

THE IMAGE OF BUSINESS EDUCATION AT HAVRE HIGH SCHOOL
AS PERCEIVED BY STUDENTS, TEACHERS, COUNSELORS AND ADMINISTRATORS

by

Janie Barkus Hedstrom

A professional paper submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

BUSINESS EDUCATION

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1985

Spec-
4pub
0378-2136

APPROVAL

of a professional paper submitted by

Janie Barkus Hedstrom

This paper has been read by each member of the professional paper committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

August 5, 1985
Date

Norman J. Millikin
Chairperson, Graduate Committee

Approved for the Major Department

August 5, 1985
Date

Norman J. Millikin
Head, Major Department

STATEMENT OF PERMISSION TO USE

In presenting this paper in partial fulfillment of the requirements for a master's degree at Montana State University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this paper are allowable without special permission, provided that accurate acknowledgement of source is made.

Permission for extensive quotation from or reproduction of this paper may be granted by my major professor, or in his absence, by the Director of Libraries when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this paper for financial gain shall not be allowed without my written permission.

Signature



Date



ACKNOWLEDGEMENTS

The researcher wishes to thank the many persons who assisted her and cooperated with her in this study. Thoses people include the administrators, counselors, teachers, and students at Havre High School who responded to the survey.

A special thanks to Dr. Norm Millikin of Montana State University School of Business for his support, confidence, and faith through her Master's Degree program.

A thanks to the Business Education personnel, Karen Murri, Martin Monson, and Ed Horab at Havre High School, for making this paper a reality.

A very special thanks to my husband, Steve and my family for the encouragement and strength to fulfill my dreams.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	
	Introduction	1
	Statement of Problem	2
	Need for the Study	3
	Limitations of the Study	4
	Definition of Terms.	4
II	REVIEW OF LITERATURE	
	Introduction	6
	Wingo Study.	6
	Felter Study	11
	Divers Study	13
	Curricula Trends and Developments.	15
	Summary.	21
III	PROCEDURES	
	Source of Data	22
	Questionnaire Development.	23
	Questionnaire Administration	23
	Analysis of the Data	24
IV	ANAYLSIS OF THE DATA	
	Introduction	25
	Respondents Characteristics and Returns.	25
	Data Analysis.	26
	Question by Question	
	Analysis of all Respondents	26
	Interpretation and Analysis of Data.	26
	Students Respondents Information	27
	Tables 3 - 33.	28 - 58
V	CONCLUSIONS AND RECOMMENDATION	
	Introduction	59
	Summary of Findings.	59
	Conclusions.	59
	Recommendations.	62
	BIBLIOGRAPHY.	64

TABLE OF CONTENTS--Continued

	PAGE
APPENDICES	
Appendix A	
Administrators Cover Letter	67
Appendix B	
Teachers Cover Letter	68
Appendix C	
Survey Questionnaire for Teachers, Administrators and Counselors.	69
Appendix D	
Survey Questionnaire for Students	71

LIST OF TABLES

<u>TABLE</u>	<u>TITLE</u>	<u>PAGE</u>
1	Respondents Characteristics and Returns.	25
2	Student Respondents Information.	27
3	Business education is more for girls than boys	28
4	Business courses means typing and shorthand to most	29
5	It is easier to get a passing grade in business classes than in non-business classes	30
6	Typewriting should be a required course in the high school.	31
7	Business courses are for students who don't go on to college	32
8	Other programs in the school are considered more important than business education programs	33
9	The grades of vocational business students receive academic recognition on a par with other students	34
10	The business education program seldom changes	35
11	The business education program provides opportunity for all students	36
12	Other students look down on the business education program.	37
13	The goals that business courses are trying to accomplish are clearer than most courses	38
14	The business courses offered are appropriate for today's students	39
15	Business teachers grade more fairly than non-business	40
16	It is easier to get extra help from business teachers.	41
17	Business teachers help students with academic and vocational problems.	42
18	Business teachers have no interest outside of business education	43
19	Business teachers work hard	44
20	Business teachers keep up with changes in subject matter	45
21	Business teachers are proud to be in business education	46
22	Business teachers know their subject matter . . .	47

LIST OF TABLES--Continued

<u>TABLE</u>	<u>TITLE</u>	<u>PAGE</u>
23	Business teachers are creative.	48
24	Business teachers help students with their personal problems.	49
25	Business teachers provide students with appropriate career information and guidance. .	50
26	Business students are not as intelligent as other students.	51
27	Students enjoy business classes more than other classes.	52
28	Business students present a better personal appearance than other students	53
29	Business students are less likely to break rules than other students.	54
30	Business students are more willing to accept ideas from other people than are non-business students	55
31	Other students think business students get good grades for less work.	56
32	Business students are seldom student leaders. . .	57
33	Business students are proud to be in business education programs.	58

ABSTRACT

The positive image of a program is essential if it is to be viewed by students, teachers, counselors, administrators, and community as an important curriculum to be studied. This study was conducted in order to review the image of the business education department at Havre High School as it is perceived by students, teachers, counselors and administrators.

The researcher surveyed respondents at Havre High School as to their perception of the business education department, using a five point Likert scale for indication of responses. The responses were divided into sub-categories of business programs, business teachers and business students for ease in basing conclusions and recommendations. Though many of the statements were positive, it was noted that there were some areas of concern.

Business educators should familiarize all segments of Havre High School and its surrounding community of it's offerings through good public relation efforts. Students should be proud to be enrolled in business education and can be assured of quality education received. The business education programs at Havre High School must continue to be up-dated and revised to keep current with trends being developed. It is imperative that program standards be set so goals can be established to meet high expectations. The business education teachers should continue to become professionally aware of trends and innovations in the constantly changing business environment. This will provide marketable students and give college-bound students a more complete and current background in business.

It is recommended by this researcher that the conclusions and recommendations of this study be reviewed and ideas implemented into the business education program at Havre High School, Havre, Montana.

CHAPTER I

INTRODUCTION

Declining enrollments, national concerns about the efficiency and productivity of our schools, changing predictions of future manpower and labor conditions in a technologically oriented society and the expanding frontiers of knowledge have resulted in pressures for a reassessment of the secondary school curriculum.

For example, . . . "all manpower predictions for the 80's indicate there will be an ever-increasing demand for business workers." (Poland 1979:243). Also Bell, (1980:247) further stated: "In today's technological society, knowledge is estimated to be doubling every five years." The implications for program and curriculum development of factors such as these are clear. "This is truly a time for all of us--collectively and individually--to take a good hard look at where we are and where we are going." (Luig, 1978:3)

In addition to these general concerns, business education programs may have additional problems or pressures. According to Poland (1979: 243) there is a general misconception about the role or purpose of business education programs in our secondary schools. He reported that business education ". . . has often been thought of as vocational education only--preparing individuals for positions in business. Poland further reported that in fact the emphasis in many business education programs has rightly shifted away from a limited vocational priority to

one of ". . . business education is for all." (Poland, 1979:243). This emphasis casts business education in the role of providing individuals with useful skills rather than only providing preparation for a job.

Secondly, very basic differences regarding the role or purpose of business education programs within the high school curriculum have contributed to a negative image towards business programs. Wingo (1969:7) has reported that business education programs do have a negative image problem among students, teachers, counselors, and administrators. She further indicated that part of this negative image is an unclear conception of the role or purpose of the business curriculum within the total high school curriculum. In addition, Jones (1960:12) further indicated that, particularly since the Vocational Education Act of 1963, even the meaning of the term "vocational" has become more confusing and often carries a very negative connotation with many educators in general and some business educators in particular.

In varying degrees Havre, Montana's high school shares many of the above nationally identified problems. For example, the enrollment at Havre High School has dropped from a high of 1,186 in 1976 to 774 at the end of the 1984-85 academic year. (Conway:1985)

As a preliminary step to reassessing Havre High School's business program, the present study was designed to determine the image of Havre High School's business program.

STATEMENT OF THE PROBLEM

In order for Havre High's business department to provide relevant and effective programs, the business education curriculum must be

understood, acknowledged, and accepted by students, teachers, counselors, and administrators.

This study was conducted to provide answers to the following questions:

1. What is the image of the business education department as perceived by Havre High School students?
2. What is the image of the business education department as perceived by Havre High School teachers?
3. What is the image of the business education department as perceived by Havre High School counselors?
4. What is the image of the business education department as perceived by Havre High School administrators?

NEED FOR THE STUDY

The decade long trend in Havre High School's enrollment decline has forced a reassessment and evaluation of the school's total curriculum. According to Luing (1978:3):

There are three broad areas in which we have the opportunity to expand our roles: First of all, we can enlarge the clientele we serve: secondly, we can expand the scope of the subject matter we teach: and thirdly, we can provide more and better related services in the areas of counseling and placement.

However, before determining such specific needs for the business department and as a preliminary step to the reassessment of the business curriculum, clarification of the purpose (Poland, 1979:243) and establishing the conception, perception and image (Wingo, 1968:7) towards the business program held by students teachers, counselors, and administrators were reported as essential.

LIMITATION OF THE STUDY

The population consisted of all students, teachers, counselors, and administrators at Havre High School. Therefore all findings, conclusions, and generalization were limited to Havre High School's business program.

DEFINITION OF TERMS

The following definition of terms are presented to assist the reader.

BUSINESS EDUCATION CURRICULUM: As used in secondary school was that specific program of study which dealt with occupational instruction, economic literacy and advanced study in the field of business. (International Dictionary of Education, 1977:73)

BUSINESS EDUCATION STUDENT: A person enrolled or has been enrolled in a business education course.

IMAGE: A mental conception held in common by members of a group and symbolic of a basic attitude and orientation. (Webster, 1973:571)

NON-BUSINESS STUDENT: A person who has not been enrolled in a Business Education course.

STUDENT NEEDS: The intellectual, moral, emotional and social requirements of each student in relation to his or her present interests, abilities, and level of achievement. (Montana Education Cooperative Handbook, 1981:22)

ORGANIZATION OF STUDY

This research report is organized into five chapters. Chapter I presented the problem to be studied, the need for the study, the limitations of the study and the definition of terms.

Chapter II reviewed the literature. It is divided into two categories. The categories were as follows:

1. Examining studies relative to the image of business education.
2. Literature dealing with trends and developments, with implications for improving the Havre High School business curriculum.

Chapter III outlines procedures. Described are the population, instrument, procedures for data collection, and methods of data analysis.

Chapter IV presents an analysis of the data obtained from questionnaires distributed to students, teachers, counselors, and administrators at Havre High School.

Chapter V summarizes the research project, provides conclusions based on the data and offers recommendations.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The purpose of this chapter is to review the literature concerning evaluative and developing trends in secondary business education curriculums with a special focus on assessing the image of business education.

The literature was reviewed and classified into two categories:

Section I - Studies of Business Education Curriculums in Relation to the Image of Business Programs.

Section II - Trends and Developments in Business Education.

STUDIES OF THE IMAGE AND ATTITUDE TOWARD BUSINESS EDUCATION

Section I reviewed literature that reported studies concerned with business image and attitudes towards business education programs.

WINGO STUDY, 1969

This study was a part of a Delta Pi Epsilon national study done by Rosetta F. Wingo in the State of Michigan. Business education has often been thought of as having a "poor image". The study researched the image of secondary business education programs, business teachers, and business students as perceived by students, teachers, guidance counselors, and administrators. The survey was based on attitudes of 1,112 respondents of various cities in Michigan.

The following are conclusions made from the preceding study concerning business education program image.

The Business Education Program

1. The program is not more for girls than for boys.
2. Business courses mean typing and shorthand to most people.
3. It is not easier to get a passing grade in business classes than in non-business classes.
4. It was not certain whether or not typewriting should be a required course in the high school.

Teachers	-	agreed
Counselors	-	slightly agreed
Administrators	-	neutral
Male students	-	neutral
Female students	-	neutral

5. Business courses are not just for students who do not go to college.
6. There were mixed opinions as to whether or not other programs are considered more important than business education programs in the school.

Teachers	-	slightly agreed
Counselors	-	slightly disagreed
Administrators	-	slightly agreed
Male Students	-	slightly agreed
Female Students	-	neutral

7. It was not certain whether or not the grades of vocational business students receive academic recognition on a par with other students.

Teachers	-	neutral
Counselors	-	neutral
Administrators	-	slightly agreed
Male students	-	neutral
Female students	-	neutral

8. There were mixed opinions as to whether or not the business education program changes.

Teachers	-	disagreed
Counselors	-	disagreed
Administrators	-	disagreed
Male students	-	slightly agreed
Female students	-	slightly agreed

9. The business education program provides opportunity for all students.

10. The goals that business courses are trying to accomplish are clearer than with most courses.

11. Business courses offered are appropriate for today's students.

12. It was not certain whether or not other students look down on the business education program.

Teachers	-	neutral
Counselors	-	neutral
Administrators	-	slightly disagreed
Male students	-	neutral
Female students	-	slightly disagreed

The Business Teachers

1. Business teachers do not necessarily grade more fairly than non-business teachers.

2. It is not easier to get extra help from business teachers.

3. It was not certain whether or not business teachers help students with academic and vocational problems.

Teachers	-	agreed
Counselors	-	slightly agreed
Administrators	-	slightly agreed
Male students	-	neutral
Female students	-	neutral

4. Business teachers have interests outside of business education.

5. Business teachers work hard.

6. Business teachers keep up with changes in subject matter.

7. Business teachers are proud to be in business education.
8. Business teachers know their subject matter.
9. There were mixed opinions as to whether or not business teachers were creative.

Teachers	- agreed
Counselors	- agreed
Administrators	- slightly disagreed
Male students	- neutral
Female students	- neutral

10. There were mixed opinions as to whether or not business teachers help students with their personal problems.

Teachers	- agreed
Counselors	- slightly agreed
Administrators	- slightly agreed
Male students	- slightly disagreed
Female students	- slightly disagreed.

The Business Student

1. Business students are as intelligent as other students.
2. Students do not necessarily enjoy business classes more than other classes.
3. Business students do not present a better personal appearance than other students.
4. Business students are just as likely to break school rules as other students.
5. Business students are not more willing to accept ideas from other people than are non-business students.
6. It was not certain whether or not other students think business students get good grades for less work.

Teachers	- slightly agreed
Counselors	- neutral
Administrators	- neutral
Males students	- neutral
Female students	- slightly agreed

7. Business students are included in student leadership positions.
8. Business students are proud to be in business education.

On the basis of Wingo's Study, the following recommendations were made:

1. Business educators should continue to offer programs that contribute to the general education of all students as well as the vocational needs of many students. This is the objective of business education and indeed the image of its programs held by a majority of respondents in this study.
2. Business programs should continue to be geared to terminal formal education for those who do not pursue college and should prepare for advanced study for those who do go to college. In the minds of a majority of the respondents this is a goal of business education; and indeed it is.
3. Business educators should continue to present clear goals which they are trying to accomplish. Results of this study indicate that business educators are succeeding in the opinion of a majority of the respondents.
4. Business teachers should continue to display interest in business education as well as outside interests. Community participation, involvement in social changes, and attention to personal and professional development present the image of a well-rounded person.
5. Business teachers should continue to keep up with the changes in subject matter through advanced education and in-service workshops. The impression of many people is that business teachers are on top of things in their field.
6. Business educators should continue to be proud of being in business education. Such pride makes students proud to be a part of the program also. An overwhelming majority had this perception of business teachers and students.
7. Business students want to be involved and business education should continue to capitalize on this desire to be where the action is. It is the impression of the majority of the respondents that business students are in leadership positions, which is a goal of business education for some of its students.
8. Business educators should acquaint all segments of the school and community with the total offerings of the curriculums through public relations programs. The perception held by a majority of respondents that business courses mean typing and shorthand is not in accord with the real situation.

9. Business educators should make an all-out effort to emphasize the importance of the business program in formal and informal sessions with school personnel. Each business teacher should take the personal responsibility of being a PR man for his department. The federal government realizes the importance of the program because of effective lobbying; so can the school personnel understand the importance of the program through effective PR work.
10. Business educators should encourage the business community to give awards for outstanding accomplishments in the business programs. These awards should be displayed at assemblies and in showcases in the school with citations indicating the amount of work that was involved. By so doing, the perception that business students get good grades for less work and that the grades of vocational business students do not receive academic recognition on a par with other students will be replaced by a positive perception.
11. Business educators should make information on changes in the program available to students so that they can realize that there are efforts being made to improve their short tenure in high school. The image held by students that the business programs seldom change can be corrected if at least told about the changes that occur.

The Wingo study revealed that the business education program's image is not what business educators would like it to be. It also revealed that the programs are for students who go to college as well as for job placement. The study revealed the common impression of business programs was that teaching of shorthand and typing only. The study showed that administrators tended to have a positive opinion of business education programs and it's teachers.

FELTER STUDY, 1978

Donna Felter recently studied the actual secondary business education curriculum standards and the accepted regional business education curriculum standards concerning the discrepancies between the two. The

survey was distributed to 171 business education department chairmen in Montana Public secondary schools and 117 were tabulated and analyzed.

The following conclusions were based on Felter study:

1. Business education department chairmen from Class 1, Class 2, and Class 3 Montana Public Schools were in agreement that the business education curriculum standards established by business education leaders in cooperation with EPDA Project, 1976, in association with the USOE, Region VIII, were ideal or desirable curriculum standards.
2. A majority of the business education department chairmen from Class 1 Montana Public secondary schools practiced those curriculum standards which they considered to be ideal or desirable.

On the basis of Felter's study the following recommendations were made:

1. The Office of Public Instruction of the State of Montana should conduct a survey every 5 years of all the business education department chairmen of Montana Public secondary schools to determine discrepancies in curriculum standards and their practices.
2. The Montana University System should consider the possibility of conducting special summer workshops for all business educators in Montana Public Schools to assist them in practicing curriculum standards.
3. All business education educators should be mindful of the educational and societal changes and adjust their curriculums accordingly.

The Felter study dealt with the practice of curriculum standards which were considered to be ideal or desirable. It revealed that the majority of Class 1, Class 2, and Class 3 schools actually practiced the standards which are considered ideal or desirable. This reflects the positive goals which educators are making in business programs.

DIVERS STUDY, 1977

This study was completed with the intent of determining the enrollment motives and attitudes structure of students in secondary and post-secondary cooperative Office and Distributive Education programs in Montana. Divers received 862 responses to his questionnaire. The following are the key conclusions relative to the image of secondary business education programs based on Divers Study:

1. A recruitment drive aimed at potential Distributive Education students in secondary cooperative programs will have its maximum effect if it is concentrated on student interest and directed toward personal contact with sophomores in senior high schools and junior high students.

On the other hand, potential secondary Office Education enrollees have shown themselves to be susceptible to advice from teachers, counselors, and parents. A recruitment drive will, therefore, be most effective if it is designed to attract the attention of these resources as well as the students to be served.

2. Potential recruits to a cooperative Distributive Education program are most susceptible to the prospects of less time in school, credits for on-the-job, a relatively less difficult subject matter and knowledge that is useful in self-employed situations.

On the other hand, potential recruits to a cooperative Office Education program will be attracted by the offer of an opportunity to try out a job in a possible career area, to employ a skill they have already acquired, and to improve their prospects for employment after graduation.

3. Male students indicated that their dominant enrollment motive is a desire to run their own businesses, whereas female students are oriented to job seeking, career exploration and youth clubs.

The following are the key implications relative to image based on Divers Study:

1. The inadequate participation of teachers, counselors, and parents in the enrollment decisions of secondary students in cooperative Distributive Education programs implies that the title "Distributive Education" so disguises the subject matter of the course than non-participants are too ignorant to confidently make a recommendation one way or the other.

In addition, Distributive Education students were more often curious about course content, and less sure that they would enjoy the classes, implying their uncertainty about the nature of the program.

These perceptions appear to be supported by the fact that other students (presumably with first-hand knowledge of the program), are the most influential sources of advice to potential Distributive Education recruits.

2. The comparative responses of Distributive Education students to those of other groups studied indicated a lower orientation to specific careers, to the need for development of already acquired job skills, or even to try out certain fields to clarify career objectives.

This fact implies that the requirement of many schools that cooperative education students state their career ambitions before entering a Distributive Education program, serves the unfortunate end of forcing potential enrollees to fabricate a field of marketing interest.

Divers makes the following key recommendations based on his study that appears to have relationships to the image of business education.

1. Teachers and counselors at high schools and junior high schools in a school district where a cooperative Distributive Education program is operative, should be indoctrinated with an awareness of the aims and objectives of the course.

This could be accomplished through including teachers and counselors in class and youth club activities (as guest speakers, judges, role players, or members of a Team Teaching panel for a specific unit of instruction) and through distribution of a program handbook outlining program philosophy, curriculum, past achievements and current calendar of events.

2. An on-going system of communication between parents and coordinator is an essential pre-requisite to effective recruitment. In order to be sources of encouragement to young people struggling with career decisions, parents must be well-informed about all the enrollment options available to their children. Nevertheless, parents only discover the objectives of Distributive Education after their child's enrollment decisions, if at all, when they become signatories to a Training Agreement.

An effective coordinator must, therefore, seek to consistently employ public relations activities which might include tours of the program's facilities, bulletin board displays in public places, exhibits at county fairs and parades, and public speaking engagements at community meetings.

3. Distributive Education students displayed a broad diversity of motives for their enrollment in cooperative programs sharing only one common ambition: to be self-employed. In addition, respondents to the study overwhelmingly rejected the proposition that admissions be restricted to non-college aspirants.

It is, therefore, recommended that the curriculums and recruitment efforts for cooperative Distributive Education programs be designed to attract and serve students of all aspirations (and not only the entry-level distributive occupations job-seekers), given that they share a desire to understand, through practical experience, the business world.

Divers study, based on students enrollment motives in secondary and post-secondary cooperative Distributive and Office Education programs, show a concern of what students do know about the programs available to them, and what they know is directly related to the programs image. It also revealed, that educators should design a recruitment practice which will attract more students to their programs.

CURRICULA TRENDS AND DEVELOPMENTS

This section was comprised of literature located in publications concerned with business education. The image of business education was

a concern of many members of the education profession who felt that the image of programs was directly related to the efforts to keep up-to-date with new trends and developments.

As times change, curriculums need to be changed. According to Wood (1980:200): With funding under the Vocational Education Act of 1963, a new influence was felt, which brought additional changes to business education programs. The business education programs have been moving forward into areas other than the traditional typing, shorthand, and bookkeeping. Areas in Distributive Education, Office Education, and Word Processing have been adopted into business education programs to provide students in the secondary school a wider realm of experience in their vocational background. As these programs are adopted, professionals in the business education field find themselves in a position where they must stay abreast with these curriculum changes.

The philosophy of "everyone who is anyone goes to college" has changed to where it is acceptable for young people to follow a vocational preparation in secondary schools which will enable them to pursue a career objective either through post-secondary education or in the actual world of work.

"One of the major problems facing this nation is the level of productivity of many of its citizens." (Buckett, 1977:51) With improved business education programs, students are prepared with job skills which will increase the efficiency of the workforce. In the tight job market existing today, students with a secondary or post-secondary education

compete for the same or similar jobs. Conover and Dagget (1976:14) state: Business educators must prepare students with job competencies that will enable them to enter and advance in tomorrow's labor market. Educators must prepare their students with the competencies needed.

"A modern curriculum must be flexible enough to provide for individual student's needs for the present and for the future." (Jones, 1969:12) We can no longer develop a particular curriculum for all students and try to put all students into that curriculum. In our curriculums, we must reorganize our courses and still provide students with important educational instructional material in less time, so the students will have opportunity to benefit from other classes. This procedure will require time and effort from the educators but will be worthwhile for the business curriculum in the end.

Little (1975:161) stated: There are three essential objectives for the end product of a business curriculum:

1. Entry level skills
2. Developmental skills
3. Maturity development

With these objectives, students will be able to make the transition from classroom to the business environment. Some students tend to have a difficult time making this transition.

The image of business education must be positive to direct the students through their vocational career choice. Business education is considered to be an essential part of a student's education, however, general business lacks the respect the educators feel it should have.

It is often viewed by students and counselors as low-level learning. (Brown and Reap, 1977:5) However, a section of a schools enrollment will be the low-achieving students, and educators cannot eliminate those students who need employable skills. Yet, it must be remembered that business education must meet the needs of all students if it is to be effective. (Bennett, 1973:8)

The following statements whether true or not, are often directed at business education and should demand the attention of all business teachers. (Schuette, 1976, 1977:147)

1. There is no relevance in education.
2. Teachers are too specialized; they do their own thing, but don't consider us as whole persons.
3. We are taught to be technicians--to get that first job, then what?

Statements as such, could lower the standards of present business education programs and decrease the enrollment.

The increase of enrollment in business education programs during the past years has been due to the increase of population in our schools. This increase peaked in 1975-1976, with 15.6 million students enrolled in the secondary schools. During the following ten years, the trend will drop to 13.1 million. (Conover and Dagget, 1976:16) This decrease will cause many changes in business education programs. These changes would range from eliminating courses, teachers, or entire programs due to a decrease in the schools budgets and program funding. Educators need to improve their business curriculums in order to show validity and necessity of their programs in preparing students for the job market. The practices and principles being taught in today's classroom must be

relevant to what is being done in business and industry. With the changes in today's technology of automation and word processing, the change in the business curriculum is inevitable. To meet the changes, business programs must provide students with model office simulations, cooperative work programs, community resources, and active student organizations.

Who will be accountable for the business education programs today? Most individual's would say it is the business teacher. (Poland, 1974: 99) Poland further states:

"I believe the business education family is the group accountable for business education. The business education family is composed of students, parents, teachers, administrators, publishers, and business persons."

Each of these individuals has some responsibility for the success or failure of a business education program.

With the trend of fewer students enrolled in secondary schools, it will be necessary for business educators to review and adjust their present curriculums so that it will entice more students to make the business education program a part in their total education. Various methods of promoting a program can be advantageous if an effort to promote the program is made. Yet, many business educators do not.

Recent trends taking place in general education which will have a direct or indirect bearing on business education are: (Selden and Diiorio, 1977:177)

1. The number of semester classes are increasing, which gives the students variety of exposure to different types of classes.

2. The need to offer consumer education as a separate class instead of a unit in another basic business class.
3. The need to emphasize the humanization in business instead of dehumanizing due to computer technology.
4. Changing the titles of classes from specific to general, which students will respond more positively to.
5. Integrating word processing into schools as a concept of automation and systematization.

"Promoting business education to students, parents, and administrators can be a difficult task." (Fraizio, 1975:209) It may not be as difficult, if everyone in the department does a part. It is important that promotion of the total program be achieved in order to reach students and assist in finding a course or courses suitable to their needs. Vance (1977:60) states: "The backbone of any school is recruitment."

Common methods of promoting the business education program to students, parents, teachers, counselors, administrators, and the community are outlined below:

Slide and Tape Promotion: Within the business education department develop a slide/tape presentation of the program. This presentation can: (Kornblatt, 1979:27)

1. Inform non-business education students in your school of what is available.
2. Encourage elementary and junior high school students to consider electing high school subjects leading to a business career.
3. Acquaint parents and the community with the business education offering in your school.

Community Resources: Tucker (1976, 1977:165) states: It can be very worthwhile to contact community resources to be used in the classroom and also, to make visits to their places of business to expose

students to the actual work that takes place and the education needed to acquire a position in such firms. This will also improve rapport between your department and the community.

Career Night: As a business education project or a total school project, a career night can be good public relations for the school. The evening should be open to the public where the business education department could show what they are doing and what they have to offer.

SUMMARY

With trends of declining renrollments in today's secondary schools, educators will find it necessary to re-evaluate their present curriculums. The image of the business education departments are important to determine in their evaluations.

The evaluation of the business education curriculum should be a two-fold process. First, there is a need to evaluate and develop courses and subject matter relevant to what is actually being practiced in the job market. This change should also reflect the students needs and goals now and in the future. Secondly, business educators will need to show the benefits of business curriculums to students, parents, teachers, counselors, and administrators if a positive attitude toward's the program is to be realized.

CHAPTER III

PROCEDURES

This study was designed to assess the image of the business education program at Havre High School as perceived by students, teachers, counselors, and administrators. Reports by Luing (1978:195), Wingo (1968:7), and Bell (1980:247) established that assessing the image or perception of the business program was a prerequisite to understanding its role or function prior to efforts to determine changes or improvements in business education curricula.

Included in this chapter is a description of:

1. The population characteristics and selection.
2. The questionnaire.
3. The methods and procedures for administering the questionnaire.
4. The procedures for analyzing the data.

SOURCE OF DATA

The population consisted of the entire student body, all teachers, all counselors, and all administrators at Havre High School. The total possible population, the sub-categories within the population and the total possible respondents within each sub-category were as follows:

655	-	students (including business and non-business)
52	-	teachers (including business and non-business)
3	-	counselors
6	-	<u>administrators</u>
716	-	Total population size.

Therefore, except for a small level of non-response the population and sample for this study were the same.

QUESTIONNAIRE DEVELOPMENT

The questionnaire was adapted from a study sponsored by Delta Pi Epsilon (National Honorary Professional Graduate Fraternity in Business Education) and conducted by Wingo. The Wingo study was concerned with the image of business education programs throughout the United States. Except for its scope, her study was similar in purpose and design to the present study. Therefore, an adaption of her instrument was appropriate. The questionnaire, a copy of which can be found in Appendices C and D, was a five point Likert type scale. As adapted for the present study the questionnaire consisted of 31 questions which were clustered and sub-divided into three categories. These sub-categories consisted of business education programs, business education teachers, and business education students. Although the sub-topics were developed and ultimately used to provide additional analysis, in the actual questionnaire they were randomly interspersed throughout the 31 questions.

QUESTIONNAIRE ADMINISTRATION

On April 1, 1985, the Principal and Superintendent of Havre High School were contacted in order to secure permission to administer the survey. The researcher followed up by contacting individual departments at Havre High School to secure their approval, explain the purpose of the survey, and develop procedures for the distribution and collection of the questionnaire. The questionnaire was distributed May 21, 1985.

On May 24, 1985, overall, 73% of the possible respondents had returned questionnaires and the survey was terminated. This ranged from 72% for students to 100% for administrators and counselors.

ANALYSIS OF THE DATA

Data were reported in both narrative and tabular form to make the results readable and maintain the necessary detail. Responses were compiled and reported:

1. On a global all-respondent question by question analysis.
2. On a comparison of sub-categories of respondents (students, teachers, counselors, and administrators).
3. On the analysis of sub-categories of questions groups according to the concepts of (1) business education programs, (2) business education teachers, and (3) business education students.

CHAPTER IV

INTRODUCTION

Data reported in this chapter were taken from the population of Havre High School students, teachers, counselors, and administrators by the administration of a 31 question five point Likert scale questionnaire. A copy of the questionnaire is contained in Appendices C and D. Included in this section is a report of population characteristics, number and percentage of returns and results of the descriptive analysis of the data.

RESPONDENTS CHARACTERISTICS AND RETURNS

The population consisted of all Havre High School students, teachers, counselors, and administrators. Therefore, the data analyzed were taken from the entire population minus those respondents who did not return questionnaires. As reported in Table 1, overall, there was an 88% return rate by respondents with returns ranging from a low of 72% for students to a high of 100% for administrators and counselors.

TABLE 1

Population size and return rates

POPULATION	NUMBER SURVEYED	USABLE SURVEYS
Administrators	6	6/100%
Counselors	3	3/100%
Teachers	52	42/ 81%
Students	655	474/ 72%
Total	716	525/ 73%

DATA ANALYSIS

The data were reported in both narrative and tabular form to make the results readable and maintain the necessary detail. A global question by question analysis for all respondents, a comparison analysis of all questions by sub-categories of respondents (students, teachers, counselors, and administrators), and an analysis of three sub-groups of questions clustered around the concepts of: (1) an orientation to business programs, (2) an orientation to business teachers and (3) an orientation to business students.

QUESTION BY QUESTION ANALYSIS BY ALL RESPONDENTS

The information reported in tabular format for the question by question analysis was organized according to the following:

Questions: 31 individual questions administered to each of the population sub-categories

Answers: Choice - 5 point Likert Scale

A - Agree
 SA - Slightly Agree
 N - Neutral
 SD - Slightly Disagree
 D - Disagree

Respondents: $\frac{\text{NO}}{\%}$

Give the number of respondents within each population to each questions. An overall number and percentile are given for each question.

INTERPRETATION AND ANALYSIS OF DATA

For ease of reading and interpretation of each table, as well as the written statements, the researcher CAPITALIZED each population when referring to that group individually.

STUDENT RESPONDENTS INFORMATION

The information presented in the following table was derived from responses of the Havre High School students surveys. This table identifies: (1) sex of students, (2) year in school, and (3) participation in a business class. In evaluation of the image of a business education program, the researcher felt this information important in determining areas to be concentrated on in evaluation and development of programs.

MALES

Year in school:

Freshman:	55/23.7%
Sophomore:	56/24.1%
Junior:	58/25.0%
Senior:	63/27.2%

Males had taken a
business class:

Yes:	117/50.4%
No:	115/49.6%

FEMALES

Year in school:

Freshman:	76/31.4%
Sophomore:	58.24.0%
Junior:	65/26.9%
Senior:	43/17.8%

Females had taken a
business class:

Yes:	145/59.9%
No:	97/40.1%

Question: Business Education is more for girls than boys.

TABLE 3	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{1}{16.7}$			$\frac{5}{83.3}$
COUNSELORS		$\frac{1}{33.3}$			$\frac{2}{66.7}$
TEACHERS	$\frac{2}{4.8}$	$\frac{2}{4.8}$	$\frac{5}{11.9}$	$\frac{5}{11.9}$	$\frac{28}{66.7}$
MALE STUDENTS	$\frac{12}{5.2}$	$\frac{20}{8.6}$	$\frac{80}{34.5}$	$\frac{32}{13.8}$	$\frac{88}{37.9}$
FEMALE STUDENTS	$\frac{1}{.4}$	$\frac{25}{10.3}$	$\frac{55}{22.7}$	$\frac{30}{12.4}$	$\frac{130}{53.7}$
TOTAL	$\frac{15}{2.86}$	$\frac{49}{9.33}$	$\frac{140}{26.67}$	$\frac{67}{12.76}$	$\frac{253}{48.19}$

Results indicated that overall, populations either disagreed or slightly disagreed that business education has been perceived as a more female oriented subject area. Those most negative to this statement were the ADMINISTRATORS, COUNSELORS, and TEACHERS.

Question: Business courses means typing and shorthand to most.

TABLE 4	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{2}{33.3}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$
COUNSELORS	$\frac{1}{33.3}$	$\frac{1}{33.3}$		$\frac{1}{33.3}$	
TEACHERS	$\frac{11}{36.2}$	$\frac{9}{24.4}$	$\frac{5}{11.0}$	$\frac{5}{11.9}$	$\frac{12}{28.6}$
MALE STUDENTS	$\frac{33}{14.2}$	$\frac{43}{18.5}$	$\frac{62}{26.7}$	$\frac{49}{21.1}$	$\frac{44}{19.0}$
FEMALE STUDENTS	$\frac{29}{12.0}$	$\frac{37}{19.4}$	$\frac{40}{16.5}$	$\frac{59}{24.4}$	$\frac{62}{25.6}$
TOTAL	$\frac{75}{14.29}$	$\frac{102}{19.43}$	$\frac{108}{20.57}$	$\frac{115}{21.90}$	$\frac{119}{22.67}$

The majority of respondents did not feel that the business program at Havre High School consisted of only shorthand and typing.

Question: It is easier to get a passing grade in business classes than in non-business classes.

TABLE 5	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{2}{33.3}$	$\frac{2}{33.3}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$
COUNSELORS		$\frac{1}{33.3}$		$\frac{1}{33.3}$	$\frac{1}{33.3}$
TEACHERS	$\frac{2}{4.8}$	$\frac{5}{11.9}$	$\frac{14}{33.3}$	$\frac{3}{7.1}$	$\frac{18}{42.9}$
MALE STUDENTS	$\frac{22}{9.5}$	$\frac{39}{16.8}$	$\frac{107}{46.1}$	$\frac{35}{15.1}$	$\frac{28}{12.1}$
FEMALE STUDENTS	$\frac{29}{12.0}$	$\frac{40}{16.5}$	$\frac{63}{26.0}$	$\frac{41}{16.9}$	$\frac{67}{27.7}$
TOTAL	$\frac{53}{10.10}$	$\frac{84}{16.57}$	$\frac{186}{35.43}$	$\frac{84}{15.43}$	$\frac{115}{21.90}$

Overall, the respondents indicated that it was not easier to receive a passing grade in a business class at Havre High School than in a non-business class. ADMINISTRATORS were split as to whether it was easier to get a passing grade. The MALE STUDENTS were undecided on this issue. COUNSELORS, TEACHERS, and FEMALE STUDENTS disagreed as to the ease of getting a passing grade in a business class in comparison to a non-business class.

Question: Typewriting should be a required course in the high School.

TABLE 6	A	SA	N	SD	D
RESPONDENTS/ $\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$
ADMINISTRATORS		$\frac{3}{50.0}$	$\frac{3}{50.0}$		
COUNSELORS	$\frac{2}{66.7}$			$\frac{1}{33.3}$	
TEACHERS	$\frac{32}{76.2}$	$\frac{7}{16.7}$	$\frac{2}{4.8}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{56}{24.1}$	$\frac{43}{18.5}$	$\frac{48}{20.7}$	$\frac{20}{8.6}$	$\frac{64}{27.6}$
FEMALE STUDENTS	$\frac{83}{34.3}$	$\frac{39}{16.1}$	$\frac{50}{20.7}$	$\frac{25}{10.6}$	$\frac{44}{18.2}$
TOTAL	$\frac{173}{32.95}$	$\frac{92}{17.52}$	$\frac{103}{19.62}$	$\frac{46}{8.76}$	$\frac{108}{20.57}$

The majority of respondents felt typewriting should be a required course at Havre High School. The ADMINISTRATOR, COUNSELOR, and TEACHER populations were the most positive to this issue. Approximately 28.8% of the FEMALE STUDENTS and 27.6% of the MALE STUDENTS were negative towards the requirement of typewriting at the secondary level.

Question: Business course are for students who don't go on to college.

TABLE 7	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{1}{16.7}$			$\frac{5}{83.3}$
COUNSELORS					$\frac{3}{100.0}$
TEACHERS		$\frac{3}{7.1}$	$\frac{2}{4.8}$	$\frac{10}{23.8}$	$\frac{27}{64.3}$
MALE STUDENTS	$\frac{9}{3.9}$	$\frac{12}{5.2}$	$\frac{64}{27.6}$	$\frac{52}{22.4}$	$\frac{95}{40.9}$
FEMALE STUDENTS	$\frac{4}{1.7}$	$\frac{8}{3.3}$	$\frac{40}{16.5}$	$\frac{52}{21.5}$	$\frac{95}{56.6}$
TOTAL	$\frac{13}{2.48}$	$\frac{24}{4.57}$	$\frac{106}{20.19}$	$\frac{114}{21.71}$	$\frac{267}{50.86}$

The majority of respondents indicated that business education is not only for students who do not plan to further their education in a post-secondary or vocational institution. The ADMINISTRATORS, TEACHERS, MALE STUDENTS, and FEMALE STUDENTS felt business education is for both college and non-college bound students. The COUNSELORS were unanimous in responding that business education is not only for students who do not receive higher education.

Question: Other programs in the school are considered more important than business education programs.

TABLE 8	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{4}{66.7}$	$\frac{1}{16.7}$		$\frac{1}{16.7}$
COUNSELORS			$\frac{1}{33.3}$	$\frac{1}{33.3}$	$\frac{1}{33.3}$
TEACHERS	$\frac{2}{4.8}$	$\frac{10}{23.8}$	$\frac{13}{31.0}$	$\frac{6}{14.3}$	$\frac{11}{26.2}$
MALE STUDENTS	$\frac{55}{23.7}$	$\frac{46}{19.8}$	$\frac{90}{38.8}$	$\frac{24}{10.3}$	$\frac{16}{6.9}$
FEMALE STUDENTS	$\frac{34}{14.0}$	$\frac{48}{19.8}$	$\frac{81}{33.5}$	$\frac{43}{17.8}$	$\frac{34}{14.0}$
TOTAL	$\frac{91}{17.33}$	$\frac{108}{20.57}$	$\frac{186}{35.43}$	$\frac{74}{14.10}$	$\frac{63}{12.09}$

The majority of individuals felt business education was considered less important than other programs at Havre High School. The ADMINISTRATORS, MALE STUDENTS and FEMALE STUDENTS generally felt this way. The COUNSELORS and TEACHERS indicated, however, that business education was considered as important as other programs.

Question: The grades of vocational business students receive academic recognition on a par with other students.

TABLE 9	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{2}{33.3}$	$\frac{3}{50.0}$		$\frac{1}{16.7}$	
COUNSELORS	$\frac{3}{100.0}$				
TEACHERS	$\frac{11}{26.2}$	$\frac{7}{16.7}$	$\frac{14}{33.3}$	$\frac{8}{19.0}$	$\frac{2}{4.8}$
MALE STUDENTS	$\frac{23}{9.9}$	$\frac{43}{18.5}$	$\frac{121}{52.2}$	$\frac{23}{9.9}$	$\frac{19}{8.2}$
FEMALE STUDENTS	$\frac{18}{7.4}$	$\frac{30}{12.4}$	$\frac{152}{62.8}$	$\frac{19}{7.9}$	$\frac{18}{7.4}$
TOTAL	$\frac{57}{10.86}$	$\frac{83}{15.81}$	$\frac{287}{54.67}$	$\frac{51}{9.71}$	$\frac{39}{7.43}$

The overall population, 54.67% were neutral relative to the issue of whether the grades of vocational business students received were on a par with other students. The ADMINISTRATORS and TEACHERS agreed or slightly agreed that vocational business students grades received academic recognition on a par with other students. The COUNSELORS unanimously agreed as to the equal recognition of grades among vocational business students with other students. The MALE STUDENTS and FEMALE STUDENTS basically saw no difference in grades given to vocational business students and those given to other students.

Question: The business education program seldom changes.

TABLE 10	A	SA	N	SD	D
RESPONDENTS/ $\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$
ADMINISTRATORS		$\frac{1}{16.7}$		$\frac{1}{16.7}$	$\frac{4}{66.7}$
COUNSELORS				$\frac{2}{66.7}$	$\frac{1}{33.3}$
TEACHERS	$\frac{1}{2.4}$	$\frac{3}{7.1}$	$\frac{8}{19.0}$	$\frac{13}{31.0}$	$\frac{17}{40.5}$
MALE STUDENTS	$\frac{27}{11.6}$	$\frac{41}{17.7}$	$\frac{103}{44.4}$	$\frac{37}{15.9}$	$\frac{23}{9.9}$
FEMALE STUDENTS	$\frac{24}{9.9}$	$\frac{41}{16.9}$	$\frac{107}{44.2}$	$\frac{48}{19.8}$	$\frac{19}{7.9}$
TOTAL	$\frac{52}{9.90}$	$\frac{86}{16.38}$	$\frac{218}{41.52}$	$\frac{101}{19.24}$	$\frac{64}{12.19}$

The data indicated that ADMINISTRATORS, COUNSELORS, and TEACHERS were more apt to note a change in business education programs compared to the MALE and FEMALE STUDENT populations. The MALE STUDENTS and FEMALE STUDENTS were undecided as to whether business education programs change.

Question: The business education program provides opportunity for all students.

TABLE 11	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{5}{83.3}$	$\frac{1}{16.7}$			
COUNSELORS	$\frac{2}{66.7}$	$\frac{1}{33.3}$			
TEACHERS	$\frac{26}{61.9}$	$\frac{8}{19.0}$	$\frac{7}{16.7}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{74}{31.9}$	$\frac{49}{21.1}$	$\frac{80}{34.5}$	$\frac{17}{7.3}$	$\frac{12}{5.2}$
FEMALE STUDENTS	$\frac{147}{60.7}$	$\frac{44}{18.2}$	$\frac{34}{14.0}$	$\frac{14}{5.8}$	$\frac{1}{.4}$
TOTAL	$\frac{254}{48.38}$	$\frac{103}{19.62}$	$\frac{121}{23.05}$	$\frac{32}{6.10}$	$\frac{13}{2.48}$

Overall, populations felt that the business education program at Havre High School does provide opportunity for all students. The MALE STUDENTS were the least positive to this issue. The ADMINISTRATORS were the most positive that the business education program provides opportunities for all students.

Question: Other students look down on the business education program.

TABLE 12	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{2}{33.3}$	$\frac{3}{33.3}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$
COUNSELORS				$\frac{2}{66.7}$	$\frac{1}{33.3}$
TEACHERS		$\frac{4}{9.5}$	$\frac{14}{44.4}$	$\frac{5}{11.9}$	$\frac{19}{45.2}$
MALE STUDENTS	$\frac{16}{6.9}$	$\frac{34}{14.7}$	$\frac{111}{45.8}$	$\frac{41}{17.7}$	$\frac{30}{12.9}$
FEMALE STUDENTS	$\frac{9}{3.7}$	$\frac{24}{9.9}$	$\frac{87}{36.0}$	$\frac{43}{17.8}$	$\frac{78}{32.2}$
TOTAL	$\frac{25}{4.76}$	$\frac{60}{11.43}$	$\frac{214}{40.76}$	$\frac{92}{17.62}$	$\frac{129}{24.57}$

The overall majority indicated that others do not look down on the business education program. The ADMINISTRATORS were split whether others look down on the business education program. The COUNSELORS, TEACHERS and FEMALE STUDENTS felt that the program was not looked down on. The MALE STUDENTS did not know whether others looked down on business education.

Question: The goals that business courses are trying to accomplish are clearer than most courses.

TABLE 13	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{2}{33.3}$	$\frac{2}{33.3}$	$\frac{1}{16.7}$	
COUNSELORS		$\frac{1}{33.3}$	$\frac{2}{66.7}$		
TEACHERS	$\frac{5}{11.9}$	$\frac{11}{26.2}$	$\frac{19}{45.2}$	$\frac{4}{9.5}$	$\frac{3}{7.1}$
MALE STUDENTS	$\frac{32}{13.8}$	$\frac{44}{19.0}$	$\frac{103}{44.4}$	$\frac{30}{12.9}$	$\frac{21}{9.1}$
FEMALE STUDENTS	$\frac{64}{26.4}$	$\frac{64}{26.4}$	$\frac{82}{33.9}$	$\frac{19}{7.9}$	$\frac{9}{3.7}$
TOTAL	$\frac{102}{19.43}$	$\frac{122}{23.24}$	$\frac{208}{39.62}$	$\frac{54}{10.29}$	$\frac{33}{6.29}$

The majority of respondents indicated that the goals business education tries to accomplish are clearer than most courses at Havre High School. The ADMINISTRATORS and FEMALE STUDENTS were the most positive on this issue. The COUNSELORS, TEACHERS, and MALE STUDENTS did not know if goals in business education were clearer than other courses.

Question: The business courses offered are appropriate for today's students.

TABLE 14	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{3}{50.0}$	$\frac{3}{50.0}$		
COUNSELORS	$\frac{2}{66.7}$	$\frac{1}{33.3}$			
TEACHERS	$\frac{7}{16.7}$	$\frac{6}{14.3}$	$\frac{29}{69.0}$		
MALE STUDENTS	$\frac{12}{5.2}$	$\frac{21}{9.1}$	$\frac{121}{52.2}$	$\frac{39}{16.8}$	$\frac{39}{16.8}$
FEMALE STUDENTS	$\frac{32}{13.2}$	$\frac{30}{12.4}$	$\frac{123}{50.8}$	$\frac{22}{9.1}$	$\frac{30}{12.4}$
TOTAL	$\frac{53}{10.10}$	$\frac{61}{11.62}$	$\frac{276}{52.57}$	$\frac{61}{11.62}$	$\frac{69}{13.14}$

The data indicated the majority of respondents were undecided as to whether business courses offered at Havre High School are appropriate for today's students. The ADMINISTRATORS and COUNSELORS were the most positive on this issue. The TEACHERS, MALE STUDENTS, and FEMALE STUDENTS were undecided as to whether the courses are appropriate for today's students.

Question: Business teachers grade more fairly than non-business.

TABLE 15	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS			$\frac{3}{50.0}$	$\frac{1}{16.7}$	$\frac{2}{33.3}$
COUNSELORS			$\frac{2}{66.7}$		$\frac{1}{33.3}$
TEACHERS	$\frac{1}{2.4}$		$\frac{19}{45.2}$	$\frac{5}{11.9}$	$\frac{17}{40.5}$
MALE STUDENTS	$\frac{17}{7.3}$	$\frac{27}{11.6}$	$\frac{133}{57.3}$	$\frac{12}{5.2}$	$\frac{42}{18.1}$
FEMALE STUDENTS	$\frac{25}{10.3}$	$\frac{26}{10.7}$	$\frac{119}{49.2}$	$\frac{20}{8.3}$	$\frac{48}{19.8}$
TOTAL	$\frac{43}{8.19}$	$\frac{53}{10.10}$	$\frac{276}{52.57}$	$\frac{38}{7.24}$	$\frac{110}{20.95}$

Overall, respondents were undecided as to whether business teachers grade more fairly than do non-business teachers. The populations which tended to disagree with this issue were the ADMINISTRATORS and TEACHERS. The COUNSELORS, MALE STUDENTS, and FEMALE STUDENTS basically, saw little difference in grades given by business teachers and grades given by non-business teachers.

Question: It is easier to get extra help from business teachers.

TABLE 16	A	SA	N	SD	D
RESPONDENTS/ $\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$
ADMINISTRATORS			$\frac{4}{66.7}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$
COUNSELORS			$\frac{2}{66.7}$	$\frac{1}{33.3}$	
TEACHERS	$\frac{3}{7.1}$	$\frac{3}{4.8}$	$\frac{27}{64.4}$	$\frac{4}{9.5}$	$\frac{6}{14.3}$
MALE STUDENTS	$\frac{23}{9.9}$	$\frac{60}{25.9}$	$\frac{114}{49.1}$	$\frac{18}{7.8}$	$\frac{15}{6.5}$
FEMALE STUDENTS	$\frac{47}{19.4}$	$\frac{45}{18.6}$	$\frac{103}{42.6}$	$\frac{20}{8.3}$	$\frac{23}{9.5}$
TOTAL	$\frac{73}{13.90}$	$\frac{107}{20.38}$	$\frac{250}{47.62}$	$\frac{44}{8.38}$	$\frac{45}{8.57}$

The overall populations were undecided whether it was easier to receive extra help from business teachers. The population which had the most positive attitudes were the FEMALE STUDENTS. The ADMINISTRATORS, COUNSELORS, TEACHERS, and MALE STUDENTS were undecided on the issue that is is easier to receive extra help from business teachers.

Question: Business teachers help students with academic and vocational problems.

TABLE 17	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{3}{50.0}$	$\frac{3}{50.0}$			
COUNSELORS	$\frac{1}{33.3}$	$\frac{2}{66.7}$			
TEACHERS	$\frac{14}{33.3}$	$\frac{11}{26.2}$	$\frac{16}{38.1}$		$\frac{1}{2.4}$
MALE STUDENTS	$\frac{22}{9.5}$	$\frac{41}{17.7}$	$\frac{128}{55.2}$	$\frac{17}{7.3}$	$\frac{20}{8.6}$
FEMALE STUDENTS	$\frac{46}{19.0}$	$\frac{44}{18.2}$	$\frac{126}{52.1}$	$\frac{13}{5.4}$	$\frac{10}{4.1}$
TOTAL	$\frac{86}{16.38}$	$\frac{101}{19.24}$	$\frac{270}{51.43}$	$\frac{30}{5.71}$	$\frac{31}{5.90}$

The data indicated that the majority of respondents were undecided whether business teachers help students with academic and vocational problems. The ADMINISTRATORS, COUNSELORS, and TEACHERS were the most positive to this statement. The MALE STUDENTS and FEMALE STUDENTS were undecided whether business teachers counsel students about vocational and academic problems.

Question: Business teachers have no interest outside of business education.

TABLE 18	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS				$\frac{1}{16.7}$	$\frac{5}{83.3}$
COUNSELORS				$\frac{1}{33.3}$	$\frac{2}{66.7}$
TEACHERS			$\frac{9}{21.4}$	$\frac{7}{16.7}$	$\frac{26}{61.9}$
MALE STUDENTS	$\frac{16}{6.9}$	$\frac{16}{6.9}$	$\frac{75}{32.3}$	$\frac{43}{18.5}$	$\frac{82}{35.3}$
FEMALE STUDENTS	$\frac{6}{2.5}$	$\frac{7}{2.9}$	$\frac{42}{17.4}$	$\frac{36}{14.9}$	$\frac{150}{62.0}$
TOTAL	$\frac{22}{4.19}$	$\frac{23}{4.38}$	$\frac{126}{24.00}$	$\frac{88}{16.76}$	$\frac{265}{50.48}$

The result indicated that business teachers do indeed have interests outside of business education. The MALE STUDENTS were the least positive to this issue. The ADMINISTRATORS were the most positive as to whether business teachers participate in activities outside of business education.

Question: Business teachers work hard.

TABLE 19	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{6}{100.0}$				
COUNSELORS	$\frac{2}{66.7}$		$\frac{1}{33.3}$		
TEACHERS	$\frac{18}{42.9}$	$\frac{6}{14.3}$	$\frac{13}{31.0}$	$\frac{3}{7.1}$	$\frac{2}{4.8}$
MALE STUDENTS	$\frac{35}{15.1}$	$\frac{33}{14.2}$	$\frac{112}{48.3}$	$\frac{23}{9.9}$	$\frac{27}{11.6}$
FEMALE STUDENTS	$\frac{68}{28.1}$	$\frac{51}{21.1}$	$\frac{104}{43.0}$	$\frac{8}{3.3}$	$\frac{7}{2.9}$
TOTAL	$\frac{129}{24.57}$	$\frac{90}{17.14}$	$\frac{230}{43.81}$	$\frac{34}{6.48}$	$\frac{36}{6.86}$

A slight majority were undecided whether business teachers work hard. The ADMINISTRATORS responded unanimously to the issue. The COUNSELORS, TEACHERS and FEMALE STUDENTS agreed that business teachers do in fact work hard. The MALE STUDENTS did not know whether business teachers work hard.

Question: Business teachers keep up with changes in subject matter.

TABLE 20	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{2}{33.3}$	$\frac{4}{66.7}$			
COUNSELORS	$\frac{3}{100.0}$				
TEACHERS	$\frac{18}{42.9}$	$\frac{4}{9.5}$	$\frac{19}{45.2}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{33}{14.2}$	$\frac{52}{22.4}$	$\frac{105}{45.3}$	$\frac{24}{10.3}$	$\frac{17}{7.3}$
FEMALE STUDENTS	$\frac{68}{28.1}$	$\frac{53}{21.9}$	$\frac{102}{42.1}$	$\frac{10}{4.1}$	$\frac{4}{1.7}$
TOTAL	$\frac{124}{23.62}$	$\frac{113}{21.52}$	$\frac{226}{43.05}$	$\frac{35}{6.67}$	$\frac{21}{4.0}$

The majority of respondents indicated that business teachers at Havre High School do keep up with changes in their subject matter. The COUNSELORS indicated unanimously that business teachers in fact, keep up with changes. The ADMINISTRATORS, TEACHERS and FEMALE STUDENTS felt that teachers in business education keep up with current trends. The MALE STUDENTS did not know if business teachers keep up with changes.

Question: Business teachers are proud to be in business education.

TABLE 21	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{3}{50.0}$	$\frac{3}{50.0}$			
COUNSELORS	$\frac{1}{33.3}$	$\frac{2}{66.7}$			
TEACHERS	$\frac{21}{50.0}$	$\frac{9}{21.4}$	$\frac{12}{28.6}$		
MALE STUDENTS	$\frac{40}{17.2}$	$\frac{38}{16.4}$	$\frac{123}{53.0}$	$\frac{17}{7.3}$	$\frac{12}{5.2}$
FEMALE STUDENTS	$\frac{98}{40.5}$	$\frac{42}{17.4}$	$\frac{91}{37.6}$	$\frac{2}{.8}$	$\frac{3}{1.2}$
TOTAL	$\frac{163}{31.05}$	$\frac{94}{17.90}$	$\frac{226}{43.05}$	$\frac{19}{3.68}$	$\frac{15}{2.86}$

The data indicated that business teachers at Havre High School are proud to be in business education. The MALE STUDENTS were the only population to be undecided whether business teachers take pride in teaching business education.

Question: Business teachers know their subject matter.

TABLE 22	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{6}{100.0}$				
COUNSELORS	$\frac{2}{66.7}$	$\frac{1}{33.3}$			
TEACHERS	$\frac{20}{47.6}$	$\frac{5}{11.9}$	$\frac{17}{40.5}$		
MALE STUDENTS	$\frac{66}{28.4}$	$\frac{39}{16.8}$	$\frac{88}{37.9}$	$\frac{19}{8.2}$	$\frac{17}{7.3}$
FEMALE STUDENTS	$\frac{134}{55.4}$	$\frac{34}{14.0}$	$\frac{66}{27.3}$	$\frac{3}{1.2}$	$\frac{3}{1.2}$
TOTAL	$\frac{228}{43.43}$	$\frac{79}{15.05}$	$\frac{171}{32.57}$	$\frac{22}{4.19}$	$\frac{20}{3.81}$

The data indicated that most individuals felt business teachers at Havre High School do know their subject matter. The ADMINISTRATORS responded unanimously that business education teachers are well prepared on the subjects they teach. The COUNSELORS, TEACHERS, MALE STUDENTS and FEMALE STUDENTS indicated that business teachers do in fact, know their subject matter.

Question: Business teachers are creative.

TABLE 23	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{2}{33.3}$	$\frac{3}{50.0}$		
COUNSELORS			$\frac{2}{66.7}$	$\frac{1}{33.3}$	
TEACHERS	$\frac{7}{16.7}$	$\frac{9}{21.4}$	$\frac{25}{59.5}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{12}{5.2}$	$\frac{38}{16.4}$	$\frac{128}{55.2}$	$\frac{25}{10.8}$	$\frac{25}{10.8}$
FEMALE STUDENTS	$\frac{48}{19.8}$	$\frac{55}{22.7}$	$\frac{121}{50.0}$	$\frac{11}{4.5}$	$\frac{5}{2.1}$
TOTAL	$\frac{68}{12.95}$	$\frac{104}{19.01}$	$\frac{279}{52.14}$	$\frac{38}{7.24}$	$\frac{30}{5.71}$

The majority of respondents were undecided whether business teachers are creative. The ADMINISTRATORS were the most positive by one-half of the respondents agreeing on this issue. The COUNSELORS were the least positive by 33.3% slightly disagreeing that business teachers are creative.

Question: Business teachers help students with their personal problems.

TABLE 24	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{4}{66.7}$	$\frac{1}{16.7}$		
COUNSELORS	$\frac{3}{100.0}$				
TEACHERS	$\frac{17}{40.5}$	$\frac{7}{16.7}$	$\frac{17}{40.5}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{48}{20.7}$	$\frac{48}{20.7}$	$\frac{101}{43.5}$	$\frac{14}{6.0}$	$\frac{21}{9.1}$
FEMALE STUDENTS	$\frac{113}{46.7}$	$\frac{42}{17.4}$	$\frac{67}{27.7}$	$\frac{11}{4.5}$	$\frac{6}{2.5}$
TOTAL	$\frac{182}{34.67}$	$\frac{101}{19.24}$	$\frac{186}{35.43}$	$\frac{26}{4.95}$	$\frac{27}{5.14}$

The respondents felt that personal counseling is provided by business education teachers. The COUNSELORS were unanimous in agreeing that help of personal problems is given by business teachers. The ADMINISTRATORS, TEACHERS, and FEMALE STUDENTS indicated that business teachers do provide students with personal counseling. The MALE STUDENTS did not know if personal counseling was provided by the business teachers.

Question: Business teachers provide students with appropriate career information and guidance.

TABLE 25	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{2}{33.3}$	$\frac{2}{33.3}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$	
COUNSELORS	$\frac{1}{33.3}$	$\frac{1}{33.3}$	$\frac{1}{33.3}$		
TEACHERS	$\frac{18}{42.9}$	$\frac{12}{28.6}$	$\frac{11}{26.2}$	$\frac{1}{2.4}$	
MALE STUDENTS	$\frac{50}{21.6}$	$\frac{65}{28.0}$	$\frac{86}{37.1}$	$\frac{12}{5.2}$	$\frac{18}{7.8}$
FEMALE STUDENTS	$\frac{107}{44.2}$	$\frac{63}{26.0}$	$\frac{57}{23.6}$	$\frac{10}{4.1}$	$\frac{3}{1.2}$
TOTAL	$\frac{178}{33.90}$	$\frac{143}{27.24}$	$\frac{156}{29.71}$	$\frac{24}{4.57}$	$\frac{21}{4.00}$

Overall, the respondents felt that business teachers at Havre High School do provide students with appropriate career information and guidance. The most positive as to this issue were the TEACHERS and FEMALE STUDENTS.

Question: Business students are not as intelligent as other students.

TABLE 26	A	SA	N	SD	D
RESPONDENTS/ $\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$	$\frac{NO}{\%}$
ADMINISTRATORS				$\frac{1}{16.7}$	$\frac{5}{83.3}$
COUNSELORS			$\frac{1}{33.3}$	$\frac{1}{33.3}$	$\frac{1}{33.3}$
TEACHERS	$\frac{1}{2.4}$	$\frac{4}{9.5}$	$\frac{9}{21.4}$	$\frac{3}{7.1}$	$\frac{25}{59.5}$
MALE STUDENTS	$\frac{10}{4.3}$	$\frac{14}{6.0}$	$\frac{65}{28.0}$	$\frac{32}{13.8}$	$\frac{108}{46.6}$
FEMALE STUDENTS	$\frac{5}{2.1}$	$\frac{6}{2.5}$	$\frac{25}{10.3}$	$\frac{21}{8.7}$	$\frac{191}{74.8}$
TOTAL	$\frac{16}{3.05}$	$\frac{24}{4.57}$	$\frac{100}{19.50}$	$\frac{58}{11.05}$	$\frac{320}{60.95}$

The data indicated that business students at Havre High School are as intelligent as other students. The ADMINISTRATORS and the FEMALE STUDENTS were the most positive to this issue. The COUNSELORS were the least positive that business students are as intelligent as other students.

Question: Students enjoy business classes more than other classes.

TABLE 27	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{2}{33.3}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$		$\frac{2}{33.3}$
COUNSELORS		$\frac{1}{33.3}$	$\frac{1}{33.3}$		$\frac{1}{33.3}$
TEACHERS	$\frac{5}{11.9}$	$\frac{5}{11.9}$	$\frac{25}{59.5}$	$\frac{3}{7.1}$	$\frac{4}{9.5}$
MALE STUDENTS	$\frac{26}{11.2}$	$\frac{32}{13.8}$	$\frac{111}{47.8}$	$\frac{32}{13.8}$	$\frac{30}{12.9}$
FEMALE STUDENTS	$\frac{52}{21.5}$	$\frac{53}{21.9}$	$\frac{87}{36.0}$	$\frac{24}{9.9}$	$\frac{23}{9.5}$
TOTAL	$\frac{85}{16.19}$	$\frac{92}{17.52}$	$\frac{225}{42.86}$	$\frac{59}{11.24}$	$\frac{58}{11.05}$

The majority of respondents, overall, were undecided as to whether students enjoy business classes more than other classes. The ADMINISTRATORS and FEMALE STUDENTS were the most positive that students enjoy business classes more than others. The COUNSELORS were split whether students enjoyed business classes more than compared to non-business classes. The TEACHERS and MALE STUDENTS were undecided on this issue.

Question: Business students present a better personal appearance than other students.

TABLE 28	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS			$\frac{4}{66.7}$	$\frac{1}{16.7}$	$\frac{1}{16.7}$
COUNSELORS		$\frac{1}{33.3}$	$\frac{1}{33.3}$		$\frac{1}{33.3}$
TEACHERS		$\frac{2}{4.8}$	$\frac{27}{64.3}$	$\frac{3}{7.1}$	$\frac{10}{23.8}$
MALE STUDENTS	$\frac{11}{4.7}$	$\frac{26}{11.2}$	$\frac{106}{45.7}$	$\frac{27}{11.6}$	$\frac{58}{25.0}$
FEMALE STUDENTS	$\frac{6}{2.5}$	$\frac{27}{11.2}$	$\frac{99}{40.9}$	$\frac{28}{11.6}$	$\frac{79}{32.6}$
TOTAL	$\frac{17}{3.4}$	$\frac{56}{10.67}$	$\frac{237}{45.14}$	$\frac{59}{11.24}$	$\frac{149}{28.38}$

Overall, the respondents were undecided whether business students present a better personal appearance than other students at Havre High School. The ADMINISTRATORS, TEACHERS, and MALE STUDENTS were undecided whether business students projected a better image than other students. The COUNSELORS were split in their responses on this issue. The FEMALE STUDENTS felt business students did not present a better personal appearance than the non-business student.

Question: Business students are less likely to break rules than other students.

TABLE 29	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS			$\frac{3}{50.0}$		$\frac{3}{50.0}$
COUNSELORS			$\frac{1}{33.3}$		$\frac{2}{66.7}$
TEACHERS		$\frac{1}{2.4}$	$\frac{13}{31.0}$	$\frac{1}{2.4}$	$\frac{27}{64.3}$
MALE STUDENTS	$\frac{5}{2.2}$	$\frac{10}{4.3}$	$\frac{81}{34.9}$	$\frac{31}{13.4}$	$\frac{103}{44.4}$
FEMALE STUDENTS	$\frac{2}{.8}$	$\frac{7}{2.9}$	$\frac{54}{22.3}$	$\frac{33}{13.6}$	$\frac{144}{59.5}$
TOTAL	$\frac{7}{1.33}$	$\frac{18}{3.43}$	$\frac{152}{28.95}$	$\frac{65}{12.38}$	$\frac{279}{53.14}$

The data indicated that the business students at Havre High School are as apt to break rules as other students.

Question: Business students are more willing to accept ideas from other people than are non-business students.

TABLE 30	A	SA	N	SD	D
RESPONDENTS/ $\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$	$\frac{\text{NO}}{\%}$
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{1}{16.7}$	$\frac{2}{33.3}$		$\frac{2}{33.3}$
COUNSELORS			$\frac{3}{100.0}$		
TEACHERS		$\frac{1}{2.4}$	$\frac{30}{71.4}$	$\frac{2}{4.8}$	$\frac{9}{21.4}$
MALE STUDENTS	$\frac{15}{6.5}$	$\frac{28}{12.1}$	$\frac{115}{49.6}$	$\frac{25}{11.6}$	$\frac{49}{18.2}$
FEMALE STUDENTS	$\frac{14}{5.8}$	$\frac{37}{15.3}$	$\frac{116}{47.9}$	$\frac{28}{11.6}$	$\frac{44}{18.2}$
TOTAL	$\frac{30}{5.71}$	$\frac{67}{12.76}$	$\frac{266}{50.67}$	$\frac{55}{10.48}$	$\frac{104}{19.81}$

Respondents did not know whether business students were more willing to accept ideas than the non-business student. The ADMINISTRATORS were split on this issue. The COUNSELORS, TEACHERS, MALE STUDENTS and FEMALE STUDENTS were undecided as to the willingness of business students to accept ideas compared to the non-business student.

Question: Other students think business students get good grades for less work.

TABLE 31	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{2}{33.3}$	$\frac{3}{50.0}$	$\frac{1}{16.7}$	
COUNSELORS		$\frac{2}{66.7}$	$\frac{1}{33.3}$		
TEACHERS	$\frac{4}{9.5}$	$\frac{11}{26.2}$	$\frac{15}{35.7}$	$\frac{2}{4.8}$	$\frac{10}{23.8}$
MALE STUDENTS	$\frac{39}{16.8}$	$\frac{45}{19.4}$	$\frac{98}{42.2}$	$\frac{28}{12.1}$	$\frac{21}{9.1}$
FEMALE STUDENTS	$\frac{39}{16.1}$	$\frac{69}{28.5}$	$\frac{64}{26.4}$	$\frac{26}{10.7}$	$\frac{42}{17.4}$
TOTAL	$\frac{82}{15.62}$	$\frac{129}{24.57}$	$\frac{181}{34.29}$	$\frac{57}{10.06}$	$\frac{73}{13.90}$

The respondents overall, indicated that other students think that business students do get good grades for less work. The COUNSELORS and FEMALE STUDENTS indicated that business students receive good grades for less work. The TEACHERS were split on the issue and ADMINISTRATORS and MALE STUDENTS did not know if grades in business education classes were received with less work.

Question: Business students are seldom student leaders.

TABLE 32	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS		$\frac{1}{16.7}$		$\frac{3}{50.0}$	$\frac{2}{33.3}$
COUNSELORS				$\frac{1}{33.3}$	$\frac{2}{66.7}$
TEACHERS		$\frac{2}{4.8}$	$\frac{15}{35.7}$	$\frac{9}{21.4}$	$\frac{16}{38.1}$
MALE STUDENTS	$\frac{10}{4.3}$	$\frac{27}{11.6}$	$\frac{120}{51.7}$	$\frac{41}{17.7}$	$\frac{32}{13.8}$
FEMALE STUDENTS	$\frac{4}{1.7}$	$\frac{16}{6.6}$	$\frac{86}{35.5}$	$\frac{44}{18.2}$	$\frac{89}{36.8}$
TOTAL	$\frac{14}{2.67}$	$\frac{46}{8.76}$	$\frac{221}{42.10}$	$\frac{98}{18.67}$	$\frac{141}{26.86}$

The respondents felt that business students are as likely to become student leaders at Havre High School as the non-business students. The ADMINISTRATORS, COUNSELORS, TEACHERS, and FEMALE STUDENTS felt that business students participate in leadership positions. The MALE STUDENTS were undecided whether business students became student leaders.

Question: Business students are proud to be in business education programs.

TABLE 33	A	SA	N	SD	D
RESPONDENTS/ NO %	NO %	NO %	NO %	NO %	NO %
ADMINISTRATORS	$\frac{1}{16.7}$	$\frac{4}{66.7}$	$\frac{1}{16.7}$		
COUNSELORS	$\frac{2}{66.7}$	$\frac{1}{33.3}$			
TEACHERS	$\frac{14}{33.3}$	$\frac{11}{26.2}$	$\frac{17}{40.5}$		
MALE STUDENTS	$\frac{28}{12.1}$	$\frac{37}{15.9}$	$\frac{125}{53.9}$	$\frac{23}{9.9}$	$\frac{18}{7.8}$
FEMALE STUDENTS	$\frac{78}{32.2}$	$\frac{47}{19.4}$	$\frac{105}{43.4}$	$\frac{7}{2.9}$	$\frac{3}{1.2}$
TOTAL	$\frac{123}{23.43}$	$\frac{100}{19.05}$	$\frac{248}{47.24}$	$\frac{30}{5.70}$	$\frac{21}{4.00}$

The results indicated that it was undecided whether business students were proud to be in business education programs at Havre High School. The MALE STUDENTS were the least positive to this issue. The most positive were the ADMINISTRATORS and COUNSELORS to the fact that students are proud to be enrolled in business education classes.

CHAPTER V

INTRODUCTION

This study was conducted to determine: (1) the image of business education at Havre High School as perceived by students, (2) the image of business education at Havre High School as perceived by teachers, (3) the image of business education at Havre High School as perceived by counselors, and (4) the image of business education at Havre High School as perceived by administrators.

SUMMARY OF FINDINGS

Responses received by the researcher represented 73% of the total population surveyed. (525 out of 716) The majority of the respondents were positive as to the attitudes towards business education and the department at Havre High School.

CONCLUSIONS

The conclusions drawn from this study were based on the information received from the responses to the questionnaire completed by the administrators, counselors, teachers, and students at Havre High School. The conclusions are as follows:

Business Education Programs

1. That business education at Havre High School is not viewed as a program mainly for females.

2. That business education at Havre High School consists of more than typing and shorthand classes.
3. That it was not easier to get a passing grade in a business class than in a non-business class.
4. That typing should be a required class at Havre High School.
5. That business education is not only for those students who do not attend college.
6. That other programs at Havre High School are considered more important than business education programs.
7. That it was not certain as to whether vocational business students receive academic recognition on a par with other students.
8. That it was not certain as to whether business education programs seldom change.
9. That business education provided opportunities for all students.
10. That other students do not look down on business education programs.
11. That the goals that business courses are trying to accomplish are clearer than most courses.
12. That it was not certain whether business courses offered were appropriate for today's students.

Business Teachers

1. That it was not certain as to whether business teachers grade more fairly than non-business teachers.
2. That it was not certain as to whether it was easier to get extra help from business teachers.
3. That it was not certain as to whether business teachers help students with academic and vocational problems.
4. That business education teachers have interests outside of business education.
5. That it was uncertain whether business education teachers work hard.

6. That business teachers kept up with changes in their subject matter.
7. That business teachers are proud to be in business education.
8. That business teachers know their subject matter.
9. That it was not certain whether business teachers were creative.
10. That business teachers provide students with appropriate career information and guidance.

Business Student

1. That business students are as intelligent as other students.
2. That it was not certain whether students enjoy business classes more than other classes.
3. That it was not certain whether business students presented a better personal appearance than other students.
4. That business students are as apt to break rules as the non-business student.
5. Business students were as willing to accept ideas from others as the non-business student.
6. That other students thought business students get good grades for less work.
7. That business students are included in leadership roles at Havre High School.
8. That it was not certain whether business education students were proud to be in business education.

RECOMMENDATIONS

The image of a program is essential when schools feel pressure to reassess current business education programs due to declining enrollments, loss of federal, state, and local funds, manpower and labor conditions changing, and an increase of technological standards that

need to be met. It is important to keep a positive image that will encourage students to see the feasibility of vocational training. This study has helped to recognize the strong areas in the business department at Havre High School and to identify and improve weak areas, so that the overall program will provide practical and marketable education to all students.

The findings and conclusions from this study provide the basis for the following recommendations:

1. The business education department should continue to offer courses that meet the needs of both female and male students at Havre High School.
2. The business education department at Havre High School should continue to offer courses that include goals that are understandable and realistic for the students. The programs need to continue to place emphasis on the job market skills for the students who do not plan on attending a post-secondary or vocational institution and also to prepare those students who will continue in higher education.
3. The business education department should strive to document the values of business education for students through upgrading and improving the existing curriculum. The necessity for current equipment and textbooks is vital for the changing business environment, while the reality of cost must be considered. Business educators at Havre High School must also continue to up-date themselves on subject matter through training in industries and summer school sessions and workshops at colleges or universities.
4. Business education teachers at Havre High School, should be available to offer assistance and guidance to individual students in the classroom and on a one-to-one basis. The use of teacher-advisory sessions would prove an excellent opportunity to contact students about their special needs and give information about program offerings in the Business Education Department. Time allotments should be arranged for tutorial services for students that require aide in subject areas.

5. Business education teachers should continue to have interests in other areas as well as business education.
6. The business education personnel should familiarize the students, school, and community with the program offerings through guest speakers, public speaking engagements, open house, and orientation assemblies. It is essential that the image of business education be positive.
7. The business education department should continue to offer and stress typing for all students. It should be proposed to the administration that typing be required of all students at Havre High School.
8. The business education department should continue to select appropriate students to receive an Excellence in Education Award given to students participating and excelling in business programs at Havre High School. The study indicated that an emphasis needs to be placed so these awards received by business students meet the standards of other academic awards.
9. The business education teachers at Havre High School, should continue to be proud of teaching business education. The pride of teachers will improve the pride that students will have of themselves and the courses they are enrolled in.
10. Business educators should continue to work hard and excel in their subject areas. Many current periodicals will provide up-to-date trends and ideas to implement in classroom settings.
11. The business education department should stress to the students the importance of career exploration and job orientation. Students need to take personal pride in their appearance and their manners to provide opportunities for today's changing job market.
12. The business education department should develop and maintain standards for their programs that will not reflect an easy class image.
13. Vocational organizations should continue to be an integral part of the business education department. Such organizations promote and encourage students in social and leadership roles. These attributes make students well-rounded individuals.

BIBLIOGRAPHY

- Bell, James. "Tomorrow's Education for Business is Happening Now". Journal of Business Education, March, 1980, pp. 247.
- Bennett, James. "Curricular Developments for Business Education for the Low-achieving Student." Balance Sheet, September 1973, pp. 8.
- Brown, Kenneth and Margaret Casey Reap. "Career Education: Golden Opportunity to Revitalize the Business Education Curriculum." Business Education Forum, February, 1977, pp. 5.
- Burkett, Lowell. "It's Time Vocational Education Specialized." Balance Sheet, October 1977, pp. 51.
- Conover, Hobart and Willard Daggett. "Business Education--The Changing Tide." Balance Sheet, September, 1976, pp. 17.
- Conway, Patrick. Interview with Havre High School Principal, June 1985.
- Divers, Rowland. "Student's Motives for Enrollment in Montana's Cooperative Business Education Programs", Master's Professional Project, Montana State University, 1977.
- Fabrizio, John A. "Promoting Business Education", Balance Sheet, February, 1975, pp. 209.
- Felter, Donna. "A Survey of Business Education Curriculum Standards and Practices in Montana Public Secondary Schools", Master's Professional Project, Montana State University, 1978.
- Jones, Ruth, "Vocational Business Education--A Must on the High School Level." Business Education Forum, May 1969, pp. 12.
- Kornblatt, Edward J. "A Look at Yourself Business Education Slide/Tape Promotion." Business Education World, January/February, 1979, pp. 27.
- Little, William J. "A Businessman's View of Business Education", Balance Sheet, December/January, 1975, pp. 161.
- Luing, Larry. "Expanding the Role of Business Education", Business Education Forum, February, 1978, pp. 3.
- Luing, Larry. "The Shape of Business Education Tomorrow". Balance Sheet, February 1978, pp. 195.

- Montana Cooperative Education Handbook, Office of Public Instruction, Helena, Montana, 1981.
- Page, G. Terry and J.B. Thomas, International Dictionary of Education, Nicolos Publishing Co., New York, New York, 1977.
- Poland, Robert. "Business Education for All", Balance Sheet, March, 1979, pp. 243.
- Poland, Robert. "Who is Accountable?", Balance Sheet, November, 1974, pp. 99.
- Selden, William and James Diiorio. "Curriculum Development Responsibilities", Administration and Supervision in Business Education, National Business Education Association, May 1978, pp. 177.
- Schuette, Oscar. "Bringing it Together in the Classroom", Balance Sheet, December/January, 1977, pp. 147.
- Tucker, Helen. "Community Resources--Do you use in your Teaching?" Balance Sheet, December/January, 1978, pp. 165-166.
- Vance, James. "Let's Correct Our Mistakes", Balance Sheet, October, 1977, pp. 61.
- Webster's New Collegiate Dictionary, G. & C. Merriam Company, 1973.
- Wingo, Rosetta. "Images of the Business Program at the Secondary School Level", Delta Pi Epsilon, March, 1969, pp. 7.
- Wood, Merle. "Curriculum Challenges of Secondary Business Education" National Business Education Association Yearbook, Number 18, 1980, pp. 200.

APPENDICES

APPENDIX A

536 11th Street
Havre, MT 59501
May 15, 1985

Dr. Russell Carlson
Superintendent
Havre Public Schools
Havre, MT 59501

Dear Dr. Carlson:

As an educator, the image of a program is vital to provide current and important subject matter to meet the needs of the students.

As partial requirement for my Master's Program at Montana State University, I am preparing a professional paper on the Images of the Business Education Program at Havre High School as Perceived by Students, Teachers, Counselors, and Administrators. The results of this study will be used by the Business Education Department to evaluate and improve program offerings.

I would appreciate it if you would take a few minutes and complete the enclosed questionnaire. Please return in the enclosed self-addressed envelope.

Sincerely yours,

Janie M. Hedstrom

APPENDIX B

536 11th Street
Havre, MT 59501
May 15, 1985

Dear Educator,

As an educator, the image of a program is vital to provide current and important subject matter to meet the needs of the students.

As partial requirement for my Master's program at Montana State University, I am preparing a professional paper on the Images of the Business Education Program at Havre High School as perceived by students, teachers, counselors, and administrators. The results of this survey will be used by the Business Education Department to evaluate and improve program offerings.

I would appreciate it if you would take a few minutes and complete the enclosed questionnaire. Please return in this envelope to my mailbox by Friday, May 24. Thank you.

Sincerely yours,

Janie M. Hedstrom

APPENDIX C

QUESTIONNAIRE

Please take a few minutes to respond to the following statements by circling the appropriate item. It isn't necessary to spend much time on any one item, if in doubt, choose the column which seems most nearly to express your present reaction.

MAKE ONE AND ONLY ONE RESPONSE TO EACH STATEMENT

- | | |
|---------------------|------------------------|
| A - Agree | SD - Slightly Disagree |
| SA - Slightly Agree | D - Disagree |
| N - Neutral | |
-
1. Business Education is more for girls than boy. A SA N SD D
 2. Business courses means typing and shorthand to most. . . A SA N SD D
 3. Business teachers grade more fairly than non-business teachers A SA N SD D
 4. Business students are not as intelligent as other students A SA N SD D
 5. It is easier to get a passing grade in business classes than in non-business classes A SA N SD D
 6. It is easier to get extra help from business teachers A SA N SD D
 7. Students enjoy business classes more than other classes. A SA N SD D
 8. Typewriting should be a required course in high school. A SA N SD D
 9. Business teachers help students with academic and vocational problems. A SA N SD D
 10. Business students present a better personal appearance than other students A SA N SD D
 11. Business course are for students who don't go on to college A SA N SD D
 12. Business teachers have no interest outside of business education A SA N SD D
 13. Business students are less likely to break rules than other students. A SA N SD D
 14. Other programs in the school are considered more important than business education programs A SA N SD D
 15. Business teachers work hard. A SA N SD D

OVER

16. Business students are more willing to accept ideas from other people than the non-business students A SA N SD D
17. The grades of vocational business students receive academic recognition on a par with other students. . . . A SA N SD D
18. Business teachers keep up with changes in subject matter A SA N SD D
19. Other students think business students get good grades for less A SA N SD D
20. The business education program seldom changes. A SA N SD D
21. Business teachers are proud to be in business education A SA N SD D
22. Business students are seldom student leaders A SA N SD D
23. The business education program provides opportunity for all students A SA N SD D
24. Business teachers know their subject matter. A SA N SD D
25. Other students look down on the business education program. A SA N SD D
26. The goals that business course are trying to accomplish are clearer then most courses A SA N SD D
27. Business teachers are creative A SA N SD D
28. Business students are proud to be in business education programs A SA N SD D
29. Business teachers help students with their personal problems A SA N SD D
30. The business course offered are appropriate for today's students A SA N SD D
31. Business teachers provide students with appropriate career information and guidance. A SA N SD D

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX D
STUDENTS QUESTIONNAIRE

Please take a few minutes to respond to the following statements by circling the appropriate item. It isn't necessary to spend much time on any one item, if in doubt, choose the column which seems most nearly to express your present reaction.

MAKE ONE AND ONLY ONE RESPONSE TO EACH STATEMENT

A - Agree
SA - Slightly Agree
N - Neutral

SD - Slightly Disagree
D - Disagree

- | | | | | |
|---|---------------|-----------|------------|--------|
| 1. What year are you in school. | Freshman | Sophomore | Junior | Senior |
| 2. Sex. | Male | | Female | |
| 3. I have taken a business class prior to the 1984-85 school year | Yes | | No | |
| If yes, please circle to indicated course(s) taken. | | | | |
| | Typing I | | Office Ed. | |
| | Typing II | | Bus. Law | |
| | Acct. I | | Bus. Mach. | |
| | Acct. II | | PFM | |
| | D.E. I | | D.E. II | |
| | Recordkeeping | | | |
-
- | | | | | | |
|---|---|----|---|----|---|
| 4. Business Education is more for girls than boys | A | SA | N | SD | D |
| 5. Business courses means typing and shorthand to most. | A | SA | N | SD | D |
| 6. Business teachers grade more fairly than non-business teachers | A | SA | N | SD | D |
| 7. Business students are not as intelligent as other students | A | SA | N | SD | D |
| 8. It is easier to get a passing grade in business classes than in non-business classes | A | SA | N | SD | D |
| 9. It is easier to get extra help from business teachers | A | SA | N | SD | D |
| 10. Students enjoy business classes more than other classes. | A | SA | N | SD | D |
| 11. Typewriting should be a required course in high school. | A | SA | N | SD | D |
| 12. Business teachers help students with academic and vocational problems. | A | SA | N | SD | D |
| 13. Business students present a better personal appearance than other students | A | SA | N | SD | D |
| 14. Business course are for students who don't go on to college | A | SA | N | SD | D |

OVER

15. Business teachers have no interest outside of
business education A SA N SD D
16. Business students are less likely to break rules
than other students. A SA N SD D
17. Other programs in the school are considered more
important than business education programs A SA N SD D
18. Business teachers work hard. A SA N SD D
19. Business students are more willing to accept ideas
from other people than the non-business students A SA N SD D
20. The grades of vocational business students receive
academic recognition on a par with other students. . . . A SA N SD D
21. Business teachers keep up with changes in subject
matter A SA N SD D
22. Other students think business students get good
grades for less A SA N SD D
23. The business education program seldom changes. A SA N SD D
24. Business teachers are proud to be in business
education A SA N SD D
25. Business students are seldom student leaders A SA N SD D
26. The business education program provides
opportunity for all students A SA N SD D
27. Business teachers know their subject matter. A SA N SD D
28. Other students look down on the business
education program. A SA N SD D
29. The goals that business course are trying to
accomplish are clearer then most courses A SA N SD D
30. Business teachers are creative A SA N SD D
31. Business students are proud to be in business
education programs A SA N SD D
32. Business teachers help students with their
personal problems A SA N SD D
33. The business course offered are appropriate for
today's students A SA N SD D
34. Business teachers provide students with
appropriate career information and guidance. A SA N SD D

THANK YOU FOR YOUR TIME AND COOPERATION