A STUDY TO EXAMINE THE CURRENT SECONDARY BUSINESS EDUCATION OFFERINGS IN THE SOUTHCENTRAL REGION OF ALASKA, SPECIFICALLY, THE ANCHORAGE BOROUGH, KENAI BOROUGH AND THE MATANUSKA-SUSITNA BOROUGH SCHOOL SYSTEMS

by

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APPROVAL

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Sam Arnold Nye

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

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Chairperson, Graduate Committee

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Head, Major Department

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Date July 12, 1989
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CHAPTER 1

INTRODUCTION

The major purpose of Business Education programs is to prepare students for entry into business careers. The tremendous amount of growth in the area of business technology requires Business Education programs to undergo constant revision and expansion in order to adequately prepare students for their future careers. It is difficult for Business Education programs to keep pace with the technological changes and properly prepare students for entry into the business world. The education of all business students should include: Language Arts, Typewriting, Basic Math, Accounting and Word Processing (Stoufer, 1983).

The increasing amount of paperwork being produced by word processing equipment has also increased the need for students to be competent in the use of computers. This includes the secretarial area which is the largest in terms of growth in employment opportunities. It has been stated that the number of electronic work stations will multiply seven times within the next eight years. Computers need to be incorporated into the Business Education curriculum to prepare students for the world in which they will be competing for jobs (Luing, 1983).

Several other studies also refer to the increasing importance of good communication skills and the ability to work harmoniously with fellow employees. This once again supports the positions of Stoufer
Need for the Study

This study was needed to determine current secondary Business Education offerings and to assess the strengths and weaknesses of Business Education programs in southcentral Alaska. Results of this study will help individual schools as well as the subject school districts to compare current offerings to national trends in Business Education curricula. This study also identifies schools that currently do or do not offer Business Education programs. This will assist individuals considering seeking business teaching positions in the southcentral area of Alaska.

Statement of the Problem

The major purpose of this study was to assess the state of the art of secondary Business Education programs in southcentral Alaska. A secondary purpose was to determine the availability of Business Education teaching opportunities in the southcentral region of Alaska.

Questions to be Answered

1. What Business Education programs are currently operating in the subject school districts?

2. What are the strengths and weaknesses of current curriculum offerings?
3. Are current programs adequately preparing students for entry into the career field of business?

4. What national curriculum trends need to be incorporated into subject schools?

Limitations

Limitations of this study were the following:

1. The population sample was limited to marketing and business educators in southcentral Alaska high schools.

2. The data were limited to the responses to the questionnaire sent to marketing and business educators.

3. The conclusions drawn and recommendations made were based on literature and research findings for the period 1982 - 1989.

Definitions of Terms

1. Entrepreneur -- a person who organizes, manages and assumes responsibility for a business or other enterprise (Random House Dictionary, 1980).


3. Marketing and Distributive Education -- educational programs designed to prepare students for careers in various areas of marketing and distribution of goods and services (Anchorage School District Student Handbook, 1988).
4. **Business and Office Education** -- educational programs designed to prepare students for careers in office operation and management including secretarial skills (Anchorage School District Student Handbook, 1988).

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this chapter was to review the literature considered most relevant to curriculum trends in marketing and Business Education.

The area of Business Education is in a state of constant change, technological advancements and the availability of career opportunities for well-trained students in the modern office continue to require revision of course offerings.

This initial survey of current literature is devoted to articles dealing with curriculum trends in Business Education. This survey includes information from marketing as well as Business and Office Education.

Major Studies

Current Trends in Business Education

Dr. Stoufer's article deals with the need to coordinate and integrate the major areas of the modern office. These areas include Personnel, Equipment and Procedures. Dr. Stoufer considers the following to be essential to the "General Education" of all business students: Language Arts, Typewriting, Basic Math, Accounting and Word Processing (Stoufer, 1983).
They're Trained But Are They Employable?

This article provided keys to employability: values, problem-solving skills, relations with other people, communication skills, task-related skills, maturity, health and safety habits and commitment to the job. Each major category contained several contributors to a person's employability (Buck and Barrick, 1987).

Teachers Hold the Key to Business Education

Mr. Luing's article notes that of the twenty top employment growth areas, six of the top ten areas were business related. The growth areas in business were: secretarial, the largest growth area, cashiers, accountants, computer operators, bookkeepers, and computer specialists.

Only one area of business was included in the category of declining employment opportunity: stenographers were ranked tenth among the areas of decline.

Mr. Luing estimates that by 1990 the volume of paperwork handled by the average office worker will be approximately 2.5 times what it was at the time of this article. In addition, the number of electronic work stations will be increased to seven times the current number, this within an eight-year period.

Mr. Luing stresses the need to continue to educate students in the concepts of free enterprise, entrepreneurship, and basic business. The increased uses of the computer needs to be incorporated into the traditional Business Education curriculum as a part of all businesses (Luing, 1983).
What Should a Shorthand System Be?

This article supports the declining need for conventional shorthand training and suggests that the system should be revised and simplified so that it is easier to learn, to write and to read. Shorthand should be a system that can be used by executives, students and office workers (Lemaster and Hankin, 1989).

The Impact of Lazers on Desktop Publishing

The increased use of Lazer printers since their introduction in 1984 has added to the importance of composition and communication skills. The ability to prepare documents and reports which are high quality, and can be published in house, requires employees to be aware of current technological changes in order to avoid becoming obsolete (Ross, 1987).

Forging Ahead with Facsimile

Another new innovation in the office technology field is the "Fax", which has gained wide acceptance over a very short period of time. These machines are now available in compact versions weighing under ten pounds and can fit in a briefcase. There are fax-phone combinations available which can be operated in automobiles and airplanes and three dimensional video-fax machines which can transmit three dimensional images through the phone lines. These machines are the future in communication providing fast and accurate transmission of documents and, once again, the need for employees to have good communication skills is stressed (Becker, 1987).
Meeting the Systems Requirement of Small to Midsize Businesses

Firms with under 100 employees represent over 38 million jobs. By 1995 over 60% of the workforce will be keyboard dependent. The image processors, copiers, facsimile machines, computers, optical disks, scanners and desktop publishing require employees to be flexible and open to change as well as requiring constant training and retraining in order to remain current and competitive in the job market (Cullin, 1988).

Curriculum Forum

This series of articles began with a short item on human relations skills. Employers were given a list of 15 technical skills and 90% of the employers listed only four that were important: Basic Math, Spelling, Telephone Techniques and Verbal Communications. These same employers were given a list of 15 personal characteristics and rated 12 of the items as being important by 90% of the businesses: ability to work with others, ability to follow directions, confidence, cooperation, dependability, efficiency, initiative, judgment, neatness, office conduct, produce quality work and punctuality. These findings support the need for programs that offer the student an opportunity to learn first-hand the importance of human relations skills. Work experience programs are often beneficial in teaching these skills.

The second portion of this article dealt with business communication. The theme of the article was the need for students to develop good oral and written communication skills. The differing communication needs of various types of businesses should be emphasized. Most
programs do not prepare students to write business reports, but include only letters, memos and other short forms of communication.

The use of cross-curricular teaching was brought out in the third portion of this article and focused on the use of case studies for report writing. Another area of cross-curricular teaching would be to integrate word processing and business communication as well as management reports from the various management disciplines, as well as in the area of business policy.

Teaching business communication in a cross-curricular environment would allow the students to gain knowledge of the various areas of business as well as the importance of the skill of communication in each of those areas (No author cited; Forum Feature, Business Education Forum, January 1985).

Skills and Knowledge Needed for Entry-Level Office Occupations

The Morris and Kilpatrick article was based on the results of a survey of Fortune 500 companies regarding job valuable characteristics for six entry level occupations. The following are based on responses of the 138 surveyed firms:

A. Receptionist. Should be neat, pleasant and use good telephone techniques and have typewriting skills of 50 wpm. Twenty percent require transcribing ability and word processing ability.

B. Clerk Typist. Fifty-four percent require typing speed of 50 wpm and 23.8 percent require 60 wpm. Importance of spelling, punctuation and grammar were emphasized as were good human relations skills.
C. File Clerk. Eighty percent require a knowledge of both alphabetical and numeric coding, sorting, filing and cross referencing. Ability to retrieve documents and operate reprographics equipment are desired as were human relations skills. Twenty-five percent require typing skill of 60 wpm.

D. Stenographer. This was the least frequently identified of the six occupations. Those using stenographers required a minimum of 80 wpm and a minimum typing ability of 65 wpm. Good human relations skills and good organizational ability are more often required than word processing and reprographic skills.

E. Word Processing Trainee. Eighty-four percent expect the employee to be able to operate word processing equipment and have a typing writing skill of 65 wpm. Organizational and human relations skills are required by 70% of respondents.

F. Entry Level Secretary. Most require typing speed of 50 - 70 wpm and shorthand of at least 80 wpm. Human relations, ability to organize, initiative and good telephone techniques are listed in their order of importance (Morris and Kilpatrick, October 1985).

Summary

The literature reviewed for this study indicated trends regarding areas of declining employment, presently stable employment and future employment growth.

Generally, future employment potential seems strong with the exception of declining employment opportunities for stenographers. The area expected to have the largest growth is computers and word processing.
CHAPTER 3

PROCEDURES

This study was undertaken to determine the current trends in Business Education nationally compared to the current course offerings in the Business Education programs of the subject schools. It was intended that the conclusions reached and the recommendations made will assist business educators in designing curriculum offerings which will better meet the needs of future graduates from the subject high schools.

The purpose of this Chapter is to (1) describe the population being surveyed and the procedures that were used, (2) describe data collection methods and (3) describe methods used to analyze the data.

Population Description and Sampling Procedures

The population of this study included all 72 of the Business Education instructors in the public high schools situated in the southcentral portion of Alaska, including the Anchorage, Matanuska/Susitna and Kenai Peninsula Boroughs.

In preparation for the mailing of the questionnaire, a current list of Business Education instructors was obtained from the State of Alaska Department of Education.
Survey Instrument and Administration of the Survey Instrument

Before the questionnaire was mailed to the Business Education instructors, it was reviewed by Dr. Norman Millikin of the College of Business at Montana State University. Changes were made and recommendations were incorporated where necessary.

A copy of the finalized version of the questionnaire and a cover letter were sent to seventy-two Business Education instructors.

The questionnaire was developed and constructed based on the Review of Literature. It was divided into four major areas: (1) information about the school, years of teaching experience, and approximate numbers of students enrolled in the program; (2) current curriculum offerings; (3) information regarding cooperative work experience programs; and (4) curriculum development information.

On October 5, 1987 the mailing of the questionnaires and cover letters was made (Appendices A and B). In response to the mailing, 38 of the 72 instructors returned the questionnaires: this represented a 53% return. This represented an adequate return and data collection was suspended.

Table I indicates the ratio of questionnaires sent and the number and percentage returned.
TABLE I
NUMBER AND PERCENTAGE OF RETURNS
OF SURVEY INSTRUMENT

<table>
<thead>
<tr>
<th>Survey Instrument</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires sent</td>
<td>72</td>
</tr>
<tr>
<td>Questionnaires returned</td>
<td>38</td>
</tr>
<tr>
<td>Percentage of questionnaires returned</td>
<td>53</td>
</tr>
</tbody>
</table>

Analysis of Data

This study was done to determine current curriculum offerings in the Business Education programs of the subject high schools.

The data were analyzed by determining the percentage of responses to each individual question. The percentages were determined by using total returned questionnaires compared to the number of respondents selecting a particular answer.

A series of tables is used to illustrate the findings of the study. Each percentage was based on number of responses compared to total questionnaires which represents 100%.

Following each table is a brief interpretation of the data presented.
CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA
CONCERNING THE CURRENT CURRICULUM OFFERINGS OF
SUBJECT HIGH SCHOOLS

This Chapter contains the tabulation and presentation of the data collected for this study and is divided into the following areas: (1) General information regarding school population, program population and years of teaching experience and (2) curriculum information.

This information was gathered during the fall of 1987. The study was concerned with current curriculum offerings and proposed future changes in curricular offerings. All Business Education instructors listed in the State Teachers Directory as teaching in the southcentral region of Alaska. Of the 72 instructors listed, responses were received from 38 giving a 53% return.

Findings to the questionnaire items have been analyzed in the order in which they occurred. Findings based upon the responses of the instructors follows each item.

General Information

Responses from instructors concerning school and program populations and teaching experience are presented in Tables II - V. These
are followed by Tables VI - XI which represents specific questions asked respondents.

### TABLE II

**APPROXIMATE NUMBER OF STUDENTS IN YOUR SCHOOL**

<table>
<thead>
<tr>
<th>Population</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Under 100</td>
<td>3</td>
<td>7.9</td>
</tr>
<tr>
<td>100 - 200</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>795 - 980</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>1000 - 1300</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td>1500 - 1800</td>
<td>8</td>
<td>21.0</td>
</tr>
<tr>
<td>Over 2000</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table II shows that 3 or 7.9% of the respondents taught in schools with total populations under 100 students; 6 or 15.8% taught in schools with populations of 100 - 200 students; 11 or 28.9% taught in schools with populations of 795 - 980 students; 5 or 13.2% taught in schools with populations of 1000 - 1300 students; 8 or 21% taught in schools with populations of 1500 - 1800; and 5 or 13.2% taught in schools of more than 2000 students. These results represent a fairly equal representation of schools in each category based on population.
Table III shows the number of schools which offer either Office Education, Marketing Education or both. Responses showed that 22 schools or 57.8% offered Office Education; 3 or 7.9% offered Marketing Education; and 13 or 34.21% offered both programs. The larger proportion of Office Education programs may be due in part to the isolated settings of some respondents which do not have opportunities in marketing but can provide training on site for Office Education and may be due in part to the large amount of money that has been available in the past for purchasing equipment.
<table>
<thead>
<tr>
<th>Years Teaching</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>5.26</td>
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<tr>
<td>13</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>10.52</td>
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<tr>
<td>17</td>
<td>6</td>
<td>15.78</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>99.94</td>
</tr>
</tbody>
</table>
Table IV was in reference to the number of years that the teacher had been teaching either Business or Marketing Education. Responses ranged from a low of 3 years to a high of 23 years and the following breakdown is shown. There were 2 teachers with 3 years of experience or 5.26%; 1 teacher with 4 years experience or 2.63%; 3 teachers with 5 years experience or 7.89%; 1 teacher with 7 years experience or 2.63%; 2 teachers with 8 years experience or 5.26%; 2 teachers with 9 years experience or 5.26%; 1 teacher with 10 years experience or 2.63%; 1 teacher with 11 years experience or 2.63%; 2 teachers with 12 years experience or 5.26%; 3 teachers with 13 years experience or 7.89%; 4 teachers with 15 years experience or 10.52%; 6 teachers with 17 years experience or 15.78%; 3 teachers with 18 years experience or 7.89%; 2 teachers with 19 years experience or 5.26%; 3 teachers with 21 years experience or 7.29%; and 2 teachers with 23 years experience or 5.26%. The total equals 99.94% due to rounding percentages. The results indicate that there will be at least 20 of the respondents eligible to retire within the next 5 years under the current 20-year retirement plan and possibly more if an early retirement incentive plan under consideration is enacted by the state.
<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Under 25</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>25 - 50</td>
<td>6</td>
<td>15.78</td>
</tr>
<tr>
<td>50 - 75</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>75 - 100</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>100+</td>
<td>13</td>
<td>34.21</td>
</tr>
<tr>
<td>250</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>400</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>500</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>99.96</td>
</tr>
</tbody>
</table>

Table V shows the approximate number of students who are currently enrolled in either the Office Education or Marketing Education classes. Three respondents or 7.89% gave no indication as to the number of students currently served by either program. Three had under 25 students or 7.89%. Six had 25 - 50 students or 15.78%. Three had 50 - 75 students or 7.89%. Three had 75 - 100 students or 7.89%. Thirteen schools indicated that they had over 100 students in the program but gave no specific number. This group represented 34.21% of respondents. Two programs had 250 students or 5.26%. Three indicated that they served 400 students or 7.89%. Two programs indicated that they served 500
students or 5.26%. The large number of programs which serve 100 or more students indicates that many of the programs are operating in large metropolitan schools where there is a large student enrollment and more diverse course offerings.

Table VI, presented on the following page, shows the current course offerings in the responding school and the number of respondents offering each course. The respondents were asked if they offered Keyboarding/Typing. There were 48 responses to this question as some indicated that they offered two separate programs. Most respondents did not indicate which offering was available in their schools. The percentages in Table VI are representative of the percentage of respondents compared to the 38 questionnaires that were returned. Programs offering either Keyboarding or Typing, Accounting, Business Machines lab and Personal Finance were the most common while courses in Business Communications, Business Math, Career Exploration and Job Application and Interview were offered in very few programs. This information does not appear to indicate that the programs are meeting all of the needs of the students when the literature stresses the need for good communication skills, good math skills and good human relations skills.

Table VII shows courses that were being offered that did not appear in the questionnaire. One respondent indicated that Computer Graphics was a separate course; one offered Basic Programming as a separate course from Computer Programming and one school offered Desk Top Publishing as a separate course. These statistics support the literature which indicate the need for increased computer training and also indicate the types of diversity that is to be found in high school classrooms. Teacher
<table>
<thead>
<tr>
<th>Course</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>31</td>
<td>81.57</td>
</tr>
<tr>
<td>Advertising</td>
<td>10</td>
<td>26.31</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td>26.31</td>
</tr>
<tr>
<td>Business Communications</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>Business Economics</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Business Law</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>Business Machines/Lab</td>
<td>23</td>
<td>60.52</td>
</tr>
<tr>
<td>Business Math</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>16</td>
<td>42.10</td>
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<tr>
<td>Data Processing</td>
<td>13</td>
<td>34.21</td>
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<tr>
<td>Display/Visual Merchandise</td>
<td>13</td>
<td>34.21</td>
</tr>
<tr>
<td>Filing/Record Keeping</td>
<td>13</td>
<td>34.21</td>
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<tr>
<td>Income Tax</td>
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<td>0.00</td>
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<tr>
<td>Inventory Control</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Job Application/Interview</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>Keyboarding/Typing</td>
<td>48</td>
<td>126.31</td>
</tr>
<tr>
<td>Management</td>
<td>13</td>
<td>34.21</td>
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<td>Marketing</td>
<td>18</td>
<td>47.36</td>
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<tr>
<td>Merchandising</td>
<td>5</td>
<td>13.15</td>
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<td>Micro Computers</td>
<td>16</td>
<td>42.10</td>
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<tr>
<td>Office Simulation</td>
<td>9</td>
<td>23.68</td>
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<tr>
<td>Payroll Preparation</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>20</td>
<td>52.63</td>
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<tr>
<td>Salesmanship</td>
<td>12</td>
<td>31.57</td>
</tr>
<tr>
<td>Shorthand</td>
<td>4</td>
<td>10.52</td>
</tr>
</tbody>
</table>

**Total Courses Offered** 304
TABLE VII
UNLISTED COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Course</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Graphics</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Basic Programming</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Desk Top Publishing</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

preparation programs as well as individual teachers need to be aware of the expanding curriculum that teachers need to be prepared to teach.

Table VIII shows that of the total respondents 15 offered either a cooperative work experience program in Marketing or Office Education or both. The respondents were also asked to indicate the number of students currently participating in the cooperative program either employed or seeking employment. The number of students is shown in Table IX. The responses indicated that the majority of the Office Education programs had between 12 - 30 students employed while the majority of the Marketing programs had between 30 - 60 students employed. This larger number of Marketing positions would probably be due to the fact that there are many more retail businesses open after school and that there are more retail businesses able to hire part-time employees. The literature indicated that the largest employment growth area is secretarial which would be inconsistent with the survey results.
<table>
<thead>
<tr>
<th>Program Offered</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>10</td>
<td>26.31</td>
</tr>
<tr>
<td>Office Education</td>
<td>12</td>
<td>31.58</td>
</tr>
<tr>
<td>Combined Program</td>
<td>1</td>
<td>2.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Cooperative Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>20 - 30</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>30 - 40</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>50 - 60</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>100</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Office Education Cooperative Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 10</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>12 - 15</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>20 - 30</td>
<td>4</td>
<td>10.52</td>
</tr>
<tr>
<td>35 - 40</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Combined Cooperative Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>2.63</td>
</tr>
</tbody>
</table>
Table X shows the responses to the question of projected course additions or deletions within the next two years. Only three respondents made comments in this section. One comment was in regard to equipment updating, one intends to begin teaching a course in Business Law and one comment was that the respondent hoped to maintain the current level and not lose any classes. The last respondent also stated that no new additions are planned due to lack of faculty time to teach additional classes. Due to the limited number of responses to this question, it would indicate that very few programs are anticipating changes in the near future.
Table XI shows the responses to the question regarding source of input for determining curricular offerings. There were 13 responses indicating use of an Advisory Committee; 17 indicated District Administration input; 16 indicated input from Faculty Members; 7 used Student Surveys; and 2 respondents checked other and specified that curriculum committees were used. Respondents were asked to indicate each source of influence if there was more than one. Responses to this question were fairly evenly distributed between the first three categories with student surveys being the only source that is infrequently used. This response indicates a combination of sources: Faculty, District Administration and Advisory Committees are used in most cases and input is being sought outside of the school system.

The results obtained and presented in this Chapter would indicate that there may currently be more emphasis placed on the skill courses such as typing and accounting than in the areas of human relations and communication skills. The literature indicates that employers are

<table>
<thead>
<tr>
<th>Source of Input</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committee</td>
<td>13</td>
<td>34.21</td>
</tr>
<tr>
<td>District Administration</td>
<td>17</td>
<td>44.73</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>16</td>
<td>42.10</td>
</tr>
<tr>
<td>Student Surveys</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>
willing to provide specific training to new employees but that they expect good communication and human relations skills at the time the person is hired. There is a large variety of courses being offered yet there appears to be a shortage of offerings in some of the areas that are most important to many prospective employers. Some of the courses in the skill areas may contain sections dealing with human relations and business communication and additional courses may not be needed. An evaluation of each program and modification of curriculum to include these subjects where necessary would help to provide a curriculum that may better meet the future needs of the students.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to determine the state of the art of Business Education programs in the secondary schools in southcentral Alaska. This appraisal was based on teacher responses in the areas of school size, program offerings, course offerings and sources of input used to determine curricular offerings.

A secondary purpose of this study was to determine the availability of teaching positions in the Business Education programs in the subject schools. This appraisal was based on teacher responses to the question regarding the number of years that the person had been teaching either Office or Marketing Education.

Questionnaires were mailed to 72 teachers in the areas of Business Education in all of the high schools in the southcentral area of Alaska. Responses were received from 38 teachers for a 52.77% return. Results were based on the responses of the 38 teachers who responded to the questionnaire.

The questionnaire was developed through a research of literature and approved by the writer's program chair at Montana State University. Appropriate revisions were made to the questionnaire prior to the mailing.
The Review of Literature indicated that technological changes in business require Business Education programs to change constantly in order to provide students training which is appropriate to the needs of the business world.

Summary

The areas investigated in this study were: (1) General information regarding the school and (2) program and curriculum information.

General Information

General information included questions regarding school size, area of instruction, number of years of teaching experience in Business Education and number of students currently enrolled in the program. The findings are as follows:

1. The highest percentage of respondents, 28.9%, taught in schools with student populations between 795 - 980.

2. Thirty-five, 92.1%, offered Office Education while 16 or 42.1% offered Marketing Education.

3. The highest percentage, 15.78%, indicated that they had taught Business Education for 17 years. Twenty respondents, 52.63%, indicated that they had taught Business Education for 15 years or more.

4. Thirteen respondents, 34.21%, indicated that they had approximately 100 students enrolled in the program at the present time.

Program and Curriculum Information

A summary of the information concerning program and curriculum is given below:
1. The highest percentage of respondents, 48 or 126.31%, indicated that they offer a course in Typing/Keyboarding. Second with 31 responses, or 81.57%, were courses in Accounting and third with 23 responses, or 60.52%, was Business Machines lab courses.

2. In the area of courses offered which were not listed, there were three responses: Computer Graphics, Basic Programming and Desk Top Publishing.

3. Office Education programs are available in 12 schools, or 31.58%, while Marketing is available in 10 schools, or 26.31%.

4. Four schools, or 10.52%, indicated that they had between 50 - 60 students currently enrolled in a Marketing Cooperative program, while a total of 8 schools, or 21.04%, indicated that they had between 12 - 30 students enrolled in an Office Education Cooperative program.

5. Three schools responded to the question concerning course additions or deletions that are anticipated. They were: Updating Equipment, add course in Business Law and maintain present level of course offerings.

6. The three highest sources of input used to help determine curriculum were District Administration, 17 or 44.73%; Faculty Members, 16 or 42.10%; and Advisory Committees, 13 or 34.21%.

Conclusions

The following conclusions were drawn from data collected by the questionnaire technique from 38 out of 72 Business Education teachers who responded. These conclusions are divided into the following areas; (1) General Information and (2) Program and Curriculum Information.
General Information

The following conclusions have been derived from the findings in the General Information section:

(1) The highest percentage of respondents taught in schools with populations of between 795 - 980 students. This result is probably due to the fact that the larger schools which have several teachers in the area of business represent a larger portion of the people being surveyed.

(2) Thirty-five, or 92% of respondents, offered Office Education in their schools. The literature indicated that the number of job opportunities in this area is continuing to grow and responding schools appear aware of the need and are offering courses to prepare students to fill future jobs.

(3) Over one-half of the respondents have over fifteen years teaching experience in Business Education. There is currently a bill in the Alaska Legislature which will allow teachers the opportunity to buy up to five years toward their twenty-year retirement. If this bill is passed and if teachers take advantage of it as they have in the past, there should be jobs available in many of the schools in the near future.

(4) Twenty respondents, or 52.63%, had over 100 students enrolled in Business Education classes. The fact that the majority of respondents were in larger schools with several teachers may have skewed this response due to counting some of the same students more than once. The larger schools also are more likely to have teachers in Business Education full time while the smaller schools may have teachers with split teaching assignments.
Program and Curriculum

The following conclusions concern program and curriculum information:

(1) The courses most widely offered were in Typing/Keyboarding with 48 offerings in the 38 responding schools. The larger schools are able to offer both Keyboarding and Typing courses while the smaller schools are more limited. Being an entry level course in most business programs there are usually more sections of Typing offered than other business courses.

(2) The majority of the most commonly offered courses were listed in the checklist and only three schools listed other courses. These were in very specific areas such as Computer Programming and Desk Top Publishing.

(3) The schools offering cooperative work experience programs were divided almost equally between Office Education and Marketing Education programs. The larger schools offered both work experience programs in most cases. The availability of employment for students in the larger metropolitan areas far exceed the opportunities in the more rural locations some of which have only one store in the entire village.

(4) The majority of the Office Education Cooperative programs had 12 - 30 students enrolled currently while the majority of the Marketing Cooperative programs had 30 - 60 students enrolled. There are more businesses with jobs in the marketing areas open in the evenings which fits in with students' school schedules. Students in Office Education programs typically have more difficulty finding after-school jobs, which
limits the number of students who can participate while attending school full-time.

(5) Only two respondents anticipated course additions within the next two years. Alaska has been losing population for the last three years and the state budget has been reduced at the same time. It is difficult to expand programs or add courses during difficult economic times and respondents' comments indicated that they were going to try to maintain the current offerings rather than expand.

(6) The sources of input used to determine course offerings was divided almost equally between Advisory Committees, District Administration and Faculty Members. These sources should provide a good mix of input and ideas and teachers working with area business people can make adjustments in curriculum as needed in order to keep pace with the needs of the employers.

Recommendations

Based on the information collected during this study and the conclusions drawn, the following recommendations seem to be warranted:

(1) Schools offering either Office Education or Marketing Education programs should provide an opportunity wherever possible for students to enroll in a cooperative work experience program as an integral part of their education.

(2) All high school students should have to show competency in the following areas: Keyboarding skills, Language Arts, Human Relations and Communications.
(3) In times of declining enrollment business educators need to update their course offerings rather than accepting the possibility of deleting portions of their programs. The literature indicates that the technology of today will continue to change and expand and if tomorrow's employees are going to be successful, it is the responsibility of business educators to provide students with the best possible foundation.

(4) Business educators need to continually update their professional skills in order to provide the most meaningful curriculum possible.
BIBLIOGRAPHY


October 5, 1987

Dear Fellow Business Educator

The purpose of this questionnaire is to analyze the current business and marketing offerings in the high schools of southcentral Alaska. The results of this survey will be used by the surveyor in the completion of the requirements for an M.S. Degree in Business Education at Montana State University and will be available for your use if requested.

If you are currently involved in Business/Marketing Education, I would appreciate you taking a couple minutes of your time to complete this questionnaire. When completed, please return the questionnaire in the enclosed, stamped envelope. Due to the limited number of available respondents, each response is extremely important.

Thank you for your assistance in this project. If you have questions, you may contact me at the following address.

Sincerely

Sam Nye
200 W. 34th, #527
Anchorage, AK 99503

Enc: Questionnaire
Envelope
APPENDIX B

Curriculum Questionnaire

Please answer the following questions that pertain to your Business Education program.

Name of School ________________________________

Approximate Number of Students ______

Which area of the curriculum are you involved with?

Office Education ______
Marketing Education ______
Both ______

Number of years you have been teaching Office or Marketing Education. ______

Total number of students currently enrolled in your Office or Marketing Education classes.

Under 25 ______
25 - 50 ______
50 - 75 ______
50 - 100 ______
Over 100 please indicate approximate number ______

Please check current course offerings. Please indicate the number of semesters (1 or 2) in the space provided.

Accounting ______
Advertising ______
Bookkeeping ______
Business Communication ______
Business Economics ______
Business Law ______
Business Machines ______
Business Math ______
Income Tax ______
Inventory Control ______
Job Appl./Interview ______
Keyboard/Typing ______
Management ______
Marketing ______
Merchandising ______
Micro Computers ______
Career Exploration ______  Office simulation ______
Computer Programming ______  Payroll Preparation ______
Data Processing ______  Personal Finance ______
Display/Visual Mdsing ______  Salesmanship ______
Filing/Record Keeping ______  Shorthand ______

Other Courses Not Listed ___________________________________________

If the following are offered, indicate number of students currently employed or seeking employment.
Marketing Coop Work Experience Program ______
Office Education Coop Work Experience Program ______
Projected course additions or deletions within next two years.

Which of the following are involved in determining curricular offerings
Please check.
Advisory Committee _____  Faculty Members _____
District Administration _____  Study Surveys _____
Other, please describe ____________________________________________

Any additional information you wish to provide about the Office or Marketing course offerings in your school. ____________________________

I appreciate your assistance in completing this survey. If you would like a copy of the survey results, please indicate below and fill in your name and address.

NAME ____________________________________________
ADDRESS _________________________________________
CITY AND ZIP _____________________________________