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Date March 13, 1975

AN EVALUATION OF POST-SECONDARY OFFICE EDUCATION TEACHING METHODS IN MONTANA

by

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

of

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in

Business Education

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B.M.W.

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ABSTRACT

The purpose of this study was to determine what post-secondary schools in Montana and in selected surrounding states (Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota) were doing to produce competent office workers and what opinions business education department heads held about office education teaching methods.

The population sample included all of the business education department heads from Montana's 14 post-secondary schools and 21 from the other states previously mentioned. The method of evaluating the office education teaching methods used was an information survey. A cover letter and questionnaire seeking information and opinions were sent to each business education department head. The system of analyzing the data was the number responding to the individual question and placing this on a percentage basis. The 38 questions were analyzed, and a series of eight tables were used to graphically illustrate the results.

The conclusions of the study were: (a) the study would have been more valid if there had been an equal number of types of post-secondary schools surveyed in both populations. (b) office practice has been and still is in use today as the major office education method, it has been present longer than either cooperative office education or model office simulation, and it would be the first method implemented in a new program. (c) a combination of office practice, model office simulation, and cooperative office education was considered to be ideal and ideally sequenced in that order. (d) student participation in cooperative office education was seen to be helpful in influencing employment attainment, retention, promotion, and employer consideration when hiring. (e) cooperative office education was considered to be superior to model office simulation. (f) model office simulation was seen as becoming prevalent in the near future in post-secondary institutions.

Recommendations of the study were: (a) office practice classes should be reevaluated concerning up-to-date content, techniques, and procedures. (b) cooperative office education and model office simulation should be utilized more extensively in post-secondary schools. (c) if possible, a business curriculum should offer office practice, model office simulation, and cooperative office education simultaneously and sequence them in that order. (d) business educators should be made aware of the potential for using model office simulation in their curriculums concurrently with other office education teaching methods.

CHAPTER I

INTRODUCTION

"The objectives of vocational office education are to provide a student with employable skills and to help that student stay on the job as long as he wants to stay." (Hanson, 12:248) Extensive research revealed that many other business educators all over the United States agreed with these objectives of vocational office education.

Going hand in hand with these vocational objectives for office education, there is an urgent need at this time for competent office workers--everything from receptionists to office administrators--and since this need appears to be rising to an even greater degree for the next decade, the importance of producing vocationally competent office workers is increasing in priority in the office education curriculum at the post-secondary level.

William Mitchell from Wisconsin State University states this need very well when he said, "With the expanded need at the post-secondary level . . . office education teachers have a doubled responsibility." (Mitchell, 23:29)

Some statistics that show the importance as well as the need for educating greater numbers of competent office workers are listed by James Wykle:

> The steady increase in enrollment for business and office programs is in keeping with the changing world and its needs. The business and office group has been one of the fastest growing areas of employment since 1900. It provides approximately 17 percent of the total number of workers

> employed in America. It's estimated that there will be an increase of 35.1 percent in clerical and related occupations by 1980. Instruction in business and office occupations must provide a means of developing and using the maximum potential of those interested or engaged in business and office occupations. (Wykle, 30:28)

Since the enactment of state and national vocational education legislation from 1963 to the present, there has been improved quality as well as increased quantity of vocational education programs at the secondary and post-secondary levels in the office education curriculum. Pat O. Condor and Bill G. Rainey at East Central State College in Ada, Oklahoma, conducted a study in 1972 which dealt with office education. They found that:

> . . . with the passage of the Vocational Education Act of 1963 and subsequent amendments, a whole new concept of office education has come into being. Innovation and experimentation are the rule. Teaching methods are changing rapidly, course proliferation is being attacked, course content is being updated, behavioral objectives are supplanting specific objectives of the past which tended to emphasize the lowest level of knowledges and skills, the systems approach is coming into vogue, block-time teaching is being tried, individualized instruction is accepted, and so forth. (Condor, 7:46)

Due to the rising need for competent office personnel, effective office education teaching methods need to be used in business curriculums.

Statement of the Problem

This study was conducted to survey all of the post-secondary schools in the state of Montana to find out what office education methods--traditional office practice, cooperative office education, or model office

simulation--are being used to prepare vocationally competent office workers. The general characteristics of each type of teaching method used at the post-secondary schools in Montana were also studied. Opinion responses dealing with ideal office education teaching methods, ideal sequencing of methods, and trends in office education teaching methods were surveyed, too.

The questionnaire used to survey the post-secondary schools in Montana was also used to survey selected post-secondary business education leaders in the field of office education from post-secondary schools in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota. The Directory of NABTE Member Colleges and Universities in the January 1974 issue of the Business Education Forum was the source used as the basis for selecting these business education leaders in the above-mentioned states. (Directory, 8:50-53)

The results from both these populations were studied to determine how Montana's post-secondary schools compare with the office education teaching methods used in the surrounding states previously mentioned.

The results from this study were used to make appropriate recommendations for the post-secondary school office education programs in the state of Montana.

Specifically, this study was designed to answer the following questions:

1. What types and sizes of post-secondary schools are being surveyed and what are the major objectives of the business curriculum in each post-secondary school?

2. What office education methods are being used to prepare vocationally competent office workers in post-secondary schools in Montana?

3. What office education methods are being used to prepare vocationally competent office workers in post-secondary schools in Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota?

4. What are the general characteristics of each type of office education teaching method used in post-secondary schools in Montana?

5. What are the general characteristics of each type of office education teaching method used in post-secondary schools in Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota?

6. What do the business education department chairmen in Montana's post-secondary schools consider to be the best or ideal teaching method(s) for educating office education students and the ideal sequencing of these methods?

7. What do the business education department heads in Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota consider to be the best or ideal teaching method(s) for educating office education students and the ideal sequencing of these methods?

8. What are the opinions of the business education department chairmen in Montana's post-secondary schools concerning participation in

cooperative office education and model office simulation as far as influencing a student's seeking employment, maintaining and being promoted in employment, and superiority, if any, of one over the other?

9. What are the opinions of the business education leaders from Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota concerning participation in cooperative office education and model office simulation as far as influencing a student's seeking employment, maintaining and being promoted in employment, and superiority, if any, of one over the other?

10. Do the business education department heads in Montana see the model office simulation method becoming prevalent and more widespread in practice in post-secondary institutions in the near future?

11. Do the out-of-state business education leaders see the model office simulation method becoming prevalent and more widespread in practice in post-secondary institutions in the near future?

Need for the Study

The following statement is from a report of a study prepared by Harry Huffman, Professor, Business and Office Education, Colorado State University, Fort Collins, Colorado:

> The tremendous increase in the importance of information production, processing, utilization, and dissemination has caused a corresponding increase in demand for qualified employees for the office. Many of the employees are being prepared in post high school institutions--junior or community

> colleges, or vocational and technical schools. . . . Educators must change the office procedures course to meet new and emerging needs of office and administrative management. (Huffman, 18:6)

By considering the actual practices and opinions of business education leaders in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South, inferences can be drawn as to what effective teaching methods are being used and what is considered to be the best or ideal office education teaching method(s).

A study comparing all of Montana's post-secondary business education department heads' opinions and actual practices in teaching office education with those of business education leaders in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota, provided a basis for making recommendations for Montana's post-secondary institutions.

Limitations

This study was limited to surveying the business education department heads of all the post-secondary schools in Montana. These department heads and the respective institutions are as follows:

Dr. Harvey Larson
Montana State University
Bozeman, MT 59715

Dr. Don Koeppen
University of Montana
Missoula, MT 59801

Dr. Jerry Wood
Northern Montana College
Havre, MT 59501

Mr. Dan Oukrop
Dawson College
Glendive, MT 59330

Mr. James Joyce
Miles Community College
Miles City, MT 59301

Dr. John Garry
Western Montana College
Dillon, MT 59725

Carol Eades
Flathead Valley Community College
Box 1174
Kalispell, MT 59901

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404 South Wyoming Street
Butte, MT 59701

Carolyn Miller
Helena Vo-Tech Center
1115 Roberts Street
Helena, MT 59601

Dr. Louis Veraldi
Eastern Montana College
Billings, MT 59101

Mr. Howard Porter
Billings Business College
Billings, MT 59101

Nancy Halvorson
Billings Vo-Tech Center
3615 Montana Avenue
Billings, MT 59102

Mr. Gordon Magruder
Great Falls Vo-Tech Center
1015 1st Avenue North
Great Falls, MT 59401

Mr. James Taylor
Missoula Technical Center
909 South Avenue West
Missoula, MT 59801

In addition, the study was limited to selected business education leaders from the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota, at the post-secondary level. They are as follows:

Dr. Eugene J. Kosy
Central Washington State College
Ellensburg, WA 98926

Dr. J. Robert Briggs
University of Washington
Seattle, WA 98105

Dr. Harold O. Palmer
Western Wash. State College
Bellingham, WA 98225

Dr. M. E. Byers
Northwest Nazarene College
Nampa, ID 83651

Dr. Norman S. Thompson
Eastern Washington State College
Cheney, WA 99004

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Washington State University
Pullman, WA 99163

Dr. Marvin A. Clark
Boise State College
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Dr. Robert M. Kessel
University of Idaho
Moscow, ID 83843

Dr. James Zancanella
University of Wyoming
Laramie, WY 82070

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Dr. Allien R. Russon
University of Utah
Salt Lake City, UT 84112

Dr. Theodore W. Ivarie
Utah State University
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Dr. John R. Shannon
Weber State College
Ogden, UT 84403

Dr. William T. Karaim
Mayville State College
Mayville, ND 58257

Dr. Dale D. Atwood
Minot State College
Minot, ND 58701

Dr. John L. Rowe
The University of North Dakota
Grand Forks, ND 58201

Dr. John F. Keller
Valley City State College
Valley City, ND 58072

Dr. Arthur W. Nelson
Black Hills State College
Spearfish, SD 57783

Dr. Iva May Larsen
Dakota State College
Madison, SD 57042

Dr. Harry H. Jasinski
Northern State College
Aberdeen, SD 57401

Dr. Quentin G. Oleson
The University of South Dakota
Vermillion, SD 57069

Other limitations include:

a. Only three office education teaching methods were surveyed--traditional office practice, cooperative office education, and model office simulation.

b. The review of literature was limited to the Montana State University Library, Bozeman, Montana.

Definition of Terms

Due to the many interpretations of various terms used in this study, the following terms have been defined for classification purposes.

1. Vocational education refers to educational programs that assist people as they develop toward occupations and careers. It is education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis. (Thompson, 29: 111)

2. Office education is defined as those activities performed by individuals in public and/or private enterprise which are related to the facilitating function of the office.

3. Vocational office education is defined by its objectives: To provide a student with employable office skills, to help that student stay on the job as long as he wants to stay, and to increase the student's potential for promotion in his job. (Hanson, 12:248)

4. Post-secondary office education refers to educational programs in which students are usually over 18 years of age and have either graduated from or dropped out of high school and who are available for full-time study in preparation for entering business or related occupations.

5. Post-secondary institutions include junior colleges, community colleges, vocational-technical centers, adult education schools, and divisions of four-year colleges and universities.

6. Business education department heads (chairmen) are those business education teachers or administrators so designated by the school administration.

7. Business education leaders are heads or chairmen of business education departments in institutions of higher education offering teacher education programs or vocational office education. The institutions chosen for this study are all members of the National Association for Business Teacher Education (NABTE).

8. The traditional office practice class is a one- or two-hour block of office education classroom instruction using textbooks and/or practice sets as the main source of instruction for learning office procedures, skills, etc. There are many different course titles for this particular class: Secretarial Procedures, Office Procedures, Clerical Office Practice, etc.

9. Cooperative office education is a vocational education plan organized by the school in cooperation with qualified local business. Related classroom instruction is taught in conjunction with the student's chosen part-time office occupation.

10. Model office simulation is an imitated office operation within the confines of a classroom. It is a teaching process which uses the basic functions, equipment, and interactions which occur in a real office. The purpose of establishing simulated offices in classrooms is to provide a means of anticipating and accelerating the real life process.

Summary

This study was conducted because of the need to evaluate post-secondary office education teaching methods that are being used to

prepare much-needed office workers. "The 1981 secretary will be a college graduate . . . ." (Beima, 3:22)

Montana's post-secondary office education teaching methods were compared with the office education teaching methods in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota. The teaching methods studied were limited to the traditional office practice class, cooperative office education, and model office simulation. Opinions concerning these three teaching methods were also solicited.

A questionnaire was used as the information gathering instrument. It was sent to business education department heads in Montana and to selected business education leaders in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to review the literature considered most relevant to post-secondary vocational education and to post-secondary office education specifically, including the teaching methods of the traditional office practice class, cooperative office education, and model office simulation, with emphasis placed on model office simulation.

The majority of information was found in business education and general education professional journals and periodicals; of particular usefulness were six doctoral dissertations of studies covering secondary and post-secondary vocational education and its effects on office employment in relation to the various office education teaching methods.

General Post-Secondary Vocational Education

The following quote was particularly helpful in showing the increasing trend for rising post-secondary enrollment in vocational programs:

> . . . enrollments in post-secondary vocational programs grow each year. Furthermore, the retraining, upgrading, and updating of persons presently in the work force are important components of vocational education, particularly with recent federal encouragement in this direction. (Gillie, 11:9)

General Post-Secondary Vocational Office Education

A reason for the increasing post-secondary vocational enrollment is reflected in a doctoral study by Neil Swanson on "The Effects Of Post-Secondary Education On Initial Office Employment" which showed that:

> Young women who attend post-secondary educational institutions for more than a year and who receive recognition usually receive higher initial salaries and more challenging initial jobs than those who attend for less than a year and who do not receive recognition. Therefore, young women should be encouraged to complete post-secondary educational programs. (Swanson, 28:4023-A)

Completion of post-secondary vocational education seems to have a positive effect on initial office employment. The quality of the teaching methods used is very important in vocational curriculums in post-secondary schools.

James R. Beima, Alaska State Department of Education, Juneau, Alaska, states in the 1970 NBEA Yearbook that:

> The great post-secondary program growth is due primarily to the efforts of committed vocational educators meeting the occupational needs of a changing society. We who have grown up during this era and are products of the great movement now have the obligation to further this growth by implementing the new techniques of technology. (Beima, 3:218)

One of the recognized "new techniques of technology" in office education is that each course or unit of instruction must be "one building block in a total foundation." (Clayton, 6:36) Probably one of the oldest "building blocks" in office education is the traditional office practice class.

Traditional Office Practice

Heavy implies that the content of office education teaching methods needs to be as up to date as possible:

> For too many years office practice teachers have spoon-fed students through the use of prepared kits and tests, never really thinking about the future of their charges. . . . The one thing we teachers should emphasize is the saleable skill of every office practice student. . . . A class must be set in a business-like situation; not row upon row of desks, but in clusters. . . . Many of our students today lack the attitudes necessary to succeed in the business world and these must be developed in the classroom. (Heavy, 14:4)

This indicates that what was done yesterday was not necessarily inadequate for yesterday, but may be inadequate for today and tomorrow. Throughout the review of literature, the overwhelming opinion of business educators and leaders was that the traditional office practice class needs to be reevaluated, deletions made, and additions incorporated in order to improve its quality of effectiveness.

Cooperative Office Education

Cooperative office education is a cooperative effort between the school and the business community in which it is located to give a student actual work experience right along with related classroom instruction.

Literature concerned with cooperative office education generally agreed that "a complete course in office practice must include some provision for work experience." (Archer, 1:9)

William A. Sabin, a recognized leader in the field of business education and Editor in Chief, Office Education, Gregg/McGraw-Hill, states:

> The one fundamental drawback in the co-op method is that the job station, no matter how carefully selected and monitored, usually offers a very limited range of work experience. Therefore, the student who has access to a wide range of experiences in a broad-based model office and then goes on to get co-op experience acquires the best of both worlds. (Sabin, 26:22)

Some other limitations of the cooperative office education method that Gertrude Miller found in her doctoral study on office practice include the following:

> . . . evaluation of students' achievements, interference with other scheduled classes, interference with extracurricular activities, resistance of faculty to dismissal of students during working hours, difficulties of supervision on the job, and the educational values of tasks performed. (Miller, 22:88)

On the other hand, two doctoral studies done, one in 1968 and the other in 1973, show that cooperative office education students "who participated in such programs were successful in obtaining and retaining employment." (Hodge, 16:1364-A)

A conclusion drawn from the most recent study completed in 1973 was that "the cooperative plan can be recommended not only because it produces larger gains in a total skill, but because it also produces larger gains in each of the sub-skills." (Broussard, 5:1183-A)

In the midst of conflicting views regarding cooperative office education, there was the implication throughout the literature reviewed

that cooperative office education could use some reevaluation and perhaps some revamping of its objectives to make sure that it is adequately preparing students for the world of office work.

Model Office Simulation

Model office simulation is an office education teaching method that is regaining popularity at this time, which explains the intensive and extensive review of literature dealing with model office simulation. Not every business educator, however, sees model office simulation as a more effective teaching tool than any other method.

Thomas B. Duff, who has used simulation and recommends it for a business curriculum, found that simulation methods have not provided the final answer for the teacher; simulation methods do teach--what, how, or why they teach has not yet been precisely measured or explained. Mr. Duff went on to say that "the user of simulation . . . may find it difficult to evaluate the participants after they have completed the exercise." (Duff, 9:65)

However, more literature was found which reveals that the majority of business educators are in favor of model office simulation as an effective teaching tool than those who did not consider it to be worthwhile.

The literature seems to indicate that model office simulation should be used when the cooperative office education program is not feasible or is undesirable, or used as the terminal course between

in-school education and actual work experience. The literature also indicates that model office simulation may be used in conjunction with the traditional office practice class and cooperative office education.

Cooperative Office Education Not Present

Dr. Fred C. Archer, the coauthor of General Office Practice, Second Edition, states that:

> . . . simulated experience affords a reasonable compromise--the next best thing to actual experience. The activities are entirely under the teacher's control and are readily adaptable to time limitations or other local conditions without any administrative complications. (Archer, 1:9)

"Simulated work experience, to be sure, is not the same as real work experience, but there are educational advantages in this fact." (Sabin, 27:6) Sabin went on to list these educational advantages: fast feedback, control factor, low-risk factor, and cost factor. He does not hesitate, however, to make known that even though simulation is not the same as actual work experience it has an advantage over traditional office practice "because simulation goes beyond the limits of the practice set . . ." (Sabin, 27:6)

A cooperative office education program is not always feasible because of the lack of qualified personnel, the lack of qualified training stations, administration difficulties, and the lack of time and funds. It appears that model office simulation can be a partial answer to the problem of giving office education students "actual work experience" when the cooperative office education program is not present.

Model Office Simulation As Terminal Course

The main advantage of using the model office simulation method as the terminal course in the office education curriculum is that the teacher "can control both the time and complexity of experience; he can eliminate much of the routine of the office and provide the 'need to know' more effectively than in an actual office." (Blackstone, 4:28) This opinion is held by many business educators, such as Mrs. Beverley Funk who holds many workshops throughout the Northwest on model office simulation.

Another advantage that some business educators feel model office simulation has over other types of office education methods is that simulation is able:

> . . . to zero in on affective as well as cognitive learnings. Research has long told us that most people who lose their jobs do so because of their inability to get long with others. We realize that dependability is as important as good skill in typewriting, but when each person is working in isolation, there is little chance for interplay and interaction. But not in the simulation. (Madden, 20:8)

Madden goes on to say that "the simulation, not unlike the work-aday business world, has opportunities with varying levels of ability." (Madden, 20:8)

In view of the last two items discussed, it appears that there could be and perhaps should be a "middle ground"--model office simulation used in conjunction with the traditional office practice class and cooperative office education.

Model Office Simulation in Conjunction With Office Practice and Cooperative Office Education

> Cooperative education provides actual supervised on-the-job experience under the stresses of human involvement with peers and adult supervisors, and it provides time pressures along with instances requiring initiative and innovation by the trainee. Simulation and/or projects may be used in the related classroom instruction. The student in cooperative education also has the opportunity to try out his skills or understandings in a real situation at his training station. (Mason, 21:10)

The ideal situation for the office education curriculum appears to be this: The traditional office practice class teaches basic office skills, the model office simulation experience teaches the "feel" of a real office, and finally the cooperative office education program gives the student actual work experience.

Garth A. Hanson sees the simulated office as "a means by which the gap between the conventional classroom and a real business office can be bridged." (Hanson, 13:18)

Dr. Eugene Gentzel, a teacher in the Division of Vocational Education, Department of Business Education, Temple University, Philadelphia, Pennsylvania, feels that:

> A class in office simulation prior to work experience enables the student to enter the business world realistically. The simulation serves as a transition between class and work. A successful program enhances the relations between the business community and school. (Gentzel, 10:104)

Some figures that back up the last three views that were quoted were taken from a study that surveyed 454 randomly selected business teachers in the Mountain-Plains region. A majority of the respondents

(55.3 percent) indicated that they participated in a cooperative office education program; 96.0 percent of those responding indicated they found this type of teaching an enjoyable experience. Accordingly, a majority (68.3 percent) of the respondents stated that students taking office practice receive simulated office experience as part of classroom instruction.

Doctoral Studies Dealing With Model Office Simulation

Few studies have been done concerning model office simulation; but two recent studies completed at the doctoral level regarding simulated offices are very relevant and need to be considered and included in this review of literature.

Ruth K. Horwitz, in her study, "The Effectiveness of the Simulated Office: A Comparative Analysis," states the problem she considered as follows:

> The problem studied in this investigation was to compare the effectiveness of the high school simulated office with the traditional office practice class according to office employment expectation (attitude toward a job), clerical ability, job satisfaction, and job performance. The comparative effectiveness of the simulated office on students of different races and of different business education majors was also studied. (Horwitz, 17: 5013-A)

The results show that simulated office graduates are rated significantly higher than the non-simulated group on job performance as rated by their immediate job supervisors. Some of Horwitz's conclusions are:

> . . . the job supervisors gave higher ratings to the beginning office employees who were graduates of the simulated office.

> Whether the students realized it or not when they completed the job satisfaction scale, apparently the simulated experience was one of the factors that made these students better prepared for initial adjustment on the job. This initial adjustment was manifest in the higher job performance ratings given to simulated office graduates by their job supervisors. (Horwitz, 17:5013-A)

Another study conducted in 1973 was "Evaluating Office Practice Simulation Programs in Utah" by Frank E. Nelson. The problem was to compare the simulation method of teaching office practice with the traditional method of teaching office practice. Nelson's conclusions were:

> Students taught office and clerical skills by the use of simulation methods . . . achieved at a significantly higher level in the skill areas of filing and checking than did students taught office and clerical skills by the use of the traditional methods and materials.
>
> Students taught office and clerical skills by the use of simulation . . . achieved at a significantly higher level in the personality areas of motivation to succeed, cooperativeness, makes friends easily, self-centeredness, and ability to think logically than did students taught office and clerical skills by the use of traditional methods and materials.
>
> Students taught office and clerical skills by the use of traditional methods and materials achieved at a significantly higher level in the skill areas of straight copy typewriting and rough draft manuscript typewriting than did the simulation students. (Nelson, 24:6598-A)

Nelson's recommendations are of particular interest since his study was made in Utah, one of the states surveyed in this study. The recommendations he made are:

> Simulation as a method of instruction can and should be used in the office practice class to aid in the teaching of certain skill areas.
>
> Also, simulation can and should be used in the office practice class to aid in the teaching of personality skills and

> abilities, particularly in the areas of motivation to succeed, cooperativeness, ability to think logically, and ability to make friends easily. (Nelson, 24:6598-A)

These two doctoral studies show that model office simulation is a very effective method to teach office skills and personality attributes which are important to a person to retain employment.

> We know that many of the people are fired not because of the lack of skill but because they are unable to work with others, cannot solve a problem on their own, personality conflicts, and on and on. (Clayton, 6:36)

> Simulated office operation sets the stage so that students, through application of knowledges and skills previously learned, can cultivate many desirable characteristics and attitudes toward work heretofore just discussed or read about. The many problem-solving situations presented through the office simulation scripts, as well as the performance of ordinary day-to-day office operation, challenge students to develop tact, in addition to accomplishing the task; be objective regarding their work and interpersonal relationships; accept failure and success gracefully; work effectively with fellow employees; work with a supervisor; organize detailed work; and develop self-confidence. The results should be students who are better prepared to seek office employment. (Barger, 2:15)

Summary

The review of literature revealed several if not numerous sources from business education professional journals and magazines dealing with office education teaching methods used at the post-secondary level. Even though only a few doctoral studies were found concerning this subject, they were significant and supplemented the information gathered from other sources.

Most of the literature reviewed dealt with the model office simulation method of teaching office education; and even though this method is just now gaining a rebirth in office education, it appears to be an upcoming and very important teaching technique in office education.

Many business educators believe model office simulation to be an effective teaching method; the disagreement of whether or not model office simulation is effective seems to be with what role or position model office simulation should play in the overall business curriculum--used alone as the terminal course between school and actual work experience or used in conjunction with other teaching methods. However, the tendency seems to be toward incorporating model office simulation as the intermediary between the traditional office practice class and the cooperative office education program.

Whatever view business educators take on simulation, the review of literature shows that they consider simulation to be a useful and effective tool in educating office education students at the post-secondary level; and since vocational post-secondary enrollment is rising rapidly, business educators feel that office education teaching methods should be as up to date as possible to provide the best environment available in which to prepare competent office workers.

CHAPTER III

PROCEDURES

This study was conducted to compare the opinions and actual practices of business education department heads in Montana's post-secondary institutions with those selected business education leaders in post-secondary institutions in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota, regarding office education teaching methods. Three teaching methods were considered; namely, traditional office practice, cooperative office education, and model office simulation. General characteristics of each teaching method were also surveyed.

The purpose of this chapter is to (a) describe the population and sampling procedures, (b) describe the method of collecting the data, and (c) describe the method of analyzing the data.

Population Description and Sampling Procedures

Business education department heads of all the 14 post-secondary institutions in Montana were used as the population base together with the business education department heads from selected out-of-state post-secondary institutions in Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota. These institutions from out of state were selected because of their membership in the National Association for Business Teacher Education (NABTE).

Survey Instrument and Administration of the Survey Instrument

A cover letter and questionnaire (Appendix A and Appendix D) were sent to each of the business education department heads in Montana and to the selected business education department heads in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota.

The questionnaire was developed and constructed on the basis of the review of literature and asked general questions concerning the types of office education teaching methods being used and the general characteristics of these teaching methods. An opinion section was included that asked for opinion responses concerning teaching methods and trends for the future.

In particular, only three teaching methods were studied--traditional office practice, cooperative office education, and model office simulation. Because of its rebirth and increasing importance in office education, emphasis was placed on gathering opinions about model office simulation.

The entire questionnaire was answered only by those business education department heads whose institutions prepared office education students for office employment. If the institution did not fulfill this objective, the business educator was instructed to answer the opinion questions only.

The initial mailing of the cover letter and questionnaire was made on October 4, 1974 (Appendix A and Appendix D); a follow-up mailing

was made to the business educators who had not yet responded to the initial mailing on October 23, 1974 (Appendix B and Appendix D). A third and final mailing was made on November 12, 1974, to the remaining five department heads who had not yet responded to the follow-up mailing (Appendix C and Appendix D).

In answer to the three mailings, 33 of the 35 business education department heads responded; this represented a 94 percent return. Table 1 indicates the breakdown of the number of questionnaires sent and the number and percentage correlation of those returned.

TABLE 1. NUMBER AND PERCENTAGE OF RETURNS OF THE SURVEY INSTRUMENTS

	Montana	Outside States	Total	%
Questionnaires Sent	14	21	35	100
Questionnaires Returned	14	19	33	94

Analysis of Data

The purpose of this study was to see what business educators in post-secondary institutions in the states of Montana, Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota were doing in office education to prepare vocationally competent office workers. Opinions of the previously-named department heads were sought to see what they felt were

ideal methods, ideal sequencing of methods, employer consideration for student participation in office education classes, and trends for the future.

The method of evaluating the office education teaching methods being used by the post-secondary schools surveyed was an information survey of the business education department heads of those schools. A cover letter and questionnaire were sent to each business education department head seeking their opinions and comments.

The system of analyzing the data was to use the number responding to the individual question and placing this on a percentage basis. Since not everyone answered every item, the percentage base was the number of individuals answering the particular item. A series of tables were used to graphically illustrate the findings of this study.

The tables used included: type of institution; size of institution; major objective(s) of institution; current methods being used; characteristics of each method being used; ideal teaching method(s); ideal sequencing of teaching methods; implementation of methods in a new curriculum; success in attaining employment with cooperative office education or model office simulation experience; success in retaining and being promoted with participation in cooperative office education or model office simulation; employer consideration for participation in cooperative office education or model office simulation; superiority of either cooperative office education or model office simulation; and prevalence of model office simulation in the near future.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA CONCERNING POST-SECONDARY OFFICE EDUCATION TEACHING METHODS

The purpose of this chapter is to present, analyze, and interpret the findings of this study by analyzing the information gathered from the returned questionnaires sent to business education leaders in the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota, and to business department heads of all the post-secondary institutions in the state of Montana. Tables 2 through 8 indicate the statistical information gathered by the investigator.

An introduction letter and questionnaire (Appendix A and Appendix D) were sent to fourteen business education department heads of the post-secondary institutions in Montana and to twenty-one selected business education department heads of post-secondary institutions in the surrounding states previously mentioned. A total of thirty-one questionnaires were returned, representing 94 percent of the number sent out.

The questionnaires were sent to the business education department heads to determine the following:

a. Type and size of institution as well as the major objective(s) of the business department in each post-secondary school

b. Office education methods currently being used at each institution

c. General characteristics of each type of office education method used

d. Opinions of business educators concerning ideal office education teaching methods, ideal sequencing of methods, and what methods they would implement in a new business curriculum

e. Opinions of business educators concerning student success in seeking employment, job retention and promotion, employer consideration for hiring after participating in cooperative office education and/or model office simulation types of programs, and superiority of one over the other

f. Opinions of business educators concerning the increased prevalence of model office simulation in the near future

Type, Size, and Major Objective(s) of Post-Secondary Schools

Type of School

Out of the 33 business education department heads responding to the questionnaire, five department heads were from vo-tech schools. One department head was from a private business college and three were from community colleges. Eleven department heads were from universities and 12 were from colleges.

The majority of institutions surveyed were colleges or universities (23 in number) with vo-tech schools, community colleges, and private business colleges in the minority (9 altogether). These statistics are illustrated in Table 2.

Size of School

Twelve of the post-secondary institutions surveyed had populations of under 1,000, and six institutions had populations of 1,000 to 5,000 students. Two post-secondary schools had a population of 5,000 to 10,000, and only three schools had populations of over 10,000. The majority of schools were under 10,000 in population. These statistics are shown in Table 2.

Major Objective(s) of Business Curriculum

Six of the business education department heads returning the questionnaire did not answer the item pertaining to the objectives of their business education department. Only two schools prepared business and/or distributive education teachers only. Eight schools prepared office workers only in their business curriculums.

Twenty institutions had both teacher preparation and preparation of office workers as their objectives. The majority of institutions that answered this item prepared both office and/or distributive education teachers and office workers. These statistics are shown in Table 3.

Office Education Teaching Methods Used in Business Curriculum

Twelve of the department heads in Montana, answering the item pertaining to which office education method(s) they are currently using, belonged to schools that offer an office practice course; five are involved in cooperative office education as well as in model office simulation.

TABLE 2. ANALYSIS AND INFORMATION CONCERNING TYPE OF SCHOOL AND SIZE OF SCHOOL

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Type of school (no. of respondents)	14	100	18	95	32	97
Vo-tech	5	36	0	0	5	16
Private business college	1	7	0	0	1	3
Community college	3	21	0	0	3	9
University	2	14	9	50	11	34
College	3	21	9	50	12	37
Size of school (no. of respondents)	14	100	17	89	31	94
Less than 1,000	9	64	3	18	12	39
1,000 to 5,000	3	21	3	18	6	19
5,000 to 10,000	2	14	8	47	10	32
Over 10,000	0	0	3	18	3	10

Following closely in the same general trend are the out-of-state responses to this item: fifteen schools are involved in an office practice class, eight operate cooperative office education programs, and five have model office simulation.

Overall, the office practice class is still the most common office education teaching method used; cooperative office education is next and then model office simulation.

Montana compares favorably with the outside states as far as office education teaching methods currently being used. These statistics are presented in Table 3.

Characteristics of Teaching Methods

Classroom Used for This Method Appears to be an Actual Office or is a Traditional Classroom (Rows of Desks, Blackboards, Etc.)

In Montana, the majority of schools (67 percent) operate office practice classes in a typical classroom situation (rows of desks, blackboards, etc.) compared with 47 percent of the schools from the surrounding states. An actual office is used by only three schools (60 percent) in Montana compared with the outside states' response of four schools (80 percent).

An equal number of Montana schools (1) use both a typical classroom situation and an actual office setting for cooperative office education instruction, while four schools from the other states (50 percent) use

TABLE 3. ANALYSIS AND INFORMATION CONCERNING MAJOR OBJECTIVE(S) OF BUSINESS CURRICULUM AND OFFICE EDUCATION TEACHING METHODS CURRENTLY BEING USED

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Major objective(s) of business curriculum (no. of respondents)	13	93	17	89	30	91
Prepare office and/or distributive education teachers only	0	0	2	12	2	7
Prepare office workers of various types (secretaries, etc.) only	8	62	0	0	8	27
Both of the above	5	38	15	88	20	66
Office education teaching methods currently being used (no. of respondents)	13	93	15	79	28	85
Office practice being used	12	92	15	100	27	96
Cooperative office education being used	5	38	8	53	13	46
Model office simulation being used	5	38	5	33	10	36

an office environment and one school (13 percent) uses a typical classroom setting. These results are fairly consistent with the review of literature which states that office education should be in as realistic setting as possible. (Appendices E, F, and G)

Method Uses a One-Hour or Two-Hour Block of Time for Instruction

The one-hour block seemed to be the most common length of time used by Montana schools as well as by the schools from out of state for each of the three methods studied.

These results conflict somewhat with the review of literature which shows that the best situation is a two-hour block of time for instruction in all three methods (office practice, cooperative office education, and model office simulation). (Appendices E, F, and G)

Prerequisites are Required Prior to Participation in Method

The trend of whether or not prerequisites are required before a student can participate in office practice, cooperative office education, or model office simulation is that out-of-state schools have higher percentages of schools requiring previous course work.

Perhaps department heads in Montana's post-secondary institutions could analyze their curriculums to see if maybe more course work should be required before a student enters office practice, cooperative office education, or model office simulation. (Appendices, E, F, and G)

Participation in Method is Required of All Office Education Graduates

There were higher percentages, too, in the out-of-state responses concerning whether or not participation in the office education method is required for graduation from a particular institution. Eighty-seven percent (13 out of 15 schools) of the out-of-state schools require office practice for graduation; 38 percent (3 out of 8 schools) require cooperative office education; and 80 percent (4 out of 5 schools) require model office simulation.

In Montana, only 42 percent (5 out of 12 schools) require office practice for graduation, 20 percent (1 out of 5 schools) require cooperative office education, and 60 percent (3 out of 5 schools) require model office simulation for graduation. Model office simulation is required for graduation by a large majority of both groups of schools. (Appendices E, F, and G)

Recommended Level for Student Participation in Method

Looking at the overall results for each method studied, four out of 12 schools in Montana indicated that a student should take office practice in his sophomore year, two out of five say cooperative office education should be taken in the student's sophomore year, while two out of five indicate that model office simulation should be taken either in the freshman year or senior year.

In the responses from the surrounding states, more schools indicated that a student should take office practice, cooperative office education, and model office simulation in his junior and/or senior year.

Depending upon the structure of the institution (vo-tech, college, university, etc.), students have more time or less time in which to complete an office education curriculum. Therefore, it is hard to make any accurate observations from these findings since all types of post-secondary institutions were questioned. (Appendices E, F, and G)

One Major Purpose of Method is to Bridge Gap Between School and Work

The large majority of department heads from both Montana and the out-of-state schools saw the three methods studied fulfilling the objective of bridging the gap between formal education and the real world of work.

The five schools in Montana and the five schools in the outside states using model office simulation unanimously agreed that this method is bridging the gap. (Appendices E, F, and G)

Method is Preparing Students Adequately for the World of Office Work

Five out of 12 department heads in Montana felt that office practice is adequately preparing students for office work, compared to 11 out of 15 department heads feeling this way from out of state. In cooperative office education, four out of five responded affirmatively in Montana compared with six out of eight responding positively from the other states. One hundred percent (five schools) of the out-of-state responses indicated that model office simulation is adequately doing the job of preparing students for office work while 60 percent (3 out of 5 schools) of the Montana schools responded affirmatively. (Appendices E, F, and G)

Follow-up Study has been Conducted Within Last Five Years and it Showed Method to be Effective in Curriculum

The results from the question dealing with follow-up studies were close between Montana responses and out-of-state responses. However, in all but one case (cooperative office education in Montana) the percentages were 50 percent or below.

These findings indicate a lack of follow-up procedures which are vital to keeping a business curriculum up to date and effective. (Appendices E, F, and G)

Method Provides a Student with Experience in Working with Peers and Supervisors, Provides Experience for Student to Use Initiative and Innovation, and Provides Experience for Student to Integrate Office Skills

Generally speaking, out-of-state department heads indicated more confidence in the fact that students are receiving such skills as working with peers and supervisors, using initiative and innovation in office skills, and integrating office skills in the three office education methods studied.

The higher percentages of affirmative responses for both Montana and outside states were in cooperative office education and model office simulation, with model office simulation having the highest percentages.

Since most people lose jobs because of the lack of these skills just mentioned, it is good to see that most institutions at the post-secondary level feel they are providing students with experience in these skill areas. (Appendices E, F, and G)

Method would be Recommended for Other Schools to Implement in a Business Program

Percentages were high for both Montana and out-of-state institutions for recommending a particular teaching method for implementation in other institutions. However, only 25 percent (3 out of 12 schools) would recommend office practice to be started in a new business curriculum.

One-hundred percent of the department heads responding to the question indicated they would recommend model office simulation to be included in a business curriculum.

These results seem to indicate that model office simulation is a coming trend for business education. (Appendices E, F, and G)

Method is Well Accepted by School's Administration

In every instance, except one, both Montana department heads and out-of-state leaders felt the various methods under study are accepted by their administration. However, only two of five out-of-state department heads felt that model office simulation is accepted by their administration. Support by the administration of any program is important for that program's success. (Appendices E, F, and G)

Resource Material for Method is Developed by School's Staff or Resource Material is Obtained in Ready-To-Use Form

In Montana, six out of 12 institutions using office practice utilize materials that have been developed by the staff, three out of five

schools develop materials for cooperative office education and model office simulation. Out-of-state responses show ten out of 15 schools use published material in office practice, two out of eight in cooperative office education using materials that were developed by the staff as well as using commercially prepared material, and three out of five schools using material developed by the staff in model office simulation.

Higher percentages in cooperative office education and model office simulation for using staff-developed materials may tend to indicate a teacher awareness of individual situations. Montana institutions at the post-secondary level use, as a general rule, more staff-developed materials than do out-of-state schools. (Appendices E, F, and G)

Length of Time Method has been in Existence in School

Of the three methods studied, office practice has been in existence the longest in both Montana and the surrounding states. Three out of 12 schools in Montana have had office practice over ten years in their business curriculum while ten out-of-state institutions have had it for over ten years.

Cooperative office education is somewhat newer than office practice, and model office simulation is the newest office education method with only one institution having utilized it over ten years in its curriculum. The majority of institutions have used model office simulation less than five years in their curriculum. (Appendices E, F, and G)

Ideal Method(s), Ideal Sequencing, and Implementation

Best or Ideal Office Education Method

No department head felt that office practice, cooperative office education, or model office simulation used individually as a method was ideal in a business curriculum. Rather, of the 13 people answering this item in Montana, the majority of ten department heads indicated that all three methods studied (office practice, cooperative office education, and model office simulation) when used together would be the best or ideal teaching method for office education. Accordingly, 14 out of 18 out-of-state responses indicated that all three methods would be ideal. This follows what is found in the review of literature which is that all three office education methods should be used together. These results are tabulated in Table 4.

Ideal Sequencing of a Combination of Office Education Methods

In Montana, one person out of 12 responding to the item of ideal sequencing of a combination of teaching methods checked office practice--cooperative office education; another person chose office practice--model office simulation. Three department heads indicated they would sequence model office simulation--cooperative office education.

The majority, however, chose to sequence office practice--model office simulation--cooperative office education. The out-of-state responses followed quite closely with Montana department heads' responses.

TABLE 4. ANALYSIS AND INFORMATION CONCERNING BEST OR IDEAL OFFICE EDUCATION METHOD AND IDEAL SEQUENCING OF OFFICE EDUCATION METHOD COMBINATIONS

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Best or ideal method(s) (no. of respondents)	13	93	18	95	31	94
Office practice only	0	0	0	0	0	0
Co-op education only	0	0	0	0	0	0
Model office simulation only	0	0	0	0	0	0
Office practice and co-op education	1	8	4	22	5	16
Office practice and simulation	0	0	0	0	0	0
Co-op education and simulation	2	15	0	0	2	7
Office practice, co-op education, and simulation	10	77	14	78	24	77
Ideal sequencing of methods (no. of respondents)	12	86	18	95	30	91
Office practice--co-op education	1	8	3	17	4	13
Office practice--co-op education--simulation	0	0	2	11	2	7
Office practice--simulation--co-op education	7	58	13	72	20	67
Office practice--simulation	1	8	0	0	1	3
Co-op education--simulation	0	0	0	0	0	0
Simulation--co-op education	3	25	0	0	3	10

The majority in both populations chose the sequencing combination that the review of literature did: office practice--model office simulation--cooperative office education. The results are illustrated in Table 4.

Implementation of Method in New Business Curriculum

If implementing methods in a new business curriculum, ten business department heads in Montana out of 13 responding to this item said they would start an office practice class; eight would start a cooperative office education program as well as model office simulation. The out-of-state responses followed very closely with these results. The results are tabulated in Table 5.

Opinion Responses Concerning Methods Influencing Employment

Does Participation in Cooperative Office Education or Model Office Simulation Influence Success of Students in Attaining Employment?

The item dealing with whether or not a student would have success in attaining employment after participating in cooperative office education or model office simulation showed that Montana department heads as well as out-of-state business leaders considered participation in cooperative office education to be an aid for successful employment attainment.

Affirmative responses for participation in model office simulation were not quite as high but still in the majority (64 percent in Montana and 67 percent in the surrounding states). These results agreed

TABLE 5. ANALYSIS AND INFORMATION CONCERNING IMPLEMENTATION OF OFFICE METHODS IN NEW BUSINESS CURRICULUM AND EMPLOYMENT ATTAINMENT SUCCESS AFTER PARTICIPATING IN METHODS

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Implementation of method in new business curriculum (no. of respondents)	13	93	17	89	30	91
Would implement office practice	10	77	12	71	22	73
Would implement co-op office education	8	62	10	59	18	60
Would implement model office simulation	8	62	7	41	15	50
Does participation in co-op education influence success in attaining employment? (no. of respondents)	13	93	18	95	31	94
Yes	12	92	16	89	28	90
No	1	8	2	11	3	10
Does participation in simulation influence success in attaining employment? (no. of respondents)	14	100	18	95	32	97
Yes	9	64	12	67	21	66
No	5	36	6	33	11	34

with the review of literature which says that participation in both cooperative office education and model office simulation should help a student gain success in attaining initial employment. Refer to Table 5 for the results.

Does Participation in Cooperative Office Education or Model Office Simulation Influence Success of Students in Retaining Employment and Being Promoted in Employment?

Twelve department heads from Montana were in complete agreement that participation in cooperative office education will give a student success in retaining and being promoted in employment. Eighteen of 19 out-of-state responses indicated the same thing.

When asked the same question concerning model office simulation, the results were not quite so high. Only nine of 13 Montana respondents said that participation in model office simulation would aid the success of retaining and being promoted in employment, and ten of 18 out-of-state department heads agreed. These results are illustrated in Table 6.

Does Participation in Cooperative Office Education or Model Office Simulation Influence Employers When They Hire Office Workers?

The department heads from Montana felt that employers do take into consideration whether or not a student participated in cooperative office education when the employer hires, compared with 14 out of 17 saying this from out of state.

However, the majority from both populations felt that employers do not take into consideration whether or not a student participates in

TABLE 6. ANALYSIS AND INFORMATION CONCERNING EMPLOYMENT RETENTION AND PROMOTION AFTER PARTICIPATING IN COOPERATIVE OFFICE EDUCATION AND MODEL OFFICE SIMULATION

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Does participation in co-op education influence success of employment retention and promotion? (no. of respondents)	12	86	18	95	30	91
Yes	12	100	15	83	27	90
No	0	0	3	17	3	10
Does participation in simulation influence success of employment retention and promotion? (no. of respondents)	13	93	18	95	31	94
Yes	9	69	10	56	19	61
No	4	31	8	44	12	39

model office simulation--75 percent in Montana (9 out of 12 respondents) and 56 percent from the other states (7 of 16 respondents). These results are inconsistent with the review of literature which shows, in a doctoral study, that job supervisors (employers) do take into consideration a student's participation in model office simulation when they hire office workers. (Horwitz, 17:5013-A) These results are represented in Table 7.

Superiority of Cooperative Office Education or Model Office Simulation

Is Cooperative Office Education Superior to Model Office Simulation?

Out of the 12 people in Montana returning their questionnaires, 83 percent, representing ten department heads in Montana, saw cooperative office education superior to model office simulation. Of the nine people responding from out of state, 89 percent, representing eight department heads, saw cooperative office education superior to model office simulation. These statistics are tabulated in Table 8.

Is Model Office Simulation Superior to Cooperative Office Education

Ten business education department heads from Montana responded to this item of whether or not they thought model office simulation to be superior to cooperative office education. Out of these ten, two of them said "yes," while the majority (80 percent, representing eight people) said "no." The out-of-state responses followed this trend generally with one out of 12 saying model office simulation is superior with 11 (92 percent) saying "no." The results are shown in Table 8.

TABLE 7. ANALYSIS AND INFORMATION CONCERNING EMPLOYER CONSIDERATION FOR PARTICIPATING IN COOPERATIVE OFFICE EDUCATION AND MODEL OFFICE SIMULATION

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Does participation in co-op office education influence employers when they hire? (no. of respondents)	12	86	17	89	29	88
Yes	10	83	14	82	24	83
No	2	7	3	18	5	17
Does participation in model office simulation influence employers when they hire? (no. of respondents)	12	86	16	84	28	85
Yes	3	25	7	44	10	36
No	9	75	9	56	18	64

Future Trend for Model Office Simulation

The majority from both populations saw model office simulation becoming more prevalent in the near future. Eighty-five percent in Montana (representing 11 of 13 responses) compared with 79 percent (representing 11 of 14 responses) from out of state see model office simulation becoming more widespread in the near future.

Although previous opinion response items indicated an apparent lack of affinity with model office simulation, this last opinion question clearly shows that the business educators surveyed agree with the review of literature: model office simulation is a growing trend in business education. These statistics are illustrated in Table 8.

TABLE 8. ANALYSIS AND INFORMATION CONCERNING SUPERIORITY OF COOPERATIVE OFFICE EDUCATION AND MODEL OFFICE SIMULATION AND TRENDS FOR THE FUTURE FOR MODEL OFFICE SIMULATION

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Is co-op education superior to model office simulation? (no. of respondents)	12	86	9	47	21	64
Yes	10	83	8	89	18	86
No	2	17	1	11	3	14
Is simulation superior to co-op education? (no. of respondents)	10	71	12	63	22	67
Yes	2	20	1	8	3	14
No	8	80	11	92	19	86
Is model office simulation going to become prevalent in post-secondary schools in the near future? (no. of respondents)	13	93	14	74	27	82
Yes	11	85	11	79	22	81
No	2	15	3	21	5	19

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The ultimate purpose of this study was to determine what post-secondary institutions in Montana and in selected surrounding states (Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota) were doing to produce competent office workers and what opinions business education department heads held about office education teaching methods. The writer feels that post-secondary office education teaching methods are of prime importance in producing competent office personnel and should be studied to determine their effectiveness.

Since more and more office workers are being prepared by post-secondary institutions, business educators should be as up to date as possible in their teaching methods to produce the much-needed office worker.

Because of present and projected increases in post-secondary school enrollments in office education, this study, to determine what Montana is doing at the time in post-secondary office education, was deemed to be needed and very important. It is hoped that this study, when concluded, will reinforce what the post-secondary institutions in Montana are already doing or aid the staffs and administrations of these institutions to keep in step with the current office education trends to meet the needs of post-secondary office education students.

With these factors and goals in mind, the writer conducted a survey of office education teaching methods in all of the post-secondary institutions in Montana and in selected post-secondary institutions in the surrounding states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota. A questionnaire was used to obtain information and opinions of business education department heads in these post-secondary institutions. With the data received from these business education department heads, an effort was made to evaluate the office education teaching methods in the post-secondary schools in Montana as compared with those methods being used in the other states previously mentioned. A comparison of opinion responses dealing with office education teaching methods was also compiled.

Review of Literature

In conducting the review of literature, five areas were covered:

a. General vocational education
b. General vocational office education
c. Traditional office practice method
d. Cooperative office education method
e. Model office simulation method

The review of literature indicated a trend for rising post-secondary enrollments in vocational programs. This not only included rising enrollments for just-graduated high school students, but also

included enrollments for retraining, upgrading, and updating of people already in a vocation.

Specifically, vocational office education was found to have an increasing importance in post-secondary institutions. This was backed up by the findings of a doctoral study which shows that women who attend a post-secondary institution for more than a year receive higher initial salaries and more challenging initial jobs. (Swanson, 28:4023-A) With the increased importance of vocational office education programs, business educators have the obligation to implement and practice techniques that will meet the needs of changing times.

An important technique in office education is that each course or unit of instruction must be "one building block in a total foundation." (Clayton, 6:36) One of the oldest building blocks in office education is the traditional office practice class. One leading business educator writer of today states that in the past it has been the tendency to spoon-feed students in an office practice class. (Heavy, 14:4) The writer goes on to say that a class should be set up in a business-like manner--something that most traditional office practice classes do not do. The overwhelming opinion of business education leaders was that the traditional office practice class needs to be reevaluated as to its effectiveness in the business curriculum

Cooperative office education, another "building block" method used in office education, can be the means by which a student's awareness

to the business world is expanded. It was generally agreed that a "complete course in office practice must include some provision for work experience." (Archer, 1:9).

The review of literature uncovered some limitations as well as advantages of cooperative office education. Interference with previously scheduled classes, resistance of faculty towards dismissing students during working hours, and difficulties of supervision on the job were a few limitations listed. On the other hand, doctoral studies show that students who participate in a cooperative office education program are "successful in obtaining and retaining employment." (Hodge, 16:1364-A) However, the review of literature implied that even cooperative office education should be reevaluated.

One office education teaching trend is model office simulation. Because it is being reborn in the office education world, the review of literature revealed diverse opinions towards it. Some feel it has no value at all in the business curriculum, but the majority of business educators are in favor of using model office simulation in a business curriculum.

The literature indicated that model office simulation could be effectively used when cooperative office education is not present in a curriculum. Many educators feel that model office simulation is the best compromise to actual work experience; in fact, many see model office simulation superior because model office simulation offers fast feedback,

control factors, and low-risk factors. Model office simulation, used when cooperative office education is undesirable or unfeasible, could be a partial answer to giving students the actual work experience, so to speak, that they need.

Some business educators feel that model office simulation could be the terminal course in an office education program. The main advantages of doing this are mainly due to the control of time and complexity of experience; in other words, the office education instructor can zero in on actual office procedures and utilize class time more effectively in model office simulation.

The last area covered in model office simulation was when it could be used in conjunction with office practice classes and cooperative office education. Most sources consulted see the purpose of the traditional office practice class for teaching basic office skills, model office simulation for offering the experience of a "real" office, and finally a cooperative office education experience for giving the student actual work experience. It was felt that model office simulation, used as the transition course between office practice and cooperative office education, enables the student to enter the business world better prepared.

Because of the rebirth of model office simulation in office education, only a few studies on the doctoral level have been completed. They show that students who participate in model office simulation are rated higher by employers, and the students feel better prepared to go out into the business world and compete for office jobs.

Summary of Findings

The questionnaire was sent to 14 business education department heads of post-secondary institutions in the state of Montana and to 21 selected out-of-state department heads at post-secondary institutions from the states of Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota, to determine what is being done at the post-secondary level to produce competent office workers through office education teaching methods and to determine the opinions of business education department heads concerning teaching methods in office education. The study was limited to surveying the methods of office practice, cooperative office education, and model office simulation. There was a 100 percent return from Montana schools, and a 90 percent return from the other schools for a total return of 94 percent.

Most of the post-secondary institutions (69 percent) were colleges or universities. Most of the institutions surveyed prepare office workers and teachers simultaneously (85 percent). An overwhelming majority of the schools had an office practice class (96 percent) while 46 percent conducted cooperative office education programs and 36 percent were involved in model office simulation programs. The general characteristics of each type of teaching method used (office practice, cooperative office education, and model office simulation) by Montana's post-secondary schools are generally parallel with the results from out of state.

Most of the business education department heads agreed very closely with all of the opinion questions asked. The majority feel the best or ideal teaching methods are a combination of office practice, cooperative office education, and model office simulation. Sixty-seven percent of those responding said they would ideally sequence the teaching methods as follows: office practice--model office simulation--and cooperative office education. The office practice class, according to the results, would be the most popular class to implement in a new business curriculum (73 percent) than would cooperative office education (60 percent) or model office simulation (50 percent).

Opinion response questions were asked concerning if a student's success would be enhanced after participating in cooperative office education or model office simulation, in employment attainment, retention, promotion, and employer consideration when hiring. Both populations responded in much the same way. The majority felt that participation in a cooperative office education program will help students in attaining employment, retaining and being promoted in that employment, and gaining employer consideration when he hires. As for student participation in model office simulation, only a bare majority felt that student participation in model office simulation would be effective in employment situations.

A large majority (83 percent in Montana and 89 percent in the other states) felt that cooperative office education is superior to model office simulation. The majority, however, felt that model office simulation

was not superior to cooperative office education. Both populations were very sure of the positive effects of cooperative office education but tended to have some hesitations about model office simulation.

The last opinion question asked whether or not business educators view model office simulation becoming more prevalent in the near future. Eighty-five percent of Montana respondents felt it would become more widespread compared to 79 percent of the respondents from the other states.

Conclusions

The conclusions drawn from this study are based upon the literature reviewed and the questionnaire findings. The conclusions are:

a. The study would have been more valid if there had been an equal number of types of post-secondary schools surveyed in both populations (vo-techs, community colleges, private business schools, colleges, and universities).

b. The traditional office practice class has been and still is in use today as the major office education teaching method in post-secondary institutions in Montana.

c. Following the office practice class as the major office education teaching method is the cooperative office education teaching method.

d. Model office simulation is the least-used office education teaching method.

e. There are no significant differences between Montana's post-secondary schools and the other states' post-secondary schools as far as general characteristics of each office education teaching method used is concerned.

f. The office practice class has been in post-secondary institutions longer than either cooperative office education or model office simulation.

g. As was found in the review of literature, a combination of office practice, cooperative office education, and model office simulation was considered as the best or ideal teaching method by the majority of respondents from both populations.

h. The majority of business educators indicated they would sequence a combination of office education teaching methods as follows: office practice--model office simulation--cooperative office education. The review of literature agreed with these results.

i. When starting a new business curriculum, the majority of department heads in both Montana and in the other states would start an office practice class first, then cooperative office education, and finally model office simulation.

j. The majority of business educators from both populations felt that student participation in a cooperative office education program would help the student become more successful in seeking employment, help them to be retained and promoted in employment, and help them to gain higher employer consideration when he was hiring office workers.

k. A bare majority indicated that participation in model office simulation would be helpful to a student seeking employment and being retained and promoted in that employment.

l. Few business educators considered participation in model office simulation to be helpful in employer consideration when he hires office workers.

m. The majority of both populations considered cooperative office education superior to model office simulation.

n. The majority of respondents from Montana and the other states indicated they considered model office simulation becoming prevalent in the near future.

Recommendations

The writer feels that the following recommendations should be made to the business education department heads of post-secondary institutions in Montana.

a. Because office practice is the most widely-used office education teaching method and has been in the business curriculum the longest of the three teaching methods studied, and because it is the opinion of the majority of business educators to implement an office practice class if they were starting a new business curriculum, the office practice classes in the post-secondary institutions in Montana should be reevaluated to make sure they are up to date in content, techniques, and procedures.

b. Post-secondary schools in Montana should use follow-up studies more extensively in their business departments to determine if they are meeting the needs of students and business.

c. The writer feels that cooperative office education and model office simulation should be used more extensively in the post-secondary schools of Montana than what they are currently.

d. If possible, post-secondary institutions in Montana should offer office practice, model office simulation, and cooperative office education simultaneously in their business curriculums and sequence them in that order.

e. It is advisable that more business instructors be introduced to and encouraged to learn more about model office simulation and its potential in the office education curriculum so they can eventually implement it in their curriculums concurrently with other methods.

f. Office education teachers should be aware of what business leaders think and what current studies show about the positive effects that a student's participation in model office simulation has on employment success.

g. Because cooperative office education is considered to be superior to model office simulation and yet a large majority see model office simulation becoming more prevalent in the near future, current cooperative office education programs should be reevaluated for their effectiveness in producing competent office workers. At the same time,

instructors should start to consider the possibility of combining model office simulation with other office education teaching methods in business curriculums to produce better qualified office workers for the business community.

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APPENDICES

APPENDIX A

Cover Letter to Department Heads

October 4, 1974

Dear

Due to the rising enrollment in post-secondary office education programs and the rising need for competent office personnel, I am conducting a survey of office education teaching methods used at the post-secondary level to determine what needs to be done, if anything, to improve the effectiveness of post-secondary office education. In order to accomplish this, your professional help is needed.

The purpose of this study, which will be used to complete my professional paper at Montana State University, is to compare opinions and practices of what is being done in office education in post-secondary schools in Montana, Washington, Idaho, Wyoming, Utah, North Dakota, and South Dakota. Three office education teaching methods are being considered--office practice, cooperative office education, and model office simulation.

May I have your completed questionnaire returned to me by October 21. A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. Your cooperation will be appreciated.

Sincerely,

(Mrs.) Byrdeen Moore Warwood

Enclosures: Questionnaire
Stamped envelope

APPENDIX B

Follow-up Letter to Department Heads

October 23, 1974

Dear

Approximately three weeks ago a questionnaire was sent to many individuals who are considered leaders in the field of business education. A large number of these questionnaires have been returned; however, to obtain worthwhile results, it is hoped that all individuals will return the completed questionnaire.

Your professional help is needed in making this research activity informative and effective. Please take a few minutes to complete the enclosed questionnaire. A duplicate is enclosed in the event the first one was lost or misplaced.

May I have your completed questionnaire returned to me by November 8. A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire.

Sincerely,

(Mrs.) Byrdeen Warwood

Enclosures: Questionnaire
Stamped envelope

APPENDIX C

Second Follow-up Letter to Department Heads

November 12, 1974

Dear

Because you are considered to be a leader in the field of business education, your professional help is needed in completing the enclosed questionnaire.

To obtain worthwhile results that will make this research project useful, please take a few moments to complete the questionnaire.

May I have your completed questionnaire returned to me by November 27. A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire.

Sincerely,

(Mrs.) Byrdeen Warwood

Enclosures: Questionnaire
Stamped envelope

APPENDIX D

Post-Secondary Office Education Teaching Methods Questionnaire

1. Name _____

   School _____

   City _____ State _____

2. Type of school

   _____ Vo-Tech
   _____ Private business college
   _____ Community college
   _____ University
   _____ College
   _____ Other _____

3. Size of school

   _____ Under 1,000
   _____ 1,000 to 5,000
   _____ 5,000 to 10,000
   _____ Over 10,000

4. The major objective(s) of your business curriculum is to

   _____ Prepare office and/or distributive education teachers only (If you checked this item only, please skip to Question 26.)
   _____ Prepare office workers of various types (secretaries, receptionists, office administrators, etc.) only (If you checked this item, please complete questionnaire.)
   _____ Both of the above (If you checked this item, please complete questionnaire.)

5. Your business curriculum offers

   _____ An office practice course
   _____ A cooperative office education program
   _____ A model office simulation program

A checkmark for the following items 6-23 indicates an affirmative answer. Please place a checkmark after each statement only as it applies to the methods you are currently using in your business curriculum. For example, if your school offers an office practice course and does not have a cooperative office education program or a model office simulation program, answer items 6-23 as they pertain to the office practice course only.

Do the same if only the cooperative office education program is offered, if only the model office simulation program is offered, or if there is any combination of the three teaching methods.

OFP=Office Practice
COE=Cooperative Office Education
MOS=Model Office Simulation

	OFP	COE	MOS
6. The physical environment of the classroom used for this class or program appears in every respect to be an actual office.			
7. The physical environment of the classroom used for this class or program appears as a traditional classroom--rows of desks, boards, etc.			
8. The course or program uses a one-hour block of time for instruction.			
9. The course or program uses a two-hour block of time for instruction.			
10. There are other prerequisites required before a student can participate in this course or program.			

These prerequisites are_____

11. This course or program is required of all office education students that graduate from your school.			
12. Ideally, the student should take this course or program in his freshman year.			
sophomore year.			
junior year.			
senior year.			
13. One of the major purposes of this class or program is to bridge the gap between the student's formal education and his actual work experience.			
14. In your opinion, this course or program is preparing students adequately for the world of office work.			
15. A follow-up study has been conducted within the last five years of office graduates who have participated in this course or program.			

	OFP	COE	MOS
16. The results of the follow-up study referred to in 15 showed that the graduates who participated in this course or program viewed it as an effective teaching method for preparing them for office work.			
17. This class or program provides adequate experience for the student to deal with stresses of human involvement with peers and supervisors.			
18. This course or program provides instances that require the student to use initiative and innovation in using his office skills.			
19. This course or program provides instances for the student to integrate his office skills; that is, the student understands the flow of work that goes on in an actual office and sees how his skills contribute to the total end result.			
20. After using this course or program, you would recommend any other post-secondary school to incorporate it in their office curriculum.			
21. This course or program is well accepted by your school's administration.	--		
22. The resource material used in this course or program (books, in-basket exercises, etc.) is developed by your staff.			
23. The resource material used in this course or program is obtained from other outside sources in ready-to-use form.			

24. This course or program has been in existence at your school for how long?

Office Practice_____

Cooperative Office Education_____

Model Office Simulation_____

25. What is the most commonly-used teaching technique(s) used in this course or program? (Lecture, TV, etc.)

Office Practice_____

Cooperative Office Education_____

Model Office Simulation_____

OPINIONS

Please fill in and check each of the following items based on either practical experience or on professional readings. EVERYONE PLEASE ANSWER 26-38.

26. What would you consider to be the best or ideal office education teaching method(s)?

_____ Office practice course only
_____ Cooperative office education only
_____ Model office simulation only
_____ Office practice and cooperative office education
_____ Office practice and model office simulation
_____ Cooperative office education and model office simulation
_____ Office practice, cooperative office education, and model office simulation

27. If a combination of teaching methods were used, how would you ideally sequence the teaching methods?

_____ Office practice--cooperative office education
_____ Office practice--cooperative office education--model office simulation
_____ Office practice--model office simulation--cooperative office education
_____ Office practice--model office simulation
_____ Cooperative office education--model office simulation
_____ Model office simulation--cooperative office education
_____ Other_____

28. If you were just starting an office education curriculum at a post-secondary school, which teaching method(s) would you implement?

_____ Office practice
_____ Cooperative office education
_____ Model office simulation

29. Do you feel that an office education graduate from a post-secondary school who has participated in a cooperative office education program would have a higher percentage of success in seeking office employment than he would have had had he not participated in the program?

Yes	No

		Yes	No
30.	Same as Question 29 for participation in model office simulation?		
31.	Do you feel that an office graduate from a post-secondary school who has participated in a cooperative office education program would have a higher percentage of success in retaining his job and being promoted in his office employment than he would have had had he not participated in the program?		
32.	Same as Question 31 for participation in model office simulation?		
33.	Do you feel that either cooperative office education or model office simulation is superior to the other?		
34.	If you answered "Yes" to Question 33, you would consider cooperative office education to be superior to model office simulation.		
35.	You would consider model office simulation to be superior to cooperative office education.		
36.	Do you feel that business employers take into consideration whether or not a student has participated in cooperative office education at the post-secondary level when they hire office workers?		
37.	Same as Question 36 for participation in model office simulation?		
38.	So you see the model office simulation program becoming more prevalent and practiced in post-secondary office education in the near future?		

APPENDIX E. ANALYSIS OF GENERAL CHARACTERISTICS OF OFFICE PRACTICE

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Office practice used in business curriculum	12	86	15	79	27	96
Classroom used for this method appears to be an actual office	2	17	5	33	7	26
Classroom used for this method is traditional--rows of desks, blackboards, etc.	8	67	7	47	15	56
Method uses a one-hour block of time for instruction	10	83	10	47	20	74
Method uses a two-hour block of time for instruction	3	25	5	67	8	30
Prerequisites are required prior to participation in method	5	42	10	67	15	56
Participation in method is required of all office education graduates	5	42	13	87	18	67
Recommended level at which method should be taken by student: freshman year	2	17	2	13	4	15
sophomore year	4	33	5	33	9	33
junior year	1	8	8	53	9	33
senior year	0	0	2	13	2	7
One major purpose of method is to bridge gap between school and work experience	8	67	10	67	18	67
Method is preparing students adequately for the world of office work	5	42	11	73	16	59

APPENDIX E. (continued)

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Office practice used in business curriculum	12	86	15	79	27	96
Follow-up study has been conducted within last five years	5	42	6	40	11	41
Follow-up study showed method to be effective in curriculum	3	25	5	33	8	30
Method provides experience in working with peers and supervisors	2	17	7	47	9	33
Method provides experience for student to use initiative and innovation with skills	7	58	12	80	19	70
Method provides experience for student to integrate his office skills	6	50	11	73	17	63
Method would be recommended for other schools to implement in a business program	3	25	11	73	14	52
Method is well accepted by school's administration	8	67	13	87	21	78
Resource material for method is developed by school's staff	6	50	5	33	11	41
Resource material for method is obtained in ready-to-use form	5	42	10	67	15	56
Method has been used less than 5 years	4	33	0	0	4	15
5 to 10 years	2	17	2	13	4	15
over 10 years	3	25	10	67	13	48

APPENDIX F. ANALYSIS OF GENERAL CHARACTERISTICS OF COOPERATIVE OFFICE EDUCATION

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Cooperative education used in business curriculum	5	38	8	53	13	46
Classroom used for this method appears to be an actual office	1	20	4	50	5	29
Classroom used for this method is traditional--rows of desks, blackboards, etc.	1	20	1	13	2	12
Method uses a one-hour block of time for instruction	2	40	3	38	5	29
Method uses a two-hour block of time for instruction	2	40	1	13	3	18
Prerequisites are required prior to participation in method	1	20	5	63	6	35
Participation in method is required of all office education graduates	1	20	3	38	4	24
Recommended level at which method should be taken by student: freshman year	1	20	0	0	1	6
sophomore year	2	40	1	13	3	18
junior year	0	0	2	25	2	12
senior year	0	0	4	50	4	24
One major purpose of method is to bridge gap between school and work experience	3	70	6	75	9	53
Method is preparing students adequately for the world of office work	4	80	6	75	10	59

APPENDIX F. (continued)

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Co-op education used in business curriculum	5	38	8	53	13	46
Follow-up study has been conducted within last five years	4	80	4	50	8	47
Follow-up study showed method to be effective in curriculum	4	80	3	38	7	41
Method provides experience in working with peers and supervisors	4	80	5	63	9	53
Method provides experience for student to use initiative and innovation with skills	4	80	6	75	10	59
Method provides experience for student to integrate his office skills	4	80	6	75	10	59
Method would be recommended for other schools to implement in a business program	3	60	6	75	9	53
Method is well accepted by school's administration	4	80	6	75	10	59
Resource material for method is developed by school's staff	3	60	2	25	5	29
Resource material for method is obtained in ready-to-use form	1	20	2	25	3	18
Method has been used less than 5 years	2	40	2	25	4	24
5 to 10 years	1	20	2	25	3	18
over 10 years	0	0	1	13	1	6

APPENDIX G. ANALYSIS OF GENERAL CHARACTERISTICS OF MODEL OFFICE SIMULATION

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Model office simulation used in business curriculum	5	36	5	26	10	30
Classroom used for this method appears to be an actual office	3	60	4	80	7	70
Classroom used for this method is traditional--rows of desks, blackboards, etc.	1	20	1	20	2	20
Method uses a one-hour block of time for instruction	2	40	4	80	6	60
Method uses a two-hour block of time for instruction	3	60	2	40	5	50
Prerequisites are required prior to participation in method	2	40	4	80	6	60
Participation in method is required of all office education graduates	3	60	4	80	7	70
Recommended level at which method should be taken by student: freshman year	2	40	0	0	2	20
sophomore year	0	0	1	20	1	10
junior year	0	0	3	60	3	30
senior year	2	40	2	40	4	40
One major purpose of method is to bridge gap between school and work experience	5	100	5	100	10	100
Method is preparing students adequately for the world of office work	3	60	5	100	8	80

APPENDIX G. (continued)

	Montana	%	Outside States	%	Total	%
Questionnaires Mailed	14	100	21	100	35	100
Questionnaires Returned	14	100	19	90	33	94
Simulation used in business curriculum	5	36	5	26	10	30
Follow-up study has been conducted within last five years	3	60	2	40	5	50
Follow-up study showed method to be effective in curriculum	2	40	2	40	4	40
Method provides experience in working with peers and supervisors	4	80	4	80	8	80
Method provides experience for student to use initiative and innovation with skills	5	100	5	100	10	100
Method provides experience for student to integrate his office skills	5	100	5	100	10	100
Method would be recommended for other schools to implement in a business program	5	100	5	100	10	100
Method is well accepted by school's administration	4	80	2	40	6	60
Resource material for method is developed by school's staff	3	60	3	60	6	60
Resource material for method is obtained in ready-to-use form	4	80	2	40	6	60
Method has been used less than 5 years	3	60	2	40	5	50
5 to 10 years	0	0	2	40	2	20
over 10 years	0	0	1	20	1	10