

A STUDY OF THE CONTENT OF BUSINESS
METHODS COURSES OFFERED IN NABTE
COLLEGES AND UNIVERSITIES

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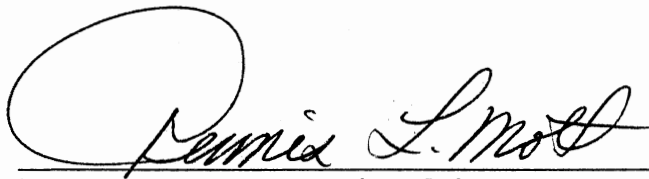
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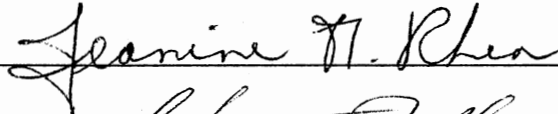


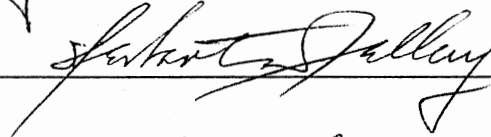
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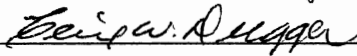
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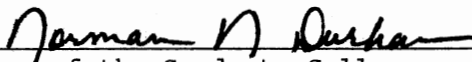


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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Preparation of college students for entry into the teaching profession has been a major function of business education. According to English (1977) business education programs are being closely examined, and business education must constantly update and improve methods courses if business education is to stand the challenge.

Many changes have occurred in the business world which have serious implications for business education. Advancement in technology has literally exploded. Information processing is an integral component of all businesses whether small or large and indications for the future reveal much greater development for the years to come. Government legislation has also impacted on business education. The Vocational Education Acts have provided funding for job training in the business area. Public Law 94-142 provided for education of the handicapped in traditional classrooms whenever possible. The need for adult education has increased. Demands have been made for more career education and consumer education in the business classroom. Concern for multicultural education has emerged during the past few years.

Culver (1980a) states,

The business education curriculum of the 70's will not be adequate to prepare business teachers for the 80's. Secondary business curriculums of the 80's will require teachers

with different kinds of personal qualities and different kinds of technical skills and instructional competencies (p. 242).

It appears, therefore, that the task of preparing students for business teaching has expanded greatly. Business methods course teachers at the collegiate level appear to have a very formidable task. Colleges and universities appear to vary in the amount of time allotted to business methods courses. Therefore, it appears that a number of philosophies and approaches are utilized to teach prospective business educators the many things they need to know before they assume responsibility for their own classrooms.

Continual efforts must be made to share professional information so business teacher education improvement will continue. The total educational experiences of potential business educators should, in turn, be improved also.

Statement of the Problem

The purpose of this study was to undertake an in-depth look at business methods courses offered by colleges and universities which prepare business education teachers. This was accomplished by analyzing data received from respondents to a questionnaire mailed to current members of the National Association for Business Teacher Education. The information gathered may aid in the development of a common core of content offered in business methods courses.

Specifically the purposes of this study were to determine:

1. The specific location of the business teacher education program within each NABTE institution.
2. The approximate number of business teacher education majors at each NABTE institution.

3. The exact number of business methods courses offered by each member institution of NABTE.
4. The exact number of credit hours awarded by the NABTE institution for successful completion of each business methods course.
5. The length of the student teaching experience at each NABTE institution.
6. When business teacher education students take business methods courses at each NABTE institution.
7. Specific titles of the business methods courses being taught at each NABTE institution.
8. The approximate amount of each business methods course that is considered to be methodology oriented and the approximate amount of each business methods course that is considered to be subject-matter oriented at each NABTE institution.
9. The time devoted in business methods courses to the following topics: typewriting, shorthand, accounting, general business, data processing, business communications/business English, office practice, business mathematics, word processing, new technology, career education, consumer education, business administration and entrepreneurship, advisory committees, professional organizations, student organizations, classroom management, adult education, mainstreaming, and multicultural education.
10. The perceived degree of importance of various assignments given in business methods courses; such as micro-teaching presentations, bulletin board preparation, lesson plan and unit plan preparation, journal research, and exams.

Need for the Study

The field of business education has grown and is still expanding into many new and exciting areas. Government legislation and social pressure have also made demands for change in business teacher education. As noted by Wood (1981a, p. 200), "Our field has moved all the way from 'typing, shorthand, and bookkeeping' to a range of courses, programs, and instructional procedures that were beyond our wildest dreams only twenty-five years ago." It is extremely important for

business teacher education to keep up with new developments in the field of business education.

Culver (1980a) states,

Because the secondary and post-secondary schools of the country are the major sources of new office personnel, educational institutions are presented with a tremendous opportunity--and challenge--to prepare competent personnel for tomorrow's office. The extent to which this challenge is met will be determined largely by the quality of business teacher programs provided by the business teaching training programs of the country (p. 241).

In an address to a symposium for business teacher education, Brower (1980) says,

Of late I have heard from administrators in all sections of the country that the new business teachers are inadequately prepared, and that they are certainly not prepared to teach the non-skilled subjects commonly referred to as the basic business/social business subjects (p. 17).

In an address to the same group, Calhoun (1980a) emphasized the need to evaluate business teacher education curricula to improve preparation of students for business, consumer economics, and career education courses along with the more common skills courses.

Culver (1980b) reports,

Besides having a teaching specialization, today's secondary teacher must also be knowledgeable about such matters as sex equity, mainstreaming, multicultural education, remedial reading, and career education to name only a few (p. 57).

Culver (1980a) also indicates,

In business teacher education, the content of specific methods courses and the student teaching component may be restructured to meet some of the new requirements; for example, providing for the mainstreamed student (p. 61).

It is important that business methods courses be closely aligned with the subject area, as noted by Garrison (1978b). Since new subject matter areas are emerging, the implications for business methods courses are certainly apparent.

Mott (1980, p. 103), in a presentation to a symposium on business teacher education, indicates, "Survey research is needed, but the purpose should be more to search out new ideas rather than just provide justification for current practices." A need to determine how much methodology should be included in business teacher education programs, the optimum proportion of methods and content courses, and what is taught is also proposed by Mott (1980).

As indicated by these leaders in business teacher education, many new challenges face the business teacher education programs of today and the future. Without knowledge of what is currently going on in business methods courses around the country, valid recommendations for the future cannot be made.

Limitations

This study was limited to:

1. A survey of member institutions of the National Association for Business Teacher Education in 1983.
2. Only those courses identified as business methods courses by respondents to the questionnaire.

Definition of Terms

To clarify the interpretation of data, the following terms are defined as used in this study:

Adult Education--"Equipping an individual with the knowledge, insight, and skills which will enable him to make the wisest decisions in his social, health, economic, and political life, as well as to contribute to his personal enrichment" (Kaisershot and Dickey, 1980, p. 221).

Advisory Committee--"A group of individuals, mainly from outside the field of education, who because of their specific knowledge and expertise associated with the world of work, have been organized to advise educators so the needs of the community and its individuals have been realistically served" (Hlavac, 1981, p. 76).

Business Methods--An academic course offered at the collegiate level that deals with the preparation of prospective business teacher educators for the teaching of business subjects.

Career Education--Making available to students specific information concerning opportunities in specific careers, informing them of the specific types of training that are necessary to enter specific careers, and assisting students in determining if they have or can attain the skills necessary for specific careers.

Classroom Management--A broad term used to encompass the management details a teacher encounters in the classroom; such as, determining equipment and facility needs, managing materials, handling student discipline, preparing bulletin boards and other visual displays, testing and grading, and lesson and unit preparation.

Consumer Education--Giving students an opportunity to learn to become intelligent consumers of goods and services, to understand the importance of laws, and to learn about career opportunities and the world of work.

Data Processing--The preparation of and use of information including the use of technology, such as the computer and word processing equipment; and including knowledge of how computer systems work, programming, and applications.

General Business--Learning about business from a broad perspective including such topics as consumer education, career education, economics, and business law.

Mainstreaming--"Providing education for the handicapped in the least restrictive environment and educating handicapped persons along with nonhandicapped peers, when possible, in the mainstream of education" (Policies Commission, 1980, p. 13).

NABTE--National Association for Business Teacher Education.

Multicultural Education--Teaching prospective educators ways in which to deal with problems that might arise due to the cultural background of members of their classes.

Summary

The business world is undergoing rapid change. There appear to be implications for business education because of these changes, and it appears that an investigation of the status and trends of business methods courses currently being taught would be beneficial.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to determine the status and trends of business methods courses in member institutions of the National Association for Business Teacher Education. Related literature and research were studied to assess: (1) the current status of business methods courses, (2) the trends that appear to be occurring in business methods courses, and (3) the curricular implications for business teacher training.

Status of Business Methods Courses

Although the writer did not find any identical studies, several related studies were located. Brower (1980) contends,

It is far more important that we concentrate our efforts and energies to assess what we are doing in teacher education and that we exhibit a willingness to seek ways to improve the manner in which teachers are prepared so that we will have the most capable teachers in our schools (p. 15).

In a survey of NABTE institutions in the Mountain-Plains Region of the National Business Education Association, English (1977) found the following business methods courses being taught:

- Methods of Teaching Business Subjects
- Methods of Teaching Skills Subjects
- Methods of Teaching Basic Business Subjects
- Methods of Teaching Typewriting
- Methods of Teaching Shorthand
- Methods of Teaching Accounting and Basic Business
- Principles of Business Education
- Methods of Teaching Accounting

Business Education Seminar
Methods of Teaching DE/OE
Methods of Teaching Office Practice

English (1977) reported that 67 percent of the respondents considered their business methods courses to be both method and content oriented. The most frequent topics discussed in business methods classes were as follows:

1. Specific Methods (How To)
2. Testing/Evaluation
3. Lesson Planning
4. Subject Matter/Course Content
5. Psychology of Learning
6. Motivation
7. Course Objectives
8. Attitudes/Professionalism
9. Human Relations
10. Use of Various Materials

In a study of graduates of Peru State College of Nebraska, Cox (1977) reported the following observations:

1. Student teaching and the business methods courses were the two professional education courses of greatest value to graduates in the teaching of business education subjects.
2. Business education methods courses should be taken the semester immediately preceding student teaching.
3. Graduates felt that in the business education methods course, more attention should be given to checking and grading of papers and that more opportunities to observe expert teachers and actual classes should be provided (pp. 28-29).

Bortz (1982) completed a study at Southern Illinois University concerning the type of courses commonly found in business teacher education programs. Out of 282 questionnaires mailed, he received 185 responses. He reported that 81 percent of the programs offered a general teaching methods course. This ranked third behind student teaching, 90 percent, and history and philosophy, 83 percent. Bortz

also reported that 61 percent offered one methods course, 19 percent offered two, and 29 percent offered three or more methods courses.

Holmquist (1979), in a review of several studies of business teacher education programs in Nebraska, concluded that students felt a need for more emphasis in methods classes on subjects other than typing, shorthand, bookkeeping, and distributive education. A number of graduates of business teacher education programs wished they had received more work in business administration. Many felt least prepared to teach economics and business law classes.

Weiner and Swanson (1979) conducted a survey of 621 graduates of business teacher programs and reported that 293 had one business methods course, 180 had two business methods courses, and 116 had three business methods courses. Over half received three semester hours credit for each course offered. Suggestions made by the respondents include:

1. More in-class teaching experience.
2. More practical experience, less theory.
3. More discussion and actual classroom situations.
4. More group activity and interaction.
5. More emphasis on grading systems.
6. More recommendations for evaluations.

Suggested problem areas noted by Weiner and Swanson (1979) include:

1. The problems in the area of subject matter background knowledge included relying too much on the textbook and lacking knowledge of teaching methodology.
2. In the area of classroom preparation and presentation, student teachers felt that providing a variety of classroom activities and setting specific standards were problems.

3. A large number of students indicated they experienced the following problems: (a) encouraging critical thinking, (b) developing the students' ability to think and work independently, (c) preventing the class routine from becoming a mechanical process, (d) using a variety of methods and techniques, (e) maintaining contact with the entire class while working with individuals.
4. Challenging each individual student and providing incentives to students to learn were problems in the area of motivation.
5. The only problem in the area of discipline was the identification and use of disciplinary measures that encourage the rehabilitation of problem students.
6. Providing appropriate goals and learning strategies was the major problem in the area of individual differences.
7. There were no problems in the area of testing and evaluation that were considered either major or minor by over half the respondents.
8. Personnel problems were not significant as viewed by student teachers.
9. Other problems noted most frequently were: (a) handling constant talkers, (b) encouraging students who failed to respond, (c) understanding and accepting cooperating teachers' attitudes toward teaching and students, (d) developing and conveying students' interests, motivating students, (e) experiencing inadequate preparation for what the classroom was really like, and (f) having too little preparation for teaching subjects outside their area (pp. 48-49).

Observations made by the respondents in the studies mentioned appear to give an impression of general satisfaction with the business teacher training programs that they were involved with. However a number of problem areas were also identified by these respondents. Consideration to these problem areas might be undertaken by those involved in business teacher preparation.

Impact of Technology

Wagoner (1981a) states,

Now is the time for business educators everywhere to take steps to assure that they keep up with the changes in the office.

The last 10 years have brought more changes than the previous 100 years, and industry experts generally agree that the next 5 years will bring even more dramatic change (p. 297).

Milbergs (1982) contends that education and business education in particular is the primary tool with which to meet these challenges.

Technology is constantly impacting on the classroom. Lambrecht (1982) reports that the microcomputer did not even exist in 1975, but 50,000 of them were being used in schools in 1981. Business education teachers must be prepared to utilize new computer technology in their classrooms (Zahn, 1981). Lambrecht (1980) feels that because of a background in data processing, business teachers can become acquainted with this technology much more quickly than other teachers.

Currently there are relatively few well-qualified teachers for secondary courses in data processing (Boyd and Chance, 1979). King (1980) contends,

One of the urgent challenges facing business educators in the 1980's is to find the best means to educate all students about computers. A relevant secondary education curriculum is needed to reflect the rapidly changing computer technology and its impact on society (p. 31).

The primary question concerning computer literacy seems to be when and how to accomplish this enormous task (Kitch, 1980).

Brown and King (1982) feel that accounting courses must be brought up-to-date to reflect the real world today. They recommend one way to do this is to integrate automated data processing concepts into our accounting classes. Boes and Bernardi (1982) contend that the computer can be used in the business communication classroom to check for words that should be avoided in various types of letters, mass mailings, spelling checks, proper letter forms, and other areas.

Use of the microcomputer to assist in instruction is proposed by Herbert (1982), even if the learning itself is only as good, not better, than traditional methods. Herbert (1982) feels the following factors may still make it better.

1. Computer familiarity.
2. Enjoyable learning.
3. Flexible instruction schedules.
4. Individualized instruction.
5. Computerized evaluations (p. 32).

Merchant (1982) reports that in the working world less than 20 percent of computer time is used for math and science with 80 percent being used by business, however in education the reverse is usually true.

The need to provide leadership and development for business data processing as an integrated, articulated component of business education is advocated by Miller (1981). Miller (1981) states that the following steps should be initiated to accomplish the objective of data processing as part of business education.

1. Teacher educators must develop or improve their expertise in data processing--principles, programming, and systems.
2. A program of study should be designed to provide the necessary business data processing content and teaching methodology to develop future teachers.
3. Teacher educators should be planning and presenting "Improvement of Instruction" workshops and "Current Topics in Data Processing" seminars.
4. Research in the field of business data processing education is imperative.
5. Professional business teacher educators must exhibit--not just promote--a positive attitude toward business data processing education (p. 34).

Many new job opportunities have come about through word processing. The office, as we have come to know it, will realize major change in the next decade and courses for preparing students to become effective contributors to the implementation of change are needed (Wagoner, 1978). Nardone (1982) predicts that in the 1980's and 1990's we will see increased integration of various technologies and systems in the office. Business educators need to accept word processing as part of the business world and business curriculum (Turner, 1981). Holley (1982), in examining responses from 139 Mississippi firms, reports that new emphases are needed in the following areas:

1. Provide hands-on experience with electronic typewriters with memory.
2. Incorporate into as many classes as possible concepts of word and information processing used in offices today.
3. Teach about other components of information processing.
4. Introduce students to small computers which have word processing software packages (pp. 22-23).

Career Education

"Every business education teacher should be aware of the many careers a student can explore in the courses being taught and then develop strategies for teaching about these careers" (Marcum, 1981, p. 30). Nelson (1979) states,

Many of the job openings in the future will be new types. Recent attention and support for career education has focused on the need for better educational preparation so that young people are able to make more informed decisions about their future work (p. 3).

Werener (1979) feels that because many students enter the labor force before or shortly after high school graduation, vocational and career planning are essential during their high school training.

Nemesh (1979) indicates,

A business education teacher is in a good position to give accurate and up-to-date information on which business students can base their occupational choice. Business educators have to discover ways to graduate secondary school students who understand the economic system, who want to be a part of it, improve it, and have the ability to do so through work (p. 5).

The Office of Career Education sponsored a career education project for the National Business Education Association to assist teachers in career education. Calhoun (1980b) reports four reasons for the involvement of professional education associations in career education:

1. There is a general lack of understanding of the application of career education to the various subject disciplines and of the skills which these disciplines provide the students.
2. Teachers need to be able to identify skills which the various disciplines provide students and to be knowledgeable about the application of these skills to the world of work.
3. Many teachers lack information about the resources available to them and about specific materials and practices already developed and validated which they can use in the classroom.
4. Teachers have been confused about the kinds of career education infusions they were expected to make in their teaching (p. 3).

Concerning career education, Ristau (1978) reported,

There are important needs that have not been met. Among these needs are teachers who continue to struggle with the basic concept, implementors who are still not sure about the role of the business educator, career exploration programs that are in their infancy and fail to reach a sufficient number of students actively, and content courses that fail to infuse career development and career preparation principles in an effective and pervasive manner (p. 5).

General Business

Nanassey (1978) states,

Historically, general business and other basic business subjects have not been the favorites of business teachers. When given an opportunity most teachers have tended to gravitate toward teaching the skill subjects--typewriting, shorthand, and accounting (p. 55).

Nanassey (1978) feels that the nature of the subjects contributes to this phenomena, but also feels business teacher education programs contribute as well. He recognizes that while some colleges and universities have a specialized methods course for teaching general business and related subjects, it is more typical to have one methods course for all business subjects. Nanassey contends that nonskill courses will take a backseat to skills courses in a class of this type.

Bronner (1981) expressed concern that so few individuals within our professional ranks know so little about the basics of the business environment in which they live. The fact that business educators frequently view their task as being limited to typing, shorthand, retailing, and accounting is also noted by Dlabay (1982). He maintains that efforts must be made to hire business faculty who are qualified and enthusiastic about teaching basic business. Dlabay (1982) contends that individuals responsible for training business teachers should establish a commitment to:

1. Develop a curriculum which provides for training competent business teachers.
2. Provide prospective business education teachers with a methods course which specializes in basic business.
3. Encourage student teaching experience in the basic business area for all prospective business teachers (p. 38).

In a statement made by the Policies Commission for Business and Economics Education (1980), they state,

We believe that business educators should:

1. Convince school officials of the importance of business educators teaching free enterprise concepts and principles.
2. Identify and clarify free enterprise concepts and principles and present them effectively.
3. Teach free enterprise concepts and principles objectively--including study of the historical developments of the free enterprise system.
4. Assume the responsibility for including instruction in free enterprise in every business curriculum at all educational levels.
5. Provide opportunities for students to develop the incentive, skill, and knowledge to produce goods and services needed and wanted by society.
6. Strive to prepare students to be intelligent consumers.
7. Encourage clarification of personal and societal values related to free enterprise.
8. Maintain continual contact with and/or engage in work experience with the business community.
9. Assure that every individual graduating from a business teacher education program is qualified to teach free enterprise (p. 8).

Consumer Education

Tonne (1977) states,

Consumer education has arrived. Consumer education is required of all students in some states and stimulated in others. Consumer associations are being formed in several states and special recognition is given at the national level (p. 300).

A concern expressed by Hopkins (1976) focuses on what we are doing to help the prospective worker perform more effectively in his/her role as a consumer. He also indicates concern over the limited number of students that are receiving instruction in this area of study.

Calhoun (1981c) listed the following six reasons for providing opportunities in consumer education for young people and adults.

1. To learn about career opportunities and the world of work.
2. To become competent in analyzing and evaluating the economic policies and activities of government, business, industry, labor, and individuals.
3. To learn how to become intelligent consumers of goods and services.
4. To further refine communication, problem-solving, and decision-making skills.
5. To understand the importance of laws relating to the individual, to business, and to society.
6. To refine personal traits necessary for success in occupational and community life (p. 28).

Business Administration and Entrepreneurship

In the past, secondary business curriculums have done very little to train young people in business administration and entrepreneurship. Objectives have changed with emphasis on the small business ownership aspect (Clayton and Johnson, 1981). Crunk (1978) reports,

Both high school and post-secondary curriculums have lagged much behind supportable philosophy of education for business, particularly in relation to the basic business area and to preparation of the entrepreneur who organizes, manages, and assumes the risks of a business (pp. 33-34).

Russell (1982) indicates the concerns expressed by a National Task Force on Education and Training for Minority Business Enterprise.

1. The primary cause of business failure is lack of management and business skills.
2. There is a chronic shortage of trained talent to meet present and future needs for owners and managers.
3. Entrepreneurship as a career opportunity has been ignored by the educational system.

4. There is a wide range of entrepreneurship resources at the national, state, and local levels.
5. Small business education and training programs must become an integral part of a national education strategy (p. 33).

There appear to be three primary reasons for teaching entrepreneurship (Haines and Furtado, 1981).

1. To acquaint students with the career option of being an employer.
2. To assist students in developing basic entrepreneurial skills in order that they may become successful small business owners.
3. To help people understand the "basics" about our economic system and free enterprise (p. 32).

Advisory Committees

Business programs should reflect the needs of the communities of which they are a part. Hlavac (1981) contends that to be an integral part of the community and to reflect the daily occupational life of that community, cooperation between the school and business, labor, and industry is essential. She feels that the best way to effectively provide this vital link is through the use of an advisory committee.

Hlavac (1981) says,

Of all the various committees that serve vocational students and educators, the one that has the most impact is the local committee formed to work specifically with the business education program. The need for these committees is well documented and well-founded and advisory committees are unique in their ability to provide information for vocational education programs (pp. 81, 88).

Classroom Management

Classroom management skills appear to be very important to the business education teacher. As stated by Arnold (1981, p. 311), "The

planning aspect of teaching is so important that it alone can determine the success or failure of a teacher." Mattox (1981) indicates that teachers often find themselves in less than ideal conditions, and when this happens they must create the best possible atmosphere for learning by using what they have and begin to determine what is required to improve facilities and equipment. Barzey (1978) feels that the teacher is a manager and must organize and manage students as well as resources.

The Fourteenth Annual Gallup Poll of Public Attitudes Toward Education revealed that discipline is considered the most important problem of public schools (Gallup, 1982). Sumner (1978) states that the success or failure of a teacher often involves the achieving of discipline in the classroom.

Adult Education

Kaisershot and Dickey (1980) found that the literature seems to indicate that adult and continuing education programs will continue to be very strong. They further point out that business instructors are often contacted to fill teaching positions in these adult programs. These authors indicate that teachers of adults must not only possess knowledge of subject matter, but must also understand the adult student and how he/she is different from the student encountered in the traditional classroom teaching situation.

Myers (1979) points out that teaching a group of adults can be difficult because it is possible that 50 percent of the students may be older than the instructor. Adult learners are concerned about time and want compact, efficient learning programs (Ober and Johnson, 1979).

Important points to remember concerning adult learners are pointed out by Allen (1976).

1. Adults who have been away from education for awhile underestimate their ability to learn.
2. Most need to adjust to new teaching methods.
3. Various physiological changes occur in the process of aging.
4. Adults respond less readily to external pressures for learning, such as grades (p. 28).

Mainstreaming

Public Law 94-142 which provides for education of the handicapped in the least restrictive environment, seems to have implications for business educators. Garrison (1978) states that the handicapped will be in our business courses. He feels that business teacher education programs must be examined and revised. A course in the exceptional child is not sufficient. Garrison (1978) also states,

The most immediate needs for classroom teachers include the development of understanding how a handicap affects learning, skill in recognizing handicaps, prescriptive teaching, skill in behavior management techniques, understanding of and ability to respond to the emotional needs of handicapped students, and development of a new working relationship with special educators (p. 10).

Belli (1978) found in a survey that 75 percent of the respondents agreed with the mainstreaming concept, but did not feel adequately prepared to teach the handicapped in their own classes. The following suggestions were presented by Simon (1980) to help business teachers become better prepared to teach clerical skills to handicapped students.

1. Sell yourself on the idea that students with physical handicaps should take business skills courses.
2. Convince school guidance counselors that physically handicapped students need to take business skills courses.

3. Encourage the physically handicapped themselves to take business skills classes.
4. Be prepared to alter the physical conditions of the classroom to some extent.
5. Be prepared to provide any additional books, materials, equipment, and teaching strategies that will help the student learn the desired skill despite any handicaps (p. 6).

Multicultural Education

Multicultural education is another area that seems to be getting a lot of attention in education circles. Holderness (1978) points out the importance of motivation in all classes taught, but contends that motivation problems increase when the ethnic background of the students varies. Wood (1981) cautions against making the assumption that a "homogenous" group is homogenous. Students are definitely different. "Because of the ever-changing racial and multilingual composition of the school population, teachers are faced with unique teaching situations" (Losiniecki, 1981, p. 39).

Summary

It seems apparent that a great range of concerns that are important to business teacher education programs exist. Many new issues are present, along with areas traditionally a part of business teacher education programs. Finding agreement on what should be included in business methods courses, what should be included in other parts of the curriculum, and what need not be treated seems to be a formidable task.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Designed to obtain data from member institutions of the National Association for Business Teacher Education, this descriptive study focused on the status and trends in business methods courses. General data requested from the respondents included location of the business education program within their institution, the approximate number of business teacher education majors at their institution, the number of methods courses taught, the total credits offered for methods courses, the length of the student teaching experience, and whether students take business methods courses during the student-teaching semester. Specific titles for each business methods course and the amount of credit awarded for each course was also requested. Data were gathered showing the approximate percentage of each business methods course that is content (subject-matter) oriented and the approximate percentage of each business methods course that is methodology (how to) oriented. The approximate number of 50-minute class sessions spent on various topic areas was acquired. Information dealing with the respondents' opinions of the degree of importance of various assignments commonly used in business methods courses was also obtained.

The following steps were followed in researching the problem, planning the study, conducting the survey of NABTE institutions, and presenting the results of the study:

1. Review of related literature
2. Development of the research questionnaire
3. Preparation of the cover letter and follow-up letter
4. Selection of the population
5. Collection of the data
6. Analysis and interpretation of the data

The research design and procedures chapter describes the research design by elaborating on each of the steps used in completing the study.

Survey of Related Literature

Professional publications and literature dealing with business methods courses were examined to determine whether similar studies had been conducted. The literature review was also conducted to determine the status and trends of business methods courses. Sources included the Business Education Index (1976, 1977, 1978, 1979, 1980, 1981, 1982), the Index to Doctoral Dissertations in Business Education 1900-1975 (1975), Research: Process and Product (1977), Needed Research in Business Education (1979), the ERIC data base, and numerous professional journals. As the development of technology has caused change in business education, the researcher concentrated on literature published since 1976.

The Research Questionnaire

The research instrument designed to gather data for this study was a six-page questionnaire developed following a study of the literature, review of other questionnaires concerned with business education, and

consultation with Oklahoma State University and Northwestern Oklahoma State University faculty members.

The questionnaire was revised after consultation with the researcher's dissertation adviser and with a statistician at Oklahoma State University, and after business department faculty members at Northwestern Oklahoma State University completed the questionnaire to identify unclear or ambiguous items. These consultations and evaluations resulted in minor revisions in wording and sequencing of the questions.

The final questionnaire was printed on 11 x 17 inch paper and folded in half to make the final size of 8 1/2 x 11 inches. An 8 1/2 x 11 inch insert was also included. This resulted in a six page questionnaire. (See Appendix A.) The questionnaire was unsigned in order to keep information provided by the respondents confidential. However, an identification number was used for purposes of follow-up by the researcher.

The questionnaire was divided into four sections:

- I. General Information
- II. Course Titles, Content, and Methodology
- III. Specific Topic Information
- IV. Assignments

The questionnaire was designed in an easy-to-answer format to facilitate ease of completion by the respondents and to aid the researcher in tabulation of responses. Questions were formulated to be clear, concise, and consistent with business teacher education terminology. Complete directions were given at the beginning of each

section of the questionnaire. Professional typesetting was utilized to insure a quality and attractive questionnaire.

Preparation of the Cover Letter and Follow-up Letter

The cover letter was written for the purpose of encouraging those NABTE institutions receiving it to participate in the study. The letter was reproduced on Oklahoma State University, College of Business Administration stationery, and was co-signed by Dr. Dennis L. Mott, dissertation adviser. (See Appendix B.)

Approximately three weeks after the original mailing a follow-up letter and questionnaire was sent to those not responding to the first letter and questionnaire. The follow-up letter was also reproduced on Oklahoma State University, College of Business Administration stationery, and co-signed by the dissertation adviser, Dr. Dennis L. Mott. (See Appendix B.)

Selection of the Population

The researcher chose as the population for the study all NABTE institutions listed in the December, 1982, issue of the Business Education Forum. NABTE institutions were used to obtain a national survey. The high likelihood that these schools would have business teacher education programs was also a factor in selecting this population. This listing was the most current listing available of membership in the National Association for Business Teacher Education.

Collection of the Data

Mailing envelopes with the researcher's return address printed on them were used for mailing the cover letter, questionnaire, and return envelope. The return envelopes also had the researcher's mailing address typed on them. Commemorative stamps were used on the mailing envelopes and return envelopes.

The timetable for the mailings of the original and follow-up materials was as follows:

1. Original mailing--February 1, 1983
Date requested for return--February 14, 1983
2. Follow-up mailing--February 21, 1983
Date requested for return--March 4, 1983.

Questionnaires were mailed to 289 NABTE institutions. Ten of these schools were deleted from the population for the following reasons:

1. Eight schools had discontinued their business teacher education program.
2. One school's business teacher education program was in a state of major revision and the respondent felt he could not give valid responses at this time.
3. One respondent felt that filling out the questionnaire would be a burden to him.

There were 211 questionnaires returned from the remaining 279 NABTE institutions. All 211 of the questionnaires were judged to be usable, which was a 75.6 percent usable response rate. An analysis of the returns and non-returns is reported in Table I.

TABLE I
DISTRIBUTION OF THE POPULATION BY RETURNS AND
NON-RETURNS TO THE QUESTIONNAIRE

Category	Number	Percent Total (N=279)
Total institutions in population	279	100.0
Total non-respondents	68	24.4
Total respondents from original mailing	166	59.5
Total respondents from follow-up mailing	45	16.1
Total respondents	211	75.6
Total non-usable returns	0	0.0
Total usable returns	211	75.6

Analysis and Interpretation of the Data

Responses were coded and keyboarded on a terminal for use in computer tabulations. A Statll Statistical Package was used to reveal frequencies and percentages of each response for each question included in the questionnaire.

Further analyses were conducted using the Statll Statistical Package using one-way and two-way tables and the Chi-Square Test for Significance. The tabulation and interpretation of the data collection is presented in Chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

The "Questionnaire concerning Business Methods Courses in NABTE Institutions" was sent to all 289 NABTE institutions. The data obtained from the questionnaire described the status and trends of business teacher education methods classes. Findings included in Chapter IV are presented from a detailed analysis of the responses to the questionnaire.

Method of Analyzing the Data

Section I of the questionnaire was designed to gather data concerning the general structure of the business teacher education program at each NABTE institution. Specifically, this section contained questions concerning the location of the business teacher education program within the institution, the number of students majoring in business teacher education at the institution, and the number of business methods courses offered by the school. Respondents whose schools did not offer any business methods courses were asked to not complete the rest of the questionnaire. Other questions in Section I pertained to the institutions' system of giving credit, the total credits available for all business methods courses offered, the length of the student teaching experience, and whether students took business methods courses during the student teaching semester.

Section II was designed to obtain information in three specific areas. Respondents were requested to indicate the titles of the business methods courses they offer and the number of credits granted for each course. Then, respondents were asked to indicate the approximate percentage of each business methods course that was considered to be content (subject-matter) oriented. Finally, respondents were asked to indicate the approximate percentage of each business methods course that was considered to be methodology (how to) oriented.

Section III was designed to ascertain the approximate number of 50-minute class periods devoted to specific topics. Twenty topic areas were provided along with space where the respondents could indicate other topics that they covered.

Section IV of the questionnaire was utilized to find the degree of importance placed by the respondents on commonly-used assignments in business methods courses. Space was provided for respondents to list other assignments that they used in their business methods courses.

A Statll Statistical Package was used to tabulate the responses to each item in the questionnaire. The results from each response to a question were tabulated according to frequency of occurrence, cumulative frequency, percentage, and cumulative percentage. Tables of specific findings are presented in the following discussion.

Data Analysis

Responses were received from 221 NABTE institutions. Ten of the schools were deleted from the population for the following reasons:

1. Eight schools had discontinued their business teacher education program.

2. One school's business teacher education program was in a state of major revision and the respondent felt he could not give valid responses at this time.
3. One respondent felt that filling out the questionnaire would be a burden to him.

Therefore, analysis of data included responses from 211 questionnaires. The analysis is divided into five sections: an analysis of general information about the respondent's business teacher education program; an analysis of course titles, content, and methodology; an analysis of specific topics typically covered in business methods courses; an analysis of the perceived importance of assignments typically given in business methods courses; and correlation comparisons of various items included in the questionnaire.

The first section, dealing with general information about the business teacher education program at the respondent's institution, was sub-divided into seven areas: the location of the business teacher education program, the approximate total number of majors in the business teacher education program, the total number of business methods courses offered by the school, the system of granting credit for business methods courses, the total credits awarded for all business methods courses, the length of time involved in the student teaching experience, and whether or not students take business methods courses during the student teaching semester.

The second section (concerning the analysis of course titles, content, and methodology) was sub-divided into three areas: the specific title or titles used for business methods courses, the percentage of business methods courses that is considered to be content oriented, and the percentage of business methods courses that is considered to be methodology oriented.

The third section, concerning the analysis of specific topics that might be covered in business methods courses, was not divided. It did contain twenty different topics and was analyzed concerning the number of class sessions devoted to each topic area listed.

The fourth section, dealing with the analysis of the perceived importance of assignments typically given in business methods courses, was not divided. The section did contain six specific assignments and was analyzed concerning the perceived importance of each assignment.

All questionnaire items were analyzed with the One-Way Chi-Square Test to see if responses indicated a pattern other than that expected by chance. The following questionnaire items were compared using the Two-Way Chi-Square Test to see if relationships other than those expected by chance exist.

1. The approximate number of business teacher education majors and the number of business methods courses offered.
2. The number of business methods courses offered and the length of time spent in the student teaching experience.
3. The number of business methods courses offered and the approximate number of 50-minute sessions spent on specific topic areas.
4. The approximate number of business teacher education majors and the perceived importance of selected assignments.
5. The number of business methods courses offered and the perceived importance of selected assignments.

Analysis of General Information About the
Business Teacher Education Program

Presented in this section are responses concerning the general information about the business teacher education programs at NABTE institutions.

The general information section included 7 questions. See Appendix A for the complete questions. An abbreviated form of the question is used in each table. The number of responses to each question and an analysis of the data are presented.

Respondents were asked to identify the department, college, or school in which the business teacher education program is located. Choices available were Department, College, or School of Business; Department, College, or School of Education; or Other with an opportunity to specify where the program was located. A list of responses is presented in Table II, page 34. Table III, page 35, contains a list of program locations from those respondents that checked Other on the questionnaire.

The majority of the schools, 128 (60.66%) indicated that the business teacher education program at their schools was located in the Department, College, or School of Business. Seventy-three schools (34.60%) indicated that the business teacher education program was located in the Department, College, or School of Education. Ten respondents (4.74%) indicated that their business teacher education program was located somewhere other than in these two locations.

Table IV, page 36, contains an analysis of the number of students majoring in business teacher education at NABTE institutions. The majority of schools had either 0-30 majors or 31-75 majors. One-hundred-and-twelve schools (53.08%) indicated that they had from 0-30 business teacher education majors. Sixty-five schools (30.81%) reported that they had from 31-75 majors.

An analysis concerning the number of business methods courses offered at NABTE institutions is given in Table V, page 37. The four

TABLE II
LOCATION OF BUSINESS TEACHER EDUCATION PROGRAM

Program Location	Frequency	Cum. Freq.	Percent	Cum. Percent
Department, College, or School of Business	128	128	60.66	60.66
Department, College, or School of Education	73	201	34.60	95.26
Other	10	211	4.74	100.00

TABLE III
OTHER LOCATIONS FOR THE BUSINESS
TEACHER EDUCATION PROGRAM

Program Location	Frequency
School of Technology	2
College of Applied Science and Technology	1
Division of Applied Sciences	1
Department of Industrial, Technological, and Occupational Education	1
Division of Professional and Applied Sciences	1
Division of Professional Studies	1
School of Professional Studies	1
Technical Education--College of Technology	1
Department of Vocational Education	<u>1</u>
TOTAL	10

TABLE IV
 NUMBER OF STUDENTS MAJORING IN BUSINESS TEACHER
 EDUCATION AT NABTE INSTITUTIONS

Number of Majors	Frequency	Cum. Freq.	Percent	Cum. Percent
0 - 30	112	112	53.08	53.08
31 - 75	65	177	30.81	83.89
75 - 150	27	204	12.80	96.69
151 - 300	3	207	1.42	98.11
Over 300	1	208	.47	98.58
No Response	3	211	1.42	100.00

TABLE V
 NUMBER OF BUSINESS METHODS COURSES
 OFFERED AT NABTE INSTITUTIONS

Number of Methods Courses	Frequency	Cum. Freq.	Percent	Cum. Percent
No Methods Course	4	4	1.90	1.90
1 Methods Course	70	74	33.18	35.08
2 Methods Courses	53	127	25.12	60.20
3 Methods Courses	31	158	14.69	74.89
4 Methods Courses	29	187	13.74	88.63
5 Methods Courses	11	198	5.21	93.84
6 Methods Courses	6	204	2.84	96.68
7 Methods Courses	4	208	1.90	98.58
8 Methods Courses	2	210	.95	99.53
9 Methods Courses	1	211	.47	100.00

most commonly selected responses were one, two, three, and four business methods courses offered. Seventy respondents (33.18%) stated that they had only one business methods course at their school; 53 respondents (25.12%) indicated that they had 2 business methods courses; 31 respondents (14.69%) cited that they had 3 business methods courses; and 29 respondents (13.74%) reported that they had 4 business methods courses.

The fourth item of Section I dealt with the schools' systems for offering credit for business methods courses. The data derived from this question along with data from Question 5 was used to determine the average number of credits offered in business teacher education. Data specifically related to the credit system used is presented in Table VI, page 39. The majority of respondents, 155 (74.88%), indicated that their school was on a semester hour system of offering credit.

The next item in Section I requested respondents to report the total number of credits that their respective institutions gave for all business methods courses offered. Table VII, page 40, gives a report of the number of schools offering from 1 to 20 credits using the semester hour system of giving credit. Table VIII, page 41, gives a breakdown of the number of schools offering from 1 to 20 credits under the quarter hour system of issuing credit.

The data was also analyzed to determine the overall average of credit offered by NABTE institutions. Averages are reported in semester hours with a conversion rate of 2/3 of a semester hour given for one hour on the quarter hour system. Averages are stated in Table IX, page 42. Based on 200 respondents, the overall average of semester hours awarded for all business methods courses at the NABTE institutions

TABLE VI
SYSTEM OF CREDIT USED BY NABTE INSTITUTIONS

Type of Credit	Frequency	Cum. Freq.	Percent	Cum. Percent
Semester Hours	155	155	74.88	74.88
Quarter Hours	45	200	21.74	96.62
Other (4-4-1 System)	1	201	.48	97.10
No Response	6	207	2.90	100.00

TABLE VII

TOTAL NUMBER OF CREDITS OFFERED FOR ALL BUSINESS
METHODS COURSES USING SEMESTER HOURS

Number of Credits	Frequency	Cum. Freq.	Percent	Cum. Percent
1	3	3	1.5	1.5
2	8	11	4.0	5.5
3	39	50	19.5	25.0
4	17	67	8.5	33.5
5	5	72	2.5	36.0
6	34	106	17.0	53.0
7	4	110	2.0	55.0
8	8	118	4.0	59.0
9	14	132	7.0	66.0
10	4	136	2.0	68.0
11	4	140	2.0	70.0
12	6	146	3.0	73.0
13	1	147	.5	73.5
14	1	148	.5	74.0
15	4	152	2.0	76.0
16	2	154	1.0	77.0
17	0	154	0.0	77.0
18	1	155	.5	77.5
19	0	155	0.0	77.5
20	0	155	0.0	77.5

N = 200 to determine percentage of all respondents to this question. 22.5% of respondents are on the quarter hour system. Table VII and Table VIII responses total 100%.

TABLE VIII

TOTAL NUMBER OF CREDITS OFFERED FOR ALL BUSINESS
METHODS COURSES USING QUARTER HOURS

Number of Credits	Frequency	Cum. Freq.	Percent	Cum. Percent
1	0	0	0.0	0.0
2	0	0	0.0	0.0
3	0	0	0.0	0.0
4	6	6	3.0	3.0
5	7	13	3.5	6.5
6	5	18	2.5	9.0
7	4	22	2.0	11.0
8	9	31	4.5	15.5
9	5	36	2.5	18.0
10	1	37	.5	18.5
11	0	37	0.0	18.5
12	3	40	1.5	20.0
13	0	40	0.0	20.0
14	0	40	0.0	20.0
15	2	42	1.0	21.0
16	1	43	.5	21.5
17	0	43	0.0	21.5
18	1	44	.5	22.0
19	0	44	0.0	22.0
20	1	45	.5	22.5

N = 200 to determine percentage of all respondents to this question. 77.5% of respondents are on the semester hour system. Table VII and Table VIII responses total 100%.

TABLE IX

AVERAGE NUMBER OF CREDIT HOURS OFFERED BY NUMBER
OF BUSINESS TEACHER EDUCATION MAJORS

Number of Majors	Frequency	Total Credits	Average
0 - 30	106	541.66	5.11
31 - 75	65	393.84	6.06
76 - 150	26	224.34	8.63
151 - 300	2	15.33	7.67
Over 300	1	18.00	18.00
OVERALL	200	1193.17	5.97

Differences between Table IV and Table IX frequencies are due to non-responses to Question 5 and to the fact that 4 respondents to Question 3 were asked to stop answering the questionnaire since they had no business methods courses at their schools.

reporting was 5.97 semester hours. Breaking this down by number of business teacher education majors indicates that schools with 0-30 majors average 5.11 semester hours, schools with 31-75 business teacher education majors average 6.06 semester hours, and schools with 76-150 business teacher education majors average 8.63 semester hours. The averages for 151-300 business teacher education majors and over 300 business teacher education majors are 7.67 and 18.0 semester hours respectively, but have N's of only 2 and 1.

Table X, page 44, contains an analysis of the length of time spent in the student teaching experience for business teacher education majors at NABTE institutions. No respondents indicated that business teacher education students at their schools spent less than 4 weeks in the student teaching experience. Sixty-four respondents (30.92%) cited that 9-10 weeks were spent student teaching; which was the largest percentage of all the groupings.

The final question of Section I requested responses to a question asking when business methods courses were taken by business teacher education majors. Possible responses were, at the first of the semester in which they student taught; taken concurrently with the student teaching experience; taken before the student teaching semester; or a combination of before and during the student teaching semester. These responses are analyzed in Table XI, page 45. A majority of the respondents, 129 (62.32%), stated that the business teacher education majors take business methods courses before the student teaching semester. Only 5 respondents (2.42%) reported that business teacher education majors take business methods courses concurrently with the student teaching experience.

TABLE X
 LENGTH OF TIME SPENT IN STUDENT TEACHING
 BY BUSINESS TEACHER EDUCATION MAJORS

Time	Frequency	Cum. Freq.	Percent	Cum. Percent
Less than 4 weeks	0	0	0.00	0.00
4 - 6 weeks	4	4	1.93	1.93
7 - 8 weeks	40	44	19.32	21.25
9 - 10 weeks	64	108	30.92	52.17
11 - 12 weeks	48	156	23.19	75.36
13 - 14 weeks	4	160	1.93	77.29
Full Semester	46	206	22.23	99.52
No Response	1	207	.48	100.00

TABLE XI

TIME BUSINESS METHODS COURSES ARE TAKEN BY
BUSINESS TEACHER EDUCATION MAJORS

Time Period	Frequency	Cum. Freq.	Percent	Cum. Percent
At First of Semester Before Student Teaching	35	35	16.91	16.91
Concurrently with Student Teaching	5	40	2.42	19.33
Before Student Teaching Semester	129	169	62.32	81.65
Combination Before and During Student Teaching Semester	37	206	17.87	99.52
No Response	1	207	.48	100.00

Analysis of Course Titles,
Content, and Methodology

The second section of the questionnaire was designed to obtain information concerning the course titles used for business methods courses, the percentage of each course that is considered to be content oriented, and the percentage of each course that is considered to be methodology oriented. Thirteen possible titles for business methods courses were listed along with a space for other titles used. (See Appendix A for the complete question.) Respondents were directed to indicate the course titles used and the number of credits awarded for completion of the course. Table XII, page 47, contains an analysis showing the distribution of responses to each of the thirteen titles plus the number of credits awarded for the course.

Ninety-nine respondents (47.83%) reported that their school had a course entitled Methods of Teaching Business Subjects. Fifty-nine of these institutions offered the course for 3 hours credit, while 23 gave more than 3 hours credit. Twelve schools awarded 2 hours credit, and 5 schools awarded one credit hour for the course. Fifty-five respondents (26.57%) indicated that their schools offered a course called Methods of Teaching Basic Business Subjects. Twenty-five of these 55 schools offered the course for 3 hours credit, 21 offered it for 2 hours credit, 8 gave one credit for the course, and one school allowed more than 3 credits.

Methods of Teaching Skill Subjects was a course title currently used by 24 respondents (11.59%). Fifteen of these schools awarded 3 hours credit for the course, 8 schools allowed 2 hours credit, and one institution offered more than 3 hours credit for completion of the

TABLE XII
 COURSE TITLES AND CREDIT AWARDED FOR SELECTED
 TITLES OF BUSINESS METHODS COURSES

Course Title	Number of Schools Using Title	Credits Awarded				Percentage of Schools Using Title
		1	2	3	Over 3	
Methods of Teaching Business Subjects	99	5	12	59	23	47.83
Methods of Teaching Basic Business Subjects	55	8	21	25	1	26.57
Methods of Teaching Skill Subjects	24	0	8	15	1	11.59
Methods of Teaching Typewriting and Shorthand	14	0	3	10	1	6.76
Methods of Teaching Typewriting	45	13	20	11	1	21.74
Methods of Teaching Shorthand	52	15	25	10	2	25.12
Methods of Teaching Accounting and Basic Business	31	1	11	17	2	14.98
Methods of Teaching Accounting	29	9	15	5	0	14.01
Methods of Teaching Data Processing	12	5	7	0	0	5.80
Methods of Teaching DE/OE	11	2	2	4	3	5.31
Methods of Teaching Office Practice	14	7	6	1	0	6.76
Principles of Business Education	23	2	7	14	0	11.11
Business Education Seminar	7	1	0	6	0	3.38
No Response	6					2.90

course. Fourteen respondents (6.76%) reported that their schools had a course entitled Methods of Teaching Typewriting and Shorthand. Ten of these schools offered the course for 3 hours credit, 3 offered it for 2 hours credit, and one school offered it for more than 3 hours credit.

It was stated by 45 respondents (21.74%) that their schools offered a course entitled Methods of Teaching Typewriting. Twenty of these institutions awarded two hours credit for the course, 13 allowed one hour credit, and 11 allowed 3 hours credit. Methods of Teaching Shorthand was a course title indicated by 52 respondents (25.12%). Twenty-five of these schools offered the course for 2 hours credit, 15 awarded one credit hour, and 10 gave 3 credit hours.

Thirty-one respondents (14.98%) indicated that their schools had a course entitled Methods of Teaching Accounting and Basic Business. Of these, 17 offered it for 3 credits, 11 awarded 2 credits, 2 allowed more than 3 credits, and one school gave one credit hour only for the course. It was reported by 29 respondents (14.01%) that their institutions offered a course called Methods of Teaching Accounting. Fifteen of these schools offered the course for 2 hours credit, 9 gave one hour of credit, and 5 allowed 3 hours credit.

Methods of Teaching Data Processing was a course title indicated by 12 respondents (5.80%). Seven of these schools offered the course for 2 hours credit, while the other 5 schools have only one hour credit for the course. Eleven respondents (5.31%) stated that their schools offered a course entitled Methods of Teaching DE/OE. Four of these institutions gave 3 hours credit for the course, 3 allowed more than 3 hours, 2 offered 2 hours credit, and 2 taught the course for one credit hour.

It was reported by 14 respondents (6.76%) that their institutions offered a course entitled Methods of Teaching Office Practice. Seven schools offered this course for one credit, 6 allowed 2 credits, and one allowed three credits. Principles of Business Education was a course title indicated by 23 respondents (11.11%). Of these, 14 gave 3 hours credit for the course, 7 allowed 2 hours credit, and 2 offered one credit hour.

Seven respondents (3.38%) stated that a course entitled Business Education Seminar existed at their school. Of these, 6 offered the course for 3 hours credit, while one school gave one hour of credit. Six schools (2.90%) chose not to respond to this question.

Table XIII, pages 50-54, shows a listing of other course titles that were indicated by the respondents as being used in their schools.

Question 2 of Section II deals with the approximate percent of each methods course that was considered to be content (subject-matter) oriented. Table XIV, page 55, analyzes the responses to the approximate percentage of business methods courses that is considered to be content oriented. (Appendix A shows the specific question.) Respondents were asked to estimate, into approximate percentage ranges, the amount of each course that is content oriented. Discrepancies in numbers between Question 1 of Section II and Question 2 of Section II is attributed to the greater number of non-responses to Question 2.

Of the 85 respondents indicating a course in Methods of Teaching Business Subjects, 29 said that they spent less than 10% of the time on content, 32 reported that they used from 10-25% of the time, 13 stated that they used from 26-50% of the time, 9 cited that they used from 51-75% of the time, and 2 said they spent over 75% of the time.

TABLE XIII
OTHER COURSE TITLES USED FOR
BUSINESS METHODS COURSES

Course Title	Number of Schools Using Title	Credits Awarded			
		1	2	3	Over 3
Teaching Distributive Education	9	1	3	5	0
Methods of Teaching Accounting and Data Processing	8	1	4	2	1
Methods of Teaching Secretarial Subjects	4	0	0	4	0
Methods of Teaching Nonskill Subjects	3	0	3	0	0
Methods of Teaching Typewriting and Office Practice	2	0	1	0	1
Methods of Teaching Cooperative Office Education	2	0	0	2	0
Methods of Teaching Typewriting and Office Machines	2	0	2	0	0
Methods of Teaching Vocational Business Education	2	0	0	2	0
Methods of Teaching Business, Office, and Distributive Education	1	0	0	0	1
Advanced Business Methods	1	0	0	1	0
Program Development in Business Education	1	0	1	0	0
Methods of Vocational Education/ Business Education	1	0	0	1	0
Single Subjects Analysis--Business Education	1	0	0	1	0
Business Education Management	1	0	0	0	1
The Teaching of Accounting, General Business, and Economics	1	0	0	0	1
Methods of Teaching Office Education	1	0	0	1	0
Teaching Reading in the Content Area	1	0	0	1	0

TABLE XIII (Continued)

Course Title	Number of Schools Using Title	Credits Awarded			
		1	2	3	Over 3
Methods of Teaching Typewriting and Basic Business Subjects	1	0	0	1	0
Teaching General Business and Typewriting	1	0	0	1	0
Teaching Shorthand and Accounting	1	0	0	1	0
Teaching Office Education	1	0	0	1	0
Teaching Consumer Economics	1	0	1	0	0
Methods of Teaching Basic Business, Accounting, and Data Processing	1	0	0	1	0
Basic Business/Consumer Education	1	1	0	0	0
Training and Staff Development	1	0	0	1	0
Independent Study	1	0	0	0	1
Special Methods in Business Education	1	0	0	0	1
History and Philosophy of Business Education	1	0	0	1	0
Methods of Teaching Cooperative Office Education and Related Subjects	1	0	0	1	0
Philosophy and History of Vocational Education	1	0	0	1	0
Methods of Teaching Typewriting and Office Systems	1	0	0	1	0
Methods of Teaching Bookkeeping, Accounting, Business Math, and Data Processing	1	0	0	1	0
Teaching Methods and Instructional Materials for Adult Business Education	1	0	0	1	0
Methods of Teaching Business Communication	1	1	0	0	0
Principles of Business Education and Typing Methods	1	0	0	1	0
Curriculum Development in Office Education	1	0	0	1	0

TABLE XIII (Continued)

Course Title	Number of Schools Using Title	Credits Awarded			
		1	2	3	Over 3
Methods of Teaching Word Processing	1	0	0	1	0
Model Office Methods	1	0	0	1	0
Cooperative Methods	1	0	0	1	0
Methods of Teaching Shorthand and Office Practice	1	0	1	0	0
Methods of Teaching Vocational and Business Subjects	1	0	0	1	0
Practicum in Business Education	1	1	0	0	0
Principles and Techniques of Vocational Business Education	1	0	0	1	0
Methods of Teaching Accounting, Basic Business, and Typewriting	1	0	1	0	0
Methods of Teaching Shorthand, Office Practice, and Communications	1	0	1	0	0
Procedures and Materials for Business Education	1	0	1	0	0
Special Methods in Business	1	0	1	0	0
Methods in Vocational Office Education	1	0	0	1	0
Coordination of Realistic Work Experience	1	0	0	1	0
Methods of Teaching General Business and Distributive Education	1	0	0	1	0
Teaching Reading in Business and Distributive Education	1	0	0	1	0
Methods for Teaching in the Office Occupations	1	0	0	1	0
Micro-Teaching	1	1	0	0	0
Seminar in Education	1	0	0	1	0

TABLE XIII (Continued)

Course Title	Number of Schools Using Title	Credits Awarded			
		1	2	3	Over 3
Methods of Teaching Clerical Subjects	1	0	0	1	0
Preparation of Teachers of Word Processing	1	0	0	1	0
Methods of Teaching Business Arithmetic	1	0	1	0	0
Analysis and Strategies of Teaching	1	0	0	0	1
Methods of Teaching Comprehensive Business Subjects	1	0	0	0	1
Methods and Materials Co-op/DE	1	0	1	0	0
Accounting and Data Processing in the Secondary Schools	1	0	1	0	0
Distributive Education in the Secondary Schools	1	0	1	0	0
Special Methods in Business Education	1	0	0	0	1
Teaching Methods and Techniques in Vocational Business Office Education	1	0	0	0	1
Methods of Teaching Bookkeeping, Basic Business, Shorthand, and Typewriting	1	0	1	0	0
Cooperative Office Education	1	0	0	1	0
Methods of Teaching Business Education Subjects	1	0	1	0	0
Business Education Methods	1	0	0	1	0
Teachers Course in Business	1	0	0	0	1
Methods and Materials: Vocational Education	1	0	0	0	1
Organizing and Teaching of Business Subjects	1	0	0	1	0
Methods of Teaching Typewriting and Word Processing	1	0	1	0	0
Seminar: Teaching Business Subjects	1	0	0	1	0

TABLE XIII (Continued)

Course Title	Number of Schools Using Title	Credits Awarded			
		1	2	3	Over 3
Testing and Evaluation in Business Education	1	1	0	0	0
Coop Methods	1	0	0	1	0
Coordinating Techniques of Business Education and Distributive Education	1	0	0	1	0
Organization and Administration of Cooperative Vocational Programs	1	0	0	0	1
Program Development	1	0	1	0	0

TABLE XIV
 PERCENTAGE OF SELECTED BUSINESS METHODS COURSES
 CONSIDERED TO BE CONTENT ORIENTED

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Business Subjects	85	29	32	13	9	2
Methods of Teaching Basic Business Subjects	55	18	21	14	2	0
Methods of Teaching Skill Subjects	24	6	12	6	0	0
Methods of Teaching Typewriting and Shorthand	14	4	6	3	1	0
Methods of Teaching Typewriting	45	21	17	5	1	1
Methods of Teaching Shorthand	52	22	17	10	2	1
Methods of Teaching Accounting and Basic Business	30	8	11	7	3	1
Methods of Teaching Accounting	29	10	7	10	2	0
Methods of Teaching Data Processing	12	3	2	5	1	1
Methods of Teaching DE/OE	11	2	4	4	1	0
Methods of Teaching Office Practice	12	7	3	2	0	0
Principles of Business Education	27	5	5	4	4	9
Business Education Seminar	8	5	1	2	0	0

Methods of Teaching Basic Business Subjects was a course title reported by 55 respondents. Of these, 18 stated they spent less than 10% of the time on content, 21 indicated they used from 10-25% of their time, 14 cited that they utilized from 26-50% of course time, and 2 reported that they spent from 51-75% of class time on content.

Twenty-four respondents reported a course entitled Methods of Teaching Skill Subjects. Of these, 6 said they spent less than 10% of the time on content, 12 indicated that they spent from 10-25% of the time, and 6 stated that they used from 26-50% of their class time on content. Of the 14 respondents indicating a course in Methods of Teaching Typewriting and Shorthand, 4 reported that they utilized less than 10% of the time on content, 6 indicated they spent from 10-25% of their time, 3 said they spent from 26-50% of class time, and one respondent cited that he/she spent from 51-75% of class time on content.

Methods of Teaching Typewriting was listed as a course title by 45 respondents. Of these, 21 said they spent less than 10% of their class time on content, 17 indicated they spent from 10-25% of the time, 5 reported that they spent from 26-50% of class time, and one said he/she spent over 75% of the course on content. Fifty-two respondents cited a course entitled Methods of Teaching Shorthand. Twenty-two of these indicated that they spent less than 10% of the course on content, 17 reported that they used 10-25% of the time for content, 10 said they spent from 26-50% of the time, and one respondent stated that he/she spent over 75% of the time on content.

Of the 30 respondents who indicated a course in Methods of Teaching Accounting and Basic Business, 8 felt that they spent less than 10% of the time on content, 11 reported that they spent from 10-25% of the

time, 7 estimated using from 26-50% of class time, and one reported that he/she spent over 75% of the course on content. Methods of Teaching Accounting was a course title listed by 29 respondents. Of these, 10 cited that they utilized less than 10% of their class time on content, 7 felt that they spent from 10-25% of the time, 10 indicated that they spent from 26-50% of class time, and 2 indicated that they spent from 51-75% of the course on content.

Twelve respondents stated that they had a course entitled Methods of Teaching Data Processing. Three of these respondents felt that they spent less than 10% of course time on content, 2 indicated that they spent from 10-25% of the time, 5 estimated that they used from 26-50% of the time, one said that he/she spent from 51-75% of class time, and one respondent felt that over 75% of course time was devoted to content. Of the 11 respondents that reported a course in Methods of Teaching DE/OE, 2 felt that they spent less than 10% of course time on content, 4 estimated that they spent from 10-25% of the time, 4 felt that they spent from 26-50% of class time, and one stated that he/she spent from 51-75% of the class on content.

Twenty-seven respondents indicated that their school had a course in Principles of Business Education. Five of these respondents felt that they spent less than 10% of the time on content, 5 reported they spent from 10-25% of the time, 4 reported that they spent from 26-50% of class time, 4 felt that they spent from 51-75% of course time, and 9 estimated that they spent over 75% of the course on content. A course entitled Business Education Seminar was reported by 8 respondents. Of these, 5 felt that they spent less than 10% of the time on content, 1 stated that he/she spent from 10-25% of course time, while

2 respondents cited that they utilized from 26-50% of class time on content.

Table XV, pages 59-62, indicates the amount of course time spent on content in other course titles listed.

Question 3 of Section II was designed to determine the approximate percentage of each methods course that was considered to be methodology oriented. Table XVI, page 63, analyzes the approximate percentage of the business methods courses that the respondents considered to be methodology oriented. (Appendix A shows the specific question.) Respondents were asked to estimate into approximate percentage ranges the amount of each course that they considered to be methodology oriented. Discrepancies between Question 1 of Section II and Question 3 of Section II is attributed to the greater number of non-responses to Question 3.

Methods of Teaching Business Subjects was listed by 85 respondents as a course title of a business methods course taught in their school. Of these, 10 reported that they used from 10-25% of class time on methodology, 11 stated they utilized from 26-50% of the time, 23 indicated that they spent from 50-75% of class time, and 41 felt that they spent over 75% of class time on methodology. Fifty-five respondents listed a course entitled Methods of Teaching Basic Business Subjects. Of these, 14 reported spending from 26-50% of class time on methodology, 12 indicated that they spent from 51-75% of the time, and 29 reported that they spent over 75% of class time on methodology.

Of the 24 respondents that indicated a course in Methods of Teaching Skill Subjects, 5 said that they spent from 26-50% of the time on the teaching of methodology. Fourteen respondents listed Methods of

TABLE XV
 PERCENTAGE OF OTHER COURSE TITLES
 CONSIDERED TO BE CONTENT ORIENTED

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Teaching Distributive Education	9	3	1	4	1	0
Methods of Teaching Accounting and Data Processing	8	1	3	4	0	0
Methods of Teaching Secretarial Subjects	4	3	0	1	0	0
Methods of Teaching Nonskill Subjects	3	0	2	1	0	0
Methods of Teaching Typewriting and Office Practice	2	0	0	2	0	0
Methods of Teaching Cooperative Office Education	2	0	1	1	0	0
Methods of Teaching Typewriting and Office Machines	2	0	2	0	0	0
Methods of Teaching Vocational Business Education	2	0	2	0	0	0
Methods of Teaching Business, Office, and Distributive Education	1	0	0	0	0	1
Advanced Business Methods	1	0	1	0	0	0
Program Development in Business Education	1	1	0	0	0	0
Methods of Vocational Education/ Business Education	1	0	1	0	0	0
Single Subjects Analysis--Business Education	1	0	1	0	0	0
The Teaching of Accounting, General Business, and Economics	1	0	1	0	0	0
Methods of Teaching Office Education	1	0	1	0	0	0
Teaching Reading in the Content Area	1	0	0	0	0	1

TABLE XV (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Typewriting and Basic Business Subjects	1	0	0	0	1	0
Teaching General Business and Typewriting	1	0	1	0	0	0
Teaching Shorthand and Accounting	1	0	1	0	0	0
Teaching Office Education	1	0	0	0	0	1
Teaching Consumer Economics	1	1	0	0	0	0
Methods of Teaching Basic Business, Accounting, and Data Processing	1	1	0	0	0	0
Basic Business/Consumer Education	1	0	0	1	0	0
Training and Staff Development	1	0	0	1	0	0
Independent Study	1	0	0	1	0	0
Special Methods in Business Education	1	1	0	0	0	0
Methods of Teaching Cooperative Office Education and Related Subjects	1	0	1	0	0	0
Philosophy and History of Vocational Education	1	0	0	0	0	1
Methods of Teaching Typewriting and Office Systems	1	1	0	0	0	0
Methods of Teaching Bookkeeping, Accounting, Business Math, and Data Processing	1	1	0	0	0	0
Teaching Methods and Instructional Materials for Adult Business Education	1	1	0	0	0	0
Methods of Teaching Business Communication	1	0	1	0	0	0
Principles of Business Education and Typing Methods	1	0	0	1	0	0

TABLE XV (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Curriculum Development in Office Education	1	0	0	1	0	0
Methods of Teaching Word Processing	1	0	1	0	0	0
Methods of Teaching Shorthand and Office Practice	1	0	1	0	0	0
Methods of Teaching Vocational and Business Subjects	1	0	0	1	0	0
Practicum in Business Education	1	0	1	0	0	0
Principles and Techniques of Vocational Business Education	1	0	1	0	0	0
Methods of Teaching Shorthand, Office Practice, and Communications	1	1	0	0	0	0
Procedures and Materials for Business Education	1	0	1	0	0	0
Special Methods in Business	1	0	1	0	0	0
Methods in Vocational Office Education	1	0	1	0	0	0
Coordination of Realistic Work Experience	1	1	0	0	0	0
Methods of Teaching General Business and Distributive Education	1	1	0	0	0	0
Teaching Reading in Business and Distributive Education	1	1	0	0	0	0
Methods for Teaching in the Office Occupations	1	0	1	0	0	0
Micro-Teaching	1	1	0	0	0	0
Seminar in Education	1	1	0	0	0	0
Methods of Teaching Clerical Subjects	1	1	0	0	0	0

TABLE XV (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Business Arithmetic	1	0	0	1	0	0
Analysis and Strategies of Teaching	1	0	0	1	0	0
Methods of Teaching Comprehensive Business Subjects	1	1	0	0	0	0
Methods and Materials Co-op/DE	1	0	0	0	1	0
Teaching Methods and Techniques in Vocational Business Office Education	1	0	1	0	0	0
Cooperative Office Education	1	0	0	1	0	0
Methods of Teaching Business Education Subjects	1	0	1	0	0	0
Business Education Methods	1	1	0	0	0	0
Teachers Course in Business	1	0	1	0	0	0
Methods and Materials: Vocational Education	1	0	0	0	1	0
Methods of Teaching Typewriting and Word Processing	1	1	0	0	0	0
Seminar: Teaching Business Subjects	1	0	0	0	1	0
Testing and Evaluation in Business Education	1	1	0	0	0	0
Coop Methods	1	0	1	0	0	0
Coordinating Techniques of Business Education and Distributive Education	1	1	0	0	0	0
Organization and Administration of Cooperative Vocational Programs	1	0	0	1	0	0
Program Development	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTALS	91	27	32	23	5	4

TABLE XVI
 PERCENTAGE OF SELECTED BUSINESS METHODS COURSES
 CONSIDERED TO BE METHODOLOGY ORIENTED

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Business Subjects	85	0	10	11	23	41
Methods of Teaching Basic Business Subjects	55	0	0	14	12	29
Methods of Teaching Skill Subjects	24	0	0	5	7	12
Methods of Teaching Typewriting and Shorthand	14	0	1	1	5	7
Methods of Teaching Typewriting	45	0	1	4	12	28
Methods of Teaching Shorthand	52	0	1	9	15	27
Methods of Teaching Accounting and Basic Business	30	1	3	7	9	10
Methods of Teaching Accounting	29	0	0	8	6	15
Methods of Teaching Data Processing	12	0	2	4	2	4
Methods of Teaching DE/OE	11	0	1	2	5	3
Methods of Teaching Office Practice	12	0	0	0	3	9
Principles of Business Education	27	8	5	4	3	7
Business Education Seminar	8	0	0	2	0	6

Teaching Typewriting and Shorthand as a course title. One of these respondents felt that he/she spent from 10-25% of the time on methodology, 2 felt that they spent from 26-50% of the time, 5 reported that they spent from 51-75% of class time, and 6 cited that they utilized over 75% of their class time on methodology.

Forty-five respondents stated that they have a course entitled Methods of Teaching Typewriting. Of these, one felt that from 10-25% of the course was spent on methodology, 4 indicated that they used from 26-50% of the time, 12 cited that they spent from 51-75% of course time, and 28 respondents stated that they spent over 75% of the course in teaching methodology. Of the fifty-two respondents who indicated that they had a course in Methods of Teaching Shorthand, only one felt that he/she spent from 10-25% of class time on methodology, 9 reported that they spent from 26-50% of their time, 15 stated that they used from 51-75% of the course time, and 27 cited that they utilized over 75% of the class for teaching methodology.

Methods of Teaching Accounting and Basic Business was a course title listed by 30 respondents. One of these respondents indicated that he/she spent less than 10% of the time on methodology, 3 felt they used from 10-25% of class time, 7 stated that they spent from 26-50% of course time, 9 cited they used from 51-75% of the time, and 10 indicated that they used over 75% of class time for the purpose of methodology. Twenty-nine respondents stated that they had a course in Methods of Teaching Accounting. Eight of these respondents reported that they spent from 26-50% of their class time teaching methodology, 6 felt they used from 51-75% of the time, and 15 indicated they spent over 75% of class time on methodology.

Of the 12 respondents that listed a course in Methods of Teaching Data Processing, 2 reported spending from 10-25% of the time on methodology, 4 stated that they used from 26-50% of their class time, 2 reported that they spent from 51-75% of course time, and 4 felt that they utilized over 75% of their class time for teaching methodology. Methods of Teaching DE/OE was a course title indicated by 11 respondents. One of these felt that he/she spent from 10-25% of his/her time on methodology, 2 felt they used from 26-50% of the time, 5 indicated that they used from 51-75% of class time, and 3 reported that they used more than 75% of their class time on methodology.

Twelve respondents stated that they had a course in Methods of Teaching Office Practice. Three of these respondents indicated they used from 51-75% of class time on methodology, while the other 9 felt that they spent over 75% of their class time on methodology. Of the 27 respondents who reported a course entitled Principles of Business Education, 8 stated that they used less than 10% of class time on methodology, 5 felt that they utilized from 10-25% of class time, 4 cited that they used from 26-50% of course time, 3 reported that they spent from 51-75% of the time, and 7 felt they utilized over 75% of the course for teaching methodology.

The course title Business Education Seminar was cited by 8 respondents as being used at their schools for a business methods course. Two of these felt they spent from 26-50% of their class time on methodology, while the other 6 indicated they used over 75% of the time on methodology.

Table XVII, pages 66-69, reports the amount of course time spent on methodology in other course titles listed.

TABLE XVII
 PERCENTAGE OF OTHER COURSE TITLES CONSIDERED
 TO BE METHODOLOGY ORIENTED

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Teaching Distributive Education	9	0	1	2	2	4
Methods of Teaching Accounting and Data Processing	8	0	0	3	3	2
Methods of Teaching Secretarial Subjects	4	0	0	1	1	2
Methods of Teaching Nonskill Subjects	3	0	0	1	0	2
Methods of Teaching Typewriting and Office Practice	2	0	0	0	2	0
Methods of Teaching Cooperative Office Education	2	0	0	1	1	0
Methods of Teaching Typewriting and Office Machines	2	0	0	0	0	2
Methods of Teaching Vocational Business Education	2	0	0	0	0	2
Methods of Teaching Business, Office, and Distributive Education	1	0	1	0	0	0
Advanced Business Methods	1	0	0	0	1	0
Program Development in Business Education	1	0	0	0	0	1
Methods of Vocational Education/ Business Education	1	0	0	0	1	0
Single Subjects Analysis--Business Education	1	0	0	0	0	1
The Teaching of Accounting, General Business, and Economics	1	0	0	0	0	1
Methods of Teaching Office Education	1	0	0	0	0	1
Teaching Reading in the Content Area	1	0	1	0	0	0

TABLE XVII (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Typewriting and Basic Business Subjects	1	0	0	1	0	0
Teaching General Business and Typewriting	1	0	0	0	0	1
Teaching Shorthand and Accounting	1	0	0	0	0	1
Teaching Office Education	1	0	1	0	0	0
Teaching Consumer Economics	1	0	0	0	0	1
Methods of Teaching Basic Business, Accounting, and Data Processing	1	0	0	0	0	1
Basic Business/Consumer Education	1	0	0	1	0	0
Training and Staff Development	1	0	0	0	0	1
Independent Study	1	0	0	1	0	0
Special Methods in Business Education	1	0	0	0	0	1
Methods of Teaching Cooperative Office Education and Related Subjects	1	0	0	0	0	1
Philosophy and History of Vocational Education	1	1	0	0	0	0
Methods of Teaching Typewriting and Office Systems	1	0	0	0	0	1
Methods of Teaching Bookkeeping, Accounting, Business Math, and Data Processing	1	0	0	0	0	1
Teaching Methods and Instructional Materials for Adult Business Education	1	0	0	0	0	1
Methods of Teaching Business Communication	1	0	0	0	1	0
Principles of Business Education and Typing Methods	1	0	0	1	0	0

TABLE XVII (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Curriculum Development in Office Education	1	0	0	1	0	0
Methods of Teaching Word Processing	1	0	0	0	0	1
Methods of Teaching Shorthand and Office Practice	1	0	0	0	0	1
Methods of Teaching Vocational and Business Subjects	1	0	0	1	0	0
Practicum in Business Education	1	0	0	0	1	0
Principles and Techniques of Vocational Business Education	1	0	0	0	1	0
Methods of Teaching Shorthand, Office Practice, and Communications	1	0	0	0	0	1
Procedures and Materials for Business Education	1	0	0	0	1	0
Special Methods in Business	1	0	0	0	1	0
Methods in Vocational Office Education	1	0	0	0	0	1
Coordination of Realistic Work Experience	1	0	0	0	0	1
Methods of Teaching General Business and Distributive Education	1	0	0	0	0	1
Methods for Teaching in the Office Occupations	1	0	1	0	0	0
Micro-Teaching	1	0	0	0	0	1
Seminar in Education	1	0	0	0	0	1
Methods of Teaching Clerical Subjects	1	0	0	0	0	1
Teaching Reading in Business and Distributive Education	1	0	0	0	0	1

TABLE XVII (Continued)

Name of Course	Frequency	Percentage Ranges				
		Less 10%	10- 25%	26- 50%	51- 75%	Over 75%
Methods of Teaching Business Arithmetic	1	0	0	0	1	0
Analysis and Strategies of Teaching	1	0	0	1	0	0
Methods of Teaching Comprehensive Business Subjects	1	0	0	0	0	1
Methods and Materials Co-op/DE	1	0	1	0	0	0
Teaching Methods and Techniques in Vocational Business Office Education	1	0	0	0	0	1
Cooperative Office Education	1	0	0	1	0	0
Methods of Teaching Business Education Subjects	1	0	0	0	0	1
Business Education Methods	1	0	0	0	0	1
Teachers Course in Business	1	0	0	0	0	1
Methods and Materials: Vocational Education	1	0	0	1	0	0
Methods of Teaching Typewriting and Word Processing	1	0	0	0	0	1
Seminar: Teaching Business Subjects	1	0	1	0	0	0
Testing and Evaluation in Business Education	1	0	0	0	0	1
Coop Methods	1	0	0	0	1	0
Coordinating Techniques of Business Education and Distributive Education	1	0	0	0	0	1
Organization and Administration of Cooperative Vocational Programs	1	0	0	1	0	0
Program Development	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	91	1	7	18	18	47

Analysis of Specific Topic Information Typically
Covered in Business Methods Courses

Section III of the questionnaire was designed to elicit information on specific topics typically covered in business methods courses. This section was divided into 20 topic areas with additional space for other responses. Respondents were asked to indicate the approximate number of class sessions spent on each topic. The available choices were: Topic Not Covered, Less Than 1 Session, 1-2 Sessions, 3-6 Sessions, 7-15 Sessions, 16-25 Sessions, and More Than 25 Sessions. A session was defined on the questionnaire as one 50-minute period. Specific topics identified were Typewriting, Shorthand, Accounting, General Business, Data Processing, Business Communications/Business English, Office Practice, Business Mathematics, Word Processing, New Technology, Career Education, Consumer Education, Business Administration and Entrepreneurship, Advisory Committees, Professional Organizations, Student Organizations, Classroom Management, Adult Education, Mainstreaming, and Multicultural Education.

An analysis of the responses by frequency is presented in Table XVIII, pages 71-72. Table XIX, pages 73-74, contains an analysis of the responses by percentage. Sixty-nine respondents (33.34%) indicated that they spent from 3-6 sessions on the topic of typewriting, and 59 respondents (28.50%) spent from 7-15 sessions. Seventy-one respondents (34.30%) reported that they used from 3-6 sessions on shorthand, while 50 respondents (24.16%) spent from 7-15 sessions. The topic of accounting was covered in 3-6 sessions by 76 respondents (36.71%), and 60 respondents covered the topic in 7-15 sessions. Eighty respondents (38.65%) utilized from 3-6 sessions on the topic of general business.

TABLE XVIII

TIME DEVOTED TO SPECIFIC TOPICS IN
BUSINESS METHODS COURSES

Topic	Topic not Cov- ered	Less					Over		No Re- sponse	Total Fre- quency
		1 Ses- sion	1-2 Ses- sions	3-6 Ses- sions	7-15 Ses- sions	16-25 Ses- sions	25 Ses- sions			
Typewriting	1	1	26	69	59	32	18	1	207	
Shorthand	2	3	33	71	50	30	17	1	207	
Accounting	3	2	31	76	60	20	14	1	207	
General Business	10	6	46	80	47	9	8	1	207	
Data Processing	39	22	79	39	19	7	1	1	207	
Business Communi- cations/Business English	64	39	69	27	6	0	1	1	207	
Office Practice	30	14	65	71	23	2	1	1	207	
Business Mathe- matics	63	46	71	22	4	0	0	1	207	
Word Processing	35	33	74	53	11	0	0	1	207	
New Technology	67	40	68	25	5	1	0	1	207	
Career Education	72	56	57	19	1	0	1	1	207	
Consumer Education	53	36	60	49	6	2	0	1	207	
Business Adminis- tration and Entrepreneursip	96	44	44	21	1	0	0	1	207	
Advisory Com- mittees	59	92	48	7	0	0	0	1	207	
Professional Organizations	18	93	85	7	2	1	0	1	207	
Student Organi- zations	28	93	70	10	5	0	0	1	207	

TABLE XVIII (Continued)

Topic	Topic	Less						Over	No Re- sponse	Total Fre- quency
	not Cov- ered	1 Ses- sion	1-2 Ses- sions	3-6 Ses- sions	7-15 Ses- sions	16-25 Ses- sions	25 Ses- sions			
Classroom Man- agement	17	38	87	55	9	0	0	1	207	
Adult Education	83	77	36	8	2	0	0	1	207	
Mainstreaming	45	81	57	21	2	0	0	1	207	
Multicultural Education	93	69	34	10	0	0	0	1	207	

TABLE XIX

TIME DEVOTED TO SPECIFIC TOPICS IN BUSINESS
METHODS COURSES BY PERCENTAGE OF TOTAL

Topic	Topic not Cov- ered	Less 1 Ses- sion	1-2 Ses- sions	3-6 Ses- sions	7-15 Ses- sions	16-25 Ses- sions	Over 25 Ses- sions	No Re- sponse	Total Per- cent
Typewriting	.48	.48	12.56	33.34	28.50	15.46	8.70	.48	100.00
Shorthand	.97	1.45	15.94	34.30	24.16	14.49	8.21	.48	100.00
Accounting	1.45	.97	14.98	36.71	28.99	9.66	6.76	.48	100.00
General Business	4.83	2.90	22.22	38.65	22.71	4.35	3.86	.48	100.00
Data Processing	18.84	10.63	38.17	18.84	9.18	3.38	.48	.48	100.00
Business Com- munications/ Business English	30.92	18.84	33.34	13.04	2.90	0.00	.48	.48	100.00
Office Practice	14.49	6.77	31.40	34.30	11.11	.97	.48	.48	100.00
Business Mathe- matics	30.44	22.22	34.30	10.63	1.93	0.00	0.00	.48	100.00
Word Processing	16.91	15.94	35.75	25.60	5.32	0.00	0.00	.48	100.00
New Technology	32.37	19.32	32.85	12.08	2.42	.48	0.00	.48	100.00
Career Education	34.78	27.06	27.54	9.18	.48	0.00	.48	.48	100.00
Consumer Educa- tion	25.60	17.39	28.99	23.67	2.90	.97	0.00	.48	100.00
Business Admin- istration and Entrepreneur- ship	46.38	21.26	21.26	10.14	.48	0.00	0.00	.48	100.00
Advisory Com- mittees	28.50	44.45	23.19	3.38	0.00	0.00	0.00	.48	100.00
Professional Organizations	8.70	44.93	41.06	3.38	.97	.48	0.00	.48	100.00
Student Organi- zations	13.53	44.93	33.82	4.83	2.41	0.00	0.00	.48	100.00

TABLE XIX (Continued)

Topic	Topic not Covered	Less than 1 Session	1-2 Sessions	3-6 Sessions	7-15 Sessions	16-25 Sessions	Over 25 Sessions	No Response	Total Percent
Classroom Management	8.21	18.36	42.03	26.57	4.35	0.00	0.00	.48	100.00
Adult Education	40.10	37.20	17.39	3.86	.97	0.00	0.00	.48	100.00
Mainstreaming	21.74	39.13	27.54	10.14	.97	0.00	0.00	.48	100.00
Multicultural Education	44.93	33.33	16.43	4.83	0.00	0.00	0.00	.48	100.00

Seventy-nine respondents (38.17%) utilized from 1-2 sessions on the topic of data processing. Sixty-nine respondents (33.34%) reported that they spent from 1-2 sessions on the topic of business communications/business English, while 64 respondents (30.92%) said they did not cover this topic. The topic of office practice was covered in 3-6 sessions by 71 respondents (34.30%), and 65 respondents (31.40%) used from 1-2 sessions.

Business mathematics was covered in 1-2 sessions by 71 respondents (34.30%), and 63 respondents (30.44%) did not cover the topic. Seventy-four respondents (35.75%) covered word processing in 1-2 sessions, while 53 respondents used from 3-6 sessions to cover this topic. Sixty-eight respondents (32.85%) used from 1-2 sessions on the topic of new technology, while 67 respondents (32.37%) did not cover the topic.

Fifty-seven respondents (27.54%) covered the topic of career education in 1-2 sessions, 56 respondents (27.06%) used less than one session, and 72 respondents (34.78%) did not cover the topic. Sixty respondents (28.99%) reported using from 1-2 sessions to cover the topic of consumer education, and 53 respondents (25.60%) said they did not cover this topic. The topic of business administration and entrepreneurship was not covered by 96 respondents (46.38%). Ninety-three respondents (44.93%) spent less than one class session on the topic of professional organizations, and 85 respondents (41.06%) used from 1-2 sessions. Student organizations was covered in less than one session by 93 respondents (44.93%), while 70 respondents (33.82%) spent from 1-2 sessions on this topic.

The topic of classroom management was covered in 1-2 sessions by 87 respondents (42.03%), and 55 respondents (26.57%) used 3-6 sessions.

Adult education was not covered by 83 respondents (40.10%), and 77 respondents (37.20%) spent less than one session on this topic. Eighty-one respondents (39.13%) spent less than one session on the topic of mainstreaming, while 57 respondents (27.54%) covered this topic in 1-2 sessions. Ninety-three respondents (44.93%) did not cover the topic of multicultural education, and 69 respondents (33.33%) spent from 1-2 sessions on the topic.

Table XX, pages 77-78, provides an analysis of other pertinent topics covered in business methods courses by the respondents to this questionnaire.

Analysis of the Perceived Importance of Selected Assignments

Section IV of the questionnaire dealt with the perceived importance of six selected assignments that are typically used in business methods courses. A section was also provided for other assignments given. The six selected assignments were: Micro-Teaching Presentations, Bulletin Board Preparation, Lesson Plans, Unit Plans, Journal Research (Articles), and Exams. Respondents were asked to indicate how important they felt each assignment was. Choices were: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. (See Appendix A for the specific question.) Table XXI, page 79, contains an analysis of the responses to this question.

One-hundred-nineteen respondents (57.48%) indicated that they felt that micro-teaching presentations were extremely important. Bulletin-board preparation was perceived to be of secondary importance by 117 respondents (56.52%). One-hundred-thirty respondents (62.81%) felt

TABLE XX
 TIME SPENT ON OTHER TOPICS IN
 BUSINESS METHODS COURSES

Topic	Less		3-6 Ses- sions	7-15 Ses- sions	Over		Total Fre- quency
	1 Ses- sion	1-2 Ses- sions			16-25 Ses- sions	25 Ses- sions	
Evaluation	1	3	1	0	1	0	6
Business Law	0	3	2	0	0	0	5
Curriculum Planning	0	0	0	3	0	0	3
Cooperative Education	1	1	0	0	0	0	2
Microcomputers	0	2	0	0	0	0	2
Competency Based Instruction	0	2	0	0	0	0	2
Economics	1	1	0	0	0	0	2
Media	1	0	0	0	0	0	1
Methods of Planning for Instruction	0	0	0	1	0	0	1
Purpose and Scope of Business Education	0	0	1	0	0	0	1
Self-Paced Instruction	0	1	0	0	0	0	1
Marketing and Economics	0	0	1	0	0	0	1
Lesson Planning	0	0	1	0	0	0	1
Business Education in Pre-Secondary Classes	0	0	1	0	0	0	1
Distributive Education and Office Education	0	1	0	0	0	0	1
Textbook Selection	0	1	0	0	0	0	1
Basic Concepts of Methodology	0	0	1	0	0	0	1

TABLE XX (Continued)

Topic	Less		3-6 Ses- sions	7-15 Ses- sions	Over		Total Fre- quency
	1 Ses- sion	1-2 Ses- sions			16-25 Ses- sions	25 Ses- sions	
Introduction to Business Education	0	1	0	0	0	0	1
Introduction to Student Teaching	0	0	1	0	0	0	1
History of Education	1	0	0	0	0	0	1
Readings	1	0	0	0	0	0	1
Video-Taping Presentations	0	0	0	1	0	0	1
The Professional Teacher	0	0	1	0	0	0	1
General Methods	0	1	0	0	0	0	1
Professional Development	1	0	0	0	0	0	1
Coordination DE/OE	1	0	0	0	0	0	1
Free Enterprise	1	0	0	0	0	0	1
Objectives	0	1	0	0	0	0	1
Principles of Learning	0	1	0	0	0	0	1
Coordination Techniques	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	9	19	10	6	1	0	45

TABLE XXI

PERCEIVED IMPORTANCE OF SELECTED ASSIGNMENTS
TYPICALLY USED IN BUSINESS METHODS COURSES

Assignment	Not Important		Secondary Importance		Quite Important		Extremely Important		No Response		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Micro- Teaching	5	2.42	14	6.76	64	30.92	119	57.48	5	2.42	207	100.00
Bulletin Board Pre- paration	21	10.14	117	56.52	57	27.54	12	5.80	0	0.00	207	100.00
Lesson Plans	0	0.00	14	6.76	62	29.95	130	62.81	1	.48	207	100.00
Unit Plans	1	.48	26	12.56	85	41.06	94	45.42	1	.48	207	100.00
Journal Research (Articles)	3	1.45	70	33.82	86	41.54	48	23.19	0	0.00	207	100.00
Exams	8	3.87	59	28.50	98	47.34	38	18.36	4	1.93	207	100.00

that lesson plan assignments were extremely important. Unit plan preparation was considered to be extremely important by 94 respondents (45.42%), while 85 respondents (41.06%) considered this activity to be quite important. Eighty-six respondents (41.54%) perceived the reading of journal articles to be quite important, and 70 respondents felt that this activity was of secondary importance. Taking exams was reported to be quite important by 98 respondents (47.34%), while 59 respondents (28.50%) perceived exams to be of secondary importance.

Table XXII, pages 81-84, reports other assignments given and the perceived importance by the respondents.

Comparison of Selected Items Compared With
One-Way and Two-Way Chi-Square Tests

All items on the questionnaire were analyzed with the One-Way Chi-Square Test to see if relationships other than those attributed to chance existed. The relationships were tested at the .05 level of significance. Responses to Question 2 of Section I, which dealt with the number of majors at the school, were compared to responses to Question 3 of Section I, concerning the number of methods courses offered at the school. Responses to Question 3, Section I, dealing with the number of methods courses offered, were compared to Question 6, Section I, regarding the length of time spent in the student-teaching experience. Responses to Question 3 of Section I, which noted the number of methods courses offered, were compared to each of the topic areas mentioned in Section III. Responses to Question 2, Section I, concerning the number of majors at each school, were compared to the perceived importance of each assignment mentioned in Section IV. The responses to Question 3,

TABLE XXII
 PERCEIVED IMPORTANCE OF OTHER ASSIGNMENTS
 IN BUSINESS METHODS COURSES

Assignment	Frequency	Not Important	Secondary Importance	Quite Important	Extremely Important
Preparation of Teaching Handbook	18	0	0	12	6
Class Observation (High School)	13	0	0	8	5
Preparation of Test- ing Materials	8	0	0	2	6
Use and Preparation of Transparencies and Other Audio Visuals	7	0	1	4	2
Preparation of Teaching Materials	7	0	1	1	5
Textbook Evaluation	7	0	1	4	2
Methods of Grading	4	0	0	1	3
Self-Paced Instruc- tional Materials	4	0	0	4	0
Tutoring	4	0	2	2	0
Field Trips to Business	2	0	1	1	0
Semester Plans	2	0	0	1	1
Developing Perfor- mance Objectives	2	0	1	0	1
Actual Teaching of Class on Campus	2	0	0	0	2
Term Paper	2	0	2	0	0
Special Projects in Schools	2	0	0	0	2

TABLE XXII (Continued)

Assignment	Frequency	Not Important	Secondary Importance	Quite Important	Extremely Important
Classroom Presentations (High Schools)	2	0	0	0	2
Field Observation and Reports	2	0	0	0	2
Oral Reports on Topics	2	0	0	1	1
Demonstration Skills	1	0	0	0	1
Professional Development	1	0	0	1	0
Rotation Planning	1	0	0	1	0
Discussion Leadership	1	0	0	1	0
Practicum	1	0	0	0	1
Preparation of Evaluation Plan for Unit or Course	1	0	0	1	0
Team Solutions of Hypothetical School Problems Such as Curriculum Design	1	0	0	0	1
Writing On and Organizing Material for Chalkboard Presentations	1	0	1	0	0
Techniques for Teaching	1	0	0	1	0
Competency Based	1	0	0	1	0
Simulations	1	0	0	1	0
Resource Files	1	0	1	0	0
Dictating Tapes	1	0	0	1	0
Observation of Others	1	0	0	1	0

TABLE XXII (Continued)

Assignment	Frequency	Not Important	Secondary Importance	Quite Important	Extremely Important
Operating a Word Processor	1	0	0	1	0
Demonstration of Machines	1	0	0	1	0
Brochures to Recruit Students	1	0	1	0	0
Making Speech to Civic Club	1	0	0	1	0
Making Instruction Sheets	1	0	0	0	1
Motivating Devices in Skills and Non-skills Classes	1	0	0	1	0
Developing Competencies	1	0	0	0	1
Prepare Special Building Tapes	1	0	1	0	0
Projects and Problems	1	0	0	1	0
Resource File by Subject	1	0	0	1	0
Committee Work	1	0	0	1	0
Discussion	1	0	0	0	1
Preparation of Student Information Sheets	1	0	0	1	0
Classroom Diary	1	0	0	1	0
Fieldwork Log	1	0	0	0	1
Student Modules	1	0	0	1	0
Attending Professional Meetings	1	0	0	1	0

TABLE XXII (Continued)

Assignment	Frequency	Not Important	Secondary Importance	Quite Important	Extremely Important
Unipac	1	0	0	1	0
Vertical File Project	1	0	0	0	1
Long-Range Planning	1	0	0	1	0
Sources and Resources	1	0	0	1	0
Sound/Slide Presentation	1	0	0	1	0
Research in the Area	1	0	1	0	0
Writing LAPS	1	0	0	1	0
Student Motivation/Preparation	1	0	0	1	0
Video-Taping	1	0	0	0	1
Readings in Methods Books	1	0	0	0	1
Individual Surveys	1	0	1	0	0
Curriculum Development	1	0	0	1	0
Teacher Interviews	1	0	1	0	0
Interview of Teacher/Coordinator	1	0	0	0	1
Attend and Proctor/Judge at Local FBLA Conference	1	0	0	1	0
Comprehensive Business Education Program	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	137	0	16	69	52

Section I, dealing with the number of business methods courses offered, were also compared to the perceived importance of each assignment listed in Section IV. Tables for all those comparisons for which a significant relationship was found are given in Appendix C.

Business Teacher Education Program Location. Responses to the question concerning the location of the business teacher education program within the institution were analyzed using the One-Way Chi-Square Test for Significance. This test revealed a significant difference at the .05 level comparing responses of whether the business teacher education program was located in the Department, College, or School of Business or in the College, Department, or School of Education. One-hundred-twenty-eight schools indicated that their program was located in the Department, College, or School of Business, while 73 reported that their program was located in the Department, College, or School of Education. Results are shown in Table XXIII, page 144, in Appendix C.

Number of Business Teacher Education Majors. Responses indicating the number of business teacher education majors at each institution were analyzed. Categories compared were 0-30 majors, 31-75 majors, 76-150 majors, 151-300 majors, and over 300 majors. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. Results are shown in Table XXIV, page 145, in Appendix C.

Number of Business Methods Courses Offered. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level when comparing responses to the number of business methods courses offered. Possible responses available were No Methods Course, 1 Methods Course, 2 Methods Courses, 3 Methods Courses, 4 Methods

Courses, or More Than 4 Methods Courses. Results are indicated in Table XXV, page 146, in Appendix C.

Semester Hours or Quarter Hours. A significant difference at the .05 level was found when comparing whether schools used semester hours or quarter hours for issuing credit. One-hundred-fifty-five respondents indicated that their schools used the semester hour system, while 45 respondents reported that their schools used the quarter hour system. Results are given in Table XXVI, page 147, in Appendix C.

Total Credits Offered for Business Methods Courses Under the Semester Hour System. Respondents that used the semester hour system for giving credit for business methods courses were asked to give the total number of credits available at their institution for all business methods courses offered. Categories used were 1 Credit, 2 Credits, 3 Credits, 4 Credits, 5 Credits, 6 Credits, 7 Credits, 8 Credits, 9 Credits, and More Than 9 Credits. The One-Way Chi-Square Test indicated a significant difference at the .05 level. Results are stated in Table XXVII, page 148, in Appendix C.

Total Credits Offered for Business Methods Courses Under the Quarter Hour System. Respondents that used the quarter hour system for giving credit for business methods courses were asked to give the total number of credits available at their institution for all business methods courses offered. Categories used were 1 Credit, 2 Credits, 3 Credits, 4 Credits, 5 Credits, 6 Credits, 7 Credits, 8 Credits, 9 Credits, and More Than 9 Credits. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. Results are indicated in Table XXVIII, page 149, in Appendix C.

Length of Time Spent Student Teaching. Respondents were asked to indicate the length of time that business teacher education majors spent student teaching. The following ranges were used for analysis: Less Than 9 Weeks, 9-10 Weeks, 11-12 Weeks, and More Than 12 Weeks. The One-Way Chi-Square Test for Significance revealed no significant difference at the .05 level.

Time When Business Methods Courses are Taken. Respondents to the questionnaire indicated the time period when business methods courses are taken at their schools. Choices available were: Yes (at the first of the semester before they student teach); Yes (concurrently with the student teaching experience); No; and Some Are, Others Are Not. A significant difference at the .05 level was revealed by the One-Way Chi-Square Test for Significance. Results are reported in Table XXIX, page 150, in Appendix C.

Business Methods Course Titles. Thirteen titles that might be used for business methods course titles are indicated in Question 1, Section II. Respondents indicated the course titles that were used in their institutions. The number of responses indicated for each title were compared using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results are revealed in Table XXX, page 151, in Appendix C.

Content Orientation of Business Methods Courses. Each of the 13 course titles listed in Question 2 of Section II was analyzed concerning the amount of time spent on content for each topic. Categories used in the analysis were: Less Than 25%, 25-50%, 51-75%, and More

Than 75%. Six titles were grouped into two categories, Under 50% and Over 50%, to meet the validity rules for the One-Way Chi-Square Test.

The responses for those schools having a course entitled Methods of Teaching Business Subjects were grouped into four categories: Under 25%, 26-50%, 51-75%, and Over 75%. The approximate percentage of content orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XXXI, page 152, in Appendix C.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of Teaching Basic Business Subjects. A significant difference was found at the .05 level when comparing the content orientation. Results of this study are reported in Table XXXII, page 153, in Appendix C.

The approximate percentage of content orientation for the course Methods of Teaching Skill Subjects was analyzed by grouping responses into the following categories: Under 25%, 26-50%, 51-75%, and Over 75%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. The results of this study are indicated in Table XXXIII, page 154, in Appendix C.

The responses for those schools having a course entitled Methods of Teaching Typewriting were grouped into two categories: Under 50% and Over 50%. The approximate percentage of content orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XXXIV, page 155, in Appendix C.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of

Teaching Typewriting. A significant difference was found at the .05 level when comparing the content orientation. Results of this study are reported in Table XXXV, page 156, in Appendix C.

The approximate percentage of content orientation for the course Methods of Teaching Shorthand was analyzed by grouping responses into the following categories: Under 25%, 26-50%, 51-75%, and Over 75%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. The results of this study are indicated in Table XXXVI, page 157, in Appendix C.

The responses for those schools having a course entitled Methods of Teaching Accounting and Basic Business were grouped into four categories: Under 25%, 26-50%, 51-75%, and Over 75%. The approximate percentage of content orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XXXVII, page 158, in Appendix C.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of Teaching Accounting. A significant difference was found at the .05 level when comparing the content orientation. Results of this study are reported in Table XXXVIII, page 159, in Appendix C.

The approximate percentage of content orientation for the course Methods of Teaching Data Processing was analyzed by grouping responses into the following categories: Under 50%, and Over 50%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. The results of this study are indicated in Table XXXIX, page 160, in Appendix C.

The responses for those schools having a course entitled Methods of Teaching DE/OE were grouped into two categories: Under 50% and Over 50%. The approximate percentage of content orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XL, page 161, in Appendix C.

The categories Under 50% and Over 50% were used to analyze responses by schools having a course entitled Methods of Teaching Office Practice. A significant difference was found at the .05 level when comparing content orientation. Results of this study are reported in Table XLI, page 162, in Appendix C.

The approximate percentage of content orientation for the course Principles of Business Education was analyzed by grouping responses into the following categories: Under 50% and Over 50%. No significant difference was revealed at the .05 level using the One-Way Chi-Square Test for Significance.

The responses for those schools having a course entitled Business Education Seminar were grouped into two categories: Under 50% and Over 50%. The approximate percentage of content orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XLII, page 163, in Appendix C.

Methodology Orientation of Business Methods Courses. Each of the 13 course titles listed in Question 3, Section II was analyzed concerning the amount of time spent on methodology for each title. Categories used in the analysis were: Less Than 25%, 26-50%, 51-75%, and More Than 75%. Six titles were grouped into two categories, Under 50% and

Over 50%, to meet the validity rules for the One-Way Chi-Square Test for Significance.

The responses for those schools having a course entitled Methods of Teaching Business Subjects were grouped into four categories: Under 25%, 26-50%, 51-75%, and Over 75%. The approximate percentage of methodology orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XLIII, page 164, in Appendix C.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of Teaching Basic Business Subjects. A significant difference was found at the .05 level when comparing the methodology orientation. Results of this study are reported in Table XLIV, page 165, in Appendix C.

The approximate percentage of methodology orientation for the course Methods of Teaching Skill Subjects was analyzed by grouping responses into the following categories: Under 25%, 26-50%, 51-75%, and Over 75%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. The results of this study are indicated in Table XLV, page 166, in Appendix C.

The responses for those schools having a course entitled Methods of Teaching Typewriting and Shorthand were grouped into two categories: Under 50% and Over 50%. The approximate percentage of methodology orientation was analyzed using the One-Way Chi-Square Test for Significance. A significant difference was found at the .05 level. Results of this study are stated in Table XLVI, page 167, in Appendix C.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of Teaching Typewriting. A significant difference was found at the .05 level when comparing the methodology orientation. Results of this study are reported in Table XLVII, page 168, in Appendix C.

The approximate percentage of methodology orientation for the course Methods of Teaching Shorthand was analyzed by grouping responses into the following categories: Under 25%, 26-50%, 51-75%, and Over 75%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. The results of this study are indicated in Table XLVIII, page 169, in Appendix C.

The responses for those schools having a course entitled Methods of Teaching Accounting and Basic Business were grouped into four categories: Under 25%, 26-50%, 51-75%, and Over 75%. The approximate percentage of methodology orientation was analyzed using the One-Way Chi-Square Test for Significance. No significant difference was found at the .05 level.

The categories Under 25%, 26-50%, 51-75%, and Over 75% were used to analyze responses by schools having a course entitled Methods of Teaching Accounting. A significant difference was found at the .05 level when comparing the methodology orientation. Results of this study are reported in Table XLIX, page 170, in Appendix C.

The approximate percentage of methodology orientation for the course Methods of Teaching Data Processing was analyzed by grouping responses into the following categories: Under 50% and Over 50%. The One-Way Chi-Square Test for Significance revealed no significant difference at the .05 level.

The responses for those schools having a course entitled Methods of Teaching DE/OE were grouped into two categories: Under 50% and Over 50%. The approximate percentage of methodology orientation was analyzed using the One-Way Chi-Square Test for Significance. No significant difference was found at the .05 level.

The categories Under 50% and Over 50% were used to analyze responses by schools having a course entitled Methods of Teaching Office Practice. A significant difference was found at the .05 level when comparing the methodology orientation. Results of this study are reported in Table L, page 171, in Appendix C.

The approximate percentage of methodology orientation for the course Principles of Business Education was analyzed by grouping responses into the following categories: Under 50% and Over 50%. The One-Way Chi-Square Test for Significance revealed a significant difference at the .05 level. Results of this study are reported in Table LI, page 172, in Appendix C.

The responses for those schools having a course entitled Business Education Seminar were grouped into two categories: Under 50% and Over 50%. The approximate percentage of methodology orientation was analyzed using the One-Way Chi-Square Test for Significance. No significant difference was found at the .05 level.

Specific Topics Covered in Business Methods Courses. Twenty specific topics often covered in business methods courses were listed in Section III. Each of these topics was analyzed concerning the amount of time spent on each topic as indicated by the respondents. Four categories were used for the purpose of analysis. They were: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions.

The approximate amount of time spent on the topic of typewriting was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LII, page 173, in Appendix C.

The topic of Shorthand was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LIII, page 174, in Appendix C.

An analysis of the topic accounting concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LIV, page 175, in Appendix C.

The approximate amount of time spent on the topic of general business was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LV, page 176, in Appendix C.

The topic of data processing was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the

approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LVI, page 177, in Appendix C.

An analysis of the topic business communications/business English concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LVII, page 178, in Appendix C.

The approximate amount of time spent on the topic of office practice was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LVIII, page 179, in Appendix C.

The topic of business mathematics was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LIX, page 180, in Appendix C.

An analysis of the topic word processing concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for

Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LX, page 181, in Appendix C.

The approximate amount of time spent on the topic of new technology was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LXI, page 182, in Appendix C.

An analysis of the topic career education concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LXII, page 183, in Appendix C.

The topic of consumer education was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LXIII, page 184, in Appendix C.

An analysis of the topic business administration and entrepreneurship concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions,

7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LXIV, page 185, in Appendix C.

The approximate amount of time spent on the topic of advisory committees was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LXV, page 186, in Appendix C.

The topic of professional organizations was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LXVI, page 187, in Appendix C.

An analysis of the topic student organizations concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LXVII, page 188, in Appendix C.

The approximate amount of time spent on the topic of classroom management was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level

using the One-Way Chi-Square Test for Significance. The results are reported in Table LXVIII, page 189, in Appendix C.

The topic of adult education was analyzed for the amount of time spent on the topic. Respondents were directed to indicate the approximate amount of time spent on the topic. Responses were placed into these categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LXIX, page 190, in Appendix C.

An analysis of the topic mainstreaming concerning the amount of time spent on the topic was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level. The results of this study are given in Table LXX, page 191, in Appendix C.

The approximate amount of time spent on the topic of multicultural education was analyzed based on responses given in each of four categories: Less Than 3 Sessions, 3-6 Sessions, 7-15 Sessions, and More Than 15 Sessions. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LXXI, page 192, in Appendix C.

Selected Assignments Used in Business Methods Courses. Six assignments often used in business methods courses were listed in Section IV. Each of these assignments was analyzed dealing with the respondent's perceived importance of these assignments. Four categories of perceived importance were used. They were: Not Important, of Secondary Importance, Quite Important, and Extremely Important.

The assignment, micro-teaching presentations, was analyzed for the perceived importance of the assignment. Respondents were directed to indicate their perceived importance by marking one of these categories: Not Important, Of Secondary Importance, Quite Important, or Extremely Important. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LXXII, page 193, in Appendix C.

An analysis of the assignment, bulletin board preparation, concerning the perceived importance of the assignment was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. A significant difference was found at the .05 level. The results of this study are given in Table LXXIII, page 194, in Appendix C.

The perceived importance of the assignment lesson plan preparation was analyzed based on responses given in each of four categories: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LXXIV, page 195, in Appendix C.

The assignment, unit plan preparation, was analyzed for the perceived importance of the assignment. Respondents were directed to indicate their perceived importance by marking one of these categories: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. Using the One-Way Chi-Square Test for Significance, a significant difference was found at the .05 level. Results are indicated in Table LXXV, page 196, in Appendix C.

An analysis of the assignment, journal research (articles), concerning the perceived importance of the assignment was done using the One-Way Chi-Square Test for Significance. Responses were placed in the following four categories: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. A significant difference was found at the .05 level. The results of this study are given in Table LXXVI, page 197, in Appendix C.

The perceived importance of exams was analyzed based on responses given in each of four categories: Not Important, Of Secondary Importance, Quite Important, and Extremely Important. A significant difference was found at the .05 level using the One-Way Chi-Square Test for Significance. The results are reported in Table LXXVII, page 198, in Appendix C.

Comparison of Number of Majors and Number of Methods Courses Offered. The responses to how many majors an institution has in business teacher education were compared with the responses to the number of business methods courses offered by the school. These responses were grouped in a two-way table and analyzed using the Two-Way Chi-Square Test for Significance. The number of majors were grouped into the following three categories: 0-30, 31-75, and Over 75. The number of methods courses were grouped into the following categories: 1 Methods Course, 2 Methods Courses, 3 Methods Courses, 4 Methods Courses, and More Than 4 Methods Courses. A significant difference was found at the .05 level. Results are reported in Table LXXVIII, page 199, in Appendix C.

Comparison of Number of Courses Offered to Length of Time Spent Student Teaching. The Two-Way Chi-Square Test for Significance was used to compare the number of business methods courses offered by an institution and the length of time required for the student teaching experience. No significant difference was found at the .05 level.

Comparison of Number of Majors to Length of Time Spent Student Teaching. The Two-Way Chi-Square Test for Significance revealed no significant difference at the .05 level when comparing the number of majors in business teacher education programs and the length of time required for the student teaching experience.

Comparison of Number of Business Methods Courses Offered to Length of Time Spent on Selected Topics. The approximate number of class periods spent on each of the selected topics in Section III were compared to the number of business methods courses offered.

When comparing the number of business methods courses offered and the approximate number of periods spent on the topic of typewriting, a significant difference was discovered at the .05 level using the Two-Way Chi-Square Test. The number of sessions were grouped into the following categories: 0-2 sessions, 3-6 sessions, 7-15 sessions, and over 15 sessions. The number of courses were grouped into these categories: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. Results are stated in Table LXXIX, page 200, in Appendix C.

The approximate number of periods spent on the topic of shorthand were compared to the number of business methods courses offered. The Two-Way Chi-Square Test for Significance was used. The number of

sessions were grouped into the following categories: 0-2 sessions, 3-6 sessions, 7-15 sessions, and over 15 sessions. The number of courses were divided as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. A significant difference was found at the .05 level. Results are shown in Table LXXX, page 201, in Appendix C.

The Two-Way Chi-Square Test for Significance was used to compare responses to the number of business methods courses offered and the approximate number of periods spent on the topic of accounting. The number of sessions were grouped as follows: 0-2 sessions, 3-6 sessions, 7-15 sessions, and over 15 sessions. The number of courses were analyzed as follows: 1 methods course, 2 methods courses, 3 methods courses, and more than 3 methods courses. A significant difference was found at the .05 level. Results are indicated in Table LXXXI, page 202, in Appendix C.

When comparing the number of business methods courses offered and the approximate number of periods spent on the topic of general business, a significant difference was discovered at the .05 level using the Two-Way Chi-Square Test. The number of sessions were grouped into the following categories: 0-2 sessions, 3-6 sessions, and over 6 sessions. The number of courses were grouped into these categories: 1 methods course, 2 methods courses, 3 methods courses, and more than 3 methods courses. Results are revealed in Table LXXXII, page 203, in Appendix C.

The approximate number of periods spent on the topic of data processing were compared to the number of business methods courses offered. The Two-Way Chi-Square Test for Significance was used. The number of

sessions were grouped into the following categories: 0 sessions, less than 1 session, 1-2 sessions, 3-6 sessions, and over 6 sessions. The number of methods courses were divided as follows: 1 methods course, 2 methods courses, 3 methods courses, and more than 3 methods courses. A significant difference was found at the .05 level. Results of this comparison are stated in Table LXXXIII, page 204, in Appendix C.

No significant difference was found at the .05 level between the number of business methods courses offered and the approximate number of periods used for the topic of business communications/business English.

The Two-Way Chi-Square Test for Significance was used to compare responses to the number of business methods courses offered and the approximate number of periods spent on the topic of office practice. The number of sessions were grouped as follows: less than 1 session, 1-2 sessions, 3-6 sessions, and over 6 sessions. The number of courses were analyzed as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. A significant difference was found at the .05 level. Results are shown in Table LXXXIV, page 205, in Appendix C.

No significant difference was found at the .05 level between the number of business methods courses offered and the approximate number of periods used for the topic of business mathematics.

When comparing the number of business methods courses offered and the approximate number of periods spent on the topic of word processing, a significant difference was discovered at the .05 level using the Two-Way Chi-Square Test. The number of sessions were grouped into the following categories: 0 sessions, less than 1 session, 1-2 sessions,

and over 2 sessions. The number of courses were grouped into these categories: 1 methods course, 2 methods courses, 3 methods courses, and more than 3 methods courses. Results are indicated in Table LXXXV, page 206, in Appendix C.

The Two-Way Chi-Square Test for Significance revealed no significant difference at the .05 level when comparing the number of business methods courses offered and the approximate number of periods spent on the topic of new technology.

The approximate number of periods spent on the topic of career education were compared to the number of business methods courses offered. The Two-Way Chi-Square Test for Significance was used. The number of sessions were grouped into the following categories: 0 sessions, less than 1 session, 1-2 sessions, and over 2 sessions. The number of methods courses were divided as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. These results are reported in Table LXXXVI, page 207, in Appendix C.

The Two-Way Chi-Square Test for Significance was used to compare responses to the number of business methods courses offered and the approximate number of periods spent on the topic of consumer education. The number of sessions were grouped as follows: 0 sessions, less than 1 session, 1-2 sessions, and over 2 sessions. The number of courses were analyzed as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. A significant difference was found at the .05 level. Results of this comparison are stated in Table LXXXVII, page 208, in Appendix C.

When comparing the number of business methods courses offered and the approximate number of periods spent on the topic of business administration and entrepreneurship, a significant difference was found at the .05 level using the Two-Way Chi-Square Test. The number of sessions were grouped into the following categories: 0 sessions, less than 1 session, 1-2 sessions, and over 2 sessions. The number of courses were grouped into these categories: 1 methods course, 2 methods courses, 3 methods courses, and more than 3 methods courses. Results are shown in Table LXXXVIII, page 209, in Appendix C.

The approximate number of periods spent on the topic of advisory committees were compared to the number of business methods courses offered. The Two-Way Chi-Square Test for Significance was used. The number of sessions were grouped into the following categories: 0 sessions, less than 1 session, and over 1 session. The number of methods courses were divided as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. A significant difference was found at the .05 level. Results are indicated in Table LXXXIX, page 210, in Appendix C.

The Two-Way Chi-Square Test for Significance revealed no significant difference at the .05 level when comparing the number of business methods courses offered and the approximate number of periods spent on the topic of professional organizations.

No significant difference was found at the .05 level between the number of business methods courses offered and the approximate number of periods used for the topic of student organizations.

The Two-Way Chi-Square Test for Significance was used to compare responses to the number of business methods courses offered and the

approximate number of periods spent on the topic of classroom management. The number of sessions were grouped as follows: less than 1 session, 1-2 sessions, and over 2 sessions. The number of courses were analyzed as follows: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. A significant difference was found at the .05 level. Results are indicated in Table XC, page 211, in Appendix C.

The Two-Way Chi-Square Test for Significance revealed no significant difference at the .05 level between the number of business methods courses offered and the approximate number of periods spent covering the topic of adult education.

When comparing the number of business methods courses offered and the approximate number of periods spent on the topic of mainstreaming, a significant difference was discovered at the .05 level using the Two-Way Chi-Square Test. The number of sessions were grouped into the following categories: 0 sessions, less than 1 session, 1-2 sessions, and over 2 sessions. The number of courses were grouped into these categories: 1 methods course, 2 methods courses, 3 methods courses, 4 methods courses, and more than 4 methods courses. Results are revealed in Table XCI, page 212, in Appendix C.

No significant difference was revealed at the .05 level using the Two-Way Chi-Square Test for Significance when comparing the number of business methods courses offered and the approximate number of periods utilized on the topic of multicultural education.

Comparison of the Number of Courses Offered and the Perceived Importance of Selected Assignments. The Two-Way Chi-Square Test for Significance was used to compare the number of business methods courses

offered and the perceived importance for the selected assignments of micro-teaching, bulletin board preparation, lesson plans, unit plans, journal research (articles), and exams. No significant difference at the .05 level was discovered for any of these comparisons.

Comparison of the Approximate Number of Majors and the Perceived Importance of Selected Assignments. The perceived importance of the selected assignments of micro-teaching, bulletin board preparation, lesson plans, unit plans, journal research (articles), and exams were compared to the approximate number of majors in business teacher education programs. The Two-Way Chi-Square Test for Significance revealed no significant difference at the .05 level for any of these comparisons.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Business teacher education appears to be in a state of change. Business education courses such as typewriting, shorthand, and accounting are still strongly stressed in business methods courses. However, it seems that many new areas of concern are becoming a part of business teacher education. Rapidly changing technology has created some changes in teacher education. New technology is common to the business world, and business teacher education must, therefore, include it as an integral part of business teacher preparation programs.

Other areas in which a more subtle change seems to be occurring are the general business types of subjects such as consumer education and business administration, career education, mainstreaming, and multicultural education.

Purpose and Design of the Study

The purpose of this study was to obtain information about business methods courses offered by schools that prepare business education teachers. Data received from respondents to a questionnaire mailed to current members of the National Association for Business Teacher Education were analyzed. Specifically the purposes of this study were to determine:

1. The specific location of the business teacher education program within each NABTE institution.
2. The approximate number of business teacher education majors at each NABTE institution.
3. The exact number of business methods courses offered by each member institution of NABTE.
4. The exact number of credit hours awarded by the NABTE institution for successful completion of each business methods course.
5. The length of the student teaching experience at each NABTE institution.
6. When business teacher education students take business methods courses at each NABTE institution.
7. Specific titles of the business methods courses being taught at each NABTE institution.
8. The approximate amount of each business methods course that is considered to be methodology oriented and the approximate amount of each business methods course that is considered to be subject-matter oriented at each NABTE institution.
9. The time devoted in business methods courses to the following topics: typewriting, shorthand, accounting, general business, data processing, business communications/business English, office practice, business mathematics, word processing, new technology, career education, consumer education, business administration and entrepreneurship, advisory committees, professional organizations, student organizations, classroom management, adult education, mainstreaming, and multicultural education.
10. The perceived degree of importance of various assignments given in the business methods courses; such as micro-teaching presentations, bulletin board preparation, lesson plan and unit plan preparation, journal research, and exams.

The data on the returned questionnaires were interpreted and analyzed to determine the status and trends present in business teacher education methods courses.

The Questionnaire

In keeping with the purposes of this study, a six-page printed questionnaire was designed. The questionnaire was developed from a study of the literature, review of similar questionnaires concerned with business methods courses, and consulting with Oklahoma State University and Northwestern Oklahoma State University faculty members. The questionnaire was mailed to all 289 National Association for Business Teacher Education institutions. Ten institutions were eliminated from the population leaving a total population of 279 schools. Over three-fourths (75.6%) of the schools contacted responded to and returned the questionnaire.

Analysis of the Data

The responses to the questionnaire were analyzed with the aid of computer tabulations. Frequency counts and percentages were calculated for the descriptive data. One-Way and Two-Way Tables and Chi-Square Tests were utilized to analyze items on the questionnaire and to compare selected items on the questionnaire.

Results of the Study

The results of the study are summarized for the four sections of the questionnaire and for the One-Way and Two-Way Chi-Square Tests for Significance.

Section I of the questionnaire was designed to gather data concerning the general structure of the business teacher education program at each institution. Section II was designed to obtain information in three areas. Respondents were asked to indicate the number of methods

courses offered and the number of credits awarded for each course. Also they were asked to indicate the approximate percentage of each course that was considered to be subject-matter oriented and the approximate percentage of each course that was considered to be methodology oriented. Section III was designed to determine the approximate number of class periods devoted to specific topics. Section IV of the questionnaire was utilized to find the degree of perceived importance placed by respondents on commonly-used assignments in business methods courses.

The One-Way Chi-Square Test was used to analyze each item on the questionnaire for differences that were significant. The Two-Way Chi-Square Test was used to compare selected items on the questionnaire.

General Information About the Business

Teacher Education Program

Business Teacher Education Program Location. One-hundred-twenty-eight schools (60.66%) reported that their business teacher education program was located in the Department, College, or School of Business. Seventy-three schools (34.60%) indicated that their business teacher education program was located in the Department, College, or School of Education.

Number of Business Teacher Education Majors. Over half of the respondents, 110 (53.14%), indicated that they had from 0-30 business teacher education majors, while almost a third of the respondents, 64 (30.92%), reported that they had from 31-75 business teacher education majors.

Number of Business Teacher Education Methods Courses Offered.

Seventy respondents (33.18%) indicated having one business methods course at their school. Fifty-three respondents (25.12%) indicated having two business methods courses.

System of Credit Used. The majority of respondents, 155 (74.88%),

reported that their school was on a semester hour system of offering credit, while 45 respondents (21.74%) said they used a quarter hour system.

Total Credits Awarded. The average number of semester hours credit

awarded for all business methods courses at the respondents' schools was 5.97 hours. A progression of the number of hours credit offered was present as averages were computed for the breakdown of number of majors at the schools. Schools with 0-30 majors average 5.11 semester hours, 31-75 majors average 6.06 semester hours, and 76-150 majors average 8.63 semester hours.

Length of Time Spent Student Teaching. Sixty-four respondents

(30.92%) cited that 9-10 weeks were spent in the student teaching experience; 46 respondents (22.23%) reported that a full semester was used; 48 respondents (23.19%) stated that 11-12 weeks were utilized; and 40 respondents (19.32%) indicated that 7-8 weeks were used for student teaching.

When Business Methods Courses are Taken. A majority of respondents,

129 (62.32%), reported that business teacher education majors take business methods courses before the student teaching semester.

Course Titles, Content, and Methodology

Course Titles. Methods of Teaching Business Subjects was the most cited title for a business methods course. Ninety-nine respondents (47.83%) indicated that their school had a course with this title. Fifty-nine schools gave 3 credit hours for completion of this course. Methods of Teaching Basic Business Subjects, 55 responses (26.57%), Methods of Teaching Shorthand, 52 responses (25.12%), and Methods of Teaching Typewriting, 45 responses (21.74%), were the next most cited titles in use for business methods courses.

Content Orientation of Business Methods Courses. Of the 13 titles presented on the questionnaire to determine the approximate percentage of content orientation in each class, all but two of the classes had a majority of responses indicating that less than 25% of the course was spent on content. The two exceptions were Methods of Teaching Data Processing and Principles of Business Education.

Methodology Orientation of Business Methods Courses. Of the 13 titles presented on the questionnaire to determine the approximate percentage of methodology orientation in each class, all but two of the classes had a majority of responses indicating that more than 50% of the course was spent on methodology. The two exceptions were Methods of Teaching Data Processing and Principles of Business Education.

Time Devoted to Specific Topics in Business Methods Courses

Typewriting. Sixty-nine respondents (33.34%) reported that they spent from 3-6 50-minute sessions on the topic of typewriting. It was

indicated by 59 respondents (28.50%) that they spent from 7-15 sessions on this topic.

Shorthand. From 3-6 50-minute sessions were spent on shorthand by 71 respondents (34.30%); while 7-15 sessions were used by 50 respondents (24.16%).

Accounting. It was reported by 76 respondents (36.71%) that 3-6 50-minute sessions were spent on accounting. Sixty respondents (28.99%) stated that they spent from 7-15 sessions on this topic.

General Business. Eighty respondents (38.65%) indicated that they spent from 3-6 50-minute sessions on general business. It was stated by 47 respondents (22.71%) that they used from 7-15 sessions; while 46 respondents (22.22%) cited using from 1-2 periods.

Data Processing. From 1-2 50-minute sessions were spent on data processing by 79 respondents (38.17%); while 39 respondents (18.84%) stated that they spent from 3-6 sessions. Another 39 respondents (18.84%) reported that they spent no time on the topic.

Business Communications/Business English. It was stated by 69 respondents (33.34%) that from 1-2 sessions were spent on business communications/business English. Thirty-nine respondents (18.84%) cited spending less than 1 session, and 64 respondents (30.92%) didn't cover the topic.

Office Practice. Sixty-five respondents (31.40%) reported that they used from 1-2 sessions for office practice. Thirty respondents (14.49%) stated that the topic was not covered.

Business Mathematics. From 1-2 sessions were spent on business mathematics by 71 respondents (34.30%), less than one session was spent by 46 respondents (22.22%), and 63 respondents (30.44%) did not cover the topic.

Word Processing. It was reported by 74 respondents (35.75%) that 1-2 sessions were spent on the topic of word processing. Another 53 respondents (25.60%) reported spending from 3-6 periods on the topic.

New Technology. Sixty-eight respondents (32.85%) stated that they spent from 1-2 50-minute sessions on the topic of new technology, forty respondents (32.37%) reported that they did not cover the topic.

Career Education. Career education was not covered by 72 respondents (34.78%). Fifty-seven respondents (27.54%) reported they spent from 1-2 50-minute sessions on the topic, while 56 respondents (26.06%) stated that they spent less than one period on this topic.

Consumer Education. It was indicated by 60 respondents (28.99%) that they used from 1-2 sessions on the topic of consumer education. Fifty-three respondents (25.60%) didn't cover the topic, and 49 respondents (23.67%) spent from 3-6 sessions on consumer education.

Business Administration and Entrepreneuership. Ninety-six respondents (46.38%) did not cover the topic of business administration and entrepreneurship. Forty-four respondents (21.26%) spent less than one session on the topic, and another 44 respondents (21.26%) used from 1-2 sessions.

Advisory Committees. Less than one session was spent by 92 respondents (44.45%) on the topic of advisory committees. Fifty-nine respondents (28.50%) did not spend any time on the topic, and 48 respondents (22.29%) utilized from 1-2 sessions.

Professional Organizations. It was stated by 93 respondents (44.93%) that less than one 50-minute session was spent on the subject of professional organizations, while 85 respondents (41.06%) indicated that they spent from 1-2 sessions on this topic.

Student Organizations. Ninety-three respondents (44.93%) reported that they spent less than one 50-minute session on student organizations, and 70 respondents (41.06%) cited that they used from 1-2 periods on the topic.

Classroom Management. From 1-2 sessions were used for the topic of classroom management by 87 respondents (42.03%). Another 55 respondents (26.57%) said they spent from 3-6 sessions on classroom management.

Adult Education. It was reported by 83 respondents (40.10%) that they did not cover adult education in business methods courses. Seventy-seven respondents (37.20%) indicated that they devoted less than one session to the topic.

Mainstreaming. Eighty-one respondents (39.13%) said that they spent less than one session on mainstreaming. Fifty-seven respondents (27.54%) indicated that they spent from 1-2 sessions, and 45 respondents (21.74%) didn't cover the topic at all.

Multicultural Education. Multicultural education was not covered by 93 respondents (44.93%), and 69 respondents (33.33%) stated they spent less than one 50-minute session on the topic.

Perceived Importance of Selected Assignments

Micro-Teaching Presentations. One-hundred-nineteen respondents (57.48%) felt that micro-teaching presentations were an extremely important assignment. Another 64 respondents (30.92%) reported that micro-teaching assignments were quite important.

Bulletin-Board Preparation. Bulletin-board preparation was perceived to be of secondary importance by 117 respondents (56.52%). Fifty-seven respondents (27.54%) cited this assignment as being quite important.

Lesson Plans. The feeling of 130 respondents (62.81%) was that lesson plan assignments were extremely important, while 62 respondents (29.95%) indicated that lesson plans were quite important.

Unit Plans. Ninety-four respondents (45.42%) reported that they perceived unit plan assignments to be extremely important, and another 85 respondents (41.06%) indicated this assignment was quite important.

Journal Research. Journal research was recognized as being quite important by 86 respondents (41.54%), extremely important by 48 respondents (23.19%), and of secondary importance by 70 respondents (33.82%).

Exams. Ninety-eight respondents (47.34%) perceived exams as being quite important, 38 respondents (18.36%) felt they were extremely important, and 59 respondents (28.50%) indicated secondary importance.

Analysis of Each Item in the Study Instrument

All items in the questionnaire were analyzed with the One-Way Chi-Square Test for Significance to see if relationships other than those attributable to chance existed. The .05 level of significance was selected for this study.

General Information. Section I of the questionnaire dealt with general information about business methods courses. The following list shows those questions for which a significant relationship was found.

1. In which department, college, or school is your business teacher education program located?
2. At your institution, how many students do you have majoring in business teacher education?
3. How many total business methods courses does your institution offer?
4. What system of offering credit hours for business methods courses does your institution use?
5. How many total credits does your institution award for all of its business methods courses combined?
6. How many weeks do your business teacher education students spend in a student teaching or teaching internship program?
7. Are your business methods courses taught to students during the semester in which they do their student teaching?

Course Titles. Question 1 of Section II was concerned with course titles. A significant relationship was found for all course titles when comparing the actual number of schools using a course title to those that would be expected to use the title.

Content Orientation. Question 2 of Section II was concerned with the approximate percentage of each course that was considered to be

content oriented. The following list shows those titles for which a significant relationship was found.

1. Methods of Teaching Business Subjects
2. Methods of Teaching Basic Business Subjects
3. Methods of Teaching Skill Subjects
4. Methods of Teaching Typewriting and Shorthand
5. Methods of Teaching Typewriting
6. Methods of Teaching Shorthand
7. Methods of Teaching Accounting and Basic Business
8. Methods of Teaching Accounting
9. Methods of Teaching Data Processing
10. Methods of Teaching DE/OE
11. Methods of Teaching Office Practice
12. Business Education Seminar

Methodology Orientation. Question 3 of Section II dealt with the approximate percentage of each course that was considered to be methodology oriented. The following list shows those titles for which a significant relationship was found.

1. Methods of Teaching Business Subjects
2. Methods of Teaching Basic Business Subjects
3. Methods of Teaching Skill Subjects
4. Methods of Teaching Typewriting and Shorthand
5. Methods of Teaching Typewriting
6. Methods of Teaching Shorthand
7. Methods of Teaching Accounting
8. Methods of Teaching Office Practice
9. Principles of Business Education

Specific Topics. Section III of the questionnaire was concerned with the approximate number of 50-minute periods spent on specific topics. The following list shows those topics for which a significant relationship existed.

1. Typewriting
2. Shorthand
3. Accounting
4. General Business
5. Data Processing
6. Business Communications/Business English
7. Office Practice
8. Business Mathematics
9. Word Processing
10. New Technology
11. Career Education
12. Consumer Education
13. Business Administration and Entrepreneurship
14. Advisory Committees
15. Professional Organizations
16. Student Organizations
17. Classroom Management
18. Adult Education
19. Mainstreaming
20. Multicultural Education

Perceived Importance of Assignments. Section IV of the questionnaire dealt with the perceived importance by respondents of specific

assignments used in business methods courses. The following list indicates those assignments for which a significant relationship exists.

1. Micro-Teaching Presentations
2. Bulletin-Board Preparation
3. Lesson Plans
4. Unit Plans
5. Journal Research
6. Exams

Comparison of Selected Items in the
Study Instrument

Number of Majors and Number of Methods Courses Offered. A comparison was made using the Two-Way Chi-Square Test for Significance between the approximate number of business teacher education majors and the number of business methods courses offered. A significant difference was found at the .05 level.

Number of Methods Courses Offered and Length of Time Spent Student Teaching. The number of business methods courses offered and the length of time spent student teaching were compared using the Two-Way Chi-Square Test for Significance. No significant difference was found at the .05 level.

Number of Majors and Length of Time Spent Student Teaching. The length of time spent student teaching and the number of business education majors were compared using the Two-Way Chi-Square Test for Significance. No significant difference was found at the .05 level.

Number of Business Methods Courses Offered and Length of Time Spent on Selected Topics. Each of the 20 topics listed in Section III were compared with the number of business methods courses offered. The Two-Way Chi-Square Test for Significance was used. The following list shows the topics for which a significant difference was found at the .05 level.

1. Typewriting
2. Shorthand
3. Accounting
4. General Business
5. Data Processing
6. Office Practice
7. Word Processing
8. Career Education
9. Consumer Education
10. Business Administration and Entrepreneurship
11. Advisory Committees
12. Classroom Management
13. Mainstreaming

Number of Courses Offered and Perceived Importance of Selected Assignments. The Two-Way Chi-Square Test for Significance was used to compare the perceived importance of selected assignments and the number of courses offered. No significant difference was found at the .05 level for any of the six selected assignments.

Number of Majors and Perceived Importance of Selected Assignments.
A comparison using the Two-Way Chi-Square Test for Significance was

made between the number of majors and the perceived importance of selected assignments. No significant difference was found at the .05 level for any of the six selected assignments.

Conclusions

The following conclusions and recommendations are based on the results of the analysis of the status and trends of business methods courses and on the review of the related literature.

1. Business teacher education programs within NABTE institutions are relatively small, with a large majority having 75 or fewer majors.

2. Business methods courses are a major part of business teacher education programs at NABTE institutions with fewer than 2% having no methods courses.

3. A student teaching experience of at least one-half semester seems to be perceived as the minimal acceptable level.

4. Business methods courses are usually taken before the student teaching semester.

5. Methods of Teaching Business Subjects is the most commonly used title for a business methods course.

6. The teachers of business methods classes perceive their courses as being primarily methodology oriented.

7. Business methods teachers spend the majority of class time on the topics of typewriting, shorthand, accounting, and general business.

8. Business methods teachers should strongly emphasize micro-teaching presentations, lesson plans, and unit preparation in their class assignments, and stress journal research and exams.

9. Schools with a larger number of business teacher education majors tend to have more business methods courses in their curriculum.

10. Schools with a larger number of methods courses spend more time on the following topics than do those schools with fewer methods courses.

- a. Typewriting
- b. Shorthand
- c. Accounting
- d. General Business
- e. Data Processing
- f. Office Practice
- g. Word Processing
- h. Career Education
- i. Consumer Education
- j. Business Administration and Entrepreneurship
- k. Advisory Committees
- l. Classroom Management
- m. Mainstreaming

11. There is no pattern to the amount of time spent on the following topics regardless of the number of business methods courses offered by the school.

- a. Business Mathematics
- b. Business Communications/Business English
- c. New Technology
- d. Professional Organizations
- e. Student Organizations

- g. Adult Education
- h. Multicultural Education

Recommendations

1. More time needs to be spent in business methods classes on information processing (word processing and data processing) and new technology.
2. More business methods courses are needed in many schools to allow time to cover topics often omitted; such as, business administration and entrepreneurship, adult education, multicultural education, career education, advisory committees, business communications/business English, business mathematics, and consumer education.
3. A study of business teacher education programs should be conducted to determine the perceived importance of selected topics and the amount of time perceived to be necessary to adequately cover each topic.
4. A follow-up study should be made to determine the ideal business teacher education program as perceived by the business methods teachers at NABTE institutions. Consideration might be given to the following items in conducting such a study:
 - a. The optimum number of business methods courses in a business teacher preparation program.
 - b. The ideal titles for business methods courses in the business teacher education program.
 - c. The ideal number of credits to be offered for each business methods course.
 - d. The optimum length of the student teaching experience.
 - e. The desired amount of content and methodology orientation for each methods course.

- f. The ideal length of time to spend on selected topics covered in business methods courses.
 - g. The optimum assignments to be given in business methods courses if budget and time constraints were not present.
5. This study should be duplicated periodically in the future to continually assess the status and trends present in business methods courses.

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APPENDIX A

THE QUESTIONNAIRE

II. COURSE TITLES, CONTENT, AND METHODOLOGY

This portion of the questionnaire is designed to determine titles for business methods courses and also to determine the amount of emphasis given to "content" and "methodology" in methods courses.

- From the following course titles select those which most closely approximate the title or titles of your institution's course or courses in business teaching methods? Please indicate the number of credits awarded for each course that your institution offers by placing a check mark (✓) in the appropriate column.

COURSE	CREDITS AWARDED			
	1 Credit	2 Credits	3 Credits	More Than 3 Credits
___ Methods of Teaching Business Subjects	___	___	___	___
___ Methods of Teaching Basic Business Subjects	___	___	___	___
___ Methods of Teaching Skill Subjects	___	___	___	___
___ Methods of Teaching Typewriting and Shorthand	___	___	___	___
___ Methods of Teaching Typewriting	___	___	___	___
___ Methods of Teaching Shorthand	___	___	___	___
___ Methods of Teaching Accounting and Basic Business	___	___	___	___
___ Methods of Teaching Accounting	___	___	___	___
___ Methods of Teaching Data Processing	___	___	___	___
___ Methods of Teaching DE/OE	___	___	___	___
___ Methods of Teaching Office Practice	___	___	___	___
___ Principles of Business Education	___	___	___	___
___ Business Education Seminar	___	___	___	___
Other Titles (Please specify)				
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

2. On the list below, please indicate the percentage (approximate) of each course that you indicated in question 1 that is considered to be content (subject matter) oriented.

COURSE	% Of Course That Is Content Oriented				
	Less Than 10%	10-25%	26-50%	51-75%	Over 75%
___ Methods of Teaching Business Subjects	___	___	___	___	___
___ Methods of Teaching Basic Business Subjects	___	___	___	___	___
___ Methods of Teaching Skill Subjects	___	___	___	___	___
___ Methods of Teaching Typewriting and Shorthand	___	___	___	___	___
___ Methods of Teaching Typewriting	___	___	___	___	___
___ Methods of Teaching Shorthand	___	___	___	___	___
___ Methods of Teaching Accounting and Basic Business	___	___	___	___	___
___ Methods of Teaching Accounting	___	___	___	___	___
___ Methods of Teaching Data Processing	___	___	___	___	___
___ Methods of Teaching DE/OE	___	___	___	___	___
___ Methods of Teaching Office Practice	___	___	___	___	___
___ Principles of Business Education	___	___	___	___	___
___ Business Education Seminar	___	___	___	___	___
Other Titles (Please specify)					
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___

* The percentages indicated for each course in question 2 when combined with the percentage for the course indicated in question 3 should approximate 100%.

3. On the list below, please indicate the percentage (approximate) of each course that you indicated in question 1 that is considered to be methodology (how to) oriented.

% Of Course That Is Methodology Oriented

COURSE	Less	10-	26-	51-	Over
	Than 10%	25%	50%	75%	75%
___ Methods of Teaching Business Subjects	___	___	___	___	___
___ Methods of Teaching Basic Business Subjects	___	___	___	___	___
___ Methods of Teaching Skill Subjects	___	___	___	___	___
___ Methods of Teaching Typewriting and Shorthand	___	___	___	___	___
___ Methods of Teaching Typewriting	___	___	___	___	___
___ Methods of Teaching Shorthand	___	___	___	___	___
___ Methods of Teaching Accounting and Basic Business	___	___	___	___	___
___ Methods of Teaching Accounting	___	___	___	___	___
___ Methods of Teaching Data Processing	___	___	___	___	___
___ Methods of Teaching DE/OE	___	___	___	___	___
___ Methods of Teaching Office Practice	___	___	___	___	___
___ Principles of Business Education	___	___	___	___	___
___ Business Education Seminar	___	___	___	___	___
Other Titles (Please specify)					
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___
_____	___	___	___	___	___

* The percentages indicated for each course in question 3 when combined with the percentage for the course indicated in question 2 should approximate 100%.

IV. ASSIGNMENTS

This portion of the questionnaire pertains to specific assignments given in the business methods courses offered at your institution.

For each of the following assignments indicate those which you consider appropriate for a methods course. Indicate the level of importance you give to a particular assignment by placing a check mark (✓) in the appropriate column.

Assignment	Not Important	Of Secondary Importance	Quite Important	Extremely Important
Micro-Teaching Presentations	_____	_____	_____	_____
Bulletin Board Preparation	_____	_____	_____	_____
Lesson Plans	_____	_____	_____	_____
Unit Plans	_____	_____	_____	_____
Journal Research (Articles)	_____	_____	_____	_____
Exams	_____	_____	_____	_____
Other Assignments Given	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Would you like a copy of the results of this study?

___ Yes

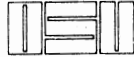
___ No

Name and Address (If a copy of results is desired)

Comments:

APPENDIX B

CORRESPONDENCE TO NABTE REPRESENTATIVES



Oklahoma State University

STILLWATER, OKLAHOMA 74078
(405) 624-5064

COLLEGE OF BUSINESS ADMINISTRATION

February 1, 1983

Dear NABTE Representative:

Your help is needed for completion of a doctoral research study being undertaken within the Department of Administrative Services and Business Education at Oklahoma State University. We are currently involved in a research project designed to discover the current status of business methods courses at all member institutions of the National Association for Business Teacher Education.

As your institution's NABTE representative, you were selected to respond to the enclosed questionnaire. Because you hold this responsible position, your input for this research is critical.

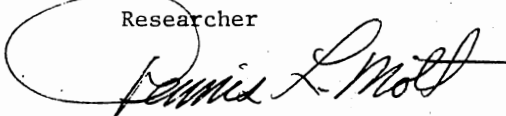
The information you provide will be held in strict confidence. Questionnaires are numbered in order to avoid repeatedly bothering participants who have returned questionnaires and to attempt to facilitate the tabulation process.

A postage-paid envelope is enclosed for your convenience in returning the questionnaire. Return is marked for Northwestern Oklahoma State University since the researcher is employed at that institution.

We will appreciate your completion and return of the questionnaire by February 14, 1983.

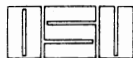
Yours truly,

Rex R. Mahlman
Researcher



Dennis L. Mott
Dissertation Adviser

Enclosures



Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74078
(405) 624-5064

February 21, 1983

Dear NABTE Representative:

On February 1, 1983, we mailed you a questionnaire in an attempt to discover the current status of business methods courses at all member institutions of the National Association for Business Teacher Education. This research is being conducted for a doctoral study being undertaken within the Department of Administrative Services and Business Education at Oklahoma State University.

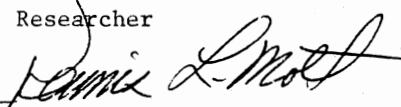
In case you did not receive the first questionnaire, or in case it has been misplaced, we are enclosing an additional questionnaire with this letter. A postage-paid envelope is enclosed for your convenience in returning the questionnaire. Return is marked for Northwestern Oklahoma State University since the researcher is employed at that institution.

Although the response to our first questionnaire was good, because of your position as the NABTE representative of your institution, your input is important.

We realize that this is a busy time of the year, but we would appreciate your taking the time to complete and return the enclosed questionnaire by March 4, 1983.

Yours truly,

Rex R. Mahlman
Researcher



Dennis L Mott
Dissertation Adviser

Enclosures

APPENDIX C

RESULTS OF COMPARISON TESTS OF SELECTED ITEMS
IN THE QUESTIONNAIRE

TABLE XXIII

BUSINESS TEACHER EDUCATION PROGRAM LOCATION

Location	Observed	Expected	Chi-Square
Department, College, or School of Business	128	100.5	7.52
Department, College, or School of Education	73	100.5	<u>7.52</u>
Total Chi-Square			15.04
			probability less than .001

TABLE XXIV
NUMBER OF BUSINESS TEACHER EDUCATION MAJORS

Number of Majors	Observed	Expected	Chi-Square
0 - 30	112	41.6	119.14
31 - 75	65	41.6	13.16
76 - 150	27	41.6	5.12
151 - 300	3	41.6	35.82
Over 300	1	41.6	<u>39.62</u>
Total Chi-Square			212.86

probability less than .001

TABLE XXV
NUMBER OF BUSINESS METHODS COURSES OFFERED

Number of Courses	Observed	Expected	Chi-Square
0	4	35.17	27.62
1	70	35.17	34.49
2	53	35.17	10.08
3	31	35.17	.49
4	29	35.17	1.08
More Than 4	24	35.17	<u>3.55</u>
Total Chi-Square			77.31

probability less than .001

TABLE XXVI
SEMESTER HOURS OR QUARTER HOURS

Type of Credit	Observed	Expected	Chi-Square
Semester Hours	155	100	30.25
Quarter Hours	45	100	<u>30.25</u>
Total Chi-Square			60.50
			probability less than .001

TABLE XXVII
 TOTAL CREDITS OFFERED FOR BUSINESS METHODS
 COURSES UNDER THE SEMESTER HOUR SYSTEM

Number of Credits	Observed	Expected	Chi-Square
1	3	15.5	10.08
2	8	15.5	3.63
3	39	15.5	35.63
4	17	15.5	.15
5	5	15.5	7.11
6	34	15.5	22.08
7	4	15.5	8.53
8	8	15.5	3.63
9	14	15.5	.15
More Than 9	23	15.5	<u>3.63</u>
Total Chi-Square			94.62
		probability less than .001	

TABLE XXVIII
TOTAL CREDITS FOR BUSINESS METHODS COURSES
UNDER THE QUARTER HOUR SYSTEM

Number of Credits	Observed	Expected	Chi-Square
1-2	0	9	9.00
3-4	6	9	1.00
5-6	12	9	1.00
7-8	13	9	1.78
More Than 8	14	9	<u>2.78</u>
Total Chi-Square			15.56

probability less than .01

TABLE XXIX

TIME WHEN BUSINESS METHODS COURSES ARE TAKEN

Time Course is Taken	Observed	Expected	Chi-Square
At First of Student Teaching Semester	35	51.5	5.29
Concurrently With Student Teaching	5	51.5	41.99
Before Student Teaching Semester	129	51.5	116.63
Some Before and Some During Student Teaching Semester	37	51.5	<u>4.08</u>
Total Chi-Square			167.99
			probability less than .001

TABLE XXX
BUSINESS METHODS COURSE TITLES

Course Title	Observed	Expected	Chi-Square
Methods of Teaching Business Subjects	99	32	140.28
Methods of Teaching Basic Business Subjects	55	32	16.53
Methods of Teaching Skill Subjects	24	32	2.00
Methods of Teaching Typewriting and Shorthand	14	32	10.13
Methods of Teaching Typewriting	45	32	5.28
Methods of Teaching Shorthand	52	32	12.50
Methods of Teaching Accounting and Basic Business	31	32	.03
Methods of Teaching Accounting	29	32	.28
Methods of Teaching Data Processing	12	32	12.50
Methods of Teaching DE/OE	11	32	13.78
Methods of Teaching Office Practice	14	32	10.13
Principles of Business Education	23	32	2.53
Business Education Seminar	7	32	<u>19.53</u>
Total Chi-Square			245.50

probability less than .001

TABLE XXXI
 CONTENT ORIENTATION OF METHODS OF
 TEACHING BUSINESS SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	61	21.25	74.36
26 - 50%	13	21.25	3.20
51 - 75%	9	21.25	7.06
Over 75%	2	21.25	<u>17.44</u>
Total Chi-Square			102.06
		probability less than .001	

TABLE XXXII
 CONTENT ORIENTATION OF METHODS OF
 TEACHING BASIC BUSINESS SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	39	13.75	46.37
26 - 50%	14	13.75	.01
51 - 75%	2	13.75	10.04
Over 75%	0	13.75	<u>13.75</u>
Total Chi-Square			70.17
			probability less than .001

TABLE XXXIII
 CONTENT ORIENTATION OF METHODS OF
 TEACHING SKILL SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	18	6	24.00
26 - 50%	6	6	0.00
51 - 75%	0	6	6.00
Over 75%	0	6	<u>6.00</u>
Total Chi-Square			36.00
			probability less than .001

TABLE XXXIV
CONTENT ORIENTATION OF METHODS OF
TEACHING TYPEWRITING AND SHORTHAND

Percentage	Observed	Expected	Chi-Square
Less Than 50%	13	7	5.14
More Than 50%	1	7	<u>5.14</u>
Total Chi-Square			10.28

probability less than .01

TABLE XXXV
 CONTENT ORIENTATION OF METHODS OF
 TEACHING TYPEWRITING

Percentage	Observed	Expected	Chi-Square
Less Than 25%	38	11.25	63.61
26 - 50%	5	11.25	3.47
51 - 75%	1	11.25	9.34
Over 75%	1	11.25	<u>9.34</u>
Total Chi-Square			85.76
			probability less than .001

TABLE XXXVI
 CONTENT ORIENTATION OF METHODS OF
 TEACHING SHORTHAND

Percentage	Observed	Expected	Chi-Square
Less Than 25%	39	13	52.00
26 - 50%	10	13	.69
51 - 75%	2	13	9.31
Over 75%	1	13	<u>11.08</u>
Total Chi-Square			73.08
			probability less than .001

TABLE XXXVII
CONTENT ORIENTATION OF METHODS OF TEACHING
ACCOUNTING AND BASIC BUSINESS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	19	7.5	17.63
26 - 50%	7	7.5	.03
51 - 75%	3	7.5	2.70
Over 75%	1	7.5	<u>5.63</u>
Total Chi-Square			25.99

probability less than .001

TABLE XXXVIII
CONTENT ORIENTATION OF METHODS OF
TEACHING ACCOUNTING

Percentage	Observed	Expected	Chi-Square
Less Than 25%	17	7.25	13.11
26 - 50%	10	7.25	1.04
51 - 75%	2	7.25	3.80
Over 75%	0	7.25	<u>7.25</u>
Total Chi-Square			25.20

probability less than .001

TABLE XXXIX
CONTENT ORIENTATION OF METHODS OF
TEACHING DATA PROCESSING

Percentage	Observed	Expected	Chi-Square
Less Than 50%	10	6	2.67
More Than 50%	2	6	<u>2.67</u>
Total Chi-Square			5.34

probability less than .05

TABLE XL
CONTENT ORIENTATION OF METHODS OF
TEACHING DE/OE

Percentage	Observed	Expected	Chi-Square
Less Than 50%	10	5.5	3.68
More Than 50%	1	5.5	<u>3.68</u>
Total Chi-Square			7.36

probability less than .01

TABLE XLI
CONTENT ORIENTATION OF METHODS OF
TEACHING OFFICE PRACTICE

Percentage	Observed	Expected	Chi-Square
Less Than 50%	12	6	6.00
More Than 50%	0	6	<u>6.00</u>
Total Chi-Square			12.00

probability less than .01

TABLE XLII
CONTENT ORIENTATION OF BUSINESS
EDUCATION SEMINAR

Percentage	Observed	Expected	Chi-Square
Less Than 50%	8	4	4.00
More Than 50%	0	4	<u>4.00</u>
Total Chi-Square			8.00

probability less than .01

TABLE XLIII
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING BUSINESS SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	10	21.25	5.96
26 - 50%	11	21.25	4.94
51 - 75%	23	21.25	.14
Over 75%	41	21.25	<u>18.36</u>
Total Chi-Square			29.40

probability less than .001

TABLE XLIV
 METHODOLOGY ORIENTATION OF METHODS OF
 TEACHING BASIC BUSINESS SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	0	13.75	13.75
26 - 50%	14	13.75	.01
51 - 75%	12	13.75	.22
Over 75%	29	13.75	<u>16.91</u>
Total Chi-Square			30.89
		probability less than .001	

TABLE XLV
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING SKILL SUBJECTS

Percentage	Observed	Expected	Chi-Square
Less Than 25%	0	6	6.00
26 - 50%	5	6	.17
51 - 75%	7	6	.17
Over 75%	12	6	<u>6.00</u>
Total Chi-Square			12.34
			probability less than .01

TABLE XLVI
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING TYPEWRITING AND SHORTHAND

Percentage	Observed	Expected	Chi-Square
Less Than 50%	3	7	2.29
More Than 50%	11	7	<u>2.29</u>
Total Chi-Square			4.58

probability less than .05

TABLE XLVII
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING TYPEWRITING

Percentage	Observed	Expected	Chi-Square
Less Than 25%	1	11.25	9.34
26 - 50%	4	11.25	4.67
51 - 75%	12	11.25	.05
Over 75%	28	11.25	<u>24.94</u>
Total Chi-Square			39.00

probability less than .001

TABLE XLVIII
 METHODOLOGY ORIENTATION OF METHODS OF
 TEACHING SHORTHAND

Percentage	Observed	Expected	Chi-Square
Less Than 25%	1	13	11.08
26 - 50%	9	13	1.23
51 - 75%	15	13	.31
Over 75%	27	13	<u>15.08</u>
Total Chi-Square			27.70
			probability less than .001

TABLE XLIX
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING ACCOUNTING

Percentage	Observed	Expected	Chi-Square
Less Than 25%	0	7.25	7.25
26 - 50%	8	7.25	.08
51 - 75%	6	7.25	.22
Over 75%	15	7.25	<u>8.28</u>
Total Chi-Square			15.83

probability less than .01

TABLE L
METHODOLOGY ORIENTATION OF METHODS OF
TEACHING OFFICE PRACTICE

Percentage	Observed	Expected	Chi-Square
Less Than 50%	0	6	6.00
More Than 50%	12	6	<u>6.00</u>
Total Chi-Square			12.00
			probability less than .01

TABLE LI
METHODOLOGY ORIENTATION OF PRINCIPLES OF
BUSINESS EDUCATION

Percentage	Observed	Expected	Chi-Square
Less Than 25%	13	6.75	5.79
26 - 50%	4	6.75	1.12
51 - 75%	3	6.75	2.08
Over 75%	7	6.75	<u>.08</u>
Total Chi-Square			9.07

probability less than .01

TABLE LII
TIME SPENT ON TYPEWRITING

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	28	51.5	10.72
From 3 - 6 Sessions	69	51.5	5.95
From 7 - 15 Sessions	59	51.5	1.09
More Than 15 Sessions	50	51.5	<u>.04</u>
Total Chi-Square			17.80

probability less than .001

TABLE LIII
TIME SPENT ON SHORTHAND

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	38	51.5	3.54
From 3 - 6 Sessions	71	51.5	7.38
From 7 - 15 Sessions	50	51.5	.04
More Than 15 Sessions	47	51.5	<u>.39</u>
Total Chi-Square			11.35

probability less than .01

TABLE LIV
TIME SPENT ON ACCOUNTING

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	36	51.5	4.67
From 3 - 6 Sessions	76	51.5	11.66
From 7 - 15 Sessions	60	51.5	1.40
More Than 15 Sessions	34	51.5	<u>5.95</u>
Total Chi-Square			23.68

probability less than .001

TABLE LV
TIME SPENT ON GENERAL BUSINESS

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	62	51.5	2.14
From 3 - 6 Sessions	80	51.5	15.77
From 7 - 15 Sessions	47	51.5	.39
More Than 15 Sessions	17	51.5	<u>23.11</u>
Total Chi-Square			41.41

probability less than .001

TABLE LVI
TIME SPENT ON DATA PROCESSING

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	140	51.5	152.08
From 3 - 6 Sessions	39	51.5	3.03
From 7 - 15 Sessions	19	51.5	20.51
More Than 15 Sessions	8	51.5	<u>36.74</u>
Total Chi-Square			212.36

probability less than .001

TABLE LVII
 TIME SPENT ON BUSINESS COMMUNICATIONS/
 BUSINESS ENGLISH

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	172	51.5	281.95
From 3 - 6 Sessions	27	51.5	11.66
From 7 - 15 Sessions	6	51.5	40.20
More Than 15 Sessions	1	51.5	<u>49.52</u>
Total Chi-Square			383.33
		probability less than .001	

TABLE LVIII

TIME SPENT ON OFFICE PRACTICE

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	109	51.5	64.20
From 3 - 6 Sessions	71	51.5	7.38
From 7 - 15 Sessions	23	51.5	15.77
More Than 15 Sessions	3	51.5	<u>45.67</u>
Total Chi-Square			133.02

probability less than .001

TABLE LIX
TIME SPENT ON BUSINESS MATHEMATICS

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	180	51.5	320.63
From 3 - 6 Sessions	22	51.5	16.90
From 7 - 15 Sessions	4	51.5	43.81
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			432.84

probability less than .001

TABLE LX
TIME SPENT ON WORD PROCESSING

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	142	51.5	159.03
From 3 - 6 Sessions	53	51.5	.04
From 7 - 15 Sessions	11	51.5	31.85
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			242.42

probability less than .001

TABLE LXI
TIME SPENT ON NEW TECHNOLOGY

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	175	51.5	296.16
From 3 - 6 Sessions	25	51.5	13.64
From 7 - 15 Sessions	5	51.5	41.99
More Than 15 Sessions	1	51.5	<u>49.52</u>
Total Chi-Square			401.31

probability less than .001

TABLE LXII
TIME SPENT ON CAREER EDUCATION

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	185	51.5	346.06
From 3 - 6 Sessions	19	51.5	20.51
From 7 - 15 Sessions	1	51.5	49.52
More Than 15 Sessions	1	51.5	<u>49.52</u>
Total Chi-Square			465.61

probability less than .001

TABLE LXIII
TIME SPENT ON CONSUMER EDUCATION

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	149	51.5	184.59
From 3 - 6 Sessions	49	51.5	.12
From 7 - 15 Sessions	6	51.5	40.20
More Than 15 Sessions	2	51.5	<u>47.58</u>
Total Chi-Square			272.49

probability less than .001

TABLE LXIV
 TIME SPENT ON BUSINESS ADMINISTRATION
 AND ENTREPRENEURSHIP

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	184	51.5	340.90
From 3 - 6 Sessions	21	51.5	18.06
From 7 - 15 Sessions	1	51.5	49.52
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			459.98
		probability less than .001	

TABLE LXV
TIME SPENT ON ADVISORY COMMITTEES

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	199	51.5	422.45
From 3 - 6 Sessions	7	51.5	38.45
From 7 - 15 Sessions	0	51.5	51.50
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			563.90

probability less than .001

TABLE LXVI
 TIME SPENT ON PROFESSIONAL ORGANIZATIONS

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	196	51.5	405.44
From 3 - 6 Sessions	7	51.5	38.45
From 7 - 15 Sessions	2	51.5	47.58
More Than 15 Sessions	1	51.5	<u>49.52</u>
Total Chi-Square			540.99
			probability less than .001

TABLE LXVII
TIME SPENT ON STUDENT ORGANIZATIONS

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	191	51.5	377.87
From 3 - 6 Sessions	10	51.5	33.44
From 7 - 15 Sessions	5	51.5	41.94
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			504.75
		probability less than .001	

TABLE LXVIII
 TIME SPENT ON CLASSROOM MANAGEMENT

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	142	51.5	159.03
From 3 - 6 Sessions	55	51.5	.24
From 7 - 15 Sessions	9	51.5	35.07
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			245.84
			probability less than .001

TABLE LXIX
TIME SPENT ON ADULT EDUCATION

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	196	51.5	405.44
From 3 - 6 Sessions	8	51.5	36.74
From 7 - 15 Sessions	2	51.5	47.58
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			541.26

probability less than .001

TABLE LXX
 TIME SPENT ON MAINSTREAMING

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	183	51.5	335.77
From 3 - 6 Sessions	21	51.5	18.06
From 7 - 15 Sessions	2	51.5	47.58
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			452.91
			probability less than .001

TABLE LXXI
TIME SPENT ON MULTICULTURAL EDUCATION

Number of Sessions	Observed	Expected	Chi-Square
Less Than 3 Sessions	196	51.5	405.44
From 3 - 6 Sessions	10	51.5	33.44
From 7 - 15 Sessions	0	51.5	51.50
More Than 15 Sessions	0	51.5	<u>51.50</u>
Total Chi-Square			541.88

probability less than .001

TABLE LXXII
 PERCEIVED IMPORTANCE OF MICRO-TEACHING

Perceived Importance	Observed	Expected	Chi-Square
Not Important	5	50.5	41.00
Of Secondary Importance	14	50.5	26.38
Quite Important	64	50.5	3.61
Extremely Important	119	50.5	<u>92.92</u>
Total Chi-Square			163.91

probability less than .001

TABLE LXXIII
 PERCEIVED IMPORTANCE OF BULLETIN
 BOARD PREPARATION

Perceived Importance	Observed	Expected	Chi-Square
Not Important	21	51.75	18.27
Of Secondary Importance	117	51.75	82.27
Quite Important	57	51.75	.53
Extremely Important	12	51.75	<u>30.53</u>
Total Chi-Square			131.60
			probability less than .001

TABLE LXXIV
PERCEIVED IMPORTANCE OF LESSON PLANS

Perceived Importance	Observed	Expected	Chi-Square
Not Important	0	51.5	51.50
Of Secondary Importance	14	51.5	27.31
Quite Important	62	51.5	2.14
Extremely Important	130	51.5	<u>119.66</u>
Total Chi-Square			200.61

probability less than .001

TABLE LXXV
PERCEIVED IMPORTANCE OF UNIT PLANS

Perceived Importance	Observed	Expected	Chi-Square
Not Important	1	50.5	49.52
Of Secondary Importance	26	50.5	12.63
Quite Important	85	50.5	21.79
Extremely Important	94	50.5	<u>35.07</u>
Total Chi-Square			119.01

probability less than .001

TABLE LXXVI
 PERCEIVED IMPORTANCE OF JOURNAL
 RESEARCH (ARTICLES)

Perceived Importance	Observed	Expected	Chi-Square
Not Important	3	51.75	45.92
Of Secondary Importance	70	51.75	6.44
Quite Important	86	51.75	22.67
Extremely Important	48	51.75	<u>.27</u>
Total Chi-Square			75.30
			probability less than .001

TABLE LXXVII
PERCEIVED IMPORTANCE OF EXAMS

Perceived Importance	Observed	Expected	Chi-Square
Not Important	8	50.75	36.01
Of Secondary Importance	59	50.75	1.34
Quite Important	98	50.75	43.99
Extremely Important	38	50.75	<u>3.20</u>
Total Chi-Square			84.54

probability less than .001

TABLE LXXVIII
 COMPARISON OF NUMBER OF MAJORS AND
 NUMBER OF METHODS COURSES OFFERED

	Number of Majors		
	<u>0-30</u>	<u>31-75</u>	<u>Over 75</u>
<u>Number</u>			
<u>of</u>			
<u>Courses</u>			
<u>1</u>	49 (38.77)	18 (22.50)	5 (10.73)
<u>2</u>	30 (28.54)	19 (16.56)	4 (7.90)
<u>3</u>	16 (16.15)	13 (9.38)	1 (4.47)
<u>4</u>	13 (15.62)	8 (9.06)	8 (4.32)
<u>Over 4</u>	4 (12.92)	7 (7.50)	13 (3.58)
<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>	
49	38.77	2.70	
30	28.54	.07	
16	16.15	.01	
13	15.62	.44	
4	12.92	6.16	
18	22.50	.90	
19	16.56	.36	
13	9.38	1.40	
8	9.06	.12	
7	7.50	.03	
5	10.73	3.06	
4	7.90	1.92	
1	4.47	2.69	
8	4.32	3.13	
13	3.58	<u>24.82</u>	
Total Chi-Square		47.81	
Chi-Square (Yates Correction)		40.86	
probability less than .001			

TABLE LXXIX
 COMPARISON OF NUMBER OF METHODS COURSES
 AND TIME SPENT ON TYPEWRITING

		Number of Sessions			
		<u>0-2</u>	<u>3-6</u>	<u>7-15</u>	<u>Over 15</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	15 (8.96)	39 (22.89)	11 (19.57)	3 (16.59)
	<u>2</u>	6 (7.11)	22 (18.18)	21 (15.54)	5 (13.17)
	<u>3</u>	2 (3.95)	6 (10.10)	8 (8.63)	14 (7.32)
	<u>4</u>	1 (3.82)	1 (9.76)	10 (8.35)	17 (7.07)
	<u>Over 4</u>	3 (3.16)	1 (8.08)	9 (6.91)	11 (5.85)
		<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>	
		15	8.96	4.08	
		6	7.11	.17	
		2	3.95	.96	
		1	3.82	2.08	
		3	3.16	.01	
		39	22.89	11.34	
		22	18.18	.80	
		6	10.10	1.66	
		1	9.76	7.86	
		1	8.08	6.20	
		11	19.57	3.75	
		21	15.54	1.92	
		8	8.63	.05	
		10	8.35	.33	
		9	6.91	.63	
		3	16.59	11.12	
		5	13.17	5.07	
		14	7.32	6.10	
		17	7.07	13.93	
		11	5.85	4.52	
		Total Chi-Square			82.58
		Chi-Square (Yates Correction)			72.06
		probability less than .001			

TABLE LXXX
COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON SHORTHAND

		Number of Sessions			
		<u>0-2</u>	<u>3-6</u>	<u>7-15</u>	<u>Over 15</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	19 (12.27)	38 (23.55)	9 (16.59)	2 (15.59)
	<u>2</u>	9 (9.75)	22 (18.70)	17 (13.17)	6 (12.38)
	<u>3</u>	5 (5.41)	6 (10.39)	7 (7.32)	12 (6.88)
	<u>4</u>	1 (5.23)	2 (10.04)	10 (7.07)	16 (6.65)
	<u>Over 4</u>	3 (4.33)	3 (8.31)	7 (5.85)	11 (5.50)

<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
19	12.27	3.69
9	9.75	.06
5	5.41	.03
1	5.23	3.43
3	4.33	.41
38	23.55	8.86
22	18.70	.58
6	10.39	1.86
2	10.04	6.44
3	8.31	3.39
9	16.59	3.47
17	13.17	1.11
7	7.32	.01
10	7.07	1.21
7	5.85	.22
2	15.59	11.85
6	12.38	3.29
12	6.88	3.81
16	6.65	13.15
11	5.50	5.49

Total Chi-Square 72.36

Chi-Square (Yates Correction) 62.57

probability less than .001

TABLE LXXXI
 COMPARISON OF NUMBER OF METHODS COURSES
 AND TIME SPENT ON ACCOUNTING

	Number of Sessions			
	<u>0-2</u>	<u>3-6</u>	<u>7-15</u>	<u>Over 15</u>
<u>Number</u>				
<u>of</u>				
<u>Courses</u>				
<u>1</u>	18 (11.61)	39 (25.21)	10 (19.90)	1 (11.28)
<u>2</u>	10 (9.22)	24 (20.02)	15 (15.80)	5 (8.96)
<u>3</u>	4 (5.12)	8 (11.12)	12 (8.78)	6 (4.98)
<u>Over 3</u>	3 (9.05)	5 (19.65)	23 (15.51)	22 (8.79)

<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
18	11.61	3.51
10	9.22	.07
4	5.12	.25
3	9.05	4.04
39	25.21	7.54
24	20.02	.79
8	11.12	.88
5	19.65	10.92
10	19.90	4.93
15	15.80	.04
12	8.78	1.18
23	15.51	3.61
1	11.28	9.37
5	8.96	1.75
6	4.98	.21
22	8.79	19.85
Total Chi-Square		68.94
Chi-Square (Yates Correction)		61.57

probability less than .001

TABLE LXXXII
 COMPARISON OF NUMBER OF METHODS COURSES
 AND TIME SPENT ON GENERAL BUSINESS

	Number of Sessions		
	<u>0-2</u>	<u>3-6</u>	<u>Over 6</u>
<u>Number</u>			
<u>of</u>			
<u>Courses</u>			
<u>1</u>	25 (20.23)	37 (26.54)	6 (21.23)
<u>2</u>	17 (16.07)	22 (21.07)	15 (16.86)
<u>3</u>	12 (8.93)	11 (11.71)	7 (9.37)
<u>Over 3</u>	7 (15.77)	10 (20.68)	36 (16.55)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
	25	20.23	1.12
	17	16.07	.05
	12	8.93	1.06
	7	15.77	4.88
	37	26.54	4.13
	22	21.07	.04
	11	11.71	.04
	10	20.68	5.52
	6	21.23	10.93
	15	16.86	.20
	7	9.37	.60
	36	16.55	<u>22.87</u>
	Total Chi-Square		51.44
	probability less than .001		

TABLE LXXXIII

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON DATA PROCESSING

	Number of Sessions				
	<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>3-6</u>	<u>Over 6</u>
<u>Number</u>					
<u>of</u>					
<u>Courses</u>					
<u>1</u>	17 (12.60)	12 (7.30)	30 (26.20)	8 (12.94)	1 (8.96)
<u>2</u>	8 (10.01)	5 (5.80)	25 (20.81)	13 (10.27)	3 (7.11)
<u>3</u>	5 (5.56)	3 (3.22)	12 (11.56)	5 (5.71)	5 (3.95)
<u>Over 3</u>	8 (9.82)	2 (5.69)	12 (20.42)	13 (10.08)	18 (6.98)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>		
	17	12.60	1.53		
	8	10.01	.40		
	5	5.56	.06		
	8	9.82	.34		
	12	7.30	3.03		
	5	5.80	.12		
	3	3.22	.01		
	2	5.69	2.39		
	30	26.20	.55		
	25	20.81	.84		
	12	11.56	.04		
	12	20.42	3.65		
	8	12.94	1.88		
	13	10.27	.72		
	5	5.71	.09		
	13	10.08	.84		
	1	8.96	7.07		
	3	7.11	2.38		
	5	3.95	.28		
	18	6.98	<u>17.40</u>		
	Total Chi-Square		43.62		
	Chi-Square (Yates Correction)		36.56		
	probability less than .001				

TABLE LXXXIV

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON OFFICE PRACTICE

		Number of Sessions			
		<u>Less 1</u>	<u>1-2</u>	<u>3-6</u>	<u>Over 6</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	18 (14.26)	26 (21.56)	23 (23.55)	1 (8.62)
	<u>2</u>	9 (11.33)	20 (17.12)	20 (18.70)	5 (6.85)
	<u>3</u>	9 (6.29)	10 (9.51)	9 (10.39)	2 (3.80)
	<u>4</u>	3 (6.08)	6 (9.20)	8 (10.04)	12 (3.68)
	<u>Over 4</u>	4 (5.03)	3 (7.61)	11 (8.32)	6 (3.04)

<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
18	14.26	.98
9	11.33	.48
9	6.29	1.16
3	6.08	1.56
4	5.03	.21
26	21.56	.91
20	17.12	.48
10	9.51	.03
6	9.20	1.10
3	7.61	2.79
23	23.55	.01
20	18.70	.09
9	10.39	.19
8	10.04	.42
11	8.32	.44
1	8.62	6.74
5	6.85	.50
2	3.80	.86
12	3.68	18.83
6	3.04	2.87

Total Chi-Square 40.65

Chi-Square (Yates Correction) 33.15

probability less than .001

TABLE LXXXV

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON WORD PROCESSING

		<u>Number of Sessions</u>			
		<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	14 (11.60)	16 (10.61)	25 (24.55)	13 (21.23)
	<u>2</u>	6 (9.22)	11 (8.43)	23 (19.49)	14 (16.86)
	<u>3</u>	4 (5.12)	2 (4.68)	14 (10.83)	10 (9.37)
	<u>Over 3</u>	11 (9.05)	3 (8.27)	12 (19.13)	26 (16.55)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>		
	14	11.60	.49		
	6	9.22	1.12		
	4	5.12	.25		
	11	9.05	.42		
	16	10.61	2.73		
	11	8.43	.78		
	2	4.68	1.54		
	3	8.27	3.36		
	25	24.55	.01		
	23	19.49	.65		
	14	10.83	.93		
	12	19.13	2.66		
	13	21.23	3.19		
	14	16.86	.48		
	10	9.37	.04		
	26	16.55	<u>6.60</u>		
	Total Chi-Square		25.25		
	Chi-Square (Yates Correction)		20.50		
	probability less than .05				

TABLE LXXXVI
 COMPARISON OF NUMBER OF METHODS COURSES
 AND TIME SPENT ON CAREER EDUCATION

		Number of Sessions			
		<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	30 (24.55)	20 (18.24)	13 (18.58)	5 (6.63)
	<u>2</u>	18 (19.49)	22 (14.49)	13 (14.75)	1 (5.27)
	<u>3</u>	14 (10.83)	4 (8.05)	8 (8.20)	4 (2.93)
	<u>4</u>	9 (10.47)	4 (7.78)	10 (7.92)	6 (2.83)
	<u>Over 4</u>	3 (8.66)	5 (6.44)	12 (6.56)	4 (2.34)

<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
30	24.55	1.21
18	19.49	.11
14	10.83	.93
9	10.47	.21
3	8.66	3.70
20	18.24	.17
22	14.49	2.50
4	8.05	2.04
4	7.78	1.84
5	6.44	.32
13	18.58	1.67
13	14.75	.21
8	8.20	.01
10	7.92	.55
12	6.56	4.52
5	6.63	.40
1	5.27	3.46
4	2.93	.39
6	2.83	3.55
4	2.34	1.17

Total Chi-Square 28.96

Chi-Square (Yates Correction) 23.08

probability less than .05

TABLE LXXXVII

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON CONSUMER EDUCATION

		Number of Sessions			
		<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
<u>Number</u> <u>of</u> <u>Courses</u>	<u>1</u>	28 (16.59)	15 (12.27)	18 (19.57)	7 (19.57)
	<u>2</u>	11 (13.17)	14 (9.75)	19 (15.54)	10 (15.54)
	<u>3</u>	8 (7.32)	4 (5.41)	6 (8.63)	12 (8.63)
	<u>4</u>	3 (7.07)	2 (5.23)	10 (8.35)	14 (8.35)
	<u>Over 4</u>	0 (5.85)	2 (4.33)	6 (6.91)	16 (6.91)

<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
28	16.59	7.86
11	13.17	.36
8	7.32	.06
3	7.07	2.35
0	5.85	5.85
15	12.27	.61
14	9.75	1.86
4	5.41	.37
2	5.23	2.00
2	4.33	1.26
18	19.57	.13
19	15.54	.77
6	8.63	.80
10	8.35	.30
6	6.91	.12
7	19.57	8.07
10	15.54	1.98
12	8.63	1.31
14	8.35	3.83
16	6.91	<u>11.97</u>

Total Chi-Square 51.86

Chi-Square (Yates Correction) 43.54

probability less than .001

TABLE LXXXVIII

COMPARISON OF NUMBER OF METHODS COURSES AND TIME
 SPENT ON BUSINESS ADMINISTRATION
 AND ENTREPRENEURSHIP

	<u>Number of Sessions</u>			
	<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
<u>Number</u>				
<u>of</u>				
<u>Courses</u>				
<u>1</u>	39 (32.18)	21 (14.93)	7 (12.94)	1 (7.96)
<u>2</u>	27 (25.55)	10 (11.85)	13 (10.27)	4 (6.32)
<u>3</u>	15 (14.20)	5 (6.59)	5 (5.71)	5 (3.51)
<u>Over 3</u>	16 (25.08)	9 (11.63)	14 (10.08)	14 (6.20)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>	
	39	32.18	1.45	
	27	25.55	.08	
	15	14.20	.05	
	16	25.08	3.29	
	21	14.93	2.47	
	10	11.85	.29	
	5	6.59	.38	
	9	11.63	.60	
	7	12.94	2.72	
	13	10.27	.72	
	5	5.71	.09	
	14	10.08	1.52	
	1	7.96	6.09	
	4	6.32	.85	
	5	3.51	.63	
	14	6.20	<u>9.79</u>	
	Total Chi-Square		31.02	
	Chi-Square (Yates Correction)		25.58	
	probability less than .01			

TABLE LXXXIX

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON ADVISORY COMMITTEES

	Number of Sessions		
	<u>0</u>	<u>Less 1</u>	<u>Over 1</u>
<u>1</u>	26 (19.90)	32 (28.86)	10 (19.24)
<u>Number</u>	<u>2</u>	16 (15.80)	26 (22.92)
<u>of</u>	<u>3</u>	11 (8.78)	11 (12.73)
<u>Courses</u>	<u>4</u>	5 (8.49)	12 (12.31)
	<u>Over 4</u>	2 (7.02)	6 (10.19)
			16 (6.79)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
	26	19.90	1.87
	16	15.80	.01
	11	8.78	.56
	5	8.49	1.43
	2	7.02	3.59
	32	28.86	.34
	26	22.92	.41
	11	12.73	.24
	12	12.31	.01
	6	10.19	1.72
	10	19.24	4.44
	12	15.28	.70
	8	8.49	.03
	12	8.20	1.76
	16	6.79	<u>12.49</u>
	Total Chi-Square		29.60
	probability less than .001		

TABLE XC

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON CLASSROOM MANAGEMENT

	Number of Sessions		
	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
<u>Number</u>			
<u>of</u>			
<u>Courses</u>			
<u>1</u>	18 (16.92)	37 (29.52)	13 (21.56)
<u>2</u>	14 (13.43)	26 (23.44)	14 (17.12)
<u>3</u>	10 (7.46)	8 (13.02)	12 (9.51)
<u>4</u>	6 (7.21)	8 (12.59)	15 (9.20)
<u>Over 4</u>	3 (5.97)	10 (10.42)	11 (7.61)
	<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>
	18	16.92	.07
	14	13.43	.02
	10	7.46	.86
	6	7.21	.20
	3	5.97	1.48
	37	29.52	1.89
	26	23.44	.22
	8	13.02	1.94
	8	12.59	1.67
	10	10.42	.02
	13	21.56	3.40
	14	17.12	.57
	12	9.51	.65
	15	9.20	3.66
	11	7.61	<u>1.51</u>
	Total Chi-Square		18.16
	probability less than .05		

TABLE XCI

COMPARISON OF NUMBER OF METHODS COURSES
AND TIME SPENT ON MAINSTREAMING

		<u>Number of Sessions</u>			
		<u>0</u>	<u>Less 1</u>	<u>1-2</u>	<u>Over 2</u>
	<u>1</u>	21 (14.60)	32 (26.54)	12 (18.91)	3 (7.96)
<u>Number</u>	<u>2</u>	9 (11.59)	26 (21.07)	13 (15.01)	6 (6.32)
<u>of</u>	<u>3</u>	8 (6.44)	8 (11.71)	11 (8.34)	3 (3.51)
<u>Courses</u>	<u>4</u>	4 (6.22)	6 (11.32)	15 (8.06)	4 (3.40)
	<u>Over 4</u>	2 (5.15)	8 (9.37)	6 (6.67)	8 (2.81)
		<u>Observed</u>	<u>Expected</u>	<u>Chi-Square</u>	
		21	14.60	2.81	
		9	11.59	.58	
		8	6.44	.38	
		4	6.22	.79	
		2	5.15	1.93	
		32	26.54	1.12	
		26	21.07	1.15	
		8	11.71	1.17	
		6	11.32	2.50	
		8	9.37	.20	
		12	18.91	2.52	
		13	15.01	.27	
		11	8.34	.85	
		15	8.06	5.97	
		6	6.67	.07	
		3	7.96	3.09	
		6	6.32	.02	
		3	3.51	.07	
		4	3.40	.11	
		8	2.81	<u>9.59</u>	
		Total Chi-Square		35.19	
		Chi-Square (Yates Correction)		28.01	
		probability less than		.01	

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VITA

Rex Richard Mahlman

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE CONTENT OF BUSINESS METHODS COURSES OFFERED IN
NABTE COLLEGES AND UNIVERSITIES

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