

A STUDY OF BUSINESS EDUCATION GRADUATES OF  
MOREHEAD STATE UNIVERSITY, 1967 and 1971

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A Thesis

Presented to

the Business Education Graduate Committee  
Morehead State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Masters in Business Education

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by

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Accepted by the faculty of the School of Business and Economics, Morehead State University, in partial fulfillment of the requirements for the Master of Business Education degree.

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This study was conducted to: (1) determine the present occupations of the business education graduates; (2) obtain information regarding vocational certification and teaching experiences of graduates employed in vocationally approved programs; and (3) obtain opinions and recommendations of graduates concerning teacher preparation received at Morehead State University.

The survey method using the questionnaire technique was employed to gather necessary data. One hundred twenty-nine people were mailed the instrument and 67 returned questionnaires, or 52 percent, were usable.

Data from the usable questionnaires was punched on data processing cards and then analyzed by the researcher with the aid of the card sorter at the Data Processing Center at Morehead State University. Annotated questionnaires were analyzed by the researcher.

Pertinent findings of this study were as follows:

1. Twelve percent of the respondents completed Master's degrees. Twenty-two percent were working on Master's degrees and 3 percent were pursuing Doctor's degrees.

2. Fifty-seven percent, or 38 alumni, were not teaching. Thirty-nine percent of this group reported they did not teach because teaching

positions were not available in their home communities. Twenty-six percent said they preferred their present work to teaching and a similar percentage declared they did not teach because their present salaries were better than they would earn teaching. Of the 38 nonteaching graduates, 47 percent were employed in business.

3. Twenty-nine persons, or 43 percent, were currently teaching. Fifty-five percent of the teachers had undergraduate majors in General Business.

4. Typewriting was currently taught by 52 percent of the teachers. General business and shorthand were each instructed by at least 20 percent of the teachers.

5. Work experience programs were offered in 7 of the schools where the graduates teach. Accounting programs were offered by 61 percent of these schools.

6. Fifty-one percent of the teachers stated that they sponsored school activities other than teaching.

7. Sixty-five percent of the teaching alumni were employed by secondary schools.

8. Twenty-one persons, or 31 percent of the respondents, were vocationally certified. Eight people in this group were teaching and 13 were not.

9. Sixty-two percent of the teachers reported that on-the-job work experience had contributed "somewhat" to their teaching effectiveness while 38 percent stated that it had contributed "very much."

10. Seventy-five percent of the vocationally certified teachers were teaching in vocationally approved programs. Sixty-six percent of this group taught in the Stenographic-Secretarial vocationally approved program.

11. The on-campus portion of the professional semester was evaluated as "average" by 52 percent of the 29 teachers. Forty-eight percent rated the off-campus weeks "excellent."

12. The majority of the teachers evaluated the following business education courses as either "essential," "very desirable," or "desirable": (1) business communications, (2) typewriting, (3) business arithmetic, (4) methods of teaching bookkeeping, (5) clerical/office machines, (6) methods of teaching typewriting, (7) secretarial procedures and practice, (8) shorthand, (9) dictation and transcription, (10) seminar in business, and (11) methods of teaching shorthand. Thirty-four percent of the teachers evaluated seminar in business as either of "doubtful value" or "no use."

13. The graduates' comments and recommendations focused on the following topics: (1) the business education curriculum at Morehead State University, (2) business methods courses, (3) the professional semester, (4) the quality of the programs of study offered by the Business Education Department at Morehead State University.

The following recommendations were made:

1. A follow-up study of graduates should be conducted at regular intervals.
2. The on-campus weeks during the professional semester should be taught by business education professors instead of education faculty.
3. The business methods courses should provide simulated teaching practices for students. In addition, consideration should be made to expand the types of business methods courses presently offered.
4. Seminar in business education should be evaluated and possibly reorganized or discontinued.

From the information obtained by this study, it was concluded that the Business Education Department of Morehead State University was preparing its graduates for occupations in business as well as the teaching profession.

Accepted by: Marcum J. Kacan .., Chairman  
Dorothy Black  
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## CHAPTER I

### THE PROBLEM

#### Introduction

In view of the current economic conditions in the United States, particularly concerning the adverse situation of teacher employment, it is necessary for institutions of higher learning to make certain that offerings provide graduates with teaching skills that enable them to teach effectively. Institutions of higher learning must insure that their graduates are competitive as candidates for teaching positions and that they are desired by prospective employers.

#### Statement of the Problem

The problem of this study was to determine and to analyze the current status of 1967 and 1971 graduates from the Business Education Department of Morehead State University.

#### Purpose of the Study

The primary purposes of this study were to: (1) determine the present occupations of the Business Education graduates; (2) obtain information regarding vocational certification and teaching experiences of graduates employed in vocationally approved programs; and (3) obtain information regarding the opinions and the recommendations of graduates concerning teacher preparation received at Morehead State University.

Subproblems undertaken in this study were:

1. What types of positions do nonteaching business education graduates presently hold?

2. Why do nonteaching business education graduates enter a profession other than teaching?

3. What are the accomplishments as well as the plans of graduates concerning additional education?

4. In what activities, other than teaching, are the teaching graduates involved?

Standardization of a questionnaire and procedures of the survey and the establishment of an accurate name and address file of business education graduates will be accomplished by this study. These problems were considered so that, in the future, surveys of the most recent business education graduates and those graduated five years earlier may be conducted each year.

The five-year interval between graduating classes was used to compare the two classes by selected criteria. This serves as a means of providing information from earlier graduates to be used in determining if their recommendations are being followed.

#### Hypotheses

1. Greater than 74 percent of the nonteaching graduates will be employed in business.

2. More than 50 percent of the nonteaching graduates will have chosen an occupation other than teaching due to better salary offerings.

3. There will be a greater portion of the 1971 graduates than the 1967 graduates pursuing advanced degrees.

4. More than 74 percent of the graduates planning to begin work on advanced degrees will plan to do so at Morehead State University.

5. There will be as many graduates teaching who are vocationally

certified as there are graduates who are not teaching and are vocationally certified.

### Need for the Study

Many business educators have expressed their views concerning the value of follow-up studies. Jacobson's statements illustrate the value of the follow-up study in providing information that is contemporary in nature. Jacobson states:

In view of the procedural changes constantly taking place in the business world that result in new conditions and new demands from office personnel, it is imperative that business teacher educators examine their programs and analyze their goals so that graduates entering the business teaching profession will have the best possible preparation.<sup>1</sup>

Iliff, like Jacobson, values the follow-up study for its ability to provide information that pertains to the current status of business education. Iliff remarks:

In these times of rapid change and increased enrollments, the methods and techniques of the past may no longer provide adequate training for the graduates of tomorrow. One widely used means of securing data for use in evaluating the educational programs is that of the follow-up study.<sup>2</sup>

In addition to determining the current status of business education graduates, Iliff's study also obtained information relating to the past experiences of the graduates. Nolan, Hayden and Malsbary's statement, exemplifies the value of the follow-up study in securing this data: "Follow-up studies must be used to determine the experiences of graduates on the

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<sup>1</sup>Harry E. Jacobson, "Follow-up Studies Aid in Evaluation," The Balance Sheet, LIII, (December, 1970/January, 1971), p. 169.

<sup>2</sup>Kathryn M. Iliff, "The Follow-up Study in Business Education," National Business Education Quarterly, XXV, (December, 1966), p. 35.

job and as the basis for effecting changes in program in order to meet better the needs of students."<sup>3</sup>

Of primary importance was the need for information that will be used by the Vocational Business and Office Education Coordinator at Morehead State University in developing annual and long-range plans and in compiling annual reports.

#### Limitations of the Study

1. This study was limited to those students who graduated in January, May, and August, 1967, as well as December, 1970, May, and August, 1971.
2. Only students who graduated with an area of concentration in Business Education or a major or a minor in a program of study offered by the Business Education Department of Morehead State University were surveyed.
3. The opinions of the graduates have been obtained as products of undergraduate collegiate education---not as experts in the field of business education.
4. No attempt was made to formulate a curriculum that is best for graduates who are planning to enter a specific kind of career upon graduation. It was the purpose of this study to provide data useful to university administrators and to the faculty responsible for planning curricula for business education students.
5. The information presented in this study concerning Vocationally Approved Programs and Vocational Certification of graduates is not to be considered an official report to be submitted to government agencies.

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<sup>3</sup>C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education, (Cincinnati: South-Western Publishing Company, 1967), p. 60.

### Definition of Terms

To assist the reader in his understanding of the terms presented in this study, the following definitions are given:

Activities other than teaching are school activities such as clubs, athletics, and school publications for which a teacher may serve as sponsor or as an advisor as part of his duties.

Business Education is that undergraduate collegiate education in business designed to prepare students to become business, office, and distributive education teachers.

Employed in Business refers to employment in a profession other than teaching or education.

Graduate refers to a recipient of a baccalaureate degree in a program of study containing an area of concentration, a major, or a minor in business education from Morehead State University.

On-the-job work experience is employment other than teaching that may have required knowledges or skills similar to the graduate's teaching speciality and is acceptable as one of the requirements for Vocational Certification.

Vocational Certification means that a graduate has worked outside of the teaching profession for no less than 2,000 hours, holds a baccalaureate degree from an approved four-year college or university with an area of concentration or a major in business education or secretarial studies, and is recognized as qualified to teach in a Vocationally Approved Program.

Vocationally Approved Program refers to education programs that qualify for funds according to the Vocational Education Act of 1963 and the Amendments of 1968.

## CHAPTER II

### REVIEW OF LITERATURE

Many follow-up research studies of business education graduates from various colleges and universities have been conducted. However, these studies may vary significantly in structure and in the information secured. It was necessary to review several completed follow-up studies and to select information similar to that obtained by this study.

Hamilton's study, "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," revealed that of the 179 respondents:

1. Fifty-one, or twenty-eight percent, had completed a Master's degree.
2. Ninety-five, or fifty-three percent, of the respondents were presently teaching.
3. Forty-eight percent of the respondents presently teaching were vocationally certified as business teachers. All of those vocationally certified believed that on-the-job work experience was an aid to effective teaching.
4. Sixty percent of those teaching were in charge of at least one activity other than teaching. The school newspaper and Future Business Leaders of America were the most frequently mentioned activities listed by the graduates.
5. The following courses were listed as essential by the largest number of respondents: typewriting, accounting, and business communications.



6. The only course recommended to be added to the curriculum was business speech.<sup>1</sup>

In many follow-up studies of business education graduates, the course found to be most frequently taught by graduates was typewriting. Hamilton's<sup>2</sup> and Salisbury's<sup>3</sup> studies indicated that graduates of Morehead State University were well prepared to teach typewriting, while the graduates surveyed in Grovom's<sup>4</sup> study revealed the weakest area in their undergraduate preparation was "numbers and symbols" in typewriting.

The addition or improvement of various methods of instruction courses was recommended by the graduates in the majority of the follow-up studies reviewed. Inadequate offerings in methods of instruction courses appears to be a problem common to both colleges and universities throughout the United States. Criticism was particularly directed at placing greater emphasis in methods of instruction courses on how to motivate students, on how to meet individual differences, and on testing and grading skill and nonskill business courses.

Jacobson's statement illustrated the general opinion obtained in the majority of studies reviewed. Jacobson found:

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<sup>1</sup>Kenneth E. Hamilton, "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," (unpublished Master's thesis, Morehead State University, 1970), p. iii-iv.

<sup>2</sup>Ibid., p. 26.

<sup>3</sup>Ada Lee Salisbury, "A Follow-up Survey of the Secretarial Science Graduates of Morehead State University from June, 1960, to May, 1967," (unpublished Master's thesis, Morehead State University, 1969), p. 28.

<sup>4</sup>Evelyn L. Grovom, "An Evaluation of the Business Teacher Education Curriculum in Colleges Based on the Opinions of the Business Teachers in the Public High Schools in the State of Minnesota," Dissertation Abstracts, XXIX, (May, 1969), p. 3896-A.

The graduates believed that methods courses should better prepare them for realistic school situations and that a greater emphasis should be placed on techniques in teaching with special consideration for the factors of discipline, motivation, and testing.<sup>5</sup>

Kaisershot<sup>6</sup> and Homan<sup>7</sup> found in their research of business education graduates that a majority of the respondents valued their student teaching experiences as "favorable" or as "excellent." The value of student teaching was even further emphasized in Danielson's<sup>8</sup> study, as it revealed the college course of most vocational value to the respondents was student teaching.

Mention of activities other than teaching was found in many of the follow-up studies reviewed. Several of these showed that school newspapers were a frequent activity of business teachers. Cooke's<sup>9</sup> survey indicated that business teachers should have instruction on how to prepare school newspapers, annuals, and other similar publications. The respondents,

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<sup>5</sup>Harry Elmer Jacobson, "A Follow-up Study of the Business Education Graduates of Southern Illinois University, Carbondale, for the Years 1963-1968," Business Education Forum, XXV, (October, 1970), p. 37.

<sup>6</sup>Alfred L. Kaisershot, "An Appraisal of the Undergraduate Business Teacher Education Program at the University of Nebraska: A Follow-up of the Graduates, 1959-1969," Dissertation Abstracts, XXXIV, (February, 1971), p. 4009-A.

<sup>7</sup>John E. Homan, "Evaluation of the Business Education Program at San Francisco State College Based on a Survey of the Business Education Graduates from 1948-1962," National Business Education Quarterly, XXXIII, (October, 1964), pp. 34-35.

<sup>8</sup>Harriet A. Danielson, "A Follow-up Study of Business Education Graduates from the College of Education at Kent State University," Business Education Forum, XXVI, (October, 1971), p. 31.

<sup>9</sup>Harvey J. Cooke, "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in Business Education," National Business Education Quarterly, XXIX, (October, 1960), p. 15.

in Cote's<sup>10</sup> study stated that the school newspaper was the most frequent extra-class activity. However, over one-half of the graduates surveyed believed that no preparation was necessary for such duties.

#### Summary

It appears that the majority of colleges and universities are providing adequate instruction in business education. There is, however, a definite need for improvement in methods of instruction courses.

Typewriting is the most frequently taught course by business education graduates and the majority of the graduates feel they have had sufficient preparation for teaching this subject.

Studies indicate that graduates of business education view follow-up studies favorably and recommend that the follow-up studies be conducted frequently.

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<sup>10</sup>Marie B. Cote, "A Survey of the Business Education Graduates of Bryant College from 1948 to 1959," National Business Education Quarterly, XXX, (October, 1961), p. 14.

## CHAPTER III

### PROCEDURES

The problem of this study was to determine and to analyze the current status of 1967 and 1971 graduates from the Business Education Department of Morehead State University. The following procedures were employed to complete this study:

#### Developing the Questionnaire

The first step in developing the questionnaire (See Appendix A, page 46) was to collect information from instructors in the Business Education Department at Morehead State University. The instructors were asked what they would like to find out from the graduates being studied. Their replies became a major portion of the questionnaire.

A review of questionnaires used in several completed follow-up studies provided information that was used in constructing questions and in designing the format of the questionnaire. Particular attention was directed to the questionnaires used in Hamilton's<sup>1</sup> and Hopkins'<sup>2</sup> study.

The questionnaire used in this study was submitted to several faculty members for their criticisms and recommendations. After minor alterations, the instrument was approved and arrangements were made to have it printed at the University Print Shop.

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<sup>1</sup>Kenneth E. Hamilton, "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," (unpublished Master's thesis, Morehead State University, 1970).

<sup>2</sup>Mark L. Hopkins, "A Follow-up of Recent Graduates of the College of Education, University of Missouri-Columbia," (unpublished research study, University of Missouri, 1970).

### Printing the Questionnaires

On September 28, 1971, the questionnaire, a one-page cover letter (See Appendix B, page 51) and a one-page follow-up letter (See Appendix C, page 53) were submitted to the University Print Shop. It was necessary to provide the print shop with Morehead State University letterhead stationery for printing the two letters.

On October 1, 1971, the researcher secured the printed questionnaires and letters from the University Print Shop.

### Securing Names and Addresses of Graduates

A list of names and addresses of 1967 and 1971 business education graduates was obtained from the Office of the Registrar at Morehead State University. The Registrar permitted the researcher to peruse the appropriate volumes of notebooks that contained the name, home address, and program of study of these graduates. The name and address of each graduate who had an area of concentration, a major, or a minor in business education was recorded on a "Information Change of Department Addresses" form (See Appendix D, page 55) which was secured through the Director of Data Processing at the University.

### Preparing the Address Labels

The names and the addresses of the graduates were punched and verified on standard data processing cards. The cards were punched according to the format explained on the "Information Change of Department Addresses" form. It was important to follow this format precisely as it was compatible with a computer program available at the data processing center that would print the name and address labels.

The key punched data processing cards were submitted to the data processing center on October 4, 1971. On that day, the Director of Data Processing prepared for the researcher two copies of address labels, one for the questionnaire mailing and one for the follow-up letter. The researcher also had 150 return address labels printed as well as two computer print-outs of the 1967 and 1971 business education graduates.

#### Mailing the Questionnaire and Follow-up Letter

On October 5, 1971, 129 questionnaires were mailed. Included with each questionnaire was a stamped, addressed envelope, and a cover letter signed by the researcher. Seven of the questionnaires were returned by the Post Office Department. The returned envelopes were marked, "Person not known at this address."

A follow-up letter was mailed to 129 graduates on October 19, 1971. This mailing brought replies from two graduates who had not received the questionnaire. Questionnaires were mailed to them on the day their requests were received.

November 17, 1971, six weeks after the original mailing, was established as the cut-off date for the questionnaire. No responses were received after that date. Sixty-eight completed questionnaires were received. Of that number, 1 was not included in this study as that person did not receive a teaching certificate. Data from 67 questionnaires, or 52 percent of the total, comprise this study.

#### Preparing the Data for Analyzing

The data from the returned questionnaires was punched and verified on standard data processing cards. The format for the data processing card is illustrated and explained in Appendix E, page 57.

The majority of the replies to the questions could be key punched and tabulated with the card sorter at the computer center. Questions that required a written response were coded on the data processing cards which referred the researcher back to the appropriate questionnaire. Written responses and comments were analyzed individually by the researcher.

#### Analyzing the Data

This study was not designed to incorporate statistical analysis of the data other than the presentation of appropriate percentages. The percentages in many instances are presented separately for the 1967 and for the 1971 graduates. This provides the reader with a means of comparing the two graduating classes.

## CHAPTER IV

### FINDINGS

The problem of this study was to determine and to analyze the current status of 1967 and 1971 graduates from the Business Education Department of Morehead State University. Questionnaires were mailed to the 129 business education graduates who received their degrees during these years. Fifty-two percent, or 67 of the graduates, responded to the questionnaire. Findings from the 67 questionnaires are presented in this chapter.

#### Educational Preparation of Graduates

The graduates surveyed in this study completed the degree requirements in one of the following programs of study in business education at Morehead State University: (1) Area of Concentration in Business Education, (2) Major in Accounting (with certificate), General Business, Secretarial Studies, or (3) Minor in Accounting (with certificate), General Business, Secretarial Studies.

Table 1 lists the undergraduate programs of study in business education in which the responding graduates participated at Morehead State University. Fifty-five percent, or 37 of those who returned the questionnaire, completed the requirements for a major in General Business. An Area of Concentration in Business Education was indicated by 17 alumni, and this was the second largest group. Nine percent of the respondents, or 6 graduates, majored in Secretarial Studies, and a similar number minored in General Business. Only 1 person, or 2 percent of the respondents, indicated a minor in Secretarial Studies.



Table 1  
 Areas of Specialization of Business  
 Education Graduates  
 1967 and 1971

Program of Study	Number	Percent
AREA OF CONCENTRATION:	17	25
MAJORS:		
General Business	37	55
Secretarial Studies	6	9
MINORS:		
General Business	6	9
Secretarial Studies	1	2
Total	67	100

Every graduate surveyed was required to student teach for one semester in order to complete his teacher certification requirements. Table 2 lists the programs of study in which the graduates taught. The largest group was 24 respondents, or 36 percent, who did not student teach in a program of study in business education and are classified in Table 2 as "Other than Business." The second largest groups were Secretarial Studies, and General Business which each were indicated by 16 graduates, or 24 percent. Five alumni taught Accounting. This figure is not consistent with the educational preparation indicated by the respondents, as none of them designated a program of study in Accounting. However, these persons may have taught classes in bookkeeping or accounting and responded with

Accounting for that reason. Six graduates, or 9 percent, did not respond to the question.

Table 2  
Programs of Study in Which Graduates  
Performed Student Teaching

Program of Study	Number	Percent
Accounting	5	7
General Business	16	24
Secretarial Studies	16	24
Other than Business	24	36
No Response to Question	6	9
Total	67	100

Master's degrees were held by 8 of those who returned the questionnaire. All 8 degrees were earned by the 1967 graduates and represented 31 percent of the responses received from them. At the time this study was conducted, it was not possible for a 1971 graduate to have completed a Master's degree. Table 3 presents the types of Master's degrees held by the respondents. Not consistent with the studies of Hamilton and Salisbury, this research revealed that the largest number of Master's degrees were earned in Business Education and not in Education. Hamilton's research showed that 60 percent of those who held a Master's degree received it in

Education.<sup>1</sup> Salisbury also found Education was the program of study in which the largest percentage of alumni earned their Master's degrees. Forty percent of the participants in her study who had earned a Master's degree did so in Education.<sup>2</sup>

As shown in Table 3 below, Master's degrees in Business Education were held by 3 persons, or 38 percent of those who held a higher degree. Master's degrees in Education were indicated by 25 percent of the 8 respondents and comprised the second largest group. Two individuals, or 25 percent, stated they had earned higher degrees but did not indicate the types. One person stated his degree was in Guidance.

Table 3

Master's Degrees Earned  
by 1967 Graduates Only

Program of Study	Number	Percent
Business Education	3	38
Education	2	25
Guidance	1	12
Degree not Indicated	2	25
Total	8	100

<sup>1</sup>Kenneth E. Hamilton; "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," (unpublished Master's thesis, Morehead State University, 1970), p. 18.

<sup>2</sup>Ada Lee Salisbury, "A Follow-up Survey of the Secretarial Science Graduates of Morehead State University from June, 1960, to May, 1967," (unpublished Master's thesis, Morehead State University, 1969), p. 18.

In addition to the 8 graduates who had earned Master's degrees, 15 were working on Master's degrees and 2 were pursuing their Doctorate degrees. Both of the Doctoral candidates were 1967 graduates and together they represented 3 percent of all 67 participants in this study. Seven of the 1967 graduates, or 27 percent, as compared to only 20 percent, or 8 of the 1971 graduates, were working on Master's degrees. Thus the hypothesis: "There will be a greater portion of the 1971 graduates than the 1967 graduates pursuing advanced degrees," was rejected.

Table 4 lists the above information as well as the plans of the graduates to pursue advanced degrees. Although there was a greater portion of the 1967 graduates working on higher degrees than the 1971 graduates pursuing higher degrees, there was a considerable difference between the two classes concerning the respondents' plans for advanced study. Twenty-six persons, or 63 percent of the 1971 graduates, as compared to 42 percent, or 9 respondents from the 1967 class, planned to begin advanced study. Six persons from the 1971 class and 2 from the 1967 class indicated they did not plan to pursue higher degrees. Only 5 individuals failed to complete this section of the questionnaire.

The 35 respondents who stated they planned to pursue higher degrees were asked if they would do so at Morehead State University. Their replies are shown in Table 5. Only 15 persons, or 44 percent, reported they would begin advanced study at Morehead State University. Thus the hypothesis: "More than 74 percent of the graduates planning to begin work on advanced degrees will plan to do so at Morehead State University," was disclaimed.

Twenty-eight percent, or 10 respondents, stated that they were undecided whether or not they would attend Morehead State University for graduate studies, and the remaining 10 alumni reported they would not.

Table 4

Additional Education of Graduates  
Without Completion of Degree  
1967 and 1971

Program of Study or Present Status	1967 Graduates		1971 Graduates	
	Number of Responses	Percent of Class	Number of Responses	Percent of Class
Working on Doctorate:				
Sociology	1	4	-	-
Counseling	1	4	-	-
Working on Masters:				
Business Education	4	15	6	15
Education	2	8	2	5
Higher Education	1	4	-	-
Planning to Pursue Doctorate:	2	8	-	-
Planning to Pursue Masters:	9	34	26	63
Not Planning to Pursue Advanced Degree:	2	8	6	15
No Response:	4	15	1	2
Total	26	100	41	100

Table 5

Plans of Graduates to Attend Morehead State University  
to Pursue Advanced Degrees  
1967 and 1971

Responses Provided on Questionnaire	Number	Percent
"YES" Will Attend Morehead State University	15	44
"NO" Will Not Attend Morehead State University	10	28
"UNDECIDED"	10	28
Total	35	100

Occupations of Graduates

One of the purposes of this study was to secure information concerning the present occupations of the graduates. Table 6 indicates the replies given by the respondents to the question, "Are you presently teaching?" Twelve of the 1967 graduates and 17 of the 1971 graduates were employed as teachers. Their total represented 43 percent of the respondents. The majority of alumni, however, were not employed as teachers and comprised 57 percent of the participants in this study. This is not consistent with the findings in Salisbury's study, "A Follow-up Survey of Secretarial Science Graduates of Morehead State University from June, 1960, to May, 1967." Her survey showed that 59 percent of those who replied to the questionnaire were teaching.<sup>3</sup>

Table 6

1967 and 1971 Business Education Graduates  
Categorized by Teaching Status

Teaching Status	Number	Percent
Graduates Presently Teaching:		
1967 Graduates	12	18
1971 Graduates	17	25
Graduates Not Presently Teaching:		
1967 Graduates	14	21
1971 Graduates	24	36
Total	67	100

<sup>3</sup> Ada Lee Salisbury, p. 19.

Of the 38 nonteaching graduates, 47 percent were employed in business. The hypothesis: "Greater than 74 percent of the nonteaching graduates will be employed in business," was repudiated. Business employment, however, was the occupation of the largest group of nonteaching graduates and accounted for 18 of the 38 who were not teaching. The second most often mentioned nonteaching position was "Student pursuing higher degree," and was indicated by 6 persons or 16 percent. Five graduates said they were housewives. Three of the 6 respondents classified as "Other" in Table 7, were employed in nonteaching education occupations and 3 were employed by social service agencies. Only 2 individuals, or 5 percent, were unemployed. One person indicated he was in the military service.

Table 7

Occupational Activities of Nonteaching  
Business Education Graduates

Types of Positions	Number	Percent
Employed in Business	18	47
Housewife	5	13
Military Service	1	3
Student Pursuing Higher Degree	6	16
Unemployed	2	5
Other <sup>a</sup>	6	16
Total	38	100

<sup>a</sup>Of these 6, three were employed in nonteaching education occupations, and 3 were employed by social service agencies.



The hypothesis: "More than 50 percent of the nonteaching graduates will have chosen an occupation other than teaching due to better salary offerings," was rejected, as only 26 percent of the nonteaching group declared they chose an occupation other than teaching for better salaries. Fifteen persons, or 39 percent, stated they did not teach because teaching positions were not available in their home communities. This was the reason most frequently given for not teaching. Twenty-six percent, or 10 nonteaching alumni, answered that they preferred their present occupations to teaching. Two of the responses classified as "Other" in Table 8 were persons on leave from university teaching positions to pursue advanced degrees. The third individual classified as "Other" was the wife of a military serviceman and

Table 8

Why Nonteaching Graduates  
Do Not Teach

Reasons for not Teaching	Number	Percent
No teaching positions available in home community	15	39
Not adequately prepared to teach	-	-
Prefer present work to teaching	10	26
Present salary better than I would earn teaching	10	26
Other <sup>a</sup>	3	9
Total	38	100

<sup>a</sup>Of these three, 2 graduates were on leave from university teaching positions to pursue higher degrees and one was the wife of a military serviceman and could not pursue an advanced degree or secure employment because her husband's occupation caused her to move frequently.

was unable to pursue an advanced degree or secure employment because her husband's occupation caused her to move frequently. None of these respondents indicated that they felt inadequately prepared to teach.

Teaching Experiences of Graduates

Twenty-nine graduates, or 43 percent of the participants in this study, were employed as teachers. Table 9 shows the undergraduate programs of study of these graduates. Of those currently teaching, 15 teachers, or 52 percent, majored in General Business. The next highest percentage, 27 percent, had been enrolled in an Area of Concentration in Business Education.

Table 9

Undergraduate Programs of Study of  
Graduates Presently Teaching

Programs of Study	Number	Percent
AREA OF CONCENTRATION:	8	27
MAJORS:		
General Business	15	52
Secretarial Studies	4	14
MINORS:		
General Business	2	7
Secretarial Studies	-	-
Total	29	100

Fourteen percent reported they had majored in Secretarial Studies. Only 2 teachers indicated minors in General Business. None of the respondents had a minor in Secretarial Studies.

The teaching graduates were asked for their evaluations of the preparation they received at Morehead State University for any courses they currently taught or had ever taught. The questionnaire provided the following evaluations: (1) well prepared, (2) adequately prepared, (3) poorly prepared, (4) not prepared.

As indicated in Table 10, the majority of the 29 teachers were currently instructing typewriting classes. All of the teachers who reported this course felt that they were prepared to teach it, and the majority of them felt "well prepared." Twenty-four percent, or 7 teachers, instructed shorthand classes. General business ranked third with 20 percent. The subjects taught by the graduates, listed in rank order, are as follows: (1) typewriting, (2) shorthand, (3) general business, (4) bookkeeping/accounting, and (5) business communications. Business law and clerical/office practice were each taught by 2 individuals and the remaining subjects were taught by several graduates; each teacher indicated one of the courses.

Table 11 presents the graduates' evaluations of their undergraduate preparation for teaching business subjects. In only one instance did the majority of the teachers evaluate their preparation as less than adequate. The course was business communications and 2 out of 3 graduates evaluated their preparation for teaching this subject as "poorly prepared." The majority of those who have taught shorthand felt they were "well prepared." Only two teachers evaluated their preparation to teach this subject as "poorly prepared." Three other courses: (1) business law, (2) clerical/office practice, and (3) data processing each received 1 "poorly prepared"

evaluation. Only 1 graduate reported he was not prepared to teach a business subject; the course was general business. The remaining evaluations indicated the graduates felt prepared to teach the business subjects they taught. "Well prepared" was the evaluation reported by the majority of the teachers for the following business courses: (1) bookkeeping/accounting, (2) filing, (3) secretarial practices, (4) shorthand, and (5) typewriting.

Table 10

Business Subjects Graduates are  
Currently Teaching

Subjects	Number	Percent of those Teaching
Bookkeeping/Accounting	4	14
Business Arithmetic	1	3
Business Communications	3	10
Business Law	2	7
Clerical/Office Practice	2	7
Data Processing	1	3
Economics	1	3
Filing	1	3
General Business	6	20
Secretarial Practice	1	3
Shorthand	7	24
Typewriting	15	52

Table 11

Evaluations of Preparation for Teaching  
Business Subjects

Subjects Reported	Number Teaching/Taught	Well Prepared	Adequately Prepared	Poorly Prepared	Not Prepared
Bookkeeping/Accounting	6	5	1	-	-
Business Arithmetic	2	1	1	-	-
Business Communications	3	-	1	2	-
Business Law	3	1	1	1	-
Clerical/Office Practice	4	1	2	1	-
Data Processing	2	1	-	1	-
Distributive Education	1	-	1	-	-
Economics	2	-	2	-	-
Filing	1	1	-	-	-
General Business	7	3	3	-	1
Secretarial Practice	3	2	1	-	-
Shorthand	9 <sup>a</sup>	5	1	2	-
Typewriting	16 <sup>a</sup>	10	5	-	-

<sup>a</sup>One Graduate reported this subject but did not evaluate his preparation for teaching it.

Co-operative work experience programs were offered in 7 of the schools where the graduates currently teach. Sixty-one percent, or 4 teachers, stated that their schools offered work experience programs in accounting. Distributive education as well as a nonbusiness work experience program were each listed by 1 person, or 13 percent. Another individual reported a program but did not specify its type. Table 12 presents the co-operative work experience programs currently offered in the schools where the graduates teach.

Table 12  
Co-operative Work Experience Programs  
Offered Where Graduates Teach

Programs	Number	Percent
Accounting	4	61
Distributive Education	1	13
Technical and Industrial	1	13
Did not specify	1	13
Total	7	100

School activities other than teaching were sponsored by the majority of the teachers; Table 13 shows this information. Athletic coach was indicated by 5 graduates, or 17 percent. Cheerleading, Future Business Leaders of America, yearbook, and "other activities" were each sponsored by 2 graduates, or 7 percent. Fourteen teachers, or 49 percent, did not sponsor school activities.

Table 13  
School Activities Sponsored  
by Graduates

Activities	Number	Percent
Athletic Coach	5	17
Cheerleading Sponsor	2	7
Distributive Education Clubs of America	1	3
Future Business Leaders of America	2	7
Newspaper	1	3
Yearbook	2	7
Other Activities	2	7
Sponsored no activites	14	49
Total	29	100

Table 14 indicates the types of schools in which the graduates teach. Sixty-five percent, or 19 persons, reported that they are employed by secondary schools. Ten percent, or 3 teachers, said that they teach at the junior high school level. Junior and senior high schools were indicated in exactly these same percentages by the teachers in Hamilton's research.<sup>4</sup> Vocational extension centers employed another 10 percent, or 3 teachers. Seven percent, or 2 respondents, reported that they teach at the elementary level. One person instructed in a business college and another individual did not indicate the type of school in which he is currently teaching.

<sup>4</sup>Kenneth E. Hamilton, p. 21.

Table 14  
 Classification of Schools Where Graduates  
 are Currently Teaching

Types of Schools	Number	Percent
Business College	1	4
Elementary	2	7
Junior High School	3	10
Senior High School	19	65
Vocational Extension Center	3	10
Teacher did not specify	1	4
Total	29	100

Vocationally Certified Business Teachers

This study was designed to obtain information regarding vocationally certified business teachers and the teaching experiences of graduates employed in vocationally approved programs. Twenty-one of those who responded to the questionnaire, or 31 percent, were vocationally certified business teachers. Hamilton's study, "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," revealed that 25 percent of those who responded to his survey were vocationally certified business teachers.<sup>5</sup> Table 15 indicates the vocationally certified business teachers according to the years in which they graduated and also according to the status of teaching or not teaching. Of the 21 respondents who were vocationally certified, only 8 were employed as teachers; therefore, the hypothesis: "There will be as many graduates teaching

<sup>5</sup>Ibid., p. 24.



who are vocationally certified as there are graduates who are not teaching and vocationally certified," was repudiated. The 13 nonteaching graduates represented 62 percent of those who were vocationally certified.

Table 15

Vocationally Certified Business Teachers  
Categorized by Present Occupation  
and Graduation Date

Teaching Status	Number	Percent
Presently Teaching:		
1967 Graduates	5	24
1971 Graduates	3	14
Not Teaching:		
1967 Graduates	6	29
1971 Graduates	7	33
Total	21	100

There were 8 graduates teaching who were vocationally certified business teachers. Six of them, or 75 percent, were teaching in vocationally approved programs. Four teachers, or 66 percent, remarked they were teaching in the Stenographic-Secretarial vocationally approved program. One individual, or 17 percent, taught in the General Clerical program, and another person instructed in a nonbusiness vocationally approved program. The types of vocationally approved programs and the number of graduates teaching in each type are shown in Table 16.

Table 16

Vocationally Approved Programs  
Taught by Graduates

Programs	Number	Percent
General Clerical	1	17
Stenographic-Secretarial	4	66
Horticulture	1	17
Total	6	100

The 8 vocationally certified teachers were asked, "To what extent do you feel on-the-job work experience has contributed to your effectiveness as a business teacher?" Their replies are shown in Table 17. All of them felt that on-the-job work experience contributed to their effectiveness as business teachers. Only 3 respondents, or 38 percent, replied with "very much" while 5 others, or 62 percent, answered this question with "somewhat."

Table 17

The Extent to which On-The-Job Work Experience has  
Contributed to the Teaching Effectiveness  
of Vocationally Certified Teachers

Contribution	Number	Percent
Very Much	3	38
Somewhat	5	62
Not at all	-	-
Total	8	100

Graduates' Evaluations of Curriculum

The respondents who reported they were employed as teachers were asked to evaluate their professional semester and the business education curriculum at Morehead State University.

As shown in Table 18, on-campus classroom activities were rated "average" by 52 percent, or 15 teachers, while 31 percent, or 9 persons, evaluated that part of the professional semester as "excellent." Three respondents, or 10 percent, reported that their on-campus experiences were "poor" and 2 teachers did not respond.

"Excellent" was the evaluation declared by 48 percent, or 14 teachers, concerning their off-campus student teaching experiences. Thirty-eight percent, or 11 graduates, felt their off-campus weeks were "average" while only 2 respondents rated the off-campus weeks as "poor." Two individuals, or 7 percent, did not respond.

The following terms were provided for the teachers' evaluations of the business education curriculum: (1) essential, (2) very desirable, (3) desirable, (4) doubtful value, and (5) no use. Table 19 presents the teachers' evaluations.

Business communications and typewriting received the most favorable ratings from the alumni as 66 percent and 84 percent respectively felt they were "essential." Eleven of the 14 courses listed on the questionnaire were evaluated by a majority of the teachers as either "essential," "very desirable," or "desirable." The courses listed in rank order were: (1) business communications, (2) typewriting, (3) business arithmetic, (4) methods of teaching bookkeeping, (5) clerical office machines, (6) methods of teaching typewriting, (7) secretarial procedures and practice, (8) shorthand, (9) dictation and transcription, (10) seminar in business, and (11) methods of

teaching shorthand. Seminar in business received the greatest degree of criticism as 34 percent of the teachers evaluated it as "doubtful value" or "no use." Accounting was reported by 3 individuals and each one rated it "essential."

Table 18

## Evaluations of Professional Semester

Evaluations	Number	Percent
ON-CAMPUS:		
Excellent	9	31
Average	15	52
Poor	3	10
No Response	2	7
OFF-CAMPUS:		
Excellent	14	48
Average	11	38
Poor	2	7
No Response	2	7
Total	29	100

Comments and Recommendations of Graduates

All of the respondents were invited to complete the "Comments and Recommendations" section of the questionnaire. Their remarks concentrated on the following topics: (1) the business education curriculum, (2) business methods courses, (3) the professional semester, and (4) the quality of the programs of study offered in the Business Education Department.

Table 19

Graduates' Evaluations of  
Business Curriculum<sup>a</sup>

Courses	Essential	Very Desirable	Desirable	Doubtful Value	No Use	No Response
Accounting	10	-	-	-	-	90
Business Arithmetic	38	24	24	7	-	7
Business Communications	66	24	-	-	-	10
Clerical Office Machines	38	28	7	-	-	27
Data Processing	17	17	13	3	-	50
Dictation and Transcription	32	7	13	10	-	38
Office Services	14	18	10	3	-	55
Secretarial Procedures and Practice	32	10	17	-	-	41
Seminar in Business	10	10	32	20	14	14
Shorthand	45	-	10	7	3	35
Typewriting	84	3	3	-	-	10
Methods of Teaching Bookkeeping	42	20	14	3	3	18
Methods of Teaching Shorthand	38	14	-	3	3	42
Methods of Teaching Typewriting	45	17	7	3	-	28

<sup>a</sup>Figures represent percent of those currently teaching

The following are the graduates' comments concerning the business education curriculum:

(1) Typewriting courses should be given 3 hours credit.

(2) Business communications has proved to be the most beneficial course I had at Morehead State University. Put more emphasis on it.

(3) More emphasis should be placed on data processing. The experiences should be more relevant and there should be more "hands-on" opportunities made available. Possibly instead of an additional accounting requirement, a course could be offered to give more data processing with some accounting concepts included.

(4) In my opinion, the majority of the curriculum concepts are unnecessary for today's educational requirements. Throughout my college career I felt that I couldn't take the courses that were important to me because of so many required classes.

(5) The business education curriculum at Morehead shows great improvement each year. The only suggestion that I have is that various courses might be improved by using more practical application.

(6) I believe a "Current Events in Business" course would be beneficial. This would help the student teacher to know what is going on in the business world and how it relates to his subjects and students.

The methods of instruction courses were the subject of the following comments:

(1) I feel that more methods courses need to be taught.

(2) Most of the classes at Morehead State University were excellent with the exception of methods of teaching shorthand. Most of the class time was spent on magazine articles instead of teaching procedures.

(3) There needs to be more work on methods classes; they really help.

(4) The methods of instruction courses should incorporate more actual experiences of a beginning teacher. Student teachers should be given the opportunity to talk to methods classes.

(5) There should be more emphasis on methods courses.

(6) Methods of teaching shorthand should include a period of review on the basic word sounds. I think this would help very much in student teaching.

Remarks relating to the professional semester are listed below:

(1) There should be more time allowed for the actual student teaching experience. This experience is indeed more worthwhile than the on-campus work.

(2) I felt my professional semester (on-campus) was a waste of time. It was not oriented toward business education at all and it definitely did not prepare me to teach. An education professor knows nothing about teaching business skills.

(3) The student teaching period should be expanded rather than using the time for the on-campus work.

The following are comments made by the graduates concerning the quality of the programs of study offered by the Business Education Department:

(1) I think the Business Education Department at Morehead State University is very satisfactory. In applying for teaching positions in North Carolina, I have received many favorable comments on the strong background that I have in the area of business education.

(2) I feel there was too much emphasis on the clerical teaching and not enough courses in economics, etc.

(3) The department is great, especially the instructors. Morehead can definitely be proud of their Business Education Department.

In addition, the respondents made the following miscellaneous comments and recommendations:

(1) Beginning business education teachers should be briefed on the mechanical components of the manual and electric typewriter. In most cases, they will have to make minor repairs.

(2) There is a need for more guidance toward obtaining a degree in business. There should be more individual counseling.

(3) I feel you need to inform the student more about the requirements to teach vocational education and distributive education.

(4) Give the student as much practical experience as possible and offer a few courses in vocational education.



## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

The problem of this study was to determine and to analyze the current status of 1967 and 1971 graduates from the Business Education Department of Morehead State University.

The survey method using the questionnaire technique was employed to gather necessary data. Names and addresses for mailing the instrument were obtained from the Office of the Registrar at Morehead State University.

Related literature was reviewed as a preliminary step in planning the study. A questionnaire was developed and submitted for criticism to faculty members in the Business Education Department.

Questionnaires were mailed to 129 people who had been awarded baccalaureate degrees in business education during the school years of 1967 and 1971. Replies were received from 68 graduates; 1 of the replies was not usable. The 67 usable responses represented 52 percent of the total 129 graduates.

This study found that 12 percent of the respondents had completed Master's degrees. All of the degrees were earned by the 1967 graduates. Twenty-two percent of the alumni were working on Master's degrees, and another 3 percent were pursuing Doctor's degrees.

Thirty-five persons stated that they planned to pursue advanced degrees. Only 28 percent of these said that they would do so at Morehead State University.

Fifty-seven percent, or 38 respondents, were not teaching. Thirty-nine percent of this group reported they did not teach because teaching positions were not available in their home communities. Twenty-six percent said they preferred their present work to teaching and a similar percentage declared they did not teach because their present salaries were better than they would earn teaching. Of the 38 nonteaching graduates, 47 percent were employed in business.

Twenty-nine graduates, or 43 percent, were currently teaching. Fifty-five percent of the teachers had undergraduate majors in General Business.

Typewriting was currently being taught by 52 percent of the teachers. General business and shorthand were each instructed by at least 20 percent of the teaching alumni.

Work experience programs were offered in 7 of the schools where the graduates currently teach. Accounting programs were offered by 61 percent of these schools.

Fifty-one percent of the teachers stated that they sponsored school activities other than teaching.

Sixty-five percent of the teaching alumni were employed by secondary schools.

Twenty-one persons, or 31 percent, were vocationally certified. Eight persons in this group were currently teaching and 13 were not. Sixty-two percent of the teachers reported that on-the-job work experience had contributed "somewhat" to their teaching effectiveness, while 38 percent stated that it had contributed "very much." Of the 8 vocationally certified teachers, 75 percent were teaching in vocationally approved programs.

Sixty-six percent of this group taught in the Stenographic-Secretarial vocationally approved program.

The on-campus portion of the professional semester was evaluated as "average" by 52 percent of the 29 teachers. Forty-eight percent rated the off-campus weeks "excellent."

The majority of the teachers evaluated the following business education courses as either "essential," "very desirable," or "desirable": (1) business communications, (2) typewriting, (3) business arithmetic, (4) methods of teaching bookkeeping, (5) clerical/office machines, (6) methods of teaching typewriting, (7) secretarial procedures and practice, (8) shorthand, (9) dictation and transcription, (10) seminar in business, and (11) methods of teaching shorthand. Thirty-four percent of the teachers evaluated seminar in business as either of "doubtful value" or "no use."

The graduates' comments and recommendations focused on the following topics: (1) the business education curriculum at Morehead State University, (2) business methods courses, (3) the professional semester, and (4) the quality of the programs of study offered by the Business Education Department at Morehead State University.

#### Conclusions

The conclusions derived from the information obtained by this study are as follows:

The Business Education Department at Morehead State University is preparing its graduates for occupations in business as well as for the teaching profession.

There are many professions other than teaching that employ business education graduates.

The finding in this study that 65 percent of those who are currently teaching are employed by secondary schools corroborates a similar finding in Hamilton's study.<sup>1</sup>

#### Recommendations

The following recommendations are made:

A follow-up study of graduates should be conducted at regular intervals.

The on-campus weeks during the professional semester should be taught by business education professors instead of education faculty.

The business methods courses should provide simulated teaching practices for students. In addition, consideration should be made by the administrators and faculty of the Business Education Department to expand the types of business methods courses presently being offered.

Seminar in business education should be evaluated and possibly reorganized or discontinued.

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<sup>1</sup>Kenneth E. Hamilton, "A Follow-up Study of the Business Education Graduates of Morehead State University, 1960-1969," (unpublished Master's thesis, Morehead State University, 1970), p. 21.

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APPENDIX A



47

A STUDY OF BUSINESS EDUCATION GRADUATES OF  
MOREHEAD STATE UNIVERSITY, 1967 and 1971

Please do NOT sign your name. Base all answers on your own experiences and knowledges. Please answer every question or statement. Completion of this questionnaire should not require more than 15 or 20 minutes of your time.

SECTION I At the space provided at the left of each question, please place the number of your response.

1. \_\_\_\_\_ What year did you graduate from Morehead State University?

1. 1967 (This includes December, 1966, and May and August, 1967)
2. 1971 (This includes December, 1970, and May and August, 1971)

② \_\_\_\_\_ In what area of business education did you receive your bachelor's degree?  
(Area of Concentration)

1. Area of Concentration in Business Education
2. Accounting (with certificate)
3. General Business
4. Secretarial Studies
5. Other, specify \_\_\_\_\_

(Major)

(Minor)

③ \_\_\_\_\_ In what area of concentration, major, or minor, did you do your student teaching?

1. Accounting
2. General Business
3. Secretarial Studies
4. Other, specify \_\_\_\_\_

4. \_\_\_\_\_ Are you vocationally certified as a business teacher?

1. Yes
2. No

5. \_\_\_\_\_ Are you presently teaching?

1. Yes
2. No

IF YOU INDICATED YES TO QUESTION NUMBER 5, PLEASE SKIP TO SECTION II ON THE NEXT PAGE.

6. \_\_\_\_\_ What type of position do you presently hold?

1. Student pursuing higher degree
2. Employed in business
3. Housewife
4. Military Service
5. Unemployed
6. Other, specify \_\_\_\_\_

④ \_\_\_\_\_ Please indicate why you chose not to teach.

1. No teaching position available where I live
2. Present salary better than I would earn teaching
3. Prefer present work to teaching
4. Not adequately prepared to teach
5. Other, specify \_\_\_\_\_

SECTION II At the space provided to the left of each question, please place the number of your response. At the space to the right of your response in question number 8, please fill in the appropriate information.

8. \_\_\_\_\_ Which of these items apply to you? You may have more than one answer, if so, indicate all responses in the spaces at the beginning of this question.
1. Earned master's degree  
Program of study in which you earned master's degree \_\_\_\_\_
  2. Earned doctor's degree  
Program of study in which you earned doctor's degree \_\_\_\_\_
  3. Working on master's degree  
Program of study in which you are working on master's degree \_\_\_\_\_
  4. Working on doctor's degree  
Program of study in which you are working on doctor's degree \_\_\_\_\_
  5. Planning to work on graduate degree
  6. Not planning to work on graduate degree
9. \_\_\_\_\_ If you are planning to begin work on an advanced degree, do you plan to do so at Morehead State University?
1. Yes
  2. No
  3. Undecided

IF YOU ARE NOT PRESENTLY EMPLOYED AS A TEACHER, PLEASE SKIP TO THE LAST PAGE AND COMPLETE THE REMARKS SECTION.

SECTION III At the space provided to the left of each question, please place the number of your response.

10. \_\_\_\_\_ If you are vocationally certified, to what extent do you feel on-the-job work experience has contributed to your effectiveness as a business teacher?
1. Very much
  2. Somewhat
  3. Not at all
11. \_\_\_\_\_ Are you teaching in a vocationally approved program?
1. Yes
  2. No
12. \_\_\_\_\_ If you are teaching in a vocationally approved program, in which vocationally approved program do you teach?
1. General Clerical
  2. Stenographic-Secretarial
  3. Accounting-Junior Management
  4. Data Processing
  5. Other, specify \_\_\_\_\_
13. \_\_\_\_\_ In what type of school do you teach?
1. Secondary
  2. Junior High School
  3. Elementary
  4. Area Vocational
  5. Vocational Extension Center
  6. Other, specify \_\_\_\_\_

14. \_\_\_\_\_ Does your school have a co-operative work experience program?  
 1. Yes  
 2. No
15. \_\_\_\_\_ If "Yes", in what area is it?  
 1. Accounting  
 2. Business and Office Education  
 3. Distributive Education  
 4. Other, specify \_\_\_\_\_
16. \_\_\_\_\_ What type of activities, other than teaching, do you direct or sponsor?  
 1. DECA  
 2. FBLA  
 3. Newspaper  
 4. Yearbook  
 5. Athletic Coach  
 6. Other, specify \_\_\_\_\_

17. Please place an X to the right of the courses you are presently teaching. Your second response, to the left, should indicate your evaluation of the preparation you received at Morehead State University for any courses you are now teaching or have taught. The system for evaluating the courses is below at the right.

_____ Bookkeeping/Accounting _____	1. Well Prepared
_____ Business Arithmetic _____	2. Adequately Prepared
_____ Business Law _____	3. Poorly Prepared
_____ Clerical/Office Practice _____	4. Not Prepared
_____ Co-operative Work Experience _____	
_____ Data Processing _____	
_____ Economics _____	
_____ General Business _____	
_____ Secretarial Practice _____	
_____ Shorthand _____	
_____ Typewriting _____	
_____ Other, specify below _____	
_____ _____	
_____ _____	

18. How do you evaluate your student teaching experiences and your professional semester at Morehead State University?

_____ My weeks on campus were:	_____ My weeks off campus were:
1. Excellent	1. Excellent
2. Average	2. Average
3. Poor	3. Poor

20. Please help us evaluate the undergraduate business education curriculum based on courses completed at Morehead State University. Using the rating system listed to the right below, indicate the number of your response to the left of each course. This should indicate your opinion of the importance of each course taken as part of your undergraduate work.

<u>        </u> Business Arithmetic	1. Essential
<u>        </u> Busniess Communications	2. Very Desirable
<u>        </u> Clerical Office Machines	3. Desirable
<u>        </u> Data Processing	4. Of Doubtful Value
<u>        </u> Dictation and Transcription	5. No Use
<u>        </u> Office Services	
<u>        </u> Secretarial Procedures and Practices	
<u>        </u> Seminar in Business Education	
<u>        </u> Shorthand	
<u>        </u> Typewriting	
<u>        </u> Methods of Teaching Accounting and Bookkeeping	
<u>        </u> Methods of Teaching Shorthand	
<u>        </u> Methods of Teaching Typewriting	
<u>        </u> Other, specify _____	
<u>        </u> _____	

SECTION IV Please use this space to make any comments on any questions and any recommendations you might have for improvement in the business education curriculum at Morehead State University. Use the reverse side if necessary.

APPENDIX B

# MOREHEAD STATE UNIVERSITY

52

MOREHEAD, KENTUCKY 40351



October, 1971

Dear Morehead Graduate:

As a graduate student of Business Education at Morehead State University, I have been working closely with the faculty and we are interested in your evaluation of the business education curriculum at MSU and desire information concerning your present occupation and teaching qualifications. Much of the information obtained through this study will be used by the Vocational Business and Office Education Coordinator at Morehead State University in developing annual and long-range plans and in compiling annual reports.

Your cooperation in completing the enclosed questionnaire will be a significant contribution in making this study accurate and complete. The majority of the questions require only a numerical notation of your response. Any comments or recommendations you may wish to make on any of the questions will be appreciated. Please do not sign your name to the questionnaire.

By completing the questionnaire before October 31, you will assist me in meeting the time schedule outlined for the completion of this study. A self-addressed, stamped envelope is attached for your convenience. A summary of the results of this study will be sent to you upon request.

Sincerely,

Sigle J. Cline

SJC:mlg

Enclosure

APPENDIX C

# MOREHEAD STATE UNIVERSITY<sup>54</sup>

MOREHEAD, KENTUCKY 40351



October, 1971

Dear Morehead Graduate:

Recently you were mailed a questionnaire concerning an evaluation of Morehead State University's Business Education Department. Your cooperation is requested for the successful completion of this study. The responses to date have been excellent.

Would it be possible for you to mail the completed questionnaire by Saturday, October 30?

If you have not received a copy of the questionnaire, please send me a postal card with your name and return address, together with the word "questionnaire" written on the card.

If you have already returned your questionnaire, I wish to take this opportunity to thank you for your promptness as well as for your cooperation.

If you desire a summary of the results of this study, please submit your name and address.

Sincerely,

Sigle J. Cline

SJC:mlg



APPENDIX D



APPENDIX E

Directions for Punching Questionnaire Data  
on Data Processing Cards

The following is an explanation of the procedures used to punch the data processing cards with information from the usable questionnaires and the technique used to analyze the data with the card sorter.

1. As the questionnaires were received, each one was assigned a sequential number beginning with 001 for the first questionnaire and up to 0067 for the last or sixty-seventh questionnaire.

2. The sequential number, or identification number, was punched into columns 1 through 3 of each data processing card and written on the corresponding questionnaire.

3. Columns 4 through 80 of the card were used for questionnaire data. Each column corresponded with a particular question. For example: Question number 1 asked the respondent for his year of graduation. If he indicated on his questionnaire that he had graduated in 1967, a 1 was punched into column 4 of his card. If he indicated 1971, a 2 was punched into column 4 of his card.

Analysis of the data was done with the card sorter. When the researcher wanted to know how many graduates from each class had returned the questionnaire, the cards were sorted on column 4. The 1967 graduates' cards fell into pocket number 1 of the card sorter and the 1971 graduates' cards fell into pocket number 2. This procedure was continued until all the data was retrieved.

