per cent, 37.0 per cent, 40.7 per cent, and 48.1 per cent, respectively).

Category B--Professional Education

The professional education curriculum, incorporated in all business teacher programs, consists of prescribed and elective courses in general professional education and business professional education focused primarily on teaching at the secondary level. To determine extent of use and adequacy of preparation for the post-secondary level, business teachers rated 21 knowledges, understandings, and skills in general professional education, business professional education, and junior college professional education.

Extent of Use

Factors comprising the professional education category were analyzed and ranked according to total use by junior college business teachers (Table 17). Factors having the highest total use in each area were listed first.

In some cases business teachers did not respond to each of the factors. The omission may have been due to either oversight, failure to recall all aspects of teaching assignments, or failure to take time to think through and analyze occupational assignments to determine what professional education factors, if any, were involved.

Analysis of the data revealed the following:

General

1. Three factors were frequently used by more than one-half of the junior college business teachers: guidance and counseling, 52.7 per cent; tests and measurements, 53.2 per cent; and instructional media, 51.9 per cent.
2. Educational psychology and vocational education were each frequently used by 33.4 per cent of the respondents and adult education by 25.2 per cent.
3. The other five general professional education factors were frequently used by less than one-fourth of the respondents.
4. All general professional education factors were used to some extent by more than 50 per cent of the business teachers.

Business Education

1. The range of frequently used factors was from 29.7 to 48.3 per cent.
2. Methods of teaching basic (cognitive) courses, the factor having the highest total use, was frequently used by 46.3 per cent of the teachers.

TABLE 17

USE OF PROFESSIONAL EDUCATION FACTORS BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

		Frequency of use (need) expressed in percentages based upon N = 162				
Professional Education Factors (Category B)		No response	Not used	Seldom used	Occasionally used	Frequently used
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Total use (sum of columns 3, 4, and 5)		Col. 6				
<u>General</u>						
Instructional Media		3.0	3.7	9.8	31.6	51.9
Guidance and Counseling		3.0	3.7	9.8	30.8	52.7
Tests and measurements		4.9	4.3	7.4	30.2	53.2
Educational psychology		1.3	8.7	17.8	38.8	33.4
Curriculum development		4.3	9.8	19.8	41.4	24.7
Vocational education		1.9	16.6	17.8	30.3	33.4
Adult education		4.3	19.2	21.0	30.3	25.2
Research		6.1	24.0	29.0	29.0	11.9
Psychology of adolescence		7.4	23.6	14.1	35.1	19.8
History and philosophy of education		3.0	33.3	27.2	27.2	9.3
Principles of secondary education		5.6	38.9	22.2	29.0	4.3
<u>Business Education</u>						
Methods of teaching basic (cognitive courses)		4.3	13.5	8.7	27.2	46.3
Principles of business education		2.3	22.2	14.1	25.9	35.5
Methods of teaching business skill courses		6.1	23.5	8.0	14.1	48.3
Undergraduate student teaching		0.6	35.1	14.8	19.8	29.7

TABLE 17--Continued

Frequency of use (need) expressed in percentages based upon N = 162						
Professional Education Factors (Category B)						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Total use (sum of columns 3, 4, and 5)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
<u>Junior College</u>						
Junior college curriculum	2.3	14.8	10.4	40.8	31.7	82.9
Characteristics, goals, and values of students	3.7	14.1	4.9	26.6	50.7	82.2
Methods of teaching junior college students	4.9	16.5	4.9	27.9	45.8	78.6
Nature, history, philosophy, and functions of the junior college	4.9	20.9	14.8	24.0	35.4	74.2
Administrative practices and problems	4.3	23.5	25.8	26.6	19.8	72.2
Teaching internship	9.3	46.2	7.4	14.2	22.9	44.5

3. Methods of teaching business skill courses was frequently used by 48.3 per cent, principles of business education by 35.5 per cent, and undergraduate student teaching by 29.7 per cent.

Junior College

1. With the exception of teaching internships, all junior college factors were used by more than 50 per cent of the respondents.
2. Characteristics, goals, and values of students was the only factor frequently used by more than 50 per cent of the respondents.
3. Other factors frequently used by more than 30 per cent of the business teachers were:

Methods of teaching junior college students	45.8 per cent
Nature, history, philosophy and functions of the junior college	35.4 per cent
Junior college curriculum	31.7 per cent

Some business teachers who indicated professional education factors were not used were also those who had no background in the professional component of teacher education. In several cases, teachers commented that although they had no formal preparation in these factors, they felt that these were important.

Adequacy of Preparation

Junior college business teachers rated the adequacy of their preparation in professional education in light of their teaching experiences (Table 18). The possible alternatives were: (a) highly satisfactory; (b) acceptable, generally satisfactory; (c) greater scope and depth desirable; and (d) deficient to point of being limited. Again, the

TABLE 18

ADEQUACY OF PREPARATION IN PROFESSIONAL EDUCATION FACTORS USED
BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

Professional Education Factors (Category A)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
<u>General</u>						
Educational Psychology	9	153	16.4	64.7	17.6	1.3
Vocational education	24	138	16.7	58.0	21.7	3.6
Tests and measurements	11	151	17.2	57.0	21.9	3.9
Instructional media	14	148	22.2	55.4	18.3	4.1
Curriculum development	20	142	14.0	59.2	22.6	4.2
Psychology of adolescence	40	122	17.2	65.7	12.2	4.9
Adult education	28	135	12.6	59.7	22.5	5.2
Principles of secondary education	50	112	17.9	71.4	3.6	7.1
History and Philosophy of education	41	121	17.3	63.7	11.6	7.4
Research	34	128	15.6	53.9	22.7	7.8
Guidance and counseling	7	155	17.4	43.8	25.2	13.6
<u>Business Education</u>						
Principles of business education	27	135	28.2	57.7	10.4	3.7
Methods of teaching basic business (cognitive courses)	18	144	25.6	59.1	9.7	5.6

TABLE 18--Continued

Professional Education Factors (Category A)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentage			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Methods of teaching business skill subjects	33	129	31.9	53.4	8.5	6.2
Undergraduate student teaching	47	115	27.0	53.1	11.3	8.6
<u>Junior College</u>						
Administrative practices and problems	31	131	8.4	49.7	31.3	10.6
Junior College curriculum	24	138	10.9	36.2	42.0	10.9
Methods of teaching junior college students	26	136	10.2	34.6	39.7	15.5
Nature, history, philosophy, and functions of the junior college	30	132	14.3	34.9	25.0	25.8
Teaching internship	59	103	11.7	18.4	24.3	45.6

respondents were requested to omit adequacy ratings for factors not used. If, however, they had indicated their inadequacy, their responses were interpreted as an expression of need. Analyses pertaining to adequacy of preparation for each factor was made on the basis of the percentage of teacher ratings.

Percentages were based on the number of business teachers who rated each factor (Column 2). Lack of use, no formal preparation, oversight, and failure to recall specific information about adequacy of preparation may have been reasons for failure to respond.

General

Need for improvement in general professional education factors was indicated by the following:

1. All general professional education factors were rated highly satisfactory by less than one-fourth of the business teachers (Column 3).
2. Ranging from 10.7 to 38.8 per cent, inadequacy of preparation for performance of teaching assignments was judged to exist for each of the 11 general professional education factors (Columns 5 and 6).
3. Areas of greatest need for improvement were (Columns 5 and 6):

Guidance and counseling	38.8 per cent
Tests and measurements	25.8 per cent
Instructional media	22.4 per cent

4. Although preparation was considered inadequate in research, adult education, curriculum development, and vocational education, these deficiencies were less critical inasmuch as the duties were not performed by some teachers (24.0 per cent,

19.2 per cent, 9.8 per cent, and 16.6 per cent, respectively) and to a limited extent by most of the others (58.0 per cent, 51.0 per cent, 61.2 per cent, and 48.1 per cent, respectively) (Table 17).

Business Education

Need for improvement in business professional education factors was indicated by the following percentages:

1. Less than 32 per cent of the respondents considered preparation in the four business professional education factors to be highly satisfactory (Column 3).
2. Over 50 per cent of the respondents, however, reported preparation was acceptable, generally satisfactory for all four factors (Column 4).
3. Less than 20 per cent of the respondents indicated that preparation was needed in the four factors (Columns 5 and 6).
4. Although added preparation desired in the business professional education ranged from 14.7 per cent to 19.9 per cent, the four factors either were not used or were used to a limited extent by more than 50 per cent of the teachers.

Junior College

Need for improvement in junior college professional education factors was indicated by the following percentages of teachers:

1. All junior college professional education factors were rated highly satisfactory by less than 15 per cent of the respondents.
2. Ranging from 41.9 per cent to 69.9 per cent, inadequacy of preparation for performance of teaching assignments was judged to exist for each of the 5 junior college professional education factors (Columns 5 and 6):

Teaching internship	69.9 per cent
Methods of teaching junior college students	55.2 per cent

Junior college curriculum	55.2 per cent
Nature, history, philosophy, and functions of the junior college	50.8 per cent
Administrative practices and problems	41.9 per cent

3. Over 50 per cent indicated 5 of the 6 factors either were not used or were used only to a limited extent (Table 17). Several respondents indicated in comments on questionnaires that they had no formal preparation in these factors but felt they were important.

Category C--Business Education Factors

The 12 curricular factors classified as business education were knowledges, understandings, and skills in the specialized and basic or functional business courses. The business education data were sorted and classified into areas in which the junior college business teachers were currently teaching. The following nine areas were used as a frame of reference for classifying data: (1) accounting, (2) business communication, (3) business law, (4) data processing, (5) economics, (6) finance, (7) management, (8) marketing, and (9) office management. Inasmuch as some teachers taught in more than one area, these data were processed by each area in which they taught. Therefore, the total number (N) for all business education areas exceeds the total number of participating teachers.

From analyses of business education curricular programs in 87 college bulletins, a list was compiled of knowledges, understandings, and skills involved in business

teacher assignments. These factors provided a basis upon which junior college business teachers could indicate extent of use and adequacy of preparation for their teaching assignments. Business teachers were encouraged to add factors and to make other written comments pertaining to their use of and need for business knowledges, understandings, and skills.

Extent of Use

Junior college business teachers indicated the extent of use they had made of each of the factors in areas of business education. Extent of use is interpreted as an index of need for a factor in performing the duties of a teaching assignment. Five alternatives for indicating use were provided as follows: (1) frequently used, (2) occasionally used, (3) seldom used, (4) not used, and (5) used as necessary background information.

Analyses pertaining to the extent of use of each factor were made on the basis of the percentage of junior college business teachers indicating each of the five alternatives. Extent of use of data were listed in descending order to total use rank.

Accounting

An analysis of the data (Table 19) revealed the following:

TABLE 19

USE OF BUSINESS EDUCATION FACTORS BY 42 JUNIOR COLLEGE ACCOUNTING TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 42						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Accounting	0.0	0.0	0.0	2.4	97.6	0.0	100.0
Management and administration	0.0	4.8	16.7	47.6	19.1	11.8	95.2
Economics	0.0	7.2	16.7	42.7	28.6	4.8	92.8
Business Communication	0.0	7.2	7.2	45.1	28.6	11.9	92.8
Finance	0.0	7.2	14.3	42.8	26.2	9.5	92.8
Personnel and organizational behavior	0.0	9.5	40.5	33.3	7.2	9.5	90.5
Marketing	0.0	9.5	33.3	35.8	11.9	9.5	90.5
Business law	0.0	11.9	21.4	42.8	16.7	7.2	88.1
Data processing	0.0	19.1	28.6	23.7	19.1	9.5	80.9
Quantitative business analysis	0.0	21.4	21.4	33.4	11.9	11.9	78.6
Typewriting	0.0	33.3	11.9	9.5	33.4	11.9	66.7
Shorthand	0.0	52.4	9.5	9.5	16.7	11.9	47.6

1. All 42 accounting teachers indicated an extent of use for each business education factor.
2. Accounting was frequently used by 97.6 per cent and occasionally used by 2.4 per cent of the accounting teachers.
3. Nine of the remaining 11 factors were used to a limited extent (Columns 3 and 4) by more than 50 per cent of the accounting teachers.
4. Two factors, shorthand and typewriting, were not used by 52.4 per cent and 33.3 per cent, respectively.
5. The factors, other than accounting, were used as necessary background information by 4.8 per cent to 11.9 per cent of the accounting teachers.

Business Communication

In some cases, business communication teachers did not respond to each factor. The omission of factors may have been due to either oversight, failure to recall all aspects of teaching assignments, or failure to take time to think through and analyze teaching assignments to determine what business education factors, if any, were involved.

An analysis of the data (Table 20) revealed the following:

1. Three business education factors were frequently used by more than half the 27 junior college business communication teachers.

Business communication	92.6 per cent
Typewriting	77.8 per cent
Shorthand	55.6 per cent

2. All other factors were frequently used by less than 26 per cent.
3. Besides the 3 factors frequently used by more than one-half of the respondents, business

TABLE 20
USE OF BUSINESS EDUCATION FACTORS BY 27 JUNIOR COLLEGE
BUSINESS COMMUNICATION TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 27						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Business communication	0.0	0.0	0.0	7.4	92.6	0.0	100.0
Typewriting	3.7	0.0	0.0	11.1	77.8	7.4	96.3
Economics	0.0	7.4	25.9	18.5	22.3	25.9	92.6
Management and administration	0.0	11.1	25.9	18.5	14.8	29.7	88.9
Personnel and organizational behavior	3.7	11.1	29.7	14.8	25.9	14.8	85.2
Shorthand	7.4	11.1	0.0	11.1	55.6	14.8	81.5
Accounting	0.0	18.5	3.7	40.8	18.5	18.5	81.5
Finance	0.0	18.5	29.7	11.1	18.5	22.2	81.5
Business law	0.0	22.2	29.7	22.2	11.1	14.8	77.8
Marketing	3.7	25.9	22.2	22.3	0.0	25.9	70.4
Data processing	3.7	44.5	18.5	14.8	3.7	14.8	51.8
Quantitative business analysis	7.4	40.8	18.5	7.4	3.7	22.2	51.8

education factors were either not used or used only to a limited extent by more than one-half of the respondents.

4. Three factors were used as necessary background information by 25 per cent or more of the business communication teachers. These factors were:

Management and administration	29.7 per cent
Economics	25.9 per cent
Marketing	25.9 per cent

Business Law

Only one business law teacher failed to respond to one factor. This omission may have been due to oversight.

An analysis of the data (Table 21) revealed the following:

1. Only two business education factors, business law (92.9 per cent) and accounting (64.3 per cent) were frequently used by more than one-half of the business law teachers.
2. Shorthand was the only factor not used by more than 50 per cent.
3. The factors used to a limited extent (seldom or occasionally) by 50 per cent or more of the business law teachers were:

Quantitative business analysis	71.4 per cent
Economics	57.1 per cent
Management and administration	50.0 per cent

4. Over 20 per cent of the business law teachers used the following factors as necessary background information:

Business communication	28.4 per cent
Personnel and organizational behavior	21.5 per cent
Quantitative business analysis	21.5 per cent
Marketing	21.4 per cent

TABLE 21

USE OF BUSINESS EDUCATION FACTORS BY 14 JUNIOR COLLEGE BUSINESS LAW TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 14						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background infor- mation	Total use (sum of columns 3, 4, 5, and 6) (9)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Business law	0.0	0.0	0.0	7.1	92.9	0.0	100.0
Economics	0.0	0.0	14.4	42.8	35.7	7.1	100.0
Management and administration	0.0	0.0	14.3	35.7	35.7	14.3	100.0
Accounting	0.0	7.1	7.1	7.1	64.3	14.4	92.9
Personnel and organizational behavior	0.0	7.1	21.5	21.5	28.4	21.5	92.9
Business communication	0.0	7.1	7.1	21.5	36.0	28.3	92.9
Quantitative business analysis	0.0	7.1	28.4	43.0	0.0	21.5	92.9
Finance	7.1	7.1	21.5	28.3	36.0	0.0	85.8
Marketing	0.0	21.4	21.4	21.4	14.4	21.4	78.6
Data processing	0.0	42.7	14.4	0.0	28.5	14.4	57.3
Typewriting	0.0	42.7	21.4	7.1	14.4	14.4	47.3
Shorthand	0.0	78.7	7.1	0.0	7.1	7.1	21.3

Data Processing

One data processing teacher did not indicate an extent of use for one of the factors. This omission may have been due to oversight.

An analysis of the data (Table 22) revealed the following:

1. The most frequently used factor, data processing, was used by 95.8 per cent of the data processing teachers.
2. The second most frequently used factor, accounting, was used by 54.1 per cent of the data processing teachers.
3. All other factors were frequently used by less than 30 per cent of the data processing teachers.
4. Two factors were used as necessary background information by one-fourth or more of the data processing teachers--quantitative business analysis by 25.0 per cent and personnel and organizational behavior by 29.2 per cent.
5. Eleven of the 12 factors were used (seldom, occasionally, frequently, or as necessary background information) by more than 50 per cent of the data processing teachers.
6. Five of the 12 business education factors were frequently used or occasionally used by 50 per cent or more of the data processing teachers. They were data processing, accounting, business communications, management and administration, and finance.

Economics

In some cases, economics teachers did not indicate an extent of use for the business education factors. The omission of factors may have been due to either oversight, failure to recall all aspects of teaching assignments, or

TABLE 22

USE OF BUSINESS EDUCATION FACTORS BY 24 JUNIOR COLLEGE DATA PROCESSING TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 24						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Data processing	0.0	0.0	0.0	4.2	95.8	0.0	100.0
Accounting	0.0	0.0	4.2	25.0	54.1	16.7	100.0
Business communication	0.0	8.3	20.8	25.0	29.2	16.7	91.7
Management and administration	0.0	8.3	12.5	45.8	16.7	16.7	91.7
Economics	0.0	16.7	29.2	29.2	16.7	8.2	83.3
Marketing	0.0	16.7	33.3	25.0	4.2	20.8	83.3
Personnel and organizational behavior	4.1	16.7	20.8	25.0	4.2	29.2	79.2
Finance	0.0	20.8	12.5	29.2	20.8	16.7	79.2
Business law	0.0	20.8	25.0	16.7	16.7	20.8	79.2
Quantitative business analysis	0.0	29.2	8.3	29.2	8.3	25.0	70.8
Typewriting	0.0	45.9	8.3	12.5	20.8	12.5	54.1
Shorthand	0.0	79.1	4.2	0.0	4.2	12.5	20.9

failure to analyze teaching experiences to determine what business education factors, if any, were involved.

An analysis of the data (Table 23) revealed the following:

1. Economics was frequently used by 96.7 per cent of the economics teachers (one failed to respond to that factor).
2. Accounting was frequently used by 51.9 per cent of the economics teachers.
3. All other factors were frequently used by less than 50 per cent of the economics teachers.
4. Shorthand, with 36.5 per cent, was the only factor not used by more than 50 per cent of the respondents.
5. Eleven of the 12 factors were used (frequently, occasionally, seldom, or as necessary background information) by more than 50 per cent of the economics teachers.

Finance

In some cases finance teachers failed to indicate an extent of use for some business education factors. The omission of factors may have been due to oversight, failure to recall all aspects of teaching experiences, or failure to analyze teaching experiences to determine what business education factors, if any, were involved.

An analysis of the data (Table 24) revealed the following:

1. Finance, frequently used by 84.6 per cent of the respondents, was the only business education factor frequently used by more than 50 per cent of the finance teachers.

TABLE 23

USE OF BUSINESS EDUCATION FACTORS BY 27 JUNIOR COLLEGE ECONOMICS TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 27						Total use (sum of columns 3, 4, 5, and 6)
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Accounting	0.0	0.0	14.8	22.2	51.9	11.1	100.0
Business communication	0.0	0.0	11.1	33.4	44.4	11.1	100.0
Management and administration	0.0	0.0	11.1	44.4	29.7	14.8	100.0
Economics	3.3	0.0	0.0	0.0	96.7	0.0	96.7
Business law	3.3	0.0	7.3	42.1	42.1	7.3	96.7
Finance	3.3	3.3	7.3	44.0	42.1	0.0	93.4
Quantitative business analysis	0.0	7.3	3.3	52.4	25.9	11.1	92.7
Personnel and organizational behavior	7.3	3.3	11.1	41.3	25.9	11.1	89.4
Marketing	3.3	11.1	14.8	37.5	22.2	11.1	85.6
Data processing	7.3	29.8	18.5	18.5	14.8	11.1	62.9
Typewriting	0.0	40.9	11.1	14.8	25.9	7.3	59.1
Shorthand	0.0	63.5	3.3	14.8	7.3	11.1	36.5

TABLE 24

USE OF BUSINESS EDUCATION FACTORS BY 13 JUNIOR COLLEGE FINANCE TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 13						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Finance	0.0	0.0	0.0	7.7	84.6	7.7	100.0
Business communication	0.0	0.0	7.7	30.7	46.2	15.4	100.0
Economics	7.7	0.0	0.0	23.1	23.1	46.1	92.3
Accounting	15.4	0.0	7.7	23.1	15.4	38.4	84.6
Management and administration	15.4	0.0	0.0	15.4	23.1	46.1	84.6
Personnel and organizational behavior	15.4	0.0	7.7	7.7	23.1	46.1	84.6
Business law	23.1	0.0	0.0	15.4	15.4	46.1	76.9
Marketing	15.4	7.7	0.0	15.4	15.4	46.1	76.9
Quantitative business analysis	23.1	7.7	0.0	7.7	0.0	61.5	69.2
Typewriting	15.4	15.4	7.7	0.0	23.1	38.4	69.2
Data processing	23.1	23.1	7.7	0.0	7.7	38.4	53.8
Shorthand	15.4	38.4	0.0	0.0	23.1	23.1	46.2

2. Two factors were used as necessary background information by more than 50 per cent of the respondents. They were:

Quantitative business analysis	61.5 per cent
Marketing	53.8 per cent

3. Other factors used as necessary background information by more than 50 per cent of the finance teachers were:

Economics	46.1 per cent
Management and administration	46.1 per cent
Personnel and organizational behavior	46.1 per cent
Business law	46.1 per cent
Accounting	38.4 per cent
Typewriting	38.4 per cent
Data processing	38.4 per cent

Management

An analysis of the data (Table 25) revealed the following:

1. Management and administration was frequently used by 91.2 per cent of the respondents.
2. Personnel and organizational behavior and marketing were each frequently used by 69.5 per cent of the management teachers.
3. Less than 25 per cent of the respondents used all factors as necessary background information.
4. The two factors not used by more than 50 per cent of the management teachers were shorthand, 73.8 per cent, and typewriting, 56.6 per cent.

Marketing

An analysis of the data (Table 26) revealed the following:

1. Three factors were frequently used by more than 50 per cent of the marketing teachers. They were:

TABLE 25

USE OF BUSINESS EDUCATION FACTORS BY 23 JUNIOR COLLEGE MANAGEMENT TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 23						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Management and administration	0.0	0.0	0.0	4.4	91.2	4.4	100.0
Personnel and organizational behavior	0.0	4.4	0.0	26.1	69.5	0.0	95.6
Marketing	0.0	4.4	8.7	8.7	69.5	8.7	95.6
Accounting	0.0	4.4	8.7	8.7	69.5	8.7	95.6
Business communication	0.0	8.7	4.4	30.4	47.8	8.7	91.3
Business law	0.0	8.7	13.0	26.1	34.8	17.4	91.3
Economics	4.4	8.7	17.4	17.4	30.4	21.7	86.9
Finance	4.4	8.7	13.0	43.5	13.0	17.4	86.9
Quantitative business analysis	4.4	21.7	13.0	39.1	4.4	17.4	73.9
Data processing	4.4	43.4	8.7	26.1	8.7	8.7	52.2
Typewriting	0.0	56.6	4.4	13.0	13.0	13.0	43.4
Shorthand	0.0	73.8	4.4	0.0	4.4	17.4	26.2

TABLE 26

USE OF BUSINESS EDUCATION FACTORS BY 19 JUNIOR COLLEGE MARKETING TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 19						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Marketing	0.0	0.0	5.3	21.1	73.6	0.0	100.0
Business law	0.0	0.0	21.1	21.1	36.7	21.1	100.0
Accounting	0.0	5.3	5.3	47.1	27.2	15.1	94.7
Business communication	0.0	5.3	5.3	31.3	58.1	0.0	94.7
Management and administration	0.0	5.3	5.3	15.7	68.4	5.3	94.7
Personnel and organizational behavior	0.0	10.5	5.3	31.3	47.6	5.3	89.5
Economics	5.3	5.3	15.7	37.0	21.0	15.7	89.4
Finance	5.3	10.5	21.0	37.0	15.7	10.5	84.2
Quantitative business analysis	5.3	21.1	26.3	26.3	5.3	15.7	73.6
Typewriting	5.3	31.3	0.0	10.5	42.4	10.5	63.4
Shorthand	0.0	52.9	0.0	10.5	31.3	5.3	47.1

Marketing	73.6 per cent
Management and administration	68.4 per cent
Business communication	58.1 per cent

2. The factors not used or used only to a limited extent (Columns 2, 3, and 4) by 50 per cent or more of the marketing teachers were:

Quantitative business analysis	73.7 per cent
Finance	68.5 per cent
Shorthand	63.4 per cent
Economics	58.0 per cent
Accounting	57.7 per cent

3. Eleven of the 12 business education factors were used (frequently, occasionally, seldom, or as necessary background information) by 63.4 per cent or more of the marketing teachers.

Office Management and Secretarial

An analysis of the data (Table 27) revealed the following:

1. All business education factors were used (frequently, occasionally, seldom, or as necessary background information) by more than 50 per cent of the respondents.
2. Three factors were frequently used by more than 50 per cent of the office management and secretarial teachers. They were:

Typewriting	93.0 per cent
Business communication	77.5 per cent
Shorthand	76.1 per cent

3. Accounting was frequently used by 33.8 per cent and used as necessary background information by 21.1 per cent of the respondents.
4. All other factors were not used or used only to a limited extent (Columns 2, 3, and 4) by more than 50 per cent of the office management and secretarial teachers.

TABLE 27

USE OF BUSINESS EDUCATION FACTORS BY 71 OFFICE MANAGEMENT AND SECRETARIAL TEACHERS

Business Education Factors (Category C)	Frequency of use (need) expressed in percentages based upon N = 71						
	No response	Not used	Seldom used	Occasionally used	Frequently used	Used as necessary background information	Total use (sum of columns 3, 4, 5, and 6)
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Business communication	0.0	0.0	0.0	18.3	77.5	4.2	100.0
Typewriting	4.2	0.0	0.0	2.8	93.0	0.0	95.8
Accounting	0.0	9.9	4.2	31.0	33.8	21.1	90.1
Shorthand	0.0	12.6	1.4	7.1	76.1	2.8	87.4
Management and administration	1.4	14.2	18.3	21.1	22.5	22.5	84.4
Personnel and organiza- tional behavior	4.2	15.5	24.0	21.1	22.5	12.7	80.3
Economics	2.8	16.9	22.5	22.5	16.9	18.4	80.3
Business law	2.8	18.2	24.0	28.2	12.7	14.1	79.0
Finance	2.8	22.5	24.0	15.5	15.5	19.7	74.7
Data processing	1.4	40.8	16.9	16.9	8.5	15.5	57.8
Quantitative business analysis	5.6	38.0	24.0	11.3	2.8	18.3	56.4

Adequacy of Preparation

Junior college business teachers rated the adequacy of their preparation in business education factors in light of their teaching experience. The possible alternative ratings were: (a) highly satisfactory; (b) acceptable, generally satisfactory; (c) greater scope and depth desirable; and (d) deficient to point of being limited. Data pertaining to adequacy of preparation in the various areas of business were analyzed. Analyses were made to determine the adequacy of preparation of junior college business teachers for the various areas in business knowledges, understandings, and skills used in their teaching experiences.

The adequacy of preparation of the business education factors was determined according to the nine areas in which the junior college business teachers were teaching. Percentages for adequacy of preparation for each factor were based on the number of business teachers who rated adequacy of preparation for that factor. Lack of use and failure to recall specific information about adequacy of preparation may have been reasons for failure to respond.

Accounting

Analysis of the adequacy of preparation for business teachers (Table 28) revealed that:

1. Most highly rated area of preparation (accounting) was highly satisfactory to only 56.1 per cent of the respondents.

TABLE 28

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
42 JUNIOR COLLEGE ACCOUNTING TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Accounting	1	41	56.1	36.6	7.3	0.0
Typewriting	10	32	28.1	65.6	6.3	0.0
Business communication	0	42	23.8	61.9	14.3	0.0
Business law	1	41	19.1	62.3	16.2	2.4
Marketing	1	41	5.1	56.4	35.9	2.6
Management and administration	1	41	7.3	65.8	22.0	4.9
Economics	1	41	7.3	61.0	26.8	4.9
Finance	2	40	12.5	60.0	22.5	5.0
Personnel and organizational behavior	3	39	5.1	61.9	25.9	7.1
Shorthand	16	26	23.1	53.7	15.5	7.7
Quantitative business analysis	5	37	5.4	48.7	29.7	16.2
Data processing	2	40	12.5	22.5	45.0	20.0

2. Second highest rated factor (typewriting) received highly satisfactory ratings from only 28.1 per cent.
3. All other factors received highly satisfactory ratings from less than one-fourth of the accounting teachers.
4. Areas of greatest need for improvement were (Columns 5 and 6):

Personnel and organizational behavior	33.0 per cent
Economics	31.7 per cent
Finance	27.5 per cent

5. Although preparation was considered inadequate in data processing, quantitative business analysis, management and administration, and marketing, these factors were not used by some accounting teachers (19.1 per cent, 21.4 per cent, 4.8 per cent, and 9.5 per cent, respectively) and to a limited extent by most of the others (52.3 per cent, 54.8 per cent, 64.3 per cent, and 69.1 per cent, respectively) (Table 19).

Business Communication

Analysis of the adequacy of preparation for business education factors indicated by 27 junior college business communication teachers (Table 29) revealed that:

1. Only 66.7 per cent of the respondents indicated their preparation in business communication was highly satisfactory.
2. Two other factors were reported highly satisfactory by more than 50 per cent of the respondents. These factors were typewriting, 69.2 per cent, and shorthand, 68.2 per cent.
3. A large percentage, from 26.1 per cent to 88.9 per cent (Columns 5 and 6) of business communication teachers indicated a need for added preparation in 9 of the 12 factors (excluding business communication, typewriting, and shorthand). However, these factors were not used or

TABLE 29

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
27 JUNIOR COLLEGE BUSINESS COMMUNICATION TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Business communication	0	27	66.7	29.6	3.7	0.0
Marketing	8	19	5.3	52.6	42.1	0.0
Personnel and organizational behavior	4	23	17.4	56.5	26.1	0.0
Shorthand	5	22	68.2	31.8	0.0	0.0
Typewriting	1	26	69.2	26.9	3.9	0.0
Economics	1	26	3.9	34.6	57.6	3.9
Management and administration	2	25	4.0	64.0	28.0	4.0
Finance	3	24	4.2	37.5	54.1	4.2
Business law	4	23	17.4	47.8	30.4	4.4
Accounting	3	24	8.3	54.2	29.2	8.3
Quantitative business analysis	10	17	5.9	47.1	23.5	23.5
Data processing	9	18	0.0	11.1	50.0	38.9

used to limited extent from 55.6 per cent to 77.8 per cent of the respondents (Columns 2, 3, and 4, Table 20).

4. Shorthand was the only factor in which added preparation was not indicated.

Business Law

Analysis of the adequacy of preparation for business education factors indicated by 14 junior college business law teachers (Table 30) revealed that:

1. Only 64.5 per cent of the respondents indicated their preparation in business law was highly satisfactory.
2. Accounting received highly satisfactory ratings from 78.7 per cent of the respondents.
3. Typewriting received highly satisfactory ratings from 54.1 per cent of the business law teachers.
4. The other nine business education factors received highly satisfactory ratings from less than one-fourth of the business law teachers.
5. Areas of greatest need for improvement were (Columns 5 and 6):

Personnel and organizational behavior	45.1 per cent
Economics	37.5 per cent
Business communication	24.0 per cent

6. Although preparation was considered inadequate in data processing, shorthand, quantitative business analysis, and marketing, these factors were not used by some business law teachers (42.7 per cent, 78.7 per cent, 7.1 per cent and 21.4 per cent, respectively) and to a limited extent only by others (14.4 per cent, 7.1 per cent, 71.4 per cent, and 42.8 per cent, respectively) (Table 21).

TABLE 30

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
14 JUNIOR COLLEGE BUSINESS LAW TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Business law	0	14	64.5	28.4	7.1	0.0
Business communication	1	13	38.0	38.0	24.0	0.0
Marketing	3	11	9.0	64.0	27.0	0.0
Accounting	0	14	78.7	7.1	7.1	7.1
Economics	1	13	46.3	16.2	30.4	7.1
Finance	0	14	35.7	42.8	14.4	7.1
Management and administration	0	14	21.4	64.4	7.1	7.1
Personnel and organizational behavior	1	13	23.5	31.4	38.0	7.1
Quantitative business analysis	1	13	7.1	39.0	46.8	7.1
Typewriting	1	13	54.1	30.7	0.0	15.2
Shorthand	4	10	30.0	20.0	20.0	30.0
Data processing	2	12	25.0	8.0	26.0	41.0

Data Processing

Analysis of the adequacy of preparation of business education factors indicated by 24 junior college data processing teachers (Table 31) revealed that:

1. Only 50.0 per cent of the respondents indicated their preparation in data processing was highly satisfactory.
2. All other factors received highly satisfactory ratings from less than 24 per cent of the data processing teachers.
3. Added preparation in all factors was indicated by 20.8 per cent to 85.7 per cent of the data processing teachers.
4. Areas of greatest need for improvement were (Columns 5 and 6):

Business communication	33.4 per cent
Finance	30.0 per cent
Accounting	29.2 per cent

5. Although preparation was considered inadequate in shorthand, quantitative business analysis, personnel and organizational behavior, and marketing, these factors were not used by some teachers (79.1 per cent, 29.2 per cent, 16.7 per cent, and 16.7 per cent, respectively) and to a limited extent by others (4.2 per cent, 37.5 per cent, 45.8 per cent, and 58.3 per cent, respectively) (Table 22).

Economics

Analysis of adequacy of preparation of business education factors indicated by 37 junior college economics teachers (Table 32) revealed:

1. Only 55.6 per cent of the respondents indicated their preparation in economics was highly satisfactory.

TABLE 31

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
24 JUNIOR COLLEGE DATA PROCESSING TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Data processing	0	24	50.0	29.2	20.8	0.0
Economics	3	21	23.8	52.4	19.1	4.7
Management and administration	3	21	4.8	66.6	23.8	4.8
Business communication	3	21	9.5	57.1	28.6	4.8
Finance	4	20	10.0	60.0	25.0	5.0
Marketing	4	20	5.0	55.0	35.0	5.0
Accounting	0	24	20.8	50.0	20.8	8.4
Business law	4	20	5.0	70.0	15.0	10.0
Personnel and organizational behavior	1	23	8.7	52.2	26.1	13.0
Quantitative business analysis	6	18	5.6	44.4	33.3	16.7
Typewriting	10	14	21.4	57.2	0.0	21.4
Shorthand	17	7	14.3	0.0	14.3	71.4

TABLE 32

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
27 JUNIOR COLLEGE ECONOMICS TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Accounting	2	25	40.0	48.0	12.0	0.0
Business communication	4	23	34.8	47.8	17.4	0.0
Business law	0	27	25.9	51.9	22.2	0.0
Management and administration	1	26	15.4	73.1	11.5	0.0
Marketing	5	22	13.6	63.7	22.7	0.0
Shorthand	17	10	30.0	70.0	0.0	0.0
Typewriting	12	15	20.0	66.7	13.3	0.0
Economics	0	27	55.6	29.6	11.1	3.7
Finance	1	26	26.9	57.7	11.5	3.9
Quantitative business analysis	3	24	12.5	54.2	25.0	8.3
Personnel and organizational behavior	4	23	17.4	47.8	26.1	8.7
Data processing	11	16	12.5	12.5	43.8	31.2

2. Accounting received highly satisfactory ratings by only 40.0 per cent of the respondents.
3. All other factors received highly satisfactory ratings by less than 35 per cent of the economics teachers.
4. Areas of greatest need for improvement were (Columns 5 and 6):

Quantitative business analysis	33.3 per cent
Marketing	22.2 per cent
Business law	22.2 per cent
5. Although preparation was inadequate in data processing and personnel and organizational behavior, these factors were not used by some economics teachers (29.8 per cent and 3.3 per cent, respectively) and to a limited extent by most of the others (37.0 per cent and 52.4 per cent, respectively) (Table 23).

Finance

Analysis of the adequacy of preparation of business education factors indicated by 13 junior college finance teachers (Table 33) revealed that:

1. Only 38.4 per cent of the finance teachers indicated their preparation in finance was highly satisfactory.
2. Business communication received highly satisfactory ratings from only 30.8 per cent of the respondents.
3. All other factors received highly satisfactory ratings from 30 per cent or less of the finance teachers.
4. Areas of greatest need for improvement were (Columns 5 and 6):

Economics	50.0 per cent
Personnel and organizational behavior	45.4 per cent
Quantitative business analysis	33.3 per cent
Business law	30.0 per cent

TABLE 33

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
13 JUNIOR COLLEGE FINANCE TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Finance	0	13	38.4	46.2	15.4	0.0
Accounting	2	11	0.0	100.0	0.0	0.0
Business communication	0	13	30.8	61.5	7.7	0.0
Business law	3	10	10.0	60.0	30.0	0.0
Economics	1	12	25.0	25.0	50.0	0.0
Management and administration	2	11	18.2	72.7	9.1	0.0
Marketing	3	10	20.0	60.0	20.0	0.0
Personnel and organizational behavior	2	11	27.3	27.3	45.4	0.0
Typewriting	3	10	30.0	60.0	0.0	10.0
Quantitative business analysis	4	9	0.0	66.7	22.2	11.1
Shorthand	6	7	28.6	57.1	0.0	14.3
Data processing	4.	9	11.1	11.1	11.1	66.7

5. Although preparation was considered inadequate in data processing, this factor was not used by 23.1 per cent and to a limited extent by 7.7 per cent. No response by an additional 23.1 per cent was assumed to be further indication of lack of use (Table 24).

Management

Analysis of adequacy of preparation of business education factors indicated by 23 junior college management teachers (Table 34) revealed that:

1. The most highly rated area of preparation (management and administration) was highly satisfactory to less than 55 per cent of the respondents.
2. Second highest rated area (personnel and organizational behavior) received highly satisfactory ratings from only 52.2 per cent.
3. Marketing received highly satisfactory ratings from only 33.3 per cent.
4. Typewriting received highly satisfactory ratings from only 33.3 per cent.
5. All other areas received highly satisfactory ratings from one-fourth or less of the management teachers.
6. Areas of greatest need for improvement were (Columns 5 and 6):

Economics	23.9 per cent
Marketing	20.0 per cent

7. Although preparation was considered inadequate in data processing, shorthand, and quantitative business analysis, these factors were not used by some teachers (43.4 per cent, 73.8 per cent, and 21.7 per cent, respectively) and to a limited extent by some of the others (34.8 per cent, 4.4 per cent, and 52.1 per cent, respectively) (Table 25).

TABLE 34
ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
23 JUNIOR COLLEGE MANAGEMENT TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Management and administration	1	22	54.6	36.3	9.1	0.0
Personnel and organizational behavior	0	23	52.2	30.4	17.4	0.0
Finance	3	20	25.0	65.0	10.0	0.0
Business law	1	22	18.2	68.2	13.6	0.0
Business communication	1	22	22.6	68.2	4.6	4.6
Economics	2	21	19.1	57.0	19.1	4.8
Marketing	3	20	45.0	35.0	15.0	5.0
Accounting	1	22	18.2	63.6	9.1	9.1
Quantitative business analysis	3	20	10.0	60.0	20.0	10.0
Typewriting	11	12	33.3	50.0	0.0	16.7
Shorthand	9	14	21.4	35.7	14.3	28.6
Data processing	8	15	0.0	13.3	33.3	53.4

Marketing

Analysis of the adequacy of preparation of business education factors indicated by 19 junior college marketing teachers (Table 35) revealed that:

1. Marketing was rated highly satisfactory by only 36.4 per cent of the marketing teachers.
2. Typewriting was rated highly satisfactory by only 54.2 per cent of the respondents.
3. Shorthand was rated highly satisfactory by only 40.4 per cent.
4. Business communication was rated highly satisfactory by only 26.2 per cent.
5. All other factors were rated highly satisfactory by less than one-fourth of the marketing teachers.
6. Areas of greatest need for improvement were (Columns 5 and 6):

Economics	39.9 per cent
Marketing	36.4 per cent
Business law	31.3 per cent
Personnel and organizational behavior	27.7 per cent

7. Although preparation was considered inadequate in data processing, quantitative business analysis and finance, factors were not used by some teachers (43.4 per cent, 8.7 per cent, 21.7 per cent, and 8.7 per cent, respectively) and to a limited extent by most of the others (34.8 per cent, 60.9 per cent, 52.1 per cent, and 56.5 per cent, respectively) (Table 25).

Office Management and Secretarial

Analysis of the adequacy of the preparation of business education factors indicated by 71 junior college office management and secretarial teachers (Table 36) revealed that:

TABLE 35

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY
19 JUNIOR COLLEGE MARKETING TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Marketing	0	19	36.4	27.2	36.4	0.0
Business law	3	16	12.4	56.3	31.3	0.0
Finance	2	17	11.8	58.8	29.4	0.0
Management and administration	2	17	17.2	71.0	11.8	0.0
Personnel and organizational behavior	1	18	16.6	55.6	27.7	0.0
Quantitative business analysis	4	15	0.0	53.5	46.5	0.0
Business communication	0	19	26.2	63.2	5.3	5.3
Accounting	0	19	21.1	42.3	31.3	5.3
Typewriting	4	15	54.2	33.4	6.2	6.2
Shorthand	4	15	40.4	46.3	0.0	13.3
Economics	1	18	5.3	55.6	23.0	16.1
Data processing	4	15	0.0	13.1	20.0	66.9

TABLE 36

ADEQUACY OF PREPARATION OF BUSINESS EDUCATION FACTORS USED BY 71
JUNIOR COLLEGE OFFICE MANAGEMENT AND SECRETARIAL TEACHERS

Business Education Factors (Category C)	Number not responding to factor	Number rating adequacy of preparation	Adequacy of preparation expressed in percentages			
			Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Typewriting	2	69	72.4	26.1	1.5	0.0
Business communication	0	71	36.6	52.1	11.3	0.0
Shorthand	6	65	70.3	28.2	0.0	1.5
Accounting	5	77	16.6	57.6	24.3	1.5
Management and administration	10	61	4.9	62.3	29.5	3.3
Finance	10	61	4.9	62.3	29.5	3.3
Personnel and organizational behavior	11	70	10.0	55.0	30.0	5.0
Business law	12	59	10.2	54.2	30.5	5.1
Marketing	17	54	11.1	48.2	33.3	7.4
Economics	9	62	4.8	50.0	29.1	16.1
Quantitative business analysis	25	46	2.2	30.4	34.8	32.6
Data processing	22	49	6.1	10.2	36.8	46.9

1. Typewriting received highly satisfactory ratings from 72.4 per cent of the office management and secretarial teachers.
2. Shorthand received highly satisfactory ratings from 70.3 per cent of the respondents.
3. Business communication received highly satisfactory ratings from only 36.6 per cent.
4. All other factors received highly satisfactory ratings from less than 20 per cent.
5. Areas of greatest need for improvement were (Columns 5 and 6):

Economics	45.2 per cent
Finance	43.7 per cent
Marketing	40.7 per cent
Personnel and organizational behavior	35.0 per cent
Management and administration	32.8 per cent
Accounting	25.8 per cent

6. Although preparation was considered inadequate in data processing, quantitative business analysis, and business law, these factors were not used by some of the office management and secretarial teachers (40.8 per cent, 38.0 per cent, and 18.2 per cent, respectively) and to a limited extent by most of the others (33.8 per cent, 35.3 per cent, and 52.2 per cent, respectively) (Table 27).

Summary

The purpose of this chapter has been to present data concerning the extent of use and the adequacy of preparation of knowledge, understanding, and skill factors in the teaching experiences of junior college business teachers.

With two exceptions, the general education preparation of junior college business teachers appeared to be adequate. Need for additional preparation in English composition and in oral communication, frequently used by more than 50 per

cent of the respondents, was indicated by the fact that preparation was judged highly satisfactory by less than 35 per cent.

In the general professional education category, additional preparation was needed in guidance and counseling, tests and measurements, and instructional media. Knowledges, understandings, and skills gained through business professional education courses were not used or used to a limited extent by more than 50 per cent of the business teachers. Preparation in principles, methods, and student teaching was considered highly satisfactory by less than 32 per cent of the respondents. Perhaps the lack of relevancy of the business professional education courses was due to the fact that these courses are not junior college oriented.

Knowledges, understandings, and skills in junior college professional education were used by more than 50 per cent of the junior college business teachers; and preparation in these factors was considered highly satisfactory by less than 15 per cent. Ranging from 41.9 per cent to 69.9 per cent, inadequacy of preparation was judged to exist for each of the 5 junior college factors; therefore; added preparation in each of these factors appears to be desirable.

An analysis of the extent of use and adequacy of preparation of business education factors indicated by teachers of the 9 areas revealed the following:

1. Teachers of accounting indicated a need for added preparation in economics and finance.
2. Teachers of business communication indicated a need for added preparation in economics, management and administration, finance, and accounting.
3. Teachers of business law indicated a need for added preparation in economics and personnel and organizational behavior.
4. Teachers of data processing indicated a need for added preparation in business communication, finance, and accounting.
5. Teachers of economics indicated a need for added preparation in quantitative business analysis and marketing.
6. Teachers of finance indicated a need for added preparation in economics, personnel and organizational behavior, quantitative business analysis, and business law.
7. Teachers of management indicated a need for added preparation in economics and marketing.
8. Teachers of marketing indicated a need for added preparation in economics, marketing, business law, and personnel and organizational behavior.
9. Teachers of office management and secretarial courses indicated a need for added preparation in economics, finance, marketing, personnel and organizational behavior, management and administration, and accounting.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

Procedure

This is a study to determine the relevance of teacher education programs to the needs of junior college business teachers. The composite or typical curriculum for business teacher preparation was determined through an analysis and synthesis of findings from college bulletins of the 87 NCATE-accredited institutions in the Mountain Plains region. The reference frame consisted of these three categories: general, professional, and business education. These data were used in the development of two questionnaires to assess their relevance to junior college teaching assignments.

Data revealing current and optimum professional requirements of junior college business teachers were obtained from bulletins of 42 of the 57 regionally accredited junior colleges in the Mountain Plains region and from two sets of questionnaires. One set of questionnaires was completed by 36 administrators of the participating junior colleges; the other, by 162 business teachers in these schools.

To increase the validity of the findings, the questionnaires for administrators and for teachers contained identical data requests pertaining to education, experience, and conditions of instruction (Part I) and responsibilities and duties of junior college teachers (Part II). Part III, specific knowledge, understanding, and skill factors developed through general, professional, and business education, was omitted from the administrators' questionnaires inasmuch as the extent of use and adequacy of preparation could be indicated only by those using the specified factors.

For both questionnaires, treatment of data pertaining to education, experience, and conditions of instruction included frequency tallies, percentages, ranges, and measures of central tendency. Percentages were determined for responses pertaining to extent of performance and adequacy of preparation for responsibilities and duties in executing teaching assignments, and interpretations were made through logical analysis of the ranked data. Interpretations of the data in Part III of the questionnaire--revealed by junior college business teachers in their assessment of the degree to which knowledges, understandings, and skills acquired through general, professional, and business education were used in their professional assignments and the adequacy of their educational preparation--provided specific recommendations. Recommendations for changes in the teacher education curriculum were derived from logical analysis of the revealed discrepancies between current

educational preparation and occupational needs of junior college business teachers.

Findings

Dissatisfaction with current junior college business teacher preparation was indicated by both junior college administrators and business teachers.

Administrators reported no current specific requirements in general, professional and business education. Business teachers indicated, however, that more than 12 hours' preparation is necessary for proficiency in an area of specialization. Administrators recommended that junior college business teachers be prepared in more than one area of specialization; current business teacher assignments include teaching in more than one area and three or more preparations. The desired degree requirements for junior college business teachers is the master in field or the specialist (6-year) degree.

Administrators felt that prior work experience in the area of specialization should be required of business teachers before employment at the junior college level. The recommendation by administrators that business teachers should have previous teaching experience at the secondary level is difficult to interpret in light of their recommendations for professional courses oriented to the junior college.

Although professional courses dealing specifically with the junior college are not current prerequisites to

employment of the business teacher at the junior college level, administrators recommended that such courses be required. On the other hand, administrators ranked courses in specialized junior college education last among teacher qualification. Business teachers indicated a need for these junior college professional courses and reported that their preparation was inadequate.

Junior college business teaching assignments indicated by the teachers corresponded to curricula in the junior college bulletins.

Administrators and teachers agree that the teaching load of the business teacher is between 14 and 16 semester credit hours. The number of advisees assigned to each business teacher is 20 to 40; the recommended practice is fewer than 20.

Although the range among different junior colleges is wide, total students enrolled in transfer programs exceed the total in terminal programs. The range of student academic classifications also is wide; however, the total for the middle one-third is highest with the lower one-third next.

Junior college administrators and business teachers agree that the following duties are performed most frequently by the teachers: (a) teaching in area of specialization; (b) guiding and counseling students; (c) developing satisfactory relations with students; and (d) evaluating and

making records and reports. Current business teacher preparation is inadequate for these assignments. Even greater need for program improvement exists in (a) classroom teaching in other areas; (b) interpreting and applying research; and (c) student placement and follow-up.

Junior college business teacher responses concerning use and adequacy of preparation in knowledges, understandings, and skills gained through business teacher curricula indicate that:

1. With two exceptions--English composition and oral communication--the general education component is adequate.
2. The general professional education component is inadequate in the areas of (a) guidance and counseling; (b) instructional media; and (c) tests and measurements.
3. Current business professional education is not sufficiently relevant to the junior college level, and programs need to be differentiated for the various areas of specialization.

Recommendations

Data in this study of the Mountain Plains region indicated need for the following modifications in teacher education curricula to meet the optimum requirements of junior college business teachers, based on their current responsibilities, duties, and conditions of instruction:

1. A master in field or a specialist (6-year) degree should be offered.

2. The general education component should include additional preparation in English composition and oral communication.

3. The professional education component should include:

- (a) Characteristics, goals, and values of junior college students;
- (b) Nature, history, philosophy, and functions of the junior college;
- (c) Methods of teaching junior college students;
- (d) Junior college curriculum and objectives;
- (e) Student guidance and counseling;
- (f) Student placement and follow-up;
- (g) A teaching internship at the junior college level; and
- (h) Additional emphasis on interpreting and applying research, on instructional media, and on tests and measurements.

4. The business education component should include:

- (a) A business core in finance, marketing, personnel and organizational behavior, and quantitative business analysis;
- (b) An opportunity to specialize in more than one area, with majors in excess of 12 semester hours each; and

- (c) Business professional courses oriented toward the junior college teaching situation instead of the secondary level.

The data also indicated the need for additional research to:

1. Develop curricula for a sixth-year program.
2. Assess areas of specialization with a view toward expansion and modification of existing requirements.
3. Design business professional courses that are germane to junior college teaching.

Since the recommendations can be supported only for the Mountain Plains region, additional research should be conducted in other regions to verify the findings of this study.

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APPENDIX A

DATA COLLECTION MATERIALS

Exhibit 1

Questionnaire Sent to Junior College Administrators

THE RELEVANCE OF TEACHER TRAINING PROGRAMS TO THE NEEDS OF JUNIOR COLLEGE BUSINESS TEACHERS

QUESTIONNAIRE

Purpose: To study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum change to improve junior college business teacher preparation.

Would you like an abstract of the completed study? Yes _____ No _____

Name: _____ Title _____

School: _____

Part I -- Education, Experience, and Conditions of Instruction

Instructions: Indicate your responses to the "Current Minimum Requirement or Practice" and "Recommended Optimum Requirement or Practice" by placing a check-mark (✓) in the appropriate columns at the right.

	Current Minimum Requirement or Practice	Recommended or Optimum Requirement or Practice
1. Level of training (degree) for the junior college business teacher:		
A. Degree Unnecessary		
B. Bachelor		
C. Master of Teaching		
D. Master in Field		
E. Specialist (6 yr.)		
F. Doctorate		
2. Professional courses dealing specifically with the junior college that business teacher training program includes:		
A. Nature, history, philosophy, and functions of the junior college		
B. Psychology of the junior college learner		
C. Methods of teaching junior college students		
D. The junior college curriculum and objectives		
E. Teaching internship in junior college		
F. Adult Education		
G. Administrative practices and problems of the two-year college		
H. Guidance and counseling in junior college		
I. Other--specify		
3. Teaching experience before employment at the junior college level:		
A. College or University		
B. Secondary		
C. Junior High		
D. Elementary		
E. Other--specify		
F. Prior experience unnecessary		

	Current Minimum Requirement or Practice	Recommended or Optimum Requirement or Practice
4. Work experience in field of business specialization prior to teaching at the junior college level:		
5. Teaching load of a full-time junior college business teacher (number of hours per semester):		
A. 8-10		
B. 11-13		
C. 14-16		
D. 17 or more		
6. Average class size of the junior college business teacher:		
A. Fewer than 20		
B. 20-40		
C. Over 40		
7. Average number of advisees assigned to each business teacher:		
A. Fewer than 20		
B. 20-40		
C. Over 40		

8. What percentage of the business teacher's preparation is required in each of the following areas:

	Percent Required	No specific Requirement
A. General education_____		
B. Professional education_____		
C. Basic Business and Economic studies_____		
D. Functional areas (Management, Marketing, Business Law, etc.)_____		
E. Area of specialization_____		

9. Should the business teacher have more than one area of specialization? Yes ___ No ___
10. Would you recommend certification of junior college business teachers? Yes ___ No ___
11. Indicate the number of business teachers in the past five years who have been released by the administration or advised to seek employment elsewhere for the following reasons:
- A. Deficiency in business specialization_____
- B. Deficiency in teaching methodology_____
- C. Deficiency in student rapport_____
- D. Other--specify_____

12. Please rank in numerical order (1 most important . . . 8 least important) the following business teacher qualifications:

Business Teacher Qualifications	Rank
A. Evidence of scholarship based on grade point average	
B. Courses in specialized junior college education	
C. Depth in business field indicated by credit hours	
D. Depth in general professional education (methods, internships, etc.)	
E. Learning psychology applied to instructional methods in business	
F. Proficiency in communicating with students of varied abilities	
G. Prior teaching experience	
H. Work experience in business	

Suggestions or explanations:

Part II -- Responsibilities and Duties of Junior College Business Teachers

[illegible]

Exhibit 2

Questionnaire Sent to Junior College Business Teachers

THE RELEVANCE OF TEACHER TRAINING PROGRAMS TO THE
NEEDS OF JUNIOR COLLEGE BUSINESS TEACHERS

QUESTIONNAIRE

Purpose: To study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes to improve junior college business teacher preparation.

Would you like an abstract of the completed study? Yes _____ No _____

Name: _____ Title _____

School: _____

Part I -- Education, Experience, and Conditions of Instruction

1. Degree: Bachelor _____ Master of Teaching _____ M.A. or M.S. _____ M.B.A. _____
None _____ Specialist (6 yr.) _____ Doctorate _____ M.Ed. _____
2. Major: Business Education _____ Business Administration _____
Education _____ Other--specify _____
3. Please record semester hours in your area(s) of specialization and indicate adequacy of your preparation by a checkmark (✓) under "Demonstrable Proficiency" or "Added Preparation Desirable."

	Sem. Hrs. Completed	Demonstrable Proficiency	Added Prepara- tion Desirable
Accounting			
Business Communication			
Business Law			
Data Processing			
Economics			
Finance			
Management			
Marketing			
Office Management and Secretarial			
Other--specify			

4. Current junior college teaching assignment (1969-1970):

1st Semester		2nd Semester	
Courses	Sem. Hrs. Credit	Courses	Sem. Hrs. Credit

5. Experience:

Teaching Experience	Years	Work Experience	Years
Elementary		Clerical	
Secondary		Stenographic	
Junior High		Accounting	
Junior College		Selling	
College or University		Managerial	
Other--specify		Other--specify	

6. Teaching class load (number of hours per semester):

8-10 _____ 11-13 _____ 14-16 _____ 16 or more _____

7. Average class size:

Fewer than 20 _____ 20-40 _____ Over 40 _____

8. Number of advisees:

Fewer than 20 _____ 20-40 _____ Over 40 _____

9. Percentage of students in your classes in the following categories:

_____ % Terminal _____ % Transfer _____ % Unclassified (Part-time)

10. Percentage of students in your classes in the following academic classifications:

_____ % lower 1/3 _____ % middle 1/3 _____ % upper 1/3

[illegible]

Part III -- Knowledge, Understanding, and Skill Factors Involved in Teaching Business

(Column I)				(Column II)	(Column III)			
<u>Extent of Use of General Education Factors.</u> In your experience as a junior college business teacher, to what extent do you use <u>directly or indirectly</u> your knowledge and understanding of each factor listed in Column II? <u>Instructions:</u> In Column I check one of the four blanks under "Extent of Use" for each item listed in Column II				Indicate your total college hours in general education: Undergraduate _____ Graduate _____	<u>Adequacy of Preparation of General Education Factors.</u> How adequate is your knowledge and understanding of each factor listed in Column II? <u>Instructions:</u> In Column II check one of the blanks under "Adequacy of Preparation" for each factor used. If "Not Used" is checked in Column I, omit checking that factor in Column III.			
Extent of Use				Category A General Education	Adequacy of Preparation			
Frequently Used	Occasionally Used	Seldom Used	Not Used		Highly Satisfactory	Acceptable, Generally Satisfactory	Greater Scope and Depth Desirable	Deficient to Point of Being Limited
				English composition--writing and composing				
				Literature				
				Oral expression--conversation and public speaking				
				History				
				Political Science				
				Philosophy, ethics, and logic				
				Psychology				
				Sociology and anthropology				
				Mathematics				
				Foreign languages				
				Fine arts--art and music				
				Physical sciences				
				Biological sciences				
				Physical education				
				Other--specify				

Part III -- Knowledge, Understanding, and Skill Factors Involved in Teaching Business

(Column I)				(Column II)	(Column III)			
Extent of Use of Professional Education. In your experience as a junior college business teacher, to what extent do you use <u>directly</u> or <u>indirectly</u> your knowledge and understanding gained from each factor listed in Column II? Instructions: In Column I check one of the four blanks under "Extent of Use" for each item listed in Column II.				Indicate your total college hours in professional education: Undergraduate _____ Graduate _____	Adequacy of Preparation in Professional Education Factors. How adequate is your knowledge and understanding of each factor listed in Column II in carrying out your teaching assignment? Instructions: In Column III check one of the blanks under "Adequacy of Preparation" for each factor used. If "Not Used" is checked in Column I, omit that factor in Column III.			
Extent of Use				Category B Professional Education	Adequacy of Preparation			
Frequently Used	Occasionally Used	Seldom Used	Not Used		Highly Satisfactory	Acceptable, Generally Satisfactory	Greater Scope and Depth Desirable	Deficient to Point of Being Limited
				General				
				History and philosophy of education				
				Educational psychology				
				Psychology of adolescence				
				Principles of secondary education				
				Curriculum development				
				Instructional media				
				Tests and measurements				
				Guidance and counseling				
				Research				
				Vocational education				
				Adult education				
				Business Education				
				Methods of teaching basic business (cognitive) courses				
				Methods of teaching business skill courses				
				Principles of business education				
				Undergraduate student teaching				
				Junior College				
				Nature, history, philosophy, and functions				
				Junior college curriculum				
				Characteristics, goals, and values of students				
				Methods of teaching junior college students				
				Administrative practices and problems				
				Teaching internship				

(Column I)					(Column II)	(Column III)				
Extent of Use of Business Education. In your experience as a junior college business teacher, to what extent do you use <u>directly</u> or <u>indirectly</u> your knowledge and understanding of each factor listed in Column II? Instructions: In Column I check one of the five blanks under "Extent of Use" for each item listed in Column II					Indicate your total college hours in Business Education: Undergraduate _____ Graduate _____	Adequacy of Preparation of Business Education. How adequate is your preparation of each factor listed in Column II in carrying out your teaching assignment? Instructions: In Column III check one of the blanks under "Adequacy of Preparation" for each factor used. If "Not Used" is checked in Column I, omit checking that factor in Column III.				
Extent of Use					Category C Business Education	Adequacy of Preparation				
Frequently Used	Occasionally Used	Seldom Used	Not Used	Used as Necessary Background Information		Highly Satisfactory	Acceptable, Generally Satisfactory	Greater Scope and Depth Desirable	Deficient to Point of Being Limited	
					Accounting					
					Business communication					
					Business law					
					Data processing					
					Economics					
					Finance					
					Management and administration					
					Marketing					
					Personnel and organizational behavior					
					Quantitative business analysis					
					Shorthand					
					Typewriting					
					Other--specify					

Exhibit 3

Letter Sent to Registrars Requesting
Junior College Bulletins

The College of Education at The University of Oklahoma is sponsoring a study entitled "The Relevance of Teacher Training Programs to the Needs of Junior College Business Teachers." This study should provide essential information to be used as a basis for curriculum changes to improve junior college business teacher preparation. The regionally accredited junior colleges in the Mountain Plains Business Education Association region have been selected to participate in this study.

A preliminary step in the study includes compiling lists of academic deans and junior college business teachers currently employed in the regionally accredited junior colleges in the Mountain Plains Business Education Association region. A current college bulletin from your junior college will be most helpful in compiling these lists. The bulletins will also be used in an examination of current business curricula offerings of the junior colleges.

Your cooperation will be greatly appreciated.

Sincerely,

Wandella McNutt
Research Assistant

Exhibit 4

Letter Sent to Academic Deans Requesting Permission
for Institutional Participation in the Study

Your assistance is needed in a research project entitled "The Relevance of Teacher Training Programs to the Needs of Junior College Business Teachers." This project is sponsored by the College of Education, The University of Oklahoma. The purpose of the project is to study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum change to improve junior college business teacher preparation.

Should your institution participate in this study, a questionnaire will be mailed to an administrator and to each business teacher in your college. The major portion of the questionnaire is designed in checklist form.

Your cooperation in this study will be greatly appreciated. Any information received will be treated confidentially. If you wish, an abstract of the completed study will be sent you.

Please indicate below your desire to participate in the study and return this letter in the stamped, addressed envelope.

Sincerely,

Wandella McNutt
Research Assistant

Enclosure

☐ Our college will participate in the study.

☐ Our college will not participate in the study.

Name _____

Title _____

Exhibit 5

Follow-up Letter Sent to Academic Deans Requesting
Permission for Institutional Participation

Approximately two weeks ago, a letter was mailed to you seeking permission for the participation of your junior college in a research project. This project is sponsored by the College of Education, The University of Oklahoma. The purpose of this project is to study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum change to improve junior college business teacher preparation.

Your assistance is extremely important for the success of this project. If you have not already done so, will you please become a contributor to this project by granting permission for your junior college to participate? If institutional permission is granted a questionnaire will be mailed to an administrator and to each business teacher of your junior college.

Your cooperation in this project will be greatly appreciated. Please indicate below your desire to participate in the study and return this letter in the stamped, addressed envelope.

Sincerely,

Wandella McNutt
Research Assistant

Enclosure

☐ Our college will participate in the study.

☐ Our college will not participate in the study.

Name _____

Title _____

Exhibit 6

Cover Letter Accompanying Questionnaire (Pilot)
to Junior College Administrators

Thank you for your willingness to assist in securing data for a research project sponsored by the college of Education, The University of Oklahoma. The purpose of the study is to determine the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes that should improve the preparation of junior college business teachers.

The information received will be confidential, so please feel free to respond openly and honestly. No person or institution will be identified in the results of the study.

Your immediate response will be most helpful. Indicate any suggestions for improvement of the questionnaire in the space provided. A stamped, addressed envelope is enclosed for your convenience. If you wish an abstract of the completed study, indicate your preference on the questionnaire.

For your assistance and cooperation, I am deeply grateful.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

Exhibit 7

Cover Letter Accompanying Questionnaire (Pilot)
to Junior College Business Teachers

The College of Education at The University of Oklahoma is sponsoring a research project to study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes that should improve the preparation of junior college business teachers. The administration of your college has granted institutional permission for your participation in this project. Your participation is vital to the success of this endeavor.

The information received from the enclosed questionnaire will be confidential, so please feel free to respond openly and honestly. No person or institution will be identified in the results of the study.

Your immediate response to the questionnaire will be most helpful. Please feel free to add items you feel are important to the study. Indicate any suggestions for improvement of the questionnaire on a separate sheet and return with the completed questionnaire. A stamped, addressed envelope is enclosed for your convenience.

Your assistance and cooperation will be greatly appreciated.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

Exhibit 8

Follow-up Letter to Junior College Administrators
and Junior College Business Teachers

Recently information regarding a research project that is being conducted through the College of Education, The University of Oklahoma, was mailed to you. The purpose of this project is to study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes to improve junior college business teacher preparation.

Your assistance is extremely important for the success of this undertaking. Will you please be a contributor to this project by completing and returning the enclosed questionnaire if you have not already done so? The receipt of a questionnaire from each person is very important.

Please be assured that the information you submit will be kept confidential.

Your cooperation in this study will be greatly appreciated.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

Exhibit 9

Cover Letter Accompanying Questionnaire
to Junior College Administrators

Thank you for your willingness to assist in securing data for a research project sponsored by the College of Education, The University of Oklahoma. The purpose of the study is to determine the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes that should improve the preparation of junior college business teachers.

The information received will be confidential, so please feel free to respond openly and honestly. No person or institution will be identified in the results of the study.

Your immediate response will be most helpful. A stamped, addressed envelope is enclosed for your convenience. If you wish an abstract of the completed study, indicate your preference on the questionnaire.

For your assistance and cooperation, I am deeply grateful.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

Exhibit 10

Cover Letter Accompanying Questionnaire
to Junior College Business Teachers

Although there are numerous demands on your time, will you take the time for a task which may have significance in the improvement of teacher training programs for the preparation of junior college business teachers?

Your assistance is very important to a research project entitled "The Relevance of Teacher Training Programs to the Needs of Junior College Business Teachers." This project is sponsored by the College of Education, The University of Oklahoma. The administration of your junior college has granted institutional permission for your participation in this project. Your participation is vital to the success of this project.

By obtaining answers from a large number of junior college business teachers to the questions submitted on the enclosed questionnaire, valuable information should be provided as a basis for curriculum changes to improve junior college business teacher preparation.

Will you cooperate in this investigation by completing the enclosed questionnaire at your earliest convenience and returning it in the enclosed stamped, addressed envelope. In return for your consideration of this questionnaire the results will be made available to you.

No teacher or institution will be identified in the results of the study; all information received will be kept confidential.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

Exhibit 11

Follow-up Letter to Junior College Administrators
and Junior College Business Teachers

Recently information regarding a research project that is being conducted through the College of Education, The University of Oklahoma was mailed to you. The purpose of this project is to study the relevance of teacher training programs to the needs of junior college business teachers as a basis for curriculum changes to improve junior college business teacher preparation.

Your assistance is extremely important for the success of this undertaking. Will you please be a contributor to this project by completing and returning the enclosed questionnaire if you have not already done so? The receipt of a questionnaire from each person is very important.

Please be assured that the information you submit will be kept confidential.

Your cooperation in this study will be greatly appreciated.

Sincerely,

Wandella McNutt
Research Assistant

Enclosures (2)

APPENDIX B

REPOSITORY TABLES

TABLE B-1

AREAS AND SEMESTER CREDIT HOURS IN TEACHER EDUCATION PROGRAMS IN THE MPBE REGION
(General and Professional Education)

Areas	Frequency of Semester Credit Hours																
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<u>General Education</u>																	
Humanities					15	7	31	20	2		14						
Communication (oral and written)						8	10	20	6	5	35			3			
Natural science and mathematics						5	12	9			28	4	19	7	3		2
Health and physical education	16		39	8	16	3											
<u>Professional Education</u>																	
Psychology		19		31	27	4	6										
History and philosophy of education		33	12	9	13	8	7	5									
Curriculum and instruction				13	9	33	2	10	14		6						
Student teaching					38		35	7			4		3				

TABLE B-2

BUSINESS EDUCATION SEMESTER CREDIT HOURS IN TEACHER
EDUCATION PROGRAMS IN MPBE REGION

Business Education Area	Frequency of Semester Credit Hours						
	23 or less	24-29	30-35	36-41	42-47	48-53	54 or more
Business education		18	16	29	15	6	3
Business education-- accounting option		4	7	11	3	2	
Bookkeeping and clerical		9	12	28	4	2	
Comprehensive--Vocational		2	3	6	2	1	
General business		20	11	15	10	2	
Office administration		12	16	11	4	2	2
Basic business/Economics		5	8	13	6	3	

TABLE B-3

RESPONSIBILITIES AND DUTIES OF JUNIOR COLLEGE BUSINESS TEACHERS
AS REPORTED BY 162 JUNIOR COLLEGE BUSINESS TEACHERS

Extent of Performance					Responsibilities and Duties	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
4	54	71	22	11	Developing and revising curriculum	13	20	93	32	4
2	144	13	3	11	Classroom teaching in area of specialization	4	94	53	9	2
4	18	50	42	48	Classroom teaching in other areas	39	12	62	28	21
3	81	52	19	7	Evaluating, making records and reports	12	29	95	21	5
1	58	50	38	15	Maintaining facilities, equipment and materials	16	30	93	19	4
3	18	49	58	34	Interpreting and applying research	28	12	67	42	13
2	89	61	8	2	Student guidance and counseling	5	37	69	36	15
2	29	59	41	31	Student placement and follow-up	25	23	55	44	15

TABLE B-3--Continued

Extent of Performance					Responsibilities and Duties	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
2	20	26	44	70	Supervising work experience	61	18	54	19	10
4	18	25	31	84	Sponsoring class	69	15	55	13	10
3	41	49	25	44	Sponsoring youth group activities	34	20	80	18	10
3	109	42	5	3	Developing satisfactory relations with students	3	55	86	16	2
1	18	47	55	41	Developing satisfactory relations with parents	27	26	85	15	9
2	69	62	20	9	Developing satisfactory relations with business community	13	41	78	25	5
8	10	31	56	57	Engaging in community surveys	22	33	76	22	9

TABLE B-4

RESPONSIBILITIES AND DUTIES OF JUNIOR COLLEGE BUSINESS TEACHERS
AS REPORTED BY 36 JUNIOR COLLEGE ADMINISTRATORS

Extent of Performance					Responsibilities and Duties	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
..	17	17	1	1	Developing and revising curriculum	1	9	20	6	..
..	35	1	..	..	Classroom teaching in area of specialization	..	20	16	..	..
..	..	16	16	4	Classroom teaching in other areas	1	3	18	12	2
..	22	12	1	1	Evaluating, making records and reports	1	13	20	2	..
..	11	17	5	3	Maintaining facilities, equipment and materials	2	13	17	4	..
..	..	14	19	3	Interpreting and applying research	2	1	19	11	3
..	21	8	7	..	Student guidance and counseling	..	5	11	14	6
..	4	20	7	5	Student placement and follow-up	4	1	14	16	1
..	2	7	16	11	Supervising work experience	2	7	16	10	1
..	2	10	5	19	Sponsoring class	2	7	26	1	..

TABLE B-4--Continued

Extent of Performance					Responsibilities and Duties	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
..	2	17	11	6	Sponsoring youth group activities	2	9	24	1	..
..	28	6	..	2	Developing satisfactory relations with students	2	11	17	6	..
..	11	11	9	5	Developing satisfactory relations with parents	5	5	26	..	..
..	16	17	2	1	Developing satisfactory relations with business community	2	11	19	4	..
..	..	13	21	2	Engaging in community surveys	2	5	22	7	..

TABLE B-5

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 162 JUNIOR COLLEGE BUSINESS
TEACHERS FOR GENERAL EDUCATION FACTORS

Extent of Performance					General Education Category A	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
1	92	45	19	5	English composition--writing and composing	4	52	94	11	1
7	7	37	63	48	Literature	38	12	92	18	2
1	121	37	2	1	Oral expression--conversation and public speaking	5	33	99	24	1
1	15	54	60	32	History	24	21	85	24	8
2	16	59	53	32	Political Science	24	17	82	33	6
4	41	68	34	15	Philosophy, ethics, and logic	15	22	87	30	8
2	70	70	13	7	Psychology	3	25	99	32	3
5	16	43	58	40	Sociology and anthropology	33	10	79	27	13
2	80	59	19	2	Mathematics	6	29	88	29	10
5	2	6	35	114	Foreign languages	87	2	35	14	24
1	3	18	42	98	Fine arts--art and music	68	3	44	26	21
1	2	22	56	81	Physical Sciences	55	6	74	15	12
2	1	14	52	93	Biological Sciences	64	6	59	19	14
1	66	12	36	107	Physical education	82	20	44	9	7

TABLE B-6

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 162 JUNIOR COLLEGE BUSINESS
TEACHERS FOR PROFESSIONAL EDUCATION FACTORS

Extent of Performance					Professional Education Category B	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
					<u>General</u>					
5	15	44	44	54	History and philosophy of education	41	21	77	14	9
2	54	63	29	14	Educational psychology	9	25	99	27	2
12	32	57	23	38	Psychology of adolescence	40	21	80	15	6
9	7	47	36	63	Principles of secondary education	50	20	80	4	8
7	40	67	32	16	Curriculum development	20	20	84	32	6
5	84	51	16	6	Instructional media	14	33	82	27	6
8	86	49	12	7	Tests and measurements	11	26	86	33	6
5	85	50	16	6	Guidance and counseling	7	27	68	39	21
10	19	47	47	39	Research	34	20	69	29	10
3	54	49	29	27	Vocational education	24	23	80	30	5

TABLE B-6--Continued

Extent of Performance						Adequacy of Preparation				
No response	frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
					Professional Education Category B					
7	41	49	34	31	Adult education	28	17	80	30	7
					<u>Business Education</u>					
7	82	37	14	22	Methods of teaching basic business (cognitive) courses	18	37	85	14	8
10	78	23	13	38	Methods of teaching business skill courses	33	41	69	11	8
4	57	42	23	36	Principles of business education	27	38	78	14	5
1	48	32	24	57	Undergraduate student teaching	47	31	61	13	10
					<u>Junior College</u>					
8	57	39	24	34	Nature, history, philosophy, and functions	30	19	46	33	34
4	51	66	17	24	Junior college curriculum	24	15	50	58	15

TABLE B-6--Continued

Extent of Performance					Professional Education Category B	Adequacy of Preparation				
No response	Frequently performed	Occasionally performed	Seldom performed	Not performed		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
6	82	43	8	23	Characteristics, goals, and values of students	19	19	52	33	39
8	75	46	8	25	Methods of teaching junior college students	26	14	47	54	21
7	32	43	42	38	Administrative practices and problems	31	11	65	41	14
15	37	23	12	75	Teaching internship	59	12	19	25	47

TABLE B-7

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 42 JUNIOR COLLEGE ACCOUNTING
TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	41	1	..	..	..	Accounting	1	23	15	3	..
..	12	19	3	3	5	Business communication	..	10	26	6	..
..	7	18	9	5	3	Business law	..	8	26	7	1
..	8	10	12	8	4	Data processing	2	5	9	18	8
..	12	18	7	3	2	Economics	1	3	25	11	2
..	11	18	6	3	4	Finance	2	5	24	9	2
..	8	20	7	2	5	Management and administration	1	3	27	9	2
..	5	15	14	4	4	Marketing	3	2	22	14	1
..	3	14	17	4	4	Personnel and organizational behavior	3	2	24	10	3
..	5	14	9	9	5	Quantitative business analysis	5	2	18	11	6
..	7	4	4	22	5	Shorthand	16	6	14	4	2
..	14	4	5	14	5	Typewriting	10	9	21	2	..

TABLE B-8

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 27 JUNIOR COLLEGE BUSINESS
COMMUNICATION TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	5	11	1	5	5	Accounting	3	2	13	7	2
..	25	2	..	..	..	Business communication	..	18	8	1	..
..	3	6	8	6	4	Business law	4	4	11	7	1
1	1	4	5	12	4	Data processing	9	..	2	9	7
..	6	5	7	2	7	Economics	1	1	9	15	1
..	5	3	8	5	6	Finance	3	1	9	13	1
..	4	5	7	3	8	Management and administration	2	1	16	7	1
1	..	6	6	7	7	Marketing	8	1	10	8	..
1	7	4	8	3	4	Personnel and organizational behavior	4	4	13	6	..
2	1	2	5	11	6	Quantitative business analysis	10	1	8	4	4
2	15	3	..	3	4	Shorthand	5	15	7	..	..
1	21	3	..	..	2	Typewriting	1	18	7	1	..

TABLE B-9

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 14 JUNIOR COLLEGE BUSINESS
LAW TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back-ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	9	1	1	1	2	Accounting	..	11	1	1	1
..	5	3	1	1	4	Business communication	1	5	5	3	..
..	13	1	..	..	..	Business law	..	9	4	1	..
..	4	..	2	6	2	Data processing	2	3	1	3	5
..	5	6	2	..	1	Economics	1	6	2	4	1
1	5	4	3	1	..	Finance	..	5	6	2	1
..	5	5	2	..	2	Management and administration	..	3	9	1	1
..	2	3	3	3	3	Marketing	3	1	7	3	..
..	4	3	3	1	3	Personnel and organizational behavior	1	3	4	5	1
..	..	6	4	1	3	Quantitative business analysis	1	1	5	6	1
..	1	..	1	11	1	Shorthand	4	3	2	2	3
..	2	1	3	6	2	Typewriting	1	7	4	..	2

TABLE B-10

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 24 JUNIOR COLLEGE DATA PROCESSING
TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	13	6	1	..	4	Accounting	..	5	12	5	2
..	7	6	5	2	4	Business communication	3	2	12	6	1
..	4	4	6	5	5	Business law	4	1	14	3	2
..	23	1	..	..	..	Data processing	..	12	7	5	..
..	4	7	7	4	2	Economics	3	5	11	4	1
..	5	7	3	5	4	Finance	4	2	12	5	1
..	4	11	3	2	4	Management and administration	3	1	14	5	1
..	1	6	8	4	5	Marketing	4	1	11	7	1
1	1	6	5	4	7	Personnel and organizational behavior	1	2	12	6	3
..	2	7	2	7	6	Quantitative business analysis	6	1	8	6	3
..	1	..	1	19	3	Shorthand	17	1	..	1	5
..	5	3	2	11	3	Typewriting	10	3	8	..	3

TABLE B-11

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 27 JUNIOR COLLEGE
ECONOMICS TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back-ground information		No response	Highly satisfactory	Acceptable, generally satisfactory	Greater scope and depth desirable	Deficient to point of being limited
..	14	6	4	..	3	Accounting	2	10	12	3	..
..	12	9	3	..	3	Business communication	4	8	11	4	..
..	11	11	2	1	2	Business law	..	7	14	6	..
2	4	5	5	8	3	Data processing	11	2	2	7	5
1	26	..	..	..	..	Economics	..	15	8	3	1
1	11	12	2	1	..	Finance	1	7	15	3	1
..	8	12	3	..	4	Management and administration	1	4	19	3	..
1	6	10	4	3	3	Marketing	5	3	14	5	..
2	7	11	3	1	3	Personnel and organizational behavior	4	4	11	6	2
..	7	14	1	2	3	Quantitative business analysis	3	3	13	6	2
..	2	4	1	17	3	Shorthand	17	3	7	..	..
..	7	4	3	11	2	Typewriting	12	3	10	2	..

TABLE B-12

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 13 JUNIOR COLLEGE FINANCE
TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
2	2	3	1	..	5	Accounting	2	..	11	..	..
..	6	4	1	..	2	Business communication	..	4	8	1	..
3	2	2	..	..	6	Business law	3	1	6	3	..
3	1	..	1	3	5	Data processing	4	1	1	1	6
1	3	3	..	..	6	Economics	1	3	3	6	..
..	11	1	..	..	1	Finance	..	5	6	2	..
2	3	2	..	..	6	Management and administration	2	2	8	1	..
2	2	1	..	1	7	Marketing	3	2	6	2	..
2	3	1	1	..	6	Personnel and organizational behavior	2	3	3	5	..
3	..	1	..	1	8	Quantitative business analysis	4	..	6	2	1
2	3	..	..	5	3	Shorthand	6	2	4	..	1
2	3	..	1	2	5	Typewriting	3	3	6	..	1

TABLE B-13

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 23 JUNIOR COLLEGE MANAGEMENT
TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
::	3	12	2	2	4	Accounting	1	4	14	2	2
::	11	7	1	2	2	Business communication	1	5	15	1	1
::	8	6	3	2	4	Business law	1	4	15	3	::
1	2	6	2	10	2	Data processing	8	..	2	5	8
1	7	4	4	2	5	Economics	2	4	12	4	1
1	3	10	3	2	4	Finance	3	5	13	2	..
..	21	1	..	..	1	Management and administration	1	12	8	2	..
..	16	2	2	1	2	Marketing	3	9	7	3	1
..	16	6	..	1	..	Personnel and organizational behavior	..	12	7	4	..
1	1	9	3	5	4	Quantitative business analysis	3	2	12	4	2
..	1	..	1	17	4	Shorthand	9	3	5	2	4
..	3	3	1	13	3	Typewriting	11	4	6	..	2

TABLE B-14

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 19 JUNIOR COLLEGE
MARKETING TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back-ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	5	9	1	1	3	Accounting	..	4	8	6	1
..	11	6	1	1	..	Business communication	..	5	12	1	1
..	7	4	4	..	4	Business law	3	2	9	5	..
2	1	5	5	4	2	Data processing	4	..	2	3	10
1	4	7	3	1	3	Economics	1	1	10	4	3
1	3	7	4	2	2	Finance	2	2	10	5	..
..	13	3	1	1	1	Management and administration	2	3	12	2	..
..	14	4	1	..	..	Marketing	..	7	5	7	..
..	9	6	1	2	1	Personnel and organizational behavior	1	3	10	5	..
1	1	5	5	4	3	Quantitative business analysis	4	..	8	7	..
..	6	2	..	10	1	Shorthand	4	6	7	..	2
1	8	2	..	6	2	Typewriting	4	8	5	1	1

TABLE B-15

EXTENT OF USE AND ADEQUACY OF PREPARATION OF 71 JUNIOR COLLEGE OFFICE MANAGEMENT
AND SECRETARIAL TEACHERS FOR BUSINESS EDUCATION FACTORS

Extent of Use						Business Education Category C	Adequacy of Preparation				
No response	Frequently used	Occasionally used	Seldom used	Not used	Used as necessary back- ground information		No response	Highly satisfactory	Acceptable, generally satisfactorily	Greater scope and depth desirable	Deficient to point of being limited
..	24	22	3	7	15	Accounting	5	11	38	16	1
..	55	13	..	..	3	Business communication	..	26	37	8	..
2	9	20	17	13	10	Business law	12	6	32	18	3
1	6	12	12	29	11	Data processing	22	3	5	18	23
2	12	16	16	12	13	Economics	9	3	31	18	10
2	11	11	17	16	14	Finance	16	2	29	22	2
1	16	15	13	10	16	Management and administration	10	3	38	18	2
3	11	11	13	18	15	Marketing	17	6	26	18	4
3	16	15	17	11	9	Personnel and organizational behavior	11	6	33	18	3
4	2	8	17	27	13	Quantitative business analysis	25	1	14	16	15
..	54	5	1	9	2	Shorthand	6	46	19	..	1
3	66	2	..	..	..	Typewriting	2	50	18	1	..