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CAMERON, DOROTHY SIMMONS

A STUDY OF PROGRAM RELEVANCE AND STUDENT PREPARATION IN
BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES CURRICULAR
PROGRAMS WITH RESPECT TO BUSINESS EMPLOYMENT EXPERIENCES
OF THE GRADUATES OF THE NORTH CAROLINA AGRICULTURAL AND
TECHNICAL STATE UNIVERSITY

The University of North Carolina at Greensboro

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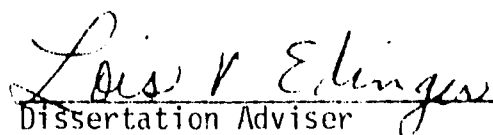
by

Dorothy Simmons Cameron

A Dissertation Submitted to
the Faculty of the Graduate School at
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of the Requirements for the Degree
Doctor of Education

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1980

Approved by


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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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CAMERON, DOROTHY SIMMONS. A Study of Program Relevance and Student Preparation in Business Education and Administrative Services Curricular Programs With Respect to Business Employment Experiences of the Graduates of the North Carolina Agricultural and Technical State University. (1980) Directed by: Dr. Lois V. Edinger. Pp. 178

The purpose of this study was to develop (1) a method of compiling first-hand information from the graduates, (2) a means of identifying those elements which have enhanced the ability of graduates to meet the demands of business employment, and (3) a basis for revision and improvement in the curricular programs offered by the Department of Business Education and Administrative Services.

The problem was to examine the curricular programs offered in the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University to determine (1) the relevancy for business employment and (2) the extent of preparation received by the graduates of those programs at the university level.

For purposes of this investigation, the descriptive survey was used. The procedures used in studying the curricular programs included: (a) making an analysis of the curricular programs pertaining to business education and administrative services subject-matter components, (b) making an analysis of the occupational experiences of graduates, and (c) determining the relevancy of the curricular programs to the business employment experiences of the graduates.

Personal, professional, and educational information was collected through a survey instrument which was mailed to 233 graduates of the

department. One hundred and eight graduates returned the survey instrument. One hundred respondents were selected to participate in the study. Eight respondents were eliminated because they had gained no experience in office positions since graduation.

Among the conclusions were:

1. In general, the curricular programs preparing the graduates for performance in office positions were congruent with the employment experiences encountered by graduates in their employment.

2. Some deficiencies appeared to exist in various factors in selected areas of office employment competencies as well as in various selected courses in the School of Business and Economics curriculum according to the responses received from the graduates.

3. Inadequacies in preparation appeared to exist in some of the curricular factors such as human relations and technical vocabulary.

4. On the whole, the extent of preparation in the selected courses from the School of Business and Economics curriculum was satisfactory.

5. In general, the extent of preparation was adequate for high-level positions, but greater depth of preparation was desirable for some business administration and general education areas.

6. Graduates of the business education and administrative services curricular programs had a real need for the selected courses from the School of Business and Economics curriculum.

7. The selected courses from the School of Business and Economics curriculum were relevant to the employment experiences of the graduates.

8. The selected areas of office employment competencies and professional traits factors were relevant to employment experiences of the graduates.

9. The curricular programs of the Department of Business Education and Administrative Services were generally relevant to the employment experiences of the graduates.

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CHAPTER I

INTRODUCTION

In recent decades change has been rapid in all facets of life. At the beginning of the Sputnik Age, in the late 1950's, great change occurred in social, economic, political, and technological fields. In the field of education, this fermentation brought about an abrupt awakening to the need to set new goals and to devise better ways to achieve them.

Coping with change has been a real challenge. The task has been made more difficult because of the rate of change. Technological developments have been rapid. As a result, the phenomenon of obsolescence has also occurred rapidly. Since industry develops in direct relation to technological development, there is a struggle to supply the needs of industry. Therefore, education for business, which is committed to supplying the personnel needs of industry, is compelled to keep abreast of change. Gwynn (1950) observed that:

Because change is universal, constant adaptation and development of the curriculum is necessary. This should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources (p. 256).

The impact of change has affected business education, the clientele it serves, and the business community which employs its products. As a means of coping with the changing times, business educators examine the business education curricula periodically in an effort to serve the students who are striving to become productive citizens.

Likewise, business educators have become more conscious of the task of meeting the needs of the business community.

Therefore, as the educators expand the curricula, effort must be made to meet the demands of the times. For example, in revising curricula in education for business, educators must be conscious of the fact that changes in society have brought about the necessity for giving new status to the secretary. According to current writers and from personal observation, secretaries are now recognized as important links in the business world. Place and Hicks (1964) relate:

Today's secretaries are learning to accept the challenge of change thrust upon them by modern technology. Having earned recognition, status, and prestige through the years, secretaries are now beginning to emerge as important members of the management team (p. 4).

Perhaps, tantamount to the new status for secretaries have been the changing roles and the changing expectations of women in the broader society. Consequently, the curricula in education for business must be examined in light of these two newer developments; (1) the rate of change and the onset of obsolescence, and (2) the changing roles and expectations of women. Attention must be focused on redefining responsibilities and upgrading positions.

With changes in society has come an increasing demand to enhance the professional image of education for business. The professional image is directly related to the services of the profession. Guthrie (1975) addressed his thoughts to the professional image thus:

The professional image of business education depends on the people involved and what they do. The image of any profession changes from time to time because of needs for services of the profession. The needs change due to such factors as attitudes

of the public, students, and academe; geographic and academic location of a department, enrollments, and finances (p. 62).

Curricular Change. The business curriculum is dynamic and must change with the demands of society. Concepts may remain somewhat constant, but instructional materials and courses of study must be updated by continual revision. The impact of change on the business curriculum is alluded to by Dotson (1967) when he states that "the business curriculum is dynamic and changing as is business" (p. 208).

Because of the constant change in the business world, educators support many views as to what should be included in four-year collegiate business education and office administration programs. Studies show, however, that curriculum development and revision should not be treated lightly. Revision should be based on study and evaluation of all aspects of curricular programs; namely, students currently in the program, the environment, methods, materials, equipment, and the graduates.

Once the curricular programs are established, they should be evaluated continuously to assure that the programs do, in fact, prepare the students adequately for a future in the business environment. Relevant business education programs should not only provide for meeting the needs of the students, but should also supply employers with well-prepared personnel.

Earlier studies have pointed up the need for curricular changes. Two widely publicized studies in collegiate business education were conducted in 1959. The study of Robert A. Gordon and James E. Howell

(1959) was funded by the Ford Foundation, and the investigation of Frank Pierson and others (1959) was undertaken through a grant from the Carnegie Corporation.

Although the investigations were conducted independently, the researchers reached similar conclusions regarding the general state of business education in the United States. Gordon and Howell believed that there should be surveys of business school alumni and businessmen to evaluate the kinds of business education received and the kind needed.

The impact of the Ford and Carnegie reports on the curriculum of collegiate business programs was immediate. As a result, literature of the early 1960's brought attention to efforts then in process to liberalize the curriculum. Support was widely voiced for upgrading the quality of business students.

Frank Watson, a distinguished executive, made a thorough analysis of the college business curriculum in 1966 and made recommendations based on his beliefs about what should be included in a program of study. One of his conclusions was:

From the business point of view, business itself is not just top management in a big corporation. The "why" of business education becomes a part of the "why" of education for any other purpose, social, vocational, or otherwise. The areas of basic business competence are not vague character traits, but are specific, and to some extent, learnable skills (p. 64).

For a view of the impact of technological changes and governmental actions on education for business, Duncan (1973) stated:

In recent years, however, the advent of technological advances coupled with state and federal legislative action and a new sense of awareness on the part of American youth has caused a few

chinks to develop in academic walls; and the cool (some might say chilly) winds of change can be felt. Through the cracks, education has become eligible for (some may say exposed to) critical public examination (p. 21).

In this light, then, Poole's (1971) prediction seemed quite timely that:

During the 1970's collegiate schools of business will re-examine the "conventional wisdom" which developed during the sixties with respect to programs identified as business education and office management. This re-examination will result from a desire (a) to change the image of collegiate education for business among high school students and (b) to satisfy, with quality product, the demand which society has for well-educated persons in these areas. Also, collegiate concern for the culturally disadvantaged will provide another impetus for this re-examination (p. 50).

Curricular Relevance. Oliverio (1971) said "we must scrutinize the content of every course we teach to determine its relevance, its power, and its criticalness to behaviors we strive to develop" (p. 33).

Hancock and Bell (1970) observed that:

While continuous curriculum study is necessary for maintaining viable, relevant programs of education in any field, keeping the business curriculum tuned to student needs and employer expectations is particularly critical (p. 71).

To determine what is relevant, the value of follow-up must be recognized. Business educators must have information from time to time on the work experiences of the graduates.

A careful review of background information has centered around these points:

1. change and the impact of change on the business education curricula,
2. technological advancements and the rapid onset of obsolescence,

3. changing and upgrading secretarial positions,
4. changing roles and expectations of women,
5. the professional image,
6. the dynamic nature of business education,
7. changing needs of business,
8. the need to examine the curricular programs in business education as emphasized in earlier studies,
9. the need to keep business education programs relevant, and
10. the value of the follow-up study.

Purpose of the Study

The purpose of this study was to develop (1) a method of compiling first-hand information from the graduates, (2) a means of identifying those elements which have enhanced the ability of graduates to meet the demands of business employment, and (3) a basis for revision and improvement in the curricular programs offered by the Department of Business Education and Administrative Services.

Statement of the Problem

The problem was to examine the curricular programs offered in the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University to determine the relevancy for business employment and the extent of preparation received by the graduates of those programs at the university level. Specifically, the following questions were addressed:

1. What is the importance of selected areas of office employment competencies to business employment experiences, and what is the extent of preparation received by the graduates?

2. What is the importance of selected courses from the School of Business and Economics Curricula to business employment experiences, and what is the extent of preparation received by the graduates?

3. What is the importance of selected professional traits as utilized in business employment by the graduates?

Limitations of the Study

Certain limitations should be kept in mind in order to properly interpret the findings of this study. Only students graduating from the North Carolina Agricultural and Technical State University with a Bachelor of Science degree and a major in either Basic Business Education, Comprehensive Business Education, or Administrative Services were considered as participants in the investigation. These graduates had fulfilled the School of Business and Economics undergraduate core curricular requirements, general education requirements, professional business education concentrations, and/or administrative services requirements.

The study involved graduates of the period 1966-67 through 1975-76. To be included in the study, the graduates must have acquired work experience in an office position since graduation. The study was restricted to the experiences that graduates had in office occupations. The investigation was not concerned with teaching experiences.

The study examined the curricular programs of the Department of Business Education and Administrative Services of the North Carolina Agricultural and Technical State University in comparison to the business employment experiences encountered by graduates. No attempt was made to measure the effectiveness of particular courses as such, nor was an attempt made to evaluate the competency or the success of the graduates on the job.

Although the aspects studied about the graduates' jobs included the broad categories of duties and responsibilities involved in their work, the study was not intended to be an analysis of the duties and responsibilities of secretarial positions. A study of the extent to which competencies are used in carrying out duties and responsibilities was believed to be essential, however, in attempting to find answers in the investigation.

In studying individual responses, it must be remembered that some participants may have overlooked information about their occupational experiences or may have considered some experiences too incidental to include in their responses. At the same time it should be recognized that respondents might not have been using all the competencies in the jobs they held during the time of the study.

This study dealt exclusively with the North Carolina Agricultural and Technical State University's Department of Business Education and Administrative Services curricular programs and with the graduates of the North Carolina Agricultural and Technical State University. While the generalizations and conclusions may not be

universally applicable to institutions that offer business education and administrative services programs, the implications may prove valuable for consideration.

Definition of Terms

For purposes of this study, the researcher has used the following definitions:

Curriculum. Gwynn (1950) explained that a curriculum includes more than subject matter. He stated that:

The curriculum may be defined as all the experiences which pupils have while under the direction of school; thus defined it includes both classroom, and extra-classroom activities. All such activities should, therefore, promote the needs and welfare of the individual and of society (p. 256).

The definitions relating to curricula are based on the references made to those terms in the bulletins of the University. Business education and administrative services curricula are included in the bulletins of the School of Business and Economics and the North Carolina Agricultural and Technical State University. These publications designate for undergraduates (1) the preparation of teachers for services in business education programs, and (2) the preparation of personnel for managerial-level service as office executives and secretaries.

In the Department of Business Education and Administrative Services, major programs include administrative services (formerly office administration), basic business education, and comprehensive business education.

Administrative Services. The administrative services curriculum is designed to develop personnel for managerial-level service roles in business, professional, governmental, and industrial firms.

Basic Business Education. The basic business education curriculum is designed to develop graduates to teach selected business subjects at the secondary level.

Comprehensive Business Education. The comprehensive business teacher education curriculum is designed to develop graduates to teach both skill and basic business subjects at the secondary level.

Each program includes the core requirements of the University and of the School of Business and Economics, specialized courses in business education, and technical skills necessary in office administration. In addition, the business education programs have courses in professional education. This latter dimension was not included in the current investigation.

For the purposes of this study, the expressions "business education curricular programs," and "administrative services curricular program" referred to programs having certain common course requirements. These programs included the following business education courses in addition to courses in the University core and School of Business and Economics core: beginning and intermediate typewriting, beginning and intermediate shorthand, transcription, business machines, office organization and management, executory administration (formerly secretarial procedures), business communication, and personnel management.

As stipulated in the 1977-78 Bulletin of the School of Business and Economics, a student seeking a Bachelor of Science degree must satisfactorily complete required semester hours as indicated:

	<u>Semester Hours</u>
General University requirements	49-51
Business Core Curriculum requirements	30
Field of Concentration requirements	30
Departmental Requirements and Electives	15-17
	<u>124-128</u>

Business Core Curriculum Courses. Business core curriculum courses are defined as the required courses in accounting, management, marketing, finance, business law, business policy, money and banking, data processing, and production management. Thirty semester hours of credit in these core areas are required in all undergraduate programs in the School of Business and Economics.

- Additional terms are defined as they apply to this investigation.
- respondent: the graduate who completed and returned the inquiry form
- non-respondent: the graduate who did not return the inquiry form

Methods and Procedures

For purposes of this investigation, the descriptive survey was used in an effort to identify the relevancy of the curricular programs in the Department of Business Education and Administrative Services to the work experiences of the graduates, and the extent of preparation received by the graduates of those programs at the university level.

The procedures used in studying the curricular programs included: (a) making an analysis of the curricular programs pertaining to business education and administrative services subject-matter components, (b) making an analysis of the occupational experiences of graduates, and (c) determining the relevancy of the curricular programs to the business employment experiences of the graduates.

Subject-matter components of the curricular programs were examined through descriptive materials in the undergraduate bulletins of the North Carolina Agricultural and Technical State University, 1966-67 through 1975-76, conferences with the departmental faculty members, and personal observation.

A preliminary survey was conducted on a sample of fourteen local graduates by means of a letter and a survey instrument. On the basis of this preliminary survey, it was decided that data needed for the study would be available through graduates of the institution.

Personal, professional, and educational information was collected through a survey instrument which was mailed to 233 graduates of the department, of whom 108 returned the survey instrument. Of these, 100 respondents were selected to participate in the study. Eight respondents were eliminated because they had gained no experience in office positions since graduation.

Significance of the Study

A study of the relevancy of the business education and administrative services curricular programs to the business employment experiences of the graduates and the extent of preparation of the

graduates is significant as a method of compiling first-hand information from graduates. Because the study focused on how adequately the University's graduates were prepared for the world of work, it also identified needs of students as future employees.

From an examination of responses and views of graduates on the importance of preparation for business employment, it was possible to identify those elements which have made a significant contribution to meeting the demands of business employment. Responses of these graduates may aid the faculty in pinpointing the strengths and weaknesses of the programs and in revising and improving the curriculum.

Like all institutions of higher learning, the North Carolina Agricultural and Technical State University is expected to keep its curricula current and in tune with the demands of the times. Educational opportunity is abundant, financial assistance is available, and an awakening society demands that educational preparation become more closely aligned with the standards of employment.

This researcher believed that a study of this nature would prove valuable in pointing up the needs of the students as related to their employment. A department should know whether the skills and knowledges acquired by its graduates have prepared them adequately for the work world. It was in response to these needs, then, that the writer undertook the current study.

Organization of the Study

Chapter II includes literature related to this particular study. Considerable research relating to work and workers in work environment

has been conducted during the past three decades. Because of this fact, a selective review of literature was necessary. Therefore, this chapter focuses on trends in the business education curricula; qualities, attitudes, and adjustments of workers; duties and responsibilities on the job; job satisfaction and job aspiration; and follow-up and relevancy studies of curricular programs to work experiences.

Chapter III includes a description of the methods and procedures used in selection of the sample of graduates, the development of the survey instrument, and the methods of analyzing the data.

Chapter IV includes the presentation, interpretation, and analysis of the data.

Chapter V includes the summary, conclusions, recommendations, and educational implications of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

For the purpose of this investigation, an extensive review was made of literature bearing a significant relationship to the problem of this study. It was found that considerable research has been done in the past 25 to 30 years relating to business and workers in business environment. A review of selected literature was, therefore, necessary. In order to focus on the relevancy of curricular programs to practical work experience, certain major areas have been included. Studies have been reviewed relating to (1) trends in business education curricula; (2) secretarial qualities, attitudes, and adjustments; (3) secretarial duties and responsibilities; (4) job satisfaction and job aspiration of employees; and (5) follow-up and relevancy of curricular programs to work experiences.

The investigation focused on competency attainment of graduates rather than on the specific duties graduates performed on the job. Instead of attempting to determine the value of specific courses, the study sought to ascertain the relevancy of the business education and administrative services curricular programs to the business experiences of the graduates.

Trends in Business Education Curricula

Business educators have become aware of many situations, and as a result, certain needs and responsibilities have come into focus. A major concern is that of accepting the responsibility for meeting the needs of the students while supplying the employer with competent employees. Freeman (1967) wrote that "the schools have a twofold responsibility; (1) to prepare each student to earn a decent living and (2) to supply the needs of industry in its skilled manpower needs (p. 38)."

Adams (1950) pointed up the need for collegiate business training, thus:

Our early programs were designed to meet the needs of the business world in terms of the period following World War I. . . . As these college-trained executives assumed leadership in this area, they soon realized the need for better trained assistants (p. 6).

In 1970, Langemo noted that: "Business needs secretaries and stenographers; in fact, the demand now is greater than it has ever been. . . . The challenge to prepare highly skilled secretaries and stenographers should be evident to business teachers (p. 11)."

Economic pressure gave rise to views such as that expressed by Hammer (1975). He felt that managers would expect more of beginning office workers in specific skills and personal qualities. Managers would also expect the schools to be sensitive to these needs.

It is important to note that, although economic pressures may reduce the number of entry-level employees, those who are selected must possess exceptional skill. In this vein, then, Paddock (1969) stated that:

Secretaries need an educational background which will prepare them for the responsibilities of top-level positions. Technical education alone will not be adequate for the demands imposed upon secretaries in executive offices today. The minimum educational requirement of high-level secretarial positions should be the baccalaureate degree, preferably in business administration with a major in secretarial studies (p. 22).

Although the old stand-bys, typewriting and shorthand, are important in the skill preparation of a large majority of workers, Snelling (1974) portrays the secretary of today as an office employee who has taken on added dimensions:

No longer do typewriting and shorthand alone qualify someone for the title of "secretary". . . . There is no doubt that the stereotype picture of the secretary, complete with notepad and pencil, is beginning to fade, and the image of the new professional secretary is emerging (pp. 1-2).

Cornelius (1949) asked: "Why are business executives interested in business curricula? It is not a witch hunt. It is an attempt to help schools improve the quality of their graduates. They believe the best way to improve graduates is to help improve curricula (p. 1)."

Another view was that of Garrison (1970) who offered very strong support for curricular revision when he said:

Among numerous possible curricular changes in business teacher education, the following suggested changes have been identified and discussed: (1) including the general in 'general' studies, (2) beefing up the methods courses, (3) providing a relevant practicum, (4) modernizing the business content, and (5) preparing teachers to teach culturally different youths (p. 43).

Institutions throughout the nation have four-year curricular programs designed to prepare graduates for high-level positions in business firms. Facets of those programs are set up to meet business demands for future employees with different kinds of preparation. For

example, one area of specialization emphasizes the preparation of administrative supportive personnel. Such personnel may be identified by such titles as administrative assistant, executive secretary, or administrative secretary.

Titles differ and may be confusing to some degree to the layman. As Price (1971) explained:

Our field has always suffered from a lack of standardization of terminology. This is true whether referring to the total field or only to its various segments. This problem has caused considerable confusion and some misconception by those inside and by those outside the field (p. 18).

Along with terminology disagreement, views differ regarding job specifications. Even in high-level office positions the duties and responsibilities may vary among business firms and between business offices. Yet, there appears to be a common theme running through them; namely, these positions provide support for top-level management. The administrative supportive personnel is largely responsible for planning and executing the office work to increase the productivity of top-level management. In fact, the decade of the 1970's has, perhaps, caused a re-examination of title designations and meanings in an effort to upgrade positions and eliminate female stereotypes. Anderson (1976) discussed the positions in this way:

Ten years ago the top-level secretarial positions in an organization were those held by "private" or "executive" secretaries. Today, the term "administrative" secretary is being used increasingly by business organizations to identify those persons whose secretarial responsibilities are wide in scope and whose capabilities have rendered them worthy of this designation (p. 3).

According to the Dictionary of Occupational Titles, a secretary performs the following duties: schedules appointments, relieves

officials of clerical work and minor administrative detail; takes dictation in shorthand or on stenographic machines, and transcribes notes on typewriter; files correspondence; answers telephones; and greets visitors. Noting the limitations in this position, the National Secretaries Association was not entirely satisfied. Consequently, Stronach (1974) wrote:

The National Secretaries Association has developed the following definition for the office position secretary: A secretary shall be defined as an executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority (p. 243).

To prepare students for occupations in the business world, pre-employment education is offered at the secondary and higher education levels. Education at the secondary level tends to prepare individuals for positions involving work of a routine nature. As a rule, the high school programs do not include the breadth of understanding, knowledge, and skill necessary in high-level secretarial and office administration positions.

On the secondary level time is not available to acquire such in-depth preparation. It is questionable that the high school graduate has attained the level of maturity to deal with many of the pressures encountered in high-level positions.

Nonetheless, because of the constant flux in the business world, educators support many views regarding the makeup of the four-year collegiate secretarial and office administration programs. Considerable effort is directed also toward the development of the technical schools

which promote training for office work but give less emphasis to business administration and general education than the four-year colleges and universities do.

In an attempt to incorporate economic principles and understandings into programs for secretarial and office administration majors, special courses emphasizing desired concepts are developed. On the other hand, for administrative supportive personnel, course sequence parallels the program of the business administration major. Such a pattern is common in many collegiate schools of business and four-year degree-granting institutions. The background preparation in general education is an important component in some curricular programs but is of minor importance in others.

The impact of technological development on the operation of the office is still another factor which calls for a study of secretarial and office administration curricular programs. Rapid change has created conditions wherein certain aspects of curricular programs may no longer be pertinent to the educational needs of prospective secretarial and office administration personnel. Technological advancement may also bring to focus a need for innovation within curricular programs. Dr. Eyster (1966) expressed concern in coping with change when he stated:

The opportunities for modern business and economics education which emanate from educational challenge produced by change make it imperative not only that old, established purposes and tenets of business and economic education be reappraised, and if necessary supplemented or replaced, but also that the emphases and implementation of those purposes and tenets be reappraised (p. 188).

In the words of Deal (1977), "The curricula of schools of business must be continuously evaluated in order to insure that the academic program will adequately prepare students for a future in business (p. 19)."

Regardless of differing philosophies, it appears that most educators acknowledge the fact that institutions are faced with the dual responsibility of preparing each student to earn a living and of supplying the needs of industry in its skilled manpower needs.

In preparing students to become productive citizens, institutions must focus on the role of education for business. The young must be equipped by education to handle change and to cope with the process of change in the individual, the organization, and the entire society. Furthermore, they must deal with the rate of change.

It is the role of education for business collegiate programs, therefore, to offer meaningful curricular programs to insure the development of competencies. Further, it is the business of collegiate schools to keep the curricular programs relevant.

The task includes determining whether a curriculum meets the occupational needs of its graduates. Relevance of the curricular programs to work experiences of graduates must be viewed carefully by business educators. Studies must be made with the findings to be applied to curricular revision. In this vein, then, study must be constant in order to insure the very best in maintaining relevant, ongoing programs.

It must be observed, however, that change without a purpose is pointless. Therefore, as attempts are made to weed out the useless in

curricular programs, care must be taken to preserve that which will be relevant to present and future needs of the student. In support of relevancy, Hall (1950) wrote that: "The greatest strength of business education at any level is relevance. It is by its very nature directly related to the problem and concern of real life. . . . Our task, then, is to keep business education relevant (p. 2)."

Similarly, Stead (1969) mentioned that current feedback on a continuous basis from the business community is essential. Such feedback is necessary to determine curricula that are relevant to the business world.

To summarize, trends in business education focused on (1) the need for collegiate business training, (2) the need for secretaries and stenographers, (3) the need for curricular revision and development, (4) the role of education for business collegiate programs, and (5) the need to keep business education relevant.

Studies of Secretarial Qualities, Attitudes, and Adjustments

Early in the 1920's strong interest was manifested in the worker as an individual personality. The Charters and Whitley secretarial survey in 1924 pointed up interest in the individual's personality as well as in her duties.

The survey was classified as "secretarial" by Charters and Whitley, but most authorities in business education agree that the office functions listed included clerical occupational roles from the executive secretarial positions to the more menial general clerical

positions. On the basis of the survey, Charters and Whitley compiled an extensive list of secretarial duties. The study included also a listing of selected traits which Charters and Whitley identified as the desirable qualities of clerical workers.

Duties to the number of 871 were collected by interviews with 125 secretaries and their frequency of performance was determined by a check-list questionnaire filled out by 715 secretaries. The most frequently mentioned duty, that of typewriting letters was mentioned by 683 secretaries, and the least frequent duty, that of deciding on the continuance of sick employees' benefits was checked by only one secretary (p. 11).

Accuracy and responsibility were rated highest in importance in the list of desirable secretarial traits. Honesty stood near the middle of the list of qualities, while sense of humor, self-respect, and fairness were among the traits considered least important. The Charters and Whitley study was one of the earliest analyses of business and clerical occupations available. However, a major weakness was the failure to differentiate between duties, jobs, operations, and steps. Nonetheless, this study was important to business education, because it recognized the importance of the individual personality to the business work setting. The Charters and Whitley study has implications for the present study in that it emphasizes the need to study the relationship between the objectives, basic assumptions, and philosophy upon which a curriculum is structured and the experiences of the graduates of the program.

In curriculum development and revision, the specific problems of occupational adjustment are of special interest to research students seeking a better understanding of the process of educating

individuals for happy and meaningful living. It may be noted that occupational experiences are related to the individual's ability to adjust to the surroundings of his occupation. The Finkelhor study (1941), a Delta Pi Epsilon Award dissertation, was related to the problems of occupational adjustments for beginning women office workers in Pittsburgh, Pennsylvania.

Finkelhor indicated that a number of studies had been made of job satisfaction, employment problems, characteristics of office workers, the personality factors in office work, and commercial curriculum changes necessary to meet employment standards. At the time of the Finkelhor study, no research had been conducted reporting the occupational adjustments of beginning office workers.

The Stuart study (1952) was also concerned with the problem of successful occupational adjustment. This 1952 Delta Pi Epsilon Award winning study was prompted by the constant criticisms of the attitudes of young office workers by businessmen. Stuart was of the opinion that the attitudes of potential office employees could be corrected if they were adverse to accepted practices. The problem, however, was to determine what those attitudes were. Stuart comments:

This study represents an attempt to develop a scale for determining the attitudes of young people toward some of the non-skill aspects of office work. . . . Attitudes can be determined. What is needed in business education is a scale which can be used to ascertain the attitudes which business education students now hold toward office work (p. 1).

Stuart also believed that often the general attitude toward work was sufficiently important to involve one's whole outlook on life.

At the time of the Stuart study, no scale had been devised to measure the work attitudes of business students. Stuart believed that such a scale could assist business educators in developing student competencies for successful entry into office positions and for later advancement.

The major purpose of Rusher's study (1957) was to determine elements for the improvement of educational programs which prepare women for leadership in office management positions. Some of the major findings were:

1. The median age of women who held office management and supervisory positions was 45 years. Sixty-one per cent of the respondents were from 40 to 55 years of age. The median age of those holding the title of office manager was 44 years. Seventy-three per cent ranged in age from 35 to 55.
2. The median salary of the women in office management positions was \$6,553.50. Eighty-five per cent of the respondents earned no more than \$9,000. The median salary of those employed in the East North Central States was highest at \$7,157.30. The median salary of the management executives was \$7,785.30 and of the office managers, \$6,178.90 (p. 139).

Sowell (1970) collected data from sixty respondents randomly selected in cooperation with Opportunities Industrialization Centers (OIC). The problem involved in this study was the identification and analysis of personal and occupational characteristics for selected female clerical employees whose previous socioeconomic backgrounds were classified as indigent. These female clerical employees had improved their skills, successfully accomplished employment, and were currently holding clerical positions.

Sowell analyzed data relating to the respondents' background, education, family status, previous employment factors, present

employment factors, and OIC participation. Descriptive models for fifteen respondents in each of four cities (Little Rock, Arkansas; Oakland, California; Omaha, Nebraska; and Philadelphia, Pennsylvania) were developed as well as one model representative of the entire sample. Chi square comparisons of two groups classified as Negroid and non-Negroid were used to determine whether there were significant differences in personal and occupational characteristics.

The Sowell study indicated that respondents in the four geographic areas were more alike than different. The chi square comparisons of the two groups--Negroid and non-Negroid--revealed few significant differences in characteristics. The significant differences included the ages of respondents, housing conditions, and length of OIC training. Non-Negroid respondents were more mature in age, indicated better housing conditions, and remained in the OIC training programs for a longer period of time than the Negroid respondents.

The main purpose of the Weber (1970) study was to establish priorities in the training of secretaries based upon an analysis of the opinions of secretaries, executives, and secretarial teachers concerning the relative importance of skills, knowledges, and personal traits needed for successful employment.

Weber concluded in part that a number of factors of relative importance must be considered when assigning curricular priorities. Among such additional influencing factors are difficulty of learning, the relative frequency of occurrence, and the nature of the target population. A few of the major conclusions of this study were:

1. Highly significant agreement exists among the three groups and between each pair of groups regarding the relative importance of the sixty skills, knowledges, and personal traits included in this study as they apply to secretarial success.
2. The Q-sort as used in this study is a useful and effective device for deciding the relative importance of skills, knowledges, and personal traits in the secretarial curriculum and for recommending curriculum priorities.
3. The Q-sort has a definite advantage over traditional scales, questionnaires, or surveys in that the sorting process requires that each item in the sort be compared with all other items in the sort.
4. Secretaries, executives, and secretarial teachers generally agreed on the items which were most or least important for secretarial success.
5. The secretaries, executives, and teachers agreed that personal qualities and traits were more important for secretarial success than either fundamental or specialized skills and knowledges.
6. Size of office or type of firm does not significantly affect the secretary's view of the relative importance for secretarial success of skills, knowledges, and personal traits included in this study (pp. 6-11).

Studies of Secretarial Duties and Responsibilities

Studies pertaining to the qualifications and duties of secretarial and administrative service personnel as reviewed here support similar theses in that their primary purposes was to provide a basis for curriculum development and improvement. Some aspects of the current investigation may well be related to the problems of these prior studies.

Nichols (1934) studied data collected from 213 secretaries and their employers in order to arrive at differentiating duties and essential personal traits believed to be necessary in obtaining a high

degree of efficiency in the position of private secretary. The major secretarial duties Nichols found to be common to most secretarial positions have been closely related to the findings of subsequent studies concerned with the duties and qualifications of secretarial employees.

Potter (1944) used a time analysis chart to determine patterns of work experience, skills required of beginning workers, skills required of experienced workers, promotional opportunities and patterns, activities performed, percentage of time spent in the various activities, and machines used. Interviews were held with personnel and office managers in order to determine educational and experience qualifications, employment procedures used, types of employment tests given, and other similar factors relevant to employment in the general clerical field.

Potter discovered that over 85 percent of the work of beginning general clerical employees in large business involved the skills of typewriting, filing, and such nonspecialized clerical work as classifying and sorting or checking names and numbers for accuracy. One half of the total work time of experienced and inexperienced general clerical employees was spent in typewriting and in nonspecialized clerical work. The rest of the time was utilized in filing activities, operating adding-calculating machines, and using miscellaneous equipment (p. 73).

Dvorak (1951) completed a comprehensive study of the duties, responsibilities, and characteristics of office management executives, both men and women, in selected business firms as a basis for the

training of office management executives. He interviewed 58 executives in medium and large business firms in the North Central States and recorded the data he obtained on an interview observation guide.

Dvorak recommended: (1) the prospective office management executive should prepare to perform duties by training in lower-level office positions; (2) the person employed as office management executive should prepare for office management as a career; (3) colleges and directors of placement should determine why women are not frequently employed as office management executives; (4) one requisite for a person to fill an office management position should be that he shows interest in people, is able to work with them, and has leadership qualities and traits; (5) secondary schools should provide proper guidance for students interested in office training in management; (6) the training in office management courses should be broad enough in scope to include at least the major duties and responsibilities encountered by office management executives; (7) the development of certain managerial and executive abilities should be integrated into the program of study in collegiate office management curricula; and (8) the development of desirable personal traits, attitudes, and work habits should be integrated into the program of study in collegiate office management curricula.

Anderson (1961) wrote of the varied duties performed in secretarial work. Aside from the duties outlined in many studies, Anderson stated:

Becoming a good secretary is a progressive accomplishment. The more the secretary learns about the business, the more responsibility she is able to assume. Thus, a secretary progresses in

usefulness in direct proportion to her mastery of those duties which are beyond the basic ability to take dictation and transcribe. The career secretary can acquire the necessary technical skills in school, but she becomes highly skilled secretary only through a long period of learning on the job. She must have a combination of basic personality attributes, technical skills, and the ability to learn through experience (p. 25).

The purpose of Place's (1946) investigation was to determine the duties and qualifications of personal secretaries to major executives in order to delimit secretarial work and to determine what to include in a secretarial training program. For this investigation, a questionnaire was used to collect data. In addition, follow-up interviews were used for selected participants in the study.

This study revealed that the duties of personal secretaries to major executives tended to be varied and did not necessarily fall into the pattern of duties in secretarial programs. Some of Place's conclusions were: (1) In written communications, the responsibility of the personal secretary does not cease with the routine of shorthand, transcription, and editing. (2) Some knowledge of accounting, insurance, tax reports, banking, and finance, is likely to be helpful to personal secretaries. (3) In addition to performing certain secretarial duties of a rather technical nature, the personal secretary may be expected to relieve the "chief" of detail and routine, to safeguard his time, to act as a buffer and an outpost, and, as a representative of the executive offices, to help create good will throughout the organization (p. 25).

Steinbaugh (1959) made an analysis of the work of the first-line office supervisor. He gathered data in response to a questionnaire submitted to 180 supervisors from a list supplied by the Chicago

Chapters of the National Office Management Association. The purpose of the analysis was to: (a) determine the characteristics of the first-line office supervisory position; (b) determine the personal background of the first-line office supervisor; (c) determine the activities most frequently performed by this official and the time given to each; (d) determine the qualifications of the position deemed important by supervisors, the factors most frequently influencing the selection of office supervisors, and the problems faced by them; (e) compare the position and activities of the college-trained supervisor with those of the high-school-trained supervisor; (f) determine the role of education in providing training for office supervisors (p. 71).

The purpose of Paddock's (1969) study was to provide a basis for (1) a more accurate definition of the high-level secretarial position than had been available, and (2) improved development of personnel for high-level secretarial positions. The study was limited to secretarial positions for business executives or for professional people who make executive decisions and to selected secretary-executive teams in the Indianapolis area. A general survey was made of post-high school programs available for the development of secretaries for high-level positions.

Pertinent conclusions were: (1) secretaries need an educational background which will prepare them for the responsibilities of top-level positions; (2) technical education alone will not be adequate for the demands imposed upon secretaries in executive positions today; (3) the minimum educational requirement of high-level secretarial positions should be the baccalaureate degree, preferably in business

administration with a major in secretarial studies; (4) experience, other than secretarial, such as managing an office, may be of value to those in the high-level secretarial position; (5) there is a need for persons seriously interested in pursuing the secretarial vocation as a career from the beginning of their secretarial education.

Calhoun and Wilson (1971) contributed to the project, New Office and Business Education Learning System, which came about through action of the Research Foundation of the National Business Education Association as "Moonshot," in 1966.

The main purpose of NOBELSystem was the development of an inventory of educational specifications in behavioral terms that represent basic tasks performed by 16-to 24-year-old office workers. Based on the empiric data gathered by interview from 1,232 office employees and their supervisors in four areas of the United States, the educational specifications were drawn from 4,548 basic tasks and 32,447 steps of tasks performance. The analyses of data described sample cases and suggested clues for office education curriculum renewal. The NOBELS' final report was the first of a continuing series of systematic projects planned to develop and classroom-test new learning programs in office occupations preparation (p. 286).

Lanham, Lanham, Herchelmann, and Cook (1971) prepared a revised NOBELS report. To add ease in finding or in cross-referencing specific details necessary in curriculum evaluation or change, this report included the revision of the detailed statements, the inclusion of special listings of tasks, the coding of all task statements, and the addition of a concordance of verbs and objects.

Recommendations in this revision included:

1. NOBELS' task statements as herein presented provide a base for modifying present curriculum or developing new sets of learning in office occupational preparation at an operational level of performance.
2. NOBELS' generalized task statements admit to local interpretation of specific performances and their standards of excellence.
3. Fundamentals of office task performance related to accuracy of checking and proofreading, to oral and written communication, and to computation of numerical data are components of competency necessary to successful completion of most office tasks.
4. Communication tasks, typewriting and oral, provide a promising cluster for curriculum grouping in preparing for office work.
5. Numerical clerical records and data processing tasks provide a promising cluster for curriculum grouping in preparing for office work.
6. Performance tasks extracted from industry groupings such as those in this report from medical or banking may serve curriculum developers to provide promising performance goals of unique purpose and accomplishment other than the narrow occupational intent of the specific task performance (pp. 309-311).

Studies of secretarial duties and responsibilities provided a basis for curriculum development and improvement. Reviews of studies in this category indicated similarities with the current investigation.

Studies in Job Satisfaction and Job Aspirations

Job satisfaction may be defined as a worker's feeling of pleasure and gratification with his work environment. It includes any combination of psychological, sociological, physiological and environmental factors which develops within a person a good feeling about his

job. The importance of job satisfaction cannot be overemphasized, for it is a major aspect of the patterns of everyday life of most working people. It has implications for the well-being of the whole person--mental health, personality, success, effective performance, and happiness.

A very important factor related to job satisfaction is the type of work pursued. Important relationships exist between type of work, salary, prestige, and various other factors.

Megginson (1967) observed that "one of the characteristics of job satisfaction is that the higher the job status, the higher will be the degree of job satisfaction" (p. 117). Megginson supported this statement by referring to the study conducted by Morse and Weiss (1955) who found that there was a declining ratio in job satisfaction from the professionals, with 68 percent being satisfied, to the unskilled, with 16 percent being satisfied. Five other occupational groups were rated in these extremes. In the sales group, 59 percent would continue the same kind of work as would 55 percent of the managers. There was a drop to 40 percent level for skilled manual workers, and only 33 percent for those in service occupations. Of the semi-skilled workers 32 percent would continue in the same kind of work.

Research has been conducted on job satisfaction at almost all occupational levels with numerous groups, including all levels of skilled and semi-skilled workers as well as supervisory, management, and professional personnel. However, according to Harrell (1949), "the

amount of job satisfaction and the reasons for satisfaction and dissatisfaction have varied widely among a number of studies because of the variation in population and methods" (p. 301).

A most widely referred to pioneer study on job satisfaction was done by Hoppock (1935). He reviewed 32 studies on job satisfaction. Eighty subjects--40 employed adults and 40 unemployed adults--were interviewed by Hoppock. No firm conclusions were drawn, except that experiences of these subjects indicated the following factors may in some way be related to job satisfaction: (1) relative status of the individual within the social and economic group with which he identifies himself; (2) relations with supervisors and associates on the job; (3) nature of work, earnings, hours of work, and opportunities for advancement; (4) variety, freedom from close supervision, and visible results; (5) the satisfaction of doing a good job (6) opportunities to be of service to others; (7) environment; and (8) opportunities for self-expression.

Quayle (1935) investigated aspects of satisfaction in the vocation of stenography. This early study of secretarial job satisfaction and personality was concerned with 63 satisfied and 61 dissatisfied stenographers. The investigator concluded that a person may be deeply unhappy in the work he has to do and yet satisfy all the usual tests of success in a vocation; for example, he may perform the duties of the job satisfactorily, receive raises and promotions, and be rated by the employer as an efficient and responsible employee. Therefore, Quayle believed that happiness may be an emotional state resulting from the satisfactions of deeper drives than from those which bring success.

Herzberg and his associates (1959) developed an approach to understanding the interaction of the individual with organizational forces. The investigation involved the examination of job attitudes and their effect on the motivation to work. Herzberg and associates established this new approach because their review of over 1,000 studies led them to believe that the findings were conflicting in nature. The research took place in the metropolitan area of Pittsburgh, Pennsylvania, and included 200 accountants and engineers as subjects.

Dorsett (1976) made a study of levels of job satisfaction and job aspiration of black clerical workers in city and county governments in Greensboro, Guilford County, North Carolina.

Some of the conclusions reached were: (1) the data indicated that black clerical employees were more often found in low-level jobs; the majority of respondents were clerks and typists; (2) these clerical employees had positive feelings about their level of skill satisfaction; (3) over 80 percent of city and county employees placed themselves in the high category of skill satisfaction; (4) perceptions held by supervisors of clerical employees were also high, with 80 percent of city supervisors and 75 percent of county supervisors placing clerical employees in the high range.

Job aspiration is defined as the worker's striving, yearning, or desire for something or some condition that can be regarded as better than in the present job situation. Attempts have been made to study aspiration at varying levels.

Bailey (1967) studied 152 regular college female students who were classified as freshmen, sophomores, juniors, and seniors. Through

this investigation she attempted to measure statistically the relationships of high school achievement, socioeconomic status, level of aspiration, and intelligence to success in college for one semester as revealed in grade point averages for students enrolled in the Department of Business Education at Norfolk State College.

The socioeconomic status was measured through use of the American Home Scale. The Lorge-Thorndike Intelligence Tests, Level 5, Verbal and Non-Verbal Batteries were used to obtain intelligence quotient scores. Level of aspiration was obtained by noting the discrepancy between the previous semester's grade point average earned by the student and her expected grade point average for the current semester.

Saputo (1974) made a study of secretarial workers and their perceptions. She stated that:

Ninety-one of these secretarial workers said that their job interests had changed since they first prepared for secretarial jobs. These 91 wanted more demanding and challenging work which they felt would include supervisory and managerial functions. They saw themselves as executives. Unfortunately, in a questionnaire survey it is not possible to gain an independent assessment of the reality of their aspirations (p. 240).

Studies in the areas of job satisfaction and job aspiration have been designed to examine the individual's adaptation to a work situation and to assess the effects of the environmental factors. Findings from such studies have value in curriculum development and revision.

Follow-up and Relevancy Studies

Many follow-up studies simply survey the status of graduates and disregard the relationship of the school program to pertinent factors in the employment experience. In fact, the follow-up sometimes seems

related only to the furtherance of such studies at the same school. Although the present investigation involved a study of data pertaining to occupational experiences of graduates, it was not intended to be a follow-up study. Though no attempt was made to present an exhaustive review of this classification, the value of the follow-up studies is acknowledged in curriculum development and revision.

Cofield's (1974) major purpose was to follow up the 1967-71 business graduates of Hampton Institute to obtain data that would aid in the evaluation of the business program. She summarized:

1. The graduates who obtained their first jobs in secretarial and office-related occupations rated business administration courses as having significantly less value in preparing them for their first jobs than the value ratings given to business administration courses by other occupational groups.
2. Most of the female business graduates receive a present salary of \$7,000-\$12,999, while most of the male business graduates receive a present salary of \$10,000-\$15,999 (p. 33).

The Shipman (1973) study was concerned with the collection of education and employment data relating to black graduates who earned bachelor's degrees for the selected years of 1964, 1965, 1969, and 1970 from four predominantly black universities: Florida Agricultural and Mechanical University, Tallahassee; North Carolina Agricultural and Technical State University, Greensboro; Texas Southern University; Houston; and Virginia State College, Petersburg.

Shipman believed that graduates of schools of business could provide helpful information from their job experiences and that such information could be used in curriculum improvement. She mailed a

five-page questionnaire instrument to 907 graduates of the four universities. Completed questionnaires were received from 35.7 percent of the graduates.

Shipman compared her study with the Kreul study of 1972 which dealt with predominantly white business graduates from the University of Wisconsin at Madison. Three of the main conclusions reached by Shipman were: (1) black business schools must develop undergraduate and graduate programs and faculties to offer majors in accounting, finance, management, marketing, and other business fields to prepare more black males for jobs in industry; (2) black schools should work toward accreditation in the American Assembly of Collegiate Schools of Business; and (3) much more research is needed relating to demographic information, curricula, employment experiences, salaries, mobility, and job satisfaction of black and white business graduates.

The importance of relevancy was addressed by Marland (1971) when he stated that "we need to guide the understanding of those who are going on to higher education so that they will take a degree with some definite purpose in mind, not simply--as is often the case--something to do" (p. 3). Marland (1971) emphasized further that:

Exposure to an actual working environment would involve the students in relevant learning--give them an opportunity to view that world in terms of their own needs and aspirations and challenge them to put their interests and abilities to practical test. Far from providing such down-to-earth experience, the typical school shuts the child into an artificial world far removed from the pressures and expectations of adulthood (p. 5).

The Adams (1969) study was developed to determine the relevancy of subject-matter content of the professional secretarial and office administration programs offered by the School of Business at Indiana

University to the occupational experiences of graduates in their employment in high-level secretarial and office administration positions. She collected data from 114 graduates of the years 1950 through 1966. Adams was concerned about: (1) the relevancy of the objectives of the Indiana University Business Education and Office Management Curricular programs to the occupational experiences of the graduates; (2) the extent to which the graduates had used the knowledges, understandings, and skills they had acquired in college; and (3) the adequacy of the collegiate preparation of the graduates in view of the demands of their employment positions.

Adams concluded in part that, in general, the curricular programs preparing students for high-level secretarial and office administration positions were congruent with the occupational experiences encountered by graduates in their employment after graduation. Slight indications of deficiencies in the curricular factors were pointed up in certain areas, and inadequacies in preparation were noted as being primarily in regard to scope and depth of preparation for curricular factors.

Maxwell and Winnett (1973) addressed themselves to assessing relevance in business education. They considered elements of relevance such as goals which must reflect today and tomorrow, subject matter content, methodology, standards, instructional materials, and equipment, and counseling and guidance. The writers stated that:

Most significant of all is the fact that relevance is illusive. Business teachers, like all other teachers, must be constantly striving toward it, for it is the essence of teaching--helping the learner to relate to a given set of circumstances. That

relating (or relevance) is individualistic, for what is relevant to one may not be relevant to another. It changes as a given learner becomes more skilled or knowledgeable or aware, and it is present only when perceived by the learner (p. 283).

This section was concerned with follow-up and relevancy studies which were used widely for gathering first-hand information from graduates. This information was valuable in determining whether curricular programs were relevant to the employment situations of the graduates, and it provided a basis for curricular improvement.

Summary of Related Literature

In the last 25 to 30 years, many studies pertaining to clerical as well as other business workers have been conducted regarding their behavior in the work world. Most of these investigations can be classified into one or two categories: (1) follow-up studies of graduates of business and secretarial curricula, or (2) studies of the duties, responsibilities, and personal characteristics of secretarial and other high-level office positions.

The studies reviewed placed emphasis on trends in business education curricula; secretarial qualities, attitudes, adjustments; secretarial duties, responsibilities; and personal characteristics of those employed in secretarial and other semi-administrative office positions. Studies of job satisfaction, levels of aspiration, and relevancy of curricular programs to occupational experiences were also included in the review of related literature.

The literature indicates that one of the chief reasons for attitudinal studies is to provide a basis for describing clerical workers and their adjustment to the work situation. Another main

reason for examining the activities and responsibilities of clerical workers is to provide an analytical description of their work with relevance to curriculum improvement.

Extensive research has been done in the area of job satisfaction. Studies in this category have been designed to examine the individual's adaptation to a work situation and to assess the effects of the environmental factors that surround him.

One reason for conducting a follow-up study is to provide a basis for curriculum improvement. To be beneficial the follow-up study must do more than survey the present employment status of the graduates; it must relate the curricula of the school to the important factors in the work experience of its products. The follow-up studies reviewed in Chapter II included steps to establish such a relationship.

Studies of secretarial duties and traits provide a basis for curriculum development and improvement. Reviews of studies in this category indicated common themes with the current study. However, the major emphasis of this investigation was to ascertain (1) the use which graduates have found for the theoretical and practical mastery of their programs and (2) the adequacy of their preparation for employability. No effort was made to study specific duties and responsibilities, or specific traits.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this research was to study the curricular programs offered in the Department of Business Education and Administrative Services at North Carolina Agricultural and Technical State University to determine (1) the relevancy for business employment and (2) the extent of preparation received by the graduates of these programs at the university level. The following questions were addressed:

1. What is the importance of selected areas of office employment competencies to business employment experiences, and what is the extent of preparation received by the graduates?
2. What is the importance of selected courses from the School of Business and Economics curriculum to business employment experiences, and what is the extent of preparation received by the graduates?
3. What is the importance of selected professional traits as utilized in business employment by the graduates?

This chapter is organized to discuss the following: (1) the preliminary survey, (2) methods and procedures, (3) the subject population, (4) the data-gathering instrument and data collection, (5) classification of data, and (6) treatment of the data.

Preliminary Survey

A sample of fourteen local graduates of the North Carolina Agricultural and Technical State University School of Business and

Economics who earned the Bachelor of Science degree in Business Education during the period 1966-67 through 1975-76 was contacted by means of a letter and inquiry form to determine whether they would participate in the study (Appendices A and B). This small group of graduates agreed to participate by completing the first inquiry form. They were asked to check the form for clarity, time needed in completing the form, and other factors such as office employment competencies in use, and professional traits needed in their employment. On the basis of this feasibility survey, it appeared probable that data for the study would be available through graduates from the institution.

A study was then made of the North Carolina Agricultural and Technical State University graduation programs to gather names of graduates from the ten-year period 1966-67 through 1975-76 for the purpose of preparing a mailing list. The Business Education and Administrative Services Department files were also searched in an effort to obtain names and addresses. The list was taken to the Office of Registration and Records for validation.

Addresses were updated through the use of files in the Office of Alumni Affairs and by personal and telephone contacts with local graduates who were corresponding with former classmates. Some long distance calls were made for additional addresses.

Methods and Procedures

To examine the curricular programs of the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University, the descriptive survey was employed.

The purpose of the examination was to identify the relevancy of the curricular programs to the business experiences of the graduates, and to find out the extent of preparation received by graduates of these programs.

The study focused upon the importance of selected areas of office employment competency and the extent of preparation received by the graduates, the importance of selected courses from the School of Business and Economics Curricula and the extent of preparation received by the graduates, and the importance of selected professional traits as utilized in business employment by graduates.

The procedures included an analysis of the curricular programs pertaining to business education and administrative services subject-matter components, and an analysis of the occupational experiences of the graduates. The relevancy of the curricular programs was determined by the degree of compatibility of subject-matter components and business experiences.

Subject-matter components of the curricular programs were examined through a study of the descriptive materials in the Bulletins of the North Carolina Agricultural and Technical State University, 1966-67 through 1975-76; conferences with faculty members of the department, and personal observation. An analysis of the data led to the identification of the areas of subject matter, competencies, and professional traits which graduates might view as important in business employment.

The four types of data collected in addressing the problem were demographic information, selected areas of office employment competencies, selected courses from the School of Business and Economics Curricula, and selected professional traits as utilized in business employment.

Demographic Information. These data were composed of personal, professional, and occupational information pertaining to the graduates of the Business Education and Administrative Services (formerly Office Administration) curriculum during the ten years, 1966-67 through 1975-76 of this study. The data included such information as sex, age range, marital status, and employment facts. These data were deemed essential for the proper interpretation of the findings of the investigation. The graduates were expected to be sources of this data.

Selected Courses from the School of Business and Economics Curricula. The data included the subject-matter factors incorporated in the curricular programs and statements setting forth clearly the objectives upon which the programs are based.

The bases for determining the subject-matter components of the curricular programs were: (1) descriptive materials in the Undergraduate Bulletins of the North Carolina Agricultural and Technical State University, 1966-67 through 1975-76, and the School of Business and Economics Bulletin 1975-77; (2) 1970 Self-Study Reports of the Department and the University prepared for the Southern Association of

Colleges and Schools; (3) conferences with faculty members of the Department of Business Education and Administrative Services; and (4) personal observation.

An analysis of the data led to identification of the areas of subject matter in which knowledge, understandings, and competencies are developed, and objectives upon which the business education and administrative services curricula are based. This resulted in a selection of nineteen factors to be included for assessment by the graduates.

Selected Areas of Office Employment Competencies and Selected Professional Traits. These data were based on the office employment experiences of the graduates in Business Education and Administrative Services. Employment experiences were considered in terms of the areas of knowledge, understandings, competencies, and professional traits needed by the graduates in carrying out duties and responsibilities in business employment.

Information gained from undergraduate and graduate study in business education and office management, from textbooks in secretarial studies and office management, from professional yearbooks and journals, from research studies in the area of secretarial occupations, and from high-level office positions was analyzed for the purpose of compiling comprehensive lists of factors in the two subject areas. Thirty-six factors were decided upon in the category of Office Employment Competencies. Eleven factors were selected for the category of Professional Traits.

It was believed that this analysis was necessary as it enabled the investigator to compile data which were classified into three broad categories: (1) Competencies, (2) Courses, and (3) Professional Traits. From the analysis it was concluded that two kinds of information were essential to the solution of the problem. These were: the importance of knowledge, understandings, and competencies in carrying out duties and responsibilities in office positions, and the adequacy of preparation in view of the demands of the assignments encountered in employment experiences.

Data pertaining to needs for employment experience factors were obtained from the graduates.

Criteria. Information was collected from graduates who met the following criteria:

1. The B. S. degree in Business Education with a major in Business Education and Administrative Services (formerly Office Administration).
2. Graduation during the period 1966-67 through 1975-76.
3. Some work experience in office positions since graduation.

Institutional Data. In addition to the bodies of evidence previously mentioned, data pertaining to the North Carolina Agricultural and Technical State University School of Business and Economics were compiled. It was believed that these data were important as background information. Bulletins published by the University and the School of Business and Economics, the University's 1970 Self-Study Report, the

1978 Application Report to the American Assembly of Collegiate Schools of Business, the 1975 State Department of Public Instruction Report, the 1976 North Carolina Association of Teacher Education Report, and the Departmental faculty were consulted as sources of data.

Subject Population

The population sample consisted of persons who had graduated from the North Carolina Agricultural and Technical State University with the Bachelor of Science degree in Business Education and with a concentration in either Basic Business Education, Comprehensive Business Education, or Administrative Services, during the period 1966-67 through 1975-76. All participants in the study had gained office experience since graduation.

Table 1 shows the graduates who were contacted, their sex, and their major areas of study. During the period involved, 275 persons were graduated from the Department of Business Education and Administrative Services. Because of difficulty in obtaining addresses, only 233 of the graduates were contacted. Of this number, 108 graduates returned the survey instrument. One hundred respondents were selected to participate in the study based on criteria stated above. Eight respondents were omitted because they had not worked in office positions since graduation.

Data-Gathering Instrument and Collection of Data

A survey instrument was designed to collect data (Appendix B). The instrument provided a questionnaire section for the purpose of

Table 1
 Graduates of the N. C. A. and T. State University Business Education and
 Administrative Services Curricular Programs During the Period
 1966-67 Through 1975-76

Year	Graduates by Major Areas			Sex		Total Graduates	Total Contacted	Total Responding
	Basic	Compre.	Admin. Serv.	Male	Female			
1967	0	6	2	0	8	8	3	2
1968	0	17	7	0	24	24	13	9
1969	0	32	8	1	39	40	35	10
1970	6	22	4	2	30	32	28	10
1971	10	9	6	4	21	25	20	7
1972	14	10	6	5	25	30	27	19
1973	6	13	7	1	25	26	22	10
1974	2	19	8	1	28	29	26	14
1975	5	21	4	3	27	30	28	15
1976	7	17	7	4	27	31	31	12
Total	50	166	59	21	254	275	233	108

collecting such demographic information as sex, marital status, work experiences, etc. It also contained sixty-six factors relating to subject-matter content, office employment competencies, and professional traits. Finally, the instrument provided space for additional factors and written comments pertaining to knowledge, understandings, and competencies.

The survey instrument was mailed along with a cover letter to 233 graduates. A stamped self-addressed envelope was enclosed in each letter so that responses could be returned directly to the researcher.

Returned forms were tabulated and analyzed. Inferences were drawn. Conclusions and recommendations were made.

Information gathered on the Business Education and Administrative Services curriculum contained descriptive statements pertaining to its major components, its overall educational objectives, and the specific knowledge, understandings, and competencies this curriculum sought.

Each of the bulletins published by the University during the years 1966-67 through 1975-76 was reviewed. Information was analyzed concerning the general requirements for the Bachelor of Science degree in Business Education and Administrative Services. Changes that were made in the general requirements or in the various components of the curriculum during the ten-year period covered by the investigation were tabulated.

Statements of the overall educational objectives of the curricular programs along with statements of the curricular objectives

pertaining to the specific knowledge, understandings, and competencies of the programs were compiled. The list was discussed with the faculty of the department for the purpose of validation. Recommendations for modifications and improvements in the list of factors proposed for the study were requested from each member. On the basis of these recommendations, refinements were made.

Classification of the Data

The data for this study were divided into four major areas: (1) demographic items, (2) selected areas of office employment competencies, (3) selected courses from the School of Business and Economics curriculum, and (4) selected professional traits as utilized in business employment.

The survey instrument gathered data from the assessment of 36 factors in selected areas of office employment competencies, 19 factors from selected courses of the School of Business and Economics curriculum (with emphasis on employment experiences and extent of preparation), and 11 factors from selected professional traits as utilized in employment. This last section was designed to obtain from graduates their opinions about the importance of selected professional traits in the employment experiences.

Part I of the survey instrument was designed to gather the demographic information sex, marital status, and age range.

Part II was designed to collect occupational information: business employment experiences, promotions received, current position, levels attained in current position, levels of position, and teaching experiences.

Part III was designed to solicit information from graduates assessing the importance and extent of preparation related to selected areas of office employment competencies.

Part IV was set up to collect information about the assessment of selected courses from the School of Business and Economics curriculum.

On Parts III and IV, the respondents were asked to assess the factors by using 1-to-5 scales to rate their importance to their work, and the extent of preparation they had received in relation to these factors.

In Part V, the respondents were asked to indicate the importance of professional traits as utilized in their employment. The same scale on "Importance In Your Work" as used in Parts III and IV was provided in Part V.

In space provided on the survey instrument, graduates were asked to describe areas of work in which greatest difficulty had been experienced and to indicate the degree of satisfaction they had experienced with their majors. Finally, the survey instrument provided space for the graduates to indicate professional improvement since graduation.

Treatment of the Data

From the data gathered a profile was developed for each of the subject-matter components. The statements of curricular objectives were classified according to curricular programs; namely, the business

administration, business education, administrative services, general education, and personal and professional competencies.

Data were compiled and tabulated according to the "importance" and "extent of preparation" in knowledge, understandings, and competencies for each of the factors listed in the broad categories.

A tabulation was made of the personal data that could have a bearing on the problem of the study.

Determination of Relevancy. The test of any educational or professional program is the degree of congruence between the educational program and the employment experiences when applied in a relevant situation. Therefore, in this problem, relevancy was determined between the curricular programs preparing personnel for employment in high-level office positions and the employment experiences of graduates of the programs. The procedure included: (1) identifying the objectives of and factors for the curricular programs followed by students in preparing for employment in high-level office positions; (2) analyzing the experiences of graduates who utilized these educational factors in pursuing employment assignments, and (3) establishing congruence between these two bodies of evidence from which relevancy was determined.

The data collected were quantitative insofar as curricular and employment experiences were concerned. However, in establishing the degree of congruence, data were analyzed with a view to perceiving relationships by drawing logical conclusions. Such inferences drawn

from the analyses of data provided the bases for the establishment of relevancy between the curriculum and the employment experiences of the graduates.

Summary

Chapter III has presented the methodology and procedures used in the study. The description has included: purpose of the research, preliminary survey, methods and procedures, the subject population, the data-gathering instrument and data collection, classification of data, and treatment of data.

A survey instrument was designed and mailed with a cover letter to 233 graduates. From the 108 who responded, a sample of 100 met the criteria for inclusion in the study.

The descriptive survey method of investigation was employed to identify: (1) the needs of graduates in high-level office positions, (2) the preparation received by graduates at the university level, and (3) the relevancy of the curriculum to the business experiences of the graduates. Finally, the investigation was designed to provide the groundwork for possible revisions in the curriculum.

CHAPTER IV

ANALYSIS OF THE DATA

The descriptive survey method of investigation was used to examine the curriculum of the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University. Four types of data were collected. These included: (1) demographic information, (2) selected areas of office employment competencies, (3) selected courses from the School of Business and Economics curriculum, and (4) selected professional traits as utilized in business employment.

The data were organized and analyzed to answer the following questions:

1. What is the importance of selected areas of office employment competencies to business employment experiences, and what is the extent of preparation received by the graduates?

2. What is the importance of selected courses from the School of Business and Economics curriculum to business employment experiences, and what is the extent of preparation received by the graduates?

3. What is the importance of selected professional traits as utilized in business employment by the graduates?

A copy of the instrument used in collecting the data is included in the Appendix B. Tables used in the study show percentages, number of respondents, and totals where applicable.

Information on demographic data received from the respondents who were selected to participate in the study is included in Tables 2-12. Profiles of Requirements are presented in Tables 13-17. Tables 18-20 include data relative to Office Employment Competencies. Data related to Selected Courses from the School of Business and Economics Curriculum are shown in Tables 21-22. Data related to Selected Professional Traits are included in Table 23-24.

Demographic Characteristics

Facts pertaining to the graduates of the Business Education and Administrative Services curriculum of the North Carolina Agricultural and Technical State University during the years 1966-67 through 1975-76 are presented in this chapter. These facts should contribute to a better understanding of the study of the relevancy of selected business employment experiences of the graduates. Such facts should also identify the extent of preparation acquired by graduates of the selected programs.

A discussion of the procedure for the collection of data pertaining to the subject population of the study was presented in Chapter III. It was noted in that chapter that 108 (46.35 percent) of the 233 graduates to whom survey forms were sent returned the forms. Eight of these respondents had gained no experience in business organizations and were eliminated from the study. It was determined that 100 respondents were eligible to participate. Table 2 shows graduates participating in the study.

Table 2
Graduates Participating in Study

Year	Sex		Total
	Male	Female	
1967	0	2	2
1968	0	9	9
1969	0	9	9
1970	1	9	10
1971	1	5	6
1972	2	15	17
1973	0	10	10
1974	0	13	13
1975	2	12	14
1976	1	9	10
Total	7	93	100

Criteria which were presented in Chapter III for the selection of participants in the study indicated that the population sample would consist of: (1) persons who graduated from the North Carolina Agricultural and Technical State University with the Bachelor of Science degree in Business Education with a concentration in either Administrative Services, Basic Business Education, or Comprehensive Business

Education; (2) persons who had graduated during the period 1966-67 through 1975-76; and (3) graduates who had gained work experience in business organizations.

Seven of the graduates included in the study were men; 93 were women. The year 1967 had the smallest number of graduates included in the study. The largest representation for any year was 17, for the year 1972. The average (mean) number of graduates who participated in the study for each of the years was ten.

Table 3 shows the distribution of respondents by age and marital status. Thirty-five of the graduates were single; 57 were married; four were divorced; and four were separated. The largest number of graduates was 47 in the age range of 25-29. The smallest number was six in the age range of 40 plus.

Table 4 shows college majors of the respondents. Twenty of the graduates majored in Basic Business Education; 53 majored in Comprehensive Business Education; 27 majored in Administrative Services.

Table 5 includes the employment status of graduates. Ninety-five of the respondents were employed; five were not currently employed. Four of the graduates were unemployed by choice in order to engage in home-making activities, to travel with a military husband, and to begin a doctoral program. One was seeking employment.

Table 3
 Distribution of Respondents by
 Age and Marital Status

Year	Age Group					Total	Marital Status				Total
	20-24	25-29	30-34	35-39	40+		Single	Married	Divorced	Separated	
1967	0	1	1	0	0	2	0	2	0	0	2
1968	0	0	8	1	0	9	3	6	0	0	9
1969	0	0	7	1	1	9	1	8	0	0	9
1970	0	2	6	1	1	10	0	9	0	1	10
1971	0	2	2	2	0	6	1	3	1	1	6
1972	0	14	2	0	1	17	8	6	2	1	17
1973	0	7	1	1	1	10	2	8	0	0	10
1974	0	12	1	0	0	13	7	5	1	0	13
1975	5	5	2	1	1	14	6	8	0	0	14
1976	5	4	0	0	1	10	7	2	0	1	10
Total	10	47	30	7	6	100	35	57	4	4	100

Table 4
College Majors of Respondents

Year	Basic Business Education	Comprehensive Business Education	Administrative Services	Total
1967	0	2	0	2
1968	0	7	2	9
1969	0	7	2	9
1970	1	6	3	10
1971	4	1	1	6
1972	8	6	3	17
1973	2	3	5	10
1974	1	6	6	13
1975	2	10	2	14
1976	2	5	3	10
Total	20	53	27	100

Table 5
Employment Status

Year	Currently Employed	Not Currently Employed
1967	2	0
1968	9	0
1969	9	0
1970	10	0
1971	4	2
1972	16	1
1973	9	1
1974	13	0
1975	13	1
1976	10	0
Total	95	5

Table 6 shows the length of employment periods. The length of time employed in business organizations for the 100 graduates ranged from less than one year to over ten years. Five persons had worked less than one year. Eight had been employed more than ten years.

In addition to data pertaining to the current status of the graduates, other background information was obtained in order to understand and interpret properly the findings of the study. These data pertained to job titles, levels of positions, changes in employment positions, and satisfaction with college major.

Table 7 shows job titles. The job titles of the positions of the respondents varied widely. Because of the lack of standardization of the definitions of job titles a listing of titles is shown.

Table 8 shows that the graduates had gained experience in various types of businesses. The largest number, 46, reported experience in educational offices. The next highest number, 41, reported experience in government services. In many cases the respondents had been employed in several types of businesses; therefore, the total is more than 100 when combining all positions held.

Table 6
Length of Employment Period in
Business Organizations

Number of Years	Graduates Currently Employed	Graduates Not Currently Employed
Less than one year	5	0
1	5	1
2	12	0
3	11	2
4	10	1
5	9	0
6	12	1
7	6	0
8	4	0
9	8	0
10	5	0
More than ten years	8	0
Total	95	5

Table 7

Job Titles of Respondents Who Are Currently Employed

Accountant	1	Equal Opportunity Programs	1
Accountant, Junior	1	Manager	1
Accounts Payable Clerk	1	F. E. Training Specialist	1
Administrative Assistant	2	Financial Management Trainee	1
Administrative Manager	1	Flight Attendant	2
Administrative Secretary	2	Industrial Engineer	1
Admissions Counselor	1	Labor Relations Assistant	1
Admissions Secretary	1	Library Technician	1
Apprentice Aircraft Engine		Management Analyst	1
Mechanic	1	Medical Secretary	1
Assistant Director, N. C.	2	Office Assistant	1
Division of Adult Probation/Parole		Operations Supervisor	1
	1	Parent Counselor	1
Assistant Manager, Inventory Control	1	Project Administrator	1
Assistant Registrar	1	Production Manager	1
Associate Professor of Business Administration	1	Public Health Aide	1
Attorney	1	Public Information Specialist	1
Audit Clerk	1	Record Coordinator	1
Auto-Keyboard Typist III	1	Research Assistant	1
Benefits Clerk	1	Revenue Auditor	1
Benefits Specialist	1	Secretary	14
Business Education and Office Education Teacher	13	Secretary III	1
Claims Representative	1	Secretary/Administrative Assistant	1
Clerk	1	Section Chief-Transportation	1
Clerk Operator	1	Social Worker	1
Clerk, Senior	1	Tax Auditor	1
Clerk Stenographer III	2	Tax Examiner	1
Clerk Typist III	3	Teacher, Elementary	1
Clerk Typist IV	1	Teacher, Reading	1
Director of Special Programs and Instructor	1	Teacher, Math	1
Disability Determination Specialist Trainee	1	Teacher, Pre-Vocation and Career Counselor	1
Elementary Guidance Counselor	1	Wage-Hour Compliance Specialist	1
Eligibility Specialist	1	Word Processing Correspondence Secretary	1
Employee Relations Supervisor	1	Word Processing Supervisor	1

Table 8
Types of Business in Which
Respondents Were Engaged

Type of Business	Number of Graduates
Educational	46
Finance	9
Government	41
Industrial	22
Insurance	1
Legal	1
Medical	1
Publishing	2
Real Estate	1
Sales and Services	4
Other	22
Total	150

Table 9 shows changes in employment positions. Forty-five of the respondents indicated they have not received promotions in present employment. Twenty graduates received one promotion, 12 had two promotions, 9 had three promotions, and 14 had received more than three promotions. Sixty-three of the graduates indicated that their present positions held opportunities for promotion, while 32 indicated their positions did not have opportunities for promotion.

Table 9
Changes in Employment Positions

Year	Number of Promotions					Total	Current Opportunities for Promotion		Total
	0	1	2	3	3+		Yes	No	
1967	2	0	0	0	0	2	1	1	2
1968	1	2	1	2	3	9	5	4	9
1969	4	1	1	0	3	9	4	5	9
1970	2	5	0	2	1	10	7	3	10
1971	1	1	1	2	1	6	3	1	4
1972	7	4	3	0	3	17	12	4	16
1973	4	2	2	1	1	10	6	3	9
1974	7	2	1	2	1	13	9	4	13
1975	9	1	3	0	1	14	10	3	13
1976	8	2	0	0	0	10	6	4	10
Total	45	20	12	9	14	100	63	32	95

Table 10 shows level of positions reached. Thirty-one of the graduates indicated that they had reached the highest level for which they were qualified in current positions. Sixty-one indicated that they had not reached the highest level. Three did not respond to the question.

Table 10
Level of Positions Reached

Year	Reached Highest Level in Current Position for Which Prepared			Total	Employment Experiences Commensurate with Academic Preparation			Total
	Yes	No	No Answer		Yes	No	No Answer	
1967	1	1	0	2	1	1	0	2
1968	5	4	0	9	5	4	0	9
1969	5	4	0	9	5	4	0	9
1970	2	8	0	10	5	5	0	10
1971	1	3	0	4	3	3	0	6
1972	4	10	2	16	6	11	0	17
1973	2	7	0	9	8	2	0	10
1974	6	7	0	13	6	7	0	13
1975	2	10	1	13	4	7	3	14
1976	3	7	0	10	4	6	0	10
Total	31	61	3	95	47	50	3	100

Forty-seven of the graduates felt that their employment experiences as a whole were commensurate with their academic preparation. The reasons stated most frequently by the fifty graduates who did not think their employment experiences had been commensurate with their academic preparation were low salary, low level positions, and no chance for advancement. Three respondents did not answer the question.

Advantages of the Bachelor of Science Degree. Graduates listed advantages of the B. S. degree in connection with employment experiences. These were noted as follows: thirteen indicated obtaining the job, twenty-five referred to job satisfaction, twenty-eight mentioned satisfactory working conditions, twenty-six indicated promotions, six included more responsibilities, six pointed to salary level, and five mentioned adequate preparation.

Table 11 includes information pertaining to teaching experiences. Twenty-eight of the respondents reported teaching experience of two to four years. Eleven had taught from five to seven years, and four had taught more than eight years.

Table 12 shows that on a six-point scale testing for satisfaction with college major, thirty-six of the graduates were very satisfied. Twenty-nine were somewhat satisfied, and 14 indicated they were satisfied. Eleven were neutral, nine were dissatisfied, and one was very dissatisfied.

Difficulty Experienced with Business Employment. Forty-four of the graduates indicated that they had experienced no difficulty in business employment. Several of the graduates stated that they would complete professional education courses to qualify for teaching as well as for non-teaching positions. Some indicated that if they were back in school, they would elect courses in human relations, race relations, computer technology, oral and written communication, mathematics, decision making, curriculum development, and accounting.

Table 11
Teaching Experience of Respondents

Year	Years of Teaching Experience				Total
	0-1	2-4	5-7	8+	
1967	1	0	1	0	2
1968	5	1	0	1	7
1969	2	3	1	2	8
1970	3	3	2	1	9
1971	6	0	1	0	7
1972	6	6	5	0	17
1973	3	1	1	0	5
1974	8	2	0	0	10
1975	8	5	0	0	13
1976	6	7	0	0	13
Total	48	28	11	4	91

Table 12
Satisfaction with College Major

Year	Very Satisfied	Somewhat Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1967	2	0	0	0	0	0
1968	3	3	1	2	0	0
1969	2	2	2	0	3	0
1970	8	1	1	0	0	0
1971	4	0	2	0	0	0
1972	7	4	1	4	1	0
1973	2	3	3	2	0	0
1974	1	7	2	2	1	0
1975	5	3	2	1	2	1
1976	2	6	0	0	2	0
Total	36	29	14	11	9	1

Professional Improvement Since Graduation. Three of the graduates indicated that they are in doctoral programs. Twelve had earned Master's degrees, and one had completed law school. Thirty of the graduates are pursuing graduate study. Eleven had improved through workshops; eighteen, through conferences; and twenty-five, through self-study. Twenty-seven noted seminars as means of professional improvement. Three engaged in adult education classes, and four pursued in-service courses. One young lady was pursuing apprenticeship

training to become an aircraft engine mechanic. Five had taken courses through correspondence, and six had studied through extension. One Administrative Services major was taking residence training in funeral directing, while another major in this same area was preparing herself to take the Certified Professional Secretaries Examination. One person was engaged in training courses through the Department of Labor. Two persons reported enrollment in H&R Block Tax Consultant Course; two listed improvement through attendance at professional meetings; and one person was engaged in travel for professional improvement.

Background Information About North Carolina

A. and T. State University

North Carolina Agricultural and Technical State University is a predominantly black university located in the Piedmont section of North Carolina. This Institution was established under the Morrill Act passed by Congress in 1890, to teach practical agriculture, the mechanical arts, and related branches of learning.

A major change came about in 1957 when the General Assembly of North Carolina formally redefined the purpose of the institution to include the training of teachers, supervisors, and administrators, for both the Bachelor's and Master's degrees. Other programs of a professional and occupational nature were added when deemed necessary by the North Carolina Board of Higher Education.

In 1967 North Carolina A. and T. College was made a Regional University by the General Assembly of North Carolina. This became effective July 1, 1967.

The General Assembly ratified an Act to consolidate the Institutions of Higher Learning in North Carolina, October 30, 1971. Under the provisions of this Act, North Carolina Agricultural and Technical State University became a constituent institution of The University of North Carolina effective July 1, 1972 (The Undergraduate Bulletin, 1975, pp. 3-4).

In the academic organization the University is made up of seven schools and one division: Agriculture, Arts and Sciences, Business and Economics, Education, Engineering, Nursing, The Graduate School, and the Division of Industrial Education and Technology. The University is engaged in program development with a commitment to attain national accreditation for all programs.

Over 4,000 students are enrolled in undergraduate and graduate programs at the University. Approximately 80 percent of the University's students are in-state; 17 percent are out-of-state; and 3 percent are foreign.

Five counties continue to be the primary source of in-state students: Alamance, Cumberland, Forsyth, Guilford, and Mecklenburg. Over 1,300 students are from Guilford County where the University is located. Information obtained from the U. S. Community Assistance Administration indicates that the per capita income for these counties ranged from \$4,367-\$6,630. According to a 1977 Cooperative Institutional Research Program survey for freshmen, most students' families continue to fall within this per capita income range (AACSB Application for Accreditation, 1978, pp. 1-2).

The School of Business and Economics

The School of Business evolved historically as follows:

- 1927--Originated as the Commercial Department in the College of Science. It continued in the College of Science until 1931 when the College of Science was changed to the College of Arts and Sciences.
- 1935--The name Commercial Department was changed to the Department of Business and Economics. It remained in the College of Arts and Sciences.
- 1936--The name changed to the Department of Business and was made a part of the School of Mechanic Arts.
- 1937--The name was changed to the Department of Business Administration and Commercial Education. It remained a part of the School of Mechanic Arts.
- 1951--The School of Mechanic Arts became the School of Engineering. At this time the name of the Department of Business Administration and Commercial Education was changed to the Department of Business. It remained in the School of Engineering.
- 1967--The Department of Business was moved from the School of Engineering and made a separate unit and given the name of Division of Business Administration. The Division consisted of four departments--Accounting, Business Administration, Business Education and Office Administration, and Economics.
- 1968--The Department of Economics was taken out of the Division of Business Administration and placed in the Division of Social Studies in the School of Arts and Sciences. This left three departments in the Division of Business Administration.
- 1971--The School of Business was established. The three departments in the School were Accounting, Business Administration, and Business Education and Office Administration ("A New School Emerges," 1972, p. 5).
- 1972--The Department of Economics was returned to the School of Business, and the Unit's name was changed to the School of Business and Economics (AACSB Application for Accreditation, 1978, pp. 13-14).
- 1979--The School of Business and Economics was accredited by the American Assembly of Collegiate Schools of Business ("A. and T. School Receives Approval from National Group," 1979, p. E-1).

In 1972, the School of Business became the School of Business and Economics. The School had twenty-two faculty positions including six doctorates. Approximately 1,000 students were identified as majors in the four departments.

Bachelor of Science degrees have been conferred upon graduates from the present school since 1972. Currently, the School of Business and Economics offers the following undergraduate programs: Accounting, Administrative Services, Business Administration, Basic Business Education, Comprehensive Business Education, Economics, and Transportation. The School has a full-time equivalent faculty of forty-two with two-thirds of the permanent faculty holding doctorate degrees (AACSB Application for Accreditation, 1978, pp. 13-14).

The School of Business and Economics purports to develop business and economics leaders who are able to address technological change and social progress. It aims to produce individuals who have developed a disciplined approach to solving business and economic problems, a capacity for analytical thinking and decision making, and the motivation for continuing education.

Emphasis is placed on established measurable, pertinent, and attainable goals in the School. The investigative approach is encouraged in achieving these objectives. The objectives are:

1. To provide quality instruction of relevant course work in business administration.
2. To provide an academic climate of excellence dedicated to motivating students to greater achievement and involvement by improving their learning capabilities and upgrading essential competencies.

3. To develop and maintain programs which meet or exceed the qualitative or quantitative standards necessary for accreditation by the American Assembly of Collegiate Schools of Business at the earliest possible date.
4. To encourage the improvement of instruction and learning through continued professional faculty development while maintaining the capacity to meet established objectives.
5. To provide opportunities for improving faculty involvement in University and community service activities.
6. To provide opportunities for and to encourage research (AACSB Application for Accreditation, 1978, pp. 13-14).

The Department of Business Education
and Administrative Services

The Department of Business Education and Administrative Services provides a program with majors in Comprehensive Business Education, Basic Business Education, and Administrative Services. The program is designed to stimulate continued growth in the areas of Business Education and related areas.

The undergraduate teacher education programs of the Department of Business Education and Administrative Services are designed to develop students to teach office skills and basic business subjects. These programs are (1) Basic Business Education and (2) Comprehensive Business Education. Courses of instruction are organized to provide training necessary for teacher certification at the secondary level in North Carolina and the basic background instruction essential for entrance into graduate school and related careers in government and industrial firms.

The third program in the department provides a nonteaching degree in administrative services (formerly office administration).

Graduates of this program are eligible for managerial-level service roles as office executives and secretaries in business, professional, governmental, and industrial organizations (State Department of Public Instruction Report, 1975, pp. 25-27).

At the end of the school year 1976-77, there were approximately 181 majors in the Department of Business Education and Administrative Services (Annual Report, May 1977, p. 9).

Curricular Objectives. Curricula are set up for the purpose of teaching educational goals. The courses which make up the curricular programs provide the means for attaining the general and specific goals. For this reason, clear-cut objectives are extremely important. The Department of Business Education and Administrative Services has established the following objectives:

1. To provide for latitude and in-depth training in business and economic principles and applications essential to effective citizenship and performance in careers in business.
2. To provide an understanding of the goals, principles, and philosophies of business education and its relationship to the total school program.
3. To provide for the application of teaching-learning theories to cognitive, motor skill, and effective development in specialized areas of business and office education.
4. To offer instruction in the history and philosophy of vocational education, coordinating techniques, and job analysis in cooperative office occupation programs.
5. To develop and strengthen analytical ability, judgment, and skill in interpersonal relations; the ability to accept responsibility and to make decisions; to develop breadth and flexibility of mind, imagination; to develop facility in personal communication; and to strengthen personal motivation.

6. To provide proficiency in office technical skills, knowledges, and attitudes essential to business and office occupations.
7. To promote the development of professional and community interests.
8. To provide for instruction in methodology and techniques of teaching, curriculum planning, selecting and developing and using instructional materials, equipment, classroom organization and management, testing and evaluation, and in understanding the student and learning situation.
9. To provide for the development of a broad understanding of the philosophy and principles of career education and the importance of Occupational Education as an essential segment of career education.
10. To instill the need for and a desire to continue professional growth (SDPI Report, 1975, pp. VI 5-6).

To accomplish its goals, the Department has directed its instruction toward achievement of job standards in skill-oriented courses and toward problem-solving and investigation in theory-based subjects. Practical experience is provided for the students through extensive utilization of on-the-job training, the case method, and simulation (SDPI Report, 1975, p. IV 4).

In addition to identifying the objectives on which the curricular programs are based, profiles of the general requirements of the School of Business and Economics, the prescribed course requirements in general education and business administration, and the professional courses for a concentration in business education and administrative services were compiled. Opportunity for the implementation of departmental and school objectives may be discerned through a study of the profiles of subject matter requirements and electives in the curriculum.

Requirements in Business Education and Administrative Services Programs. During the period covered in this study (1967 through 1976) changes in the major areas of basic business education, comprehensive business education, and administrative services were very few. There were course number changes and a limited number of course title changes.

In 1968-69, Electronic Data Processing was added to all three of the major areas. Typing III and Transcription II were deleted from all three areas during 1971-72.

Principles of Insurance and Money and Banking were taken out of the Administrative Services major in 1968-69. Money and Banking was returned to this major in 1971-72.

Intermediate Accounting and Secretarial Office Procedures were deleted from the Basic Business Education and Comprehensive Business Education majors in 1970-71. Managerial Accounting was added to these two majors in 1970-71.

To be eligible for the Bachelor of Science degree, the student is required to:

1. Complete a minimum of 124-128 credit hours.
2. Earn a 2.0 or better grade-point average in all work presented for the degree.
3. Earn a 2.0 or better grade-point average in all work in the student's major program.
4. Apply for the degree and pay the graduation fee while enrolled in the last semester before graduation.
5. Complete a minimum of three semesters as a full-time student in residence at the University which includes the last two semesters prior to graduation. At least one half of the student's credit in the major field must be earned at the

University. Exception to either of these provisions may be made upon the recommendation of the chairperson of the student's major department and the approval of the Dean of the School of the student's major.

Bachelor of Science Degree Requirements

	<u>Semester Hours</u>
General University requirements	49-51
Business Core Curriculum requirements	30
Field of Concentration requirements	30
Departmental requirements and Electives	15-17
Total	124-128

(School of Business and Economics Bulletin, 1977-79, p. 9)

Table 13 shows a profile of general University requirements.

The specific courses are: English (6 credit hours), Mathematics and Science (14 to 16 credit hours), Humanities (6 credit hours), and Social Science (6 credit hours). Other courses required by the University include Physical Education or Elective (2 credit hours), Psychology (3 credit hours), and Speech (2 credit hours). Under general course requirements the School of Business and Economics includes Business Environment (3 credit hours), Macro Economics (3 credit hours), Micro Economics (3 credit hours), and Elementary Statistics (3 credit hours).

Table 14 shows a profile of core course requirements. In order to gain an understanding of fundamentals of business operation and to develop a broad business background, every student seeking a Bachelor of Science degree in the School of Business and Economics must complete courses which are embraced in a common body of knowledge and which are referred to in the School's Bulletin as Core Courses. In addition to these, all majors in business-related programs are required to complete B. A. 360--Business Communication (3 Semester Hours).

Table 13

Profile of General University Requirements

Areas	Semester hours required	Electives and Required Courses to Fulfill University Requirements
English	6	English 100, 101
Mathematics and Science	14-16	Mathematics 111, 112, Biology, Micro-biology, Botany, Zoology; Astronomy, Chemistry, Physical Science, Physics
Humanities	6	Art, Advanced Speech and Theater, Advanced English courses, Foreign Languages (except where required in curriculum), Humanities, Music, Philosophy.
Social Science	6	Anthropology, Geography, History, Political Science, Sociology
Other General Courses (a) Required by University	19	Physical Education or Elective (2 hrs.) Psychology 320 (3 hours), Speech 250 (2 hrs.)
(b) Required by School of Business and Economics		Business Environment (3 hrs.), Macro Economics (3 hrs.), Micro Economics (3 hrs.), Elementary Statistics (3 hrs.)
Total	51-53	

Table 14
Profile of Core Course Requirements

Areas	Courses	Hours
Accounting	Accounting Principles I	3
	Accounting Principles II	3
Business Administration	Introduction to Data Processing	3
	Introduction to Management	3
	Marketing	3
	Business Law I	3
	Business Finance	3
	Production Management	3
	Business Policy	3
Economics	Money and Banking	<u>3</u>
	Total	30

Table 15 shows a profile of Administrative Services Requirements. In the Administrative Service major, all students are required to take, or pass a proficiency examination for B. E. 301, Beginning Typewriting, and B. E. 331, Gregg Shorthand I. All majors must also take B. E. 574, Coordinated Business Experience.

Table 15
Profile of Administrative Services
Requirements

Areas	Courses	Hours
Business Administration	Business Communication	3
	Human Behavior in Business	3
	Personnel Management	3
Business Education	Intermediate Typewriting	2
	Shorthand II	3
	Business Machines	2
	Transcription	3
	Office Management	3
	Executory Administration	3
Electives	Total	<u>5</u> 30

The Business Education curriculum includes a background of general education and business administration courses. In addition to the preparation for positions in professional and business offices, the Business Education programs include preparation in professional education courses. The professional education aspects of the programs pertaining to preparation for teaching were not involved in this study. Table 16 shows a profile of Basic Business Education Requirements.

Table 16
 Profile of Basic Business Education
 Requirements

Areas	Courses	Hours
Accounting	Managerial Accounting	3
Business Administration	Business Communication	3
Business Education	Intermediate Typewriting	2
	Coordinated Business Experience	1
	Office Machines	2
	Basic Business Education Methods	3
	Personal Finance	3
Education	Introduction to Education	2
	Phil. and Socio. Founda. of Ed.	2
	Growth and Development	3
	Prins. and Cur. of Sec. Sch.	3
	Teaching Reading in Sec. Schools	<u>3</u>
	Total	30

Table 17 shows a profile of Comprehensive Business Education Requirements.

Table 17
 Profile of Comprehensive Business
 Education Requirements

Areas	Courses	Hours	
Business Administration	Business Communication	3	
Business Education	Shorthand II	3	
	Transcription	3	
	Executary Administration	3	
	Coordinated Business Experience	1	
	Comp. Bus. Ed. Methods	4	
	Education	Introduction to Education	2
		Phil. and Socio Founda. of Ed.	2
Growth and Development		3	
Prins. and Cur. of Sec. Ed.		3	
Teaching Reading in the Sec. Sch.		<u>3</u>	
	Total	30	

Assessment of Importance and Extent of
Preparation of Selected Areas of the
Curricular Programs as Related to
Business Employment

A survey instrument was used to determine the importance graduates gave to selected areas of the curricular programs. The sixty-six factors examined were classified into three categories:

(1) selected areas of office employment competencies, (2) selected courses from the School of Business and Economics curricula, and (3) selected professional traits as utilized in business employment.

To facilitate the determination of the importance of selected factors in the curricula and the extent of preparation received by the graduates of such programs, the plan for treatment of the data was designed to answer three basic questions:

1. What is the importance of selected areas of office employment competencies to business employment experiences, and what is the extent of preparation received by the graduates?

2. What is the importance of selected courses from the School of Business and Economics curriculum to business employment experiences, and what is the extent of preparation received by the graduates?

3. What is the importance of selected professional traits as utilized in business employment by the graduates?

Analyses of the composition of the Business Education and Administrative Services curriculum at North Carolina A. and T. State University, textbooks used, professional literature, and preliminary investigation with regard to this study were the bases for compiling a list of specific factors involved in business employment. Of the sixty-six factors arrived at in preparing the list, thirty-six were selected areas of office employment competencies, and nineteen were selected courses from the curriculum of the School of Business and Economics. Eleven factors comprised the list of selected professional traits as utilized in business employment.

It was evident from the preliminary investigation that the sixty-six factors relating to curricular content provided a basis upon which graduates could indicate the importance in their occupational experiences and the extent of preparation which they had received in the curricular programs of the School of Business and Economics. Space was provided for additional factors and written comments pertaining to knowledge, understandings, and competencies.

In assessing the factors of the three different categories, the respondents had a choice of five alternatives for indicating the degree of importance in their employment: (1) Very Important, (2) Quite Important, (3) Somewhat Important, (4) Hardly Important, and (5) Not Important. Analyses pertaining to the Importance in work of each factor were made on the basis of the percentage of graduates indicating each of the five alternatives. The fact that a factor was used less frequently by a respondent than another did not rule out the importance of the item.

The five choices for indicating the extent of preparation were: (1) Excellent, (2) Good, (3) Fair, (4) Poor, and (5) Not Included.

Selected Areas of Office Employment

Competencies

Importance in Employment. The 36 curricular factors classified under the heading Office Employment Competencies included such areas as business communication (written)--principles of effective letter writing, reporting, etc., office administration, office systems and control, data processing, and secretarial techniques. Factors were

analyzed on the basis of importance. The following observations pertaining to importance were drawn from an analysis of data shown in Table 18.

1. The factor having the highest percentage for "Very Important" pertained to "English grammar and punctuation" with 75.8 percent of the respondents assessing this factor as very important.

2. The next factor in rank under "Very Important" was "Effective letter writing, reporting, etc." assessed by 73.5 percent of the graduates.

3. The lowest percentage under "Very Important" was the factor "Programming," which was assessed by 6.0 percent of the graduates.

4. The next lowest rating under "Very Important" was the factor "Operations." This was assessed as very important by 7.2 percent of the respondents.

5. Six of the 36 factors pertaining to Selected Office Employment Competencies were rated by 50 percent and above as "Very Important" by the respondents--(1) English grammar and punctuation, (2) effective letter writing, reporting, etc., (3) format for letters, reports, manuscripts, letter forms, (4) receptionist responsibilities, (5) use of typewriter, and (6) operations of office equipment and machines.

6. Eight of the 36 factors pertaining to Selected Office Employment Competencies were rated by 50 percent and above as "Not Important"--(1) shorthand vocabulary (outlines), (2) shorthand dictation, (3) production of transcripts from shorthand notes, (4) production

Table 18
 Assessment of Importance of Selected Areas
 of Office Employment Competencies

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
English grammar and punctuation	99	75	75.8	13	13.1	8	8.1	2	2.0	1	1.0
Effective letter writing, reporting, etc.	98	72	73.5	12	12.2	7	7.1	5	5.1	2	2.0
Format for letters, re- ports, manuscripts, business forms	99	59	59.6	15	15.2	14	14.1	6	6.1	5	5.0
Office and business reference materials	99	44	44.4	21	21.2	18	18.2	6	6.1	10	10.1
Arrangement for travel	100	26	26.0	8	8.0	26	26.0	11	11.0	29	29.0
Receptionist responsi- bilities--handling phone calls, etc.	97	55	56.7	14	14.4	13	13.4	4	4.1	11	11.3
Use of typewriter	100	59	59.0	11	11.0	10	10.0	9	9.0	11	11.0
Preparation of master copy and/or stencils for duplication	98	37	37.8	8	8.2	14	14.3	7	7.1	32	32.6

Table 18--Continued

Selected Office Employment Competencies	Number or Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Shorthand vocabulary (outlines)	99	13	13.1	7	7.1	13	13.1	14	14.1	52	52.5
Shorthand dictation	97	14	14.4	5	5.2	14	14.4	12	12.4	52	53.6
Production of transcripts from Shorthand notes	98	16	16.3	5	5.1	10	10.2	13	13.3	54	55.1
Production of transcripts from Machine dictation	96	16	16.7	5	5.2	10	10.4	11	11.5	54	56.2
Design of filing system	98	44	44.9	16	16.3	14	14.3	9	9.2	15	15.3
Determination of procedure for filing and finding	95	42	44.2	20	21.0	13	13.7	5	5.3	15	15.8
Determination of records and retention plan	97	38	39.2	20	20.6	19	19.6	4	4.1	16	16.5
Procedures for handling mail, postal and tele- phone services	96	39	40.6	19	19.8	15	15.6	8	8.3	15	15.6
Determination of office layout	98	17	17.3	10	10.2	25	25.5	10	10.2	36	36.7

Table 18--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Selection of office equipment	97	22	22.7	10	10.3	20	20.6	11	11.3	34	35.1
Selection of office furniture	97	15	15.5	13	13.4	17	17.5	12	12.4	40	41.2
Selection of office supplies	98	32	32.7	20	20.4	16	16.3	6	6.1	24	24.5
Determination of office forms design	99	19	19.2	11	11.1	20	20.2	12	12.1	37	37.4
Preparation of budgets and cost control plans	98	26	26.5	8	8.2	18	18.4	12	12.2	34	34.7
Office organizational structure for opera- tions--allocation of work, authority, and responsibility for operations	95	31	32.6	21	22.1	14	14.7	13	13.7	16	16.8
Assignment of personnel to office positions	97	14	14.4	11	11.3	12	12.4	9	9.3	51	52.6

Table 18--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Development of office training programs	97	18	18.6	18	18.6	16	16.5	6	6.2	39	40.2
Supervision of other office employees	96	28	29.2	11	11.4	16	16.7	12	12.5	29	30.2
Salary administration-- determination of pay structures, etc.	96	18	18.8	4	4.2	10	10.4	8	8.3	56	58.3
Preparation of office procedures manual	91	18	19.8	11	12.0	17	18.7	9	9.9	36	39.6
Establishment of office policy such as vacation, sick leave, absenteeism, etc.	95	18	18.9	10	10.5	12	12.6	11	11.6	44	46.3
Flow of work--organiza- tion, scheduling	98	48	49.0	24	24.5	12	12.2	2	2.0	12	12.2
Determination of proce- dures and systems for work simplification	99	46	46.5	27	27.3	9	9.1	6	6.0	11	11.1

Table 18--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Establishment of stan- dards of work perfor- mance for other office personnel	94	22	23.4	17	18.1	11	11.7	10	10.6	34	36.2
Operation of office equipment and machines	96	50	52.0	14	14.6	16	16.7	6	6.3	10	10.4
Computer technology-- Data Entry	78	10	12.8	14	17.9	13	16.7	7	9.0	34	43.6
Programming	83	5	6.0	7	8.4	11	13.3	9	10.8	51	61.4
Operations	83	6	7.2	12	14.5	11	13.3	9	10.8	45	54.2

94

of transcripts from machine dictation, (5) assignment of personnel to office positions, (6) salary administration--determination of pay structures, etc., (7) programming, and (8) operations.

Factors Classified by Office Functions. Table 19 shows an assessment of selected areas of office employment competencies. Further analysis of the importance of these selected areas was made by classifying the factors into subcategories pertaining to office functions. The following five subcategories seemed adequate for including the scope of the selected areas of office functions: business communications, executive services, records management, office operation and administration, and office policies and controls. Although some of the factors could probably be involved in more than one of the subcategories, each factor was classified in the subcategory where it would normally be used to the greatest extent. The exception to this procedure is explained in the following paragraph.

The subcategory, "executive services function," included the factors "business communication (written)" and "receptionist responsibilities," both of which were included in the subcategory designated "business communication function." The three factors included in the executive services subcategory, the two mentioned previously, and "arrangement for travel," are areas in which the high-level secretary may render personal assistance to her employer by replying to certain correspondence on her own initiative, making travel

Table 19
 Assessment of Importance of Selected Areas of Office
 Employment Competencies by Functions

Selected Employment Competencies Factors by Office Functions	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
THE BUSINESS COMMUNICA- TIONS FUNCTION											
English grammar and punctuation	99	75	75.8	13	13.1	8	8.1	2	2.0	1	1.0
Business communica- tions (written)-- effective letter writ- ing, reporting, etc.	98	72	73.5	12	12.2	7	7.1	5	5.1	2	2.0
Office and business reference materials	99	44	44.4	21	21.2	18	18.2	6	6.1	10	10.1
Format for letters, reports, manuscripts, business forms	99	59	59.6	15	15.2	14	14.1	6	6.1	5	5.0
Receptionist responsi- bilities-- handling phone calls, etc.	97	55	56.7	14	14.4	13	13.4	4	4.1	11	11.3
Preparation of master copy and/or stencils for duplication	98	37	37.8	8	8.2	14	14.3	7	7.1	32	32.6

Table 19--Continued

Selected Employment Competencies Factors by Office Functions	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Shorthand vocabulary (outlines)	99	13	13.1	7	7.1	13	13.1	14	14.1	52	52.5
Shorthand dictation	97	14	14.4	5	5.2	14	14.4	12	12.4	52	53.6
Production of transcripts from shorthand notes	98	16	16.3	5	5.1	10	10.2	13	13.3	54	55.1
Production of tran- scripts from machine dictation	96	16	16.7	5	5.2	10	10.4	11	11.5	54	56.2
Use of typewriter	100	59	59.0	11	11.0	10	10.0	9	9.0	11	11.0
THE EXECUTIVE SERVICES FUNCTION											
Business communications (written)--effective letter writing, re- porting, etc.	98	72	73.5	12	12.2	7	7.1	5	5.1	2	2.0
Receptionist responsi- bilities--receiving callers, handling phone calls, etc.	97	55	56.7	14	14.4	13	13.4	4	4.1	11	11.3
Arrangement for travel	100	26	26.0	8	8.0	26	26.0	11	11.0	29	29.0

Table 19--Continued

Selected Employment Competencies Factors by Office Functions	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
THE RECORDS MANAGEMENT FUNCTION											
Design of filing system	98	44	44.9	16	16.3	14	14.3	9	9.2	15	15.3
Determination of pro- cedure for filing and finding	95	42	44.2	20	21.0	13	13.7	5	5.3	15	15.8
Determination of records and retention plan	97	38	39.2	20	20.6	19	19.6	4	4.1	16	16.5
THE OFFICE OPERATION AND ADMINISTRATION FUNCTION											
Procedures for handling mail, postal and tele- phone services	96	39	40.6	19	19.8	15	15.6	8	8.3	15	15.6
Determination of office layout	98	17	17.3	10	10.2	25	25.5	10	10.2	36	36.7
Selection of office equipment	97	22	22.7	10	10.3	20	20.6	11	11.3	34	35.1
Selection of office furniture	97	15	15.5	13	13.4	17	17.5	12	12.4	40	41.2
Selection of office supplies	98	32	32.7	20	20.4	16	16.3	6	6.1	24	24.5
Determination of office forms design	99	19	19.2	11	11.1	20	20.2	12	12.1	37	37.4

Table 19--Continued

Selected Employment Competencies Factors by Office Functions	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
THE OFFICE OPERATION AND ADMINISTRATION FUNCTION (Continued)											
Office organizational structure for operations--allocation of work, authority, and responsibility for operations	95	31	32.6	21	22.1	14	14.7	13	13.7	16	16.8
Assignment of personnel to office positions	97	14	14.4	11	11.3	12	12.4	9	9.3	51	52.6
Development of office training programs	97	18	18.6	18	18.6	16	16.5	6	6.2	39	40.2
Supervision of other employees	96	28	29.2	11	11.4	16	16.7	12	12.5	29	30.2
Preparation of office procedures manual	91	18	19.8	11	12.0	17	18.7	9	9.9	36	39.6
Flow of work--organization, scheduling	98	48	49.0	24	24.5	12	12.2	2	2.0	12	12.2
Determination of procedures and systems for work simplification	99	46	46.5	27	27.3	9	9.1	6	6.0	11	11.1

Table 19--Continued

Selected Employment Competencies Factors by Office Functions	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
THE OFFICE OPERATION AND ADMINISTRATION FUNCTION (Continued)											
Operation of office equip- ment and machines	96	50	52.0	14	14.6	16	16.7	6	6.3	10	10.4
Computer technology--											
Data entry	78	10	12.8	14	17.9	13	16.7	7	9.0	34	43.6
Programming	83	5	6.0	7	8.4	11	13.3	9	10.8	51	61.4
Operations	83	6	7.2	12	14.5	11	13.3	9	10.8	45	54.2
THE OFFICE POLICIES AND CONTROLS FUNCTION											
Establishment of stan- dards of work perfor- mance for other office personnel	94	22	23.4	17	18.1	11	11.7	10	10.6	34	36.2
Preparation of budgets and cost control plans	98	26	26.5	8	8.2	18	18.4	12	12.2	34	34.7
Salary administration-- determination of pay structures, etc.	96	18	18.8	4	4.2	10	10.4	8	8.3	56	58.3
Establishment of office policy, such as vaca- tion, sick leave, absenteeism, etc.	95	18	18.9	10	10.5	12	12.6	11	11.6	44	46.3

arrangements, and screening calls and callers. For this reason, these items were analyzed in a separate category as well as in the subcategory dealing with the business communication functions.

The following observations pertaining to selected areas of office employment competencies by subcategories were made from analysis of data shown in Table 19:

The business communications function. The range for "Very Important" of these eleven factors was from 13.1 to 75.8 percent. The range for "Not Important" of these eleven factors was 1.0 to 55.1 percent.

The executive services function. The range for "Very Important" of these three factors was from 26.0 to 73.5 percent. The range for "Not Important" of these three factors was from 2.0 to 29.0 percent.

The records management function. The range for "Very Important" of these three factors was from 39.2 to 44.9 percent. The range for "Not Important" of these three factors was from 15.3 to 16.5 percent.

The office operation and administration function. The range for "Very Important" of these seventeen factors was from 6.0 to 52.0 percent. The range for "Not Important" of these seventeen factors was from 10.4 to 61.4 percent.

The office policies and controls functions. The range for "Very Important" of these four factors was from 18.8 to 26.5 percent. The range for "Not Important" of these four factors was from 34.7 to 58.3 percent.

Reactions of Graduates to Selected Areas. Several graduates made comments with regard to difficult situations encountered in employment experiences which pertained to Selected Areas of Office Employment Competencies factors. The comments were classified according to functions pointed up in the preceding analysis.

The business communications function. Several respondents commented regarding difficulties encountered in work experiences pertaining to the use of technical vocabulary in areas such as law, scientific research, etc. Other difficulties were experienced in serving as recording secretary at special conferences, workshops, etc., and writing, composing, and communicating orally in special assignments such as writing and editing, composing letters, and handling correspondence.

Writing performance reviews and position descriptions was another problem area cited. Difficulties pertaining to business communication were mentioned more often than others.

The executive function. Some comments were submitted regarding difficulties encountered in work experiences pertaining to composing letters, writing reports, and writing proposals and specifications.

The records management function. There were no comments submitted by the respondents under this function.

The office operation and administration function. A few graduates commented on difficulties encountered in their experiences pertaining to devising better office methods and procedures, and programming process control job. One respondent cited "allocating of

time and organizing of daily duties for expedience and completing of regular flow of duties. From a corporate standpoint, it seems there is never enough time in the day to get everything done.

Another pointed out, "Computer technology--there was an excellent opportunity open with reference to computer technology in the petroleum industry that would have led to many advances, but my knowledge was poor on this subject." Additionally, "Data processing and computer science careers should be stressed in the business department. Job availability is relatively high, especially for blacks."

The office policies and controls functions. A few graduates made comments on difficulties encountered in their experiences pertaining to preparing and analyzing budgets, and hiring and firing employees. Said one, "My job involves budgeting, making cost projection reports, and keeping track of cost actually spent on particular projects. I have experienced difficulty in staying within my cost projections."

Other Reactions. One graduate comments, "In seeking employment in my area, I have found that high school graduates with training in business while in high school make more or just as much as I do."

However, many graduates encountered very few difficulties in the work experiences, as the following comments indicate: "I have not found any areas of business education difficult nor have I experienced any difficulty." "I have not experienced any difficulty. I love my work, and feel that I was prepared for it." "Up to this point, I have experienced no great difficulty." "Honestly, I cannot say I have

experienced any great difficulty in my work, I feel very capable of handling the greatest majority of tasks the jobs I have held required."

Extent of Preparation. Information pertaining to the Extent of Preparation in Selected Areas of Office Employment Competencies is shown in Table 20. An analysis of the data reveals:

1. The factor having the highest percentage for "Excellent" pertained to the "Use of typewriter" with 78.9 percent of the respondents assessing this factor.

2. The next factor in rank under "Excellent" was "Preparation of master copy and/or stencils for duplication" assessed by 61.5 percent of the graduates.

3. The lowest percentage under "Excellent" was assigned to the factor "Operations" which was assessed by 2.4 percent of the respondents.

4. The next lowest rating under "Excellent" was assigned to the factor "Programming" with 3.5 percent of the respondents assessing the factor.

5. The factor having the highest percentage for "Poor" pertained to "Programming" and was assessed by 16.5 percent of the respondents.

Selected Courses from the School of Business
and Economics Curriculum

The category of Selected Courses from the School of Business and Economics Curriculum was composed of factors pertaining to the basic course areas common to all undergraduate curriculum in the School of

Table 20

Assessment of Extent of Preparation Related to Selected
Areas of Office Employment Competencies

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
English grammar and punctuation	93	38	40.9	39	41.9	15	16.1	1	1.1	0	0.0
Effective letter writing, reporting, etc.	95	43	45.3	36	37.9	14	14.7	1	1.05	1	1.05
Format for letters, re- ports, manuscripts, business forms	95	55	57.9	34	35.8	4	4.2	1	1.05	1	1.05
Office and business reference materials	93	35	37.6	39	41.9	12	13.0	3	3.2	4	4.3
Arrangement for travel	91	18	19.8	32	35.2	17	18.7	7	7.7	17	18.7
Receptionist responsi- bilities--handling phone calls, etc.	91	47	51.6	33	36.3	4	4.4	2	2.2	5	5.5
Use of typewriter	95	75	78.9	16	16.8	2	2.1	0	0.0	2	2.1

Table 20--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Preparation of master copy and/or stencils for duplication	96	59	61.5	25	26.0	6	6.3	1	1.0	5	5.2
Shorthand vocabulary (outlines)	92	35	38.0	27	29.3	15	16.3	3	3.3	12	13.0
Shorthand dictation	92	31	33.7	29	31.5	17	18.5	2	2.2	13	14.1
Production of transcript from shorthand notes	91	32	35.2	30	33.0	14	15.4	2	2.2	13	14.3
Production of transcript from machine dictation	86	26	30.2	27	31.4	13	15.1	8	9.3	12	14.0
Design of filing system	89	36	40.4	32	36.0	13	14.6	3	3.4	5	5.6
Determination of procedure for filing and finding	88	37	42.0	30	34.1	13	14.8	2	2.3	6	6.8
Determination of records and retention plan	91	23	25.3	37	40.7	17	18.7	5	5.4	9	9.9

Table 20--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Procedures for handling mail, postal and tele- phone services	90	21	23.3	41	45.6	14	15.6	4	4.4	10	11.1
Determination of office layout	92	14	15.2	38	41.3	18	19.6	4	4.3	18	19.6
Selection of office equipment	90	18	20.0	28	31.1	18	20.0	3	3.3	23	25.6
Selection of office furniture	87	12	13.8	26	29.9	19	21.8	4	4.6	26	29.9
Selection of office supplies	90	21	23.3	28	31.1	17	19.0	3	3.3	21	23.3
Determination of office forms design	91	16	17.6	28	30.8	15	16.5	4	4.4	28	30.8
Preparation of budgets and cost control plans	90	14	15.6	25	27.8	20	22.2	5	5.6	26	28.9

Table 20--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Office organizational structure for opera- tions--allocation of work, authority, and responsibility for operations	88	20	22.7	25	28.4	17	19.3	6	6.8	20	22.7
Assignment of personnel to office positions	89	9	10.1	23	25.8	14	15.7	4	4.5	39	43.8
Development of office training programs	90	11	12.2	27	30.0	13	14.4	4	4.4	35	38.9
Supervision of other office employees	90	15	16.7	24	26.7	19	21.1	4	4.4	28	31.1
Salary administration-- determination of pay structures, etc.	90	4	4.4	14	15.6	13	14.4	5	5.6	54	60.0
Preparation of office procedures manual	86	9	10.5	29	33.7	9	10.5	3	3.5	36	41.9

Table 20--Continued

Selected Office Employment Competencies	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Establishment of office policy such as vacation, sick leave, absenteeism, etc.	90	10	11.1	26	28.9	6	6.7	2	2.2	46	51.1
Flow of work--organiza- tion, scheduling	92	23	25.0	33	35.9	13	14.1	3	3.3	20	21.7
Determination of proce- dures and systems for work simplification	94	21	22.3	36	38.3	17	18.1	2	2.1	18	19.1
Establishment of stan- dards of work perfor- mance for other office personnel	88	12	13.6	29	33.0	16	18.2	0	0.0	31	35.2
Operation of office equipment and machines	93	48	51.6	28	30.1	12	12.9	1	1.1	4	4.3
Computer technology--											
Data entry	77	4	5.2	11	14.3	21	27.3	12	15.6	29	37.7
Programming	85	3	3.5	14	16.5	20	23.5	14	16.5	34	40.0
Operations	83	2	2.4	15	18.1	15	18.1	11	13.3	40	48.2

Business and Economics and factors pertaining to other related areas of business administration which may have been included as electives in the curricular programs of the graduates. Nineteen factors were included in this study.

Importance in Employment. The following observations pertaining to the Assessment of Importance Related to Selected Courses from the School of Business and Economics were drawn from an analysis of the data as shown in Table 21.

1. The six factors ranking highest in terms of being assessed as "Very Important" by the respondents were: Business Communication, Human Behavior in Business, Office Organization and Management, Business Policy and Decision Making, Business Finance, and Business Environment. The range was from 29.7 to 69.0 percent.

2. The factor having the highest percentage assessed as "Very Important" by the respondents was Business Communication. This factor was assessed by 69.0 percent of the graduates.

3. The six factors ranking lowest in "Very Important" were Real Estate, Retailing, Marketing, Investments, Production Management, and Business Law. The range was from 2.2 to 15.6 percent.

4. The six factors ranking highest under "Not Important" were: Insurance, Investments, Production Management, Marketing (Principles), Retailing, and Real Estate. The range was from 47.9 to 71.7 percent.

5. The lowest percentage under "Very Important" was assigned to the factor "Real Estate." This factor was very important to 2.2 percent of the graduates.

Table 21

Assessment of Importance Related to Selected Courses From the
School of Business and Economics Curriculum

Selected Courses From the School of Business and Economics Curriculum	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Accounting (Principles)	99	27	27.3	17	17.2	23	23.2	9	9.1	23	23.2
Accounting (Managerial)	87	15	17.2	11	12.6	18	20.7	6	6.9	37	42.5
Business Communication	100	69	69.0	17	17.0	8	8.0	0	0.0	6	6.0
Business Finance	92	28	30.4	16	17.4	14	15.2	6	6.5	28	30.4
Business Law	96	15	15.6	9	9.4	17	17.7	23	24.0	32	33.3
Business Environment	91	27	29.7	22	24.2	18	19.8	3	3.3	21	23.0
Business Policy and Decision Making	94	32	34.0	18	19.1	20	21.3	7	7.4	17	18.1
Money and Banking	94	17	18.1	14	14.9	17	18.1	14	14.9	32	34.0
Statistics	96	22	22.9	15	15.6	15	15.6	9	9.4	35	36.5
Human Behavior in Business	95	46	48.4	22	23.1	13	13.7	2	2.1	12	12.6

Table 21--Continued

Selected Courses From the School of Business and Economics Curriculum	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Insurance	94	12	12.8	15	15.9	11	11.7	11	11.7	45	47.9
Investments	94	10	10.6	10	10.6	11	11.7	7	7.4	56	59.6
Management (Principles)	94	23	24.5	20	21.3	22	23.4	5	5.3	24	25.5
Office Organization and Management	96	46	47.9	18	18.8	10	10.4	7	7.3	15	15.6
Personnel Management	96	28	29.2	13	13.5	12	12.5	10	10.4	33	34.4
Production Management	92	14	15.2	14	15.2	9	9.8	8	8.7	47	51.1
Marketing (Principles)	95	10	10.5	8	8.4	14	14.7	14	14.7	49	51.6
Retailing	93	6	6.5	4	4.3	11	11.8	12	12.9	60	64.5
Real Estate	92	2	2.2	3	3.3	8	8.7	13	14.1	66	71.7
Other	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Reactions of Graduates to Selected Courses. Several of the graduates commented with regard to difficult situations encountered in employment assignments which pertained to Selected Courses From the School of Business and Economics Curriculum. One remarked, "I should have taken more Accounting and Business Administration courses." Other graduates mentioned the need for additional preparation in such factors as Finance, Statistics, Accounting, Organization and Decision Making, Production Management, and Business Communication.

Extent of Preparation. The following observations pertaining to extent of preparation related to selected courses from the curriculum of the School of Business and Economics were drawn from an analysis of the data as shown in Table 22.

1. The six factors ranking highest under the rating "Excellent" by the respondents were: Business Communication, Office Organization and Management, Accounting (Principles), Management (Principles), Business Policy and Decision Making, and Human Behavior in Business. The range was from 16.1 to 53.8 percent.

2. The factor having the highest percentage for "Excellent" pertained to Business Communication. It was assessed by 53.8 percent of the respondents.

3. The six factors ranking lowest under the assessment "Excellent" by the respondents were: Marketing (Principles), Insurance, Investments, Production Management, Retailing, and Real Estate. The range was from 4.5 to 7.8 percent.

Table 22

Assessment of Extent of Preparation Related to Selected Courses From the
School of Business and Economics Curriculum

Selected Courses From the School of Business and Economics Curriculum	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Accounting (Principles)	91	20	22.0	50	54.9	15	16.5	2	2.2	4	4.4
Accounting (Managerial)	81	10	12.3	25	30.9	18	22.2	1	1.2	27	33.3
Business Communication	91	49	53.8	34	37.4	7	7.7	0	0.0	1	1.1
Business Finance	86	11	12.8	43	50.0	25	29.1	3	3.5	4	4.6
Business Law	88	12	13.6	48	54.5	16	18.2	5	5.7	7	8.0
Business Environment	85	13	15.3	24	28.2	12	14.1	3	3.5	33	38.8
Business Policy and Decision Making	86	14	16.3	23	26.7	9	10.5	6	7.0	34	39.5
Money and Banking	89	11	12.4	35	39.2	18	20.2	3	3.4	22	24.7
Statistics	89	9	10.1	41	46.1	22	24.7	8	9.0	9	10.1
Human Behavior in Business	87	14	16.1	35	40.2	9	10.3	1	1.1	28	32.2
Insurance	87	6	6.9	25	28.7	15	17.2	2	2.3	39	44.8

Table 22--Continued

Selected Courses From the School of Business and Economics Curriculum	Number of Responses	Responses Expressed in Percentages									
		Excellent		Good		Fair		Poor		Not Included	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Investments	88	4	4.5	25	28.4	14	15.9	4	4.5	41	46.6
Management (Principles)	87	16	18.4	41	47.1	12	13.8	4	4.6	14	16.1
Office Organization and Management	88	24	27.3	39	44.3	13	14.8	2	2.3	10	11.4
Personnel Management	89	13	14.6	34	38.2	13	14.6	3	3.4	26	29.2
Production Management	87	6	6.9	25	28.7	8	9.2	3	3.4	45	51.7
Marketing (Principles)	90	7	7.8	34	37.8	19	21.1	12	13.3	18	20.0
Retailing	88	4	4.5	25	28.4	9	10.2	7	8.0	43	48.9
Real Estate	87	4	4.6	18	20.7	9	10.3	3	3.4	53	60.9
Other	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

4. The factors having the lowest percentage under "Excellent" were Retailing and Investments. Each of these factors was assessed by 4.5 percent of the respondents.

5. The six factors ranking highest under the assessment "Poor" by the respondents were: Business Policy and Decision Making, Statistics, Marketing (Principles), Retailing, Management (Principles), and Business Law. The range was from 4.6 to 13.3 percent.

6. The six factors ranking lowest under the assessment "Poor" by the graduates were: Business Communication, Accounting (Managerial), Human Behavior in Business, Accounting (Principles), Insurance, and Office Organization and Management. The range was from 0.0 to 2.3 percent.

Selected Professional Traits as Utilized in Business Employment

The eleven factors classified in the category of Selected Professional Traits as Utilized in Business Employment pertained to personal qualities involved in human relations, attitudes, traits, and conduct. These factors are considered necessary for success in business employment.

In assessing the category of Selected Professional Traits as Utilized in Business Employment, the respondents had five alternatives for indicating the importance in their employment: (1) very important, (2) quite important, (3) somewhat important, (4) hardly important, and (5) not important.

Importance in Employment. The following observations pertaining to importance were drawn from an analysis of data as shown in Table 23.

1. The range for the eleven factors under "Very Important" was 72.0 to 91.0 percent.

2. The range for the eleven factors under "Quite Important" was 7.0 to 24.0 percent.

3. The factors "Dependability and industry" and "Good judgment--exercise of prudence with regard to keeping business matters confidential" were both rated by 91.0 percent of the respondents as "Very Important."

4. The factor "Efficiency in work habits" was assessed by 89.0 percent of the respondents as "Very Important."

Factors analyzed by areas. Further analysis of the importance of Selected Professional Traits as Utilized in Business Employment was made by classifying the factors into the following three broad areas: human relations, professional traits, and business etiquette and conduct. Each factor was classified in the area to which it logically belonged.

The following observations pertaining to the three areas of personal and professional factors were drawn from an analysis of the data as identified in Table 24.

1. In the area of human relations, the two factors viewed as "Very Important" by the respondents ranged from 84.0 to 88.0 percent.

2. Under the area of professional traits, the six factors rated as "Very Important" by the graduates ranged from 76.0 to 91.0 percent.

Table 23

Assessment of Importance Related to Selected Professional
Traits as Utilized in Business Employment

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Poise--maintenance of com- posure; representation of the firm in a creditable manner	100	87	87.0	11	11.0	1	1.0	0	0.0	1	1.0
Courtesy--practice of recognized rules of etiquette	100	86	86.0	9	9.0	5	5.0	0	0.0	0	0.0
Propriety--adherence to personal values and socially accepted stan- dards of conduct and speech	100	72	72.0	24	24.0	4	4.0	0	0.0	0	0.0
Objectivity--willingness to give consideration to the viewpoints of others and to engage in self- analysis	100	84	84.0	13	13.0	3	3.0	0	0.0	0	0.0

Table 23--Continued

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Tact--timeliness in saying and doing things that will contribute to effectiveness in working with others	100	88	88.0	11	11.0	1	1.0	0	0.0	0	0.0
Dependability and industry--willingness to accept responsibility and to exercise diligence in carrying all assignments through to completion	100	91	91.0	9	9.0	0	0.0	0	0.0	0	0.0
Efficiency in work habits--ability to plan in the most expedient manner	100	89	89.0	10	10.0	1	1.0	0	0.0	0	0.0
Good judgment--exercise of prudence with regard to keeping business matters confidential	100	91	91.0	7	7.0	2	2.0	0	0.0	0	0.0

Table 23--Continued

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Good judgment--exercise of prudence with regard to grooming and attire	100	76	76.0	21	21.0	3	3.0	0	0.0	0	0.0
Loyalty and honesty--permeation of all office activities with dedication and integrity	100	83	83.0	13	13.0	3	3.0	0	0.0	1	1.0
Professional growth--recognition of the need for further development	100	80	80.0	13	13.0	5	5.0	1	1.0	1	1.0

Table 24

Assessment of Importance Related to Selected Professional
Traits Classified by Areas

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
HUMAN RELATIONS											
Tact--timeliness in saying and doing things that will contribute to effectiveness in working with others	100	88	88.0	11	11.0	1	1.0	0	0.0	0	0.0
Objectivity--willingness to give consideration to the viewpoints of others and to engage in self-analysis	100	84	84.0	13	13.0	3	3.0	0	0.0	0	0.0
PROFESSIONAL TRAITS											
Efficiency in work habits--ability to plan in the most expedient manner	100	89	89.0	10	10.0	1	1.0	0	0.0	0	0.0
Dependability and industry--willingness to accept responsibility and to exercise diligence in carrying all assignments through to completion	100	91	91.0	9	9.0	0	0.0	0	0.0	0	0.0

Table 24--Continued

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Loyalty and honesty--permeation of all office activities with dedication and integrity	100	83	83.0	13	13.0	5	5.0	1	1.0	1	1.0
Good judgment--exercise of prudence with regard to keeping business matters confidential	100	91	91.0	7	7.0	2	2.0	0	0.0	0	0.0
Good judgment--exercise of prudence with regard to grooming and attire	100	76	76.0	21	21.0	3	3.0	0	0.0	0	0.0
Professional growth--recognition of the need for further development	100	80	80.0	13	13.0	5	5.0	1	1.0	1	1.0
BUSINESS ETIQUETTE AND CONDUCT											
Poise--maintenance of composure; representation of the firm in a creditable manner	100	87	87.0	11	11.0	1	1.0	0	0.0	1	1.0

Table 24--Continued

Selected Professional Traits	Number of Responses	Responses Expressed in Percentages									
		Very Important		Quite Important		Somewhat Important		Hardly Important		Not Important	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Courtesy--practice of recognized rules of etiquette	100	86	86.0	9	9.0	5	5.0	0	0.0	0	0.0
Propriety--adherence to personal values and socially accepted standards of conduct and speech	100	72	72.0	24	24.0	4	4.0	0	0.0	0	0.0

3. In the area of business etiquette and conduct, the respondents who rated these three factors as "Very Important" ranged from 72.0 to 87.0 percent.

Reactions of Graduates to Selected Traits. A few graduates made comments with regard to difficult assignments or situations in employment experiences which pertained to personal and professional factors. The majority of the comments pertained to the area of human relations. The following observations and quotations were drawn from statements made by graduates. One respondent stated that the area of greatest difficulty experienced was "none other than occasionally public relations." "Learning to deal tactfully with all kinds of people with whom you work is a most difficult part of being a private secretary." Furthermore, several graduates pointed up difficulties experienced in dealing with racial prejudices, although one said, "I have not experienced any difficulties in my work other than discrimination and an egocentric immediate supervisor."

Combined Data of Selected Office

Employment Competencies

Certain categories were studied in order to get an overall picture of the Importance and the Level of Preparation rather than a discrete recognition of more refined gradations. From the five-point scale on Importance, data concerning the categories of "Very Important" and "Quite Important" were combined. Likewise, from the five-point scale on levels of Preparation, the categories of "Excellent" and "Good"

were combined. These combined data are shown in Table 25. The following observations were drawn from analysis of the data shown in Table 25.

1. Under the Office Employment Competencies some of the factors were assessed by a large percentage of the respondents as "Very and Quite Important." Among these were English grammar and punctuation (88.9 percent); Effective letter writing, reporting, etc. (85.7 percent); and Format for letters, reports, etc. (74.8 percent).

2. For the same factors, a large number of the respondents felt that the level of preparation had been "Excellent and Good." These were English grammar and punctuation (82.8 percent); Effective letter writing, reporting, etc. (83.2 percent); and Format for letters, reports, etc. (93.7 percent).

3. Although the factor, "Shorthand vocabulary (outlines)" was seen as "Very and Quite Important" by only 20 percent of the respondents, a much larger number (67.3 percent) assessed the level of preparation as "Excellent and Good." "Shorthand dictation" was assessed by 19 percent as "Very and Quite Important," while 65.2 percent of the respondents assessed the level of preparation as "Excellent and Good."

Combined Data of Selected Courses From the School
of Business and Economics Curriculum

The following observations were drawn from analysis of the data shown in Table 26.

1. Some courses from the Selected Courses from the School of Business and Economics Curriculum show a large number of the

Table 25

Perceived Importance and Self-Assessed Preparation of Selected Office
Employment Competencies by Business Graduates

Selected Office Employment Competencies	IMPORTANCE		PREPARATION	
	"Very and Quite Important" Number	Percent	"Excellent and Good" Number	Percent
English grammar and punctuation	88	88.9	77	82.8
Effective letter writing, reporting, etc.	84	85.7	79	83.2
Format for letters, reports, manuscripts, business forms	74	74.8	89	93.7
Office and business reference materials	65	65.6	74	79.5
Arrangement for travel	34	34.0	50	55.0
Receptionist responsibilities--handling phone calls, etc.	69	71.1	80	87.9
Use of typewriter	70	70.0	91	95.7
Preparation of master copy and/or stencils for duplication	45	46.0	84	87.5
Shorthand vocabulary (outlines)	20	20.2	62	67.3
Shorthand dictation	19	19.6	60	65.2
Production of transcripts from shorthand notes	21	21.4	62	68.2

Table 25--Continued

Selected Office Employment Competencies	IMPORTANCE		PREPARATION	
	"Very and Quite Important"		"Excellent and Good"	
	Number	Percent	Number	Percent
Production of transcripts from machine dictation	21	21.9	53	61.4
Design of filing system	60	61.2	68	76.4
Determination of procedure for filing and finding	62	65.2	67	76.1
Determination of records and retention plan	58	59.8	60	66.0
Procedures for handling mail, postal and telephone services	58	60.4	62	68.9
Determination of office layout	27	27.5	52	56.5
Selection of office equipment	32	33.0	46	51.1
Selection of office furniture	28	28.9	38	43.7
Selection of office supplies	52	53.1	49	54.4
Determination of office forms design	30	30.3	44	48.4
Preparation of budgets and cost control plans	34	34.7	39	43.4

Table 25--Continued

Selected Office Employment Competencies	IMPORTANCE		PREPARATION	
	"Very and Quite Important"		"Excellent and Good"	
	Number	Percent	Number	Percent
Office organizational structure for operations--allocation of work, authority, and responsibility for operations	52	54.7	45	51.1
Assignment of personnel to office positions	25	25.7	32	35.9
Development of office training programs	36	37.2	38	42.2
Supervision of other office employees	39	40.6	39	43.4
Salary administration--determination of pay structures, etc.	22	23.0	18	20.0
Preparation of office procedures manual	29	31.8	38	44.2
Establishment of office policy such as vacation, sick leave, absenteeism, etc.	28	29.4	36	40.0
Flow of work--organization, scheduling	72	73.5	56	60.9

Table 25--Continued

Selected Office Employment Competencies	IMPORTANCE		PREPARATION	
	"Very and Quite Important"		"Excellent and Good"	
	Number	Percent	Number	Percent
Determination of procedures and systems for work simplification	73	73.8	57	60.6
Establishment of standards of work performance for other office personnel	39	41.5	41	46.6
Operation of office equipment and machines	64	66.6	76	81.7
Computer technology--				
Data entry	24	30.7	15	19.5
Programming	12	14.4	17	20.0
Operations	18	21.7	17	20.5

Table 26

Perceived Importance and Self-Assessed Preparation of Selected Courses From
the School of Business and Economics Curriculum by Business Graduates

Selected Courses From the School of Business and Economics Curriculum	IMPORTANCE		PREPARATION	
	"Very and Quite Important"		"Excellent and Good"	
	Number	Percent	Number	Percent
Accounting (Principles)	44	44.5	70	76.9
Accounting (Managerial)	26	29.8	35	43.2
Business Communication	86	86.0	83	91.2
Business Finance	44	47.8	54	62.8
Business Law	24	25.0	60	68.1
Business Environment	49	53.9	37	43.5
Business Policy and Decision Making	50	53.1	37	43.0
Money and Banking	31	33.0	46	51.6
Statistics	37	38.5	50	56.2
Human Behavior in Business	68	71.5	49	56.3
Insurance	27	28.7	31	35.6

Table 26--Continued

Selected Courses From the School of Business and Economics Curriculum	IMPORTANCE		PREPARATION	
	"Very and Quite Important"		"Excellent and Good"	
	Number	Percent	Number	Percent
Investments	20	21.2	29	32.9
Management (Principles)	43	45.8	57	65.5
Office Organization and Management	64	66.7	63	71.6
Personnel Management	41	42.7	47	52.8
Production Management	28	30.4	31	35.6
Marketing (Principles)	18	18.9	41	45.6
Retailing	10	10.8	29	32.9
Real Estate	5	5.5	22	25.3

respondents indicating the Importance as "Very and Quite Important" and the level of Preparation as "Excellent and Good."

2. Under "Very and Quite Important," Business Communication is assessed by 86.0 percent of the respondents, and the level of Preparation assessed as "Excellent and Good" by 91.2 percent.

3. Human Behavior in Business is assessed by 71.5 percent of the respondents under "Very and Quite Important," and the level of Preparation by 56.3 percent of the respondents as "Excellent and Good."

4. The factor Statistics was assessed by 38.5 percent of the respondents as "Very and Quite Important." The level of preparation for this factor was assessed by 56.2 percent of the respondents as "Excellent and Good."

Observations

Phenomena pertaining to the curricular programs were presented earlier in Chapter IV. Hereafter, except for direct reference to specific curriculum-related items, those phenomena will not be repeated. Phenomena pertaining to the employment experiences of the graduates were also presented in tabular form from which observations were made and recorded.

Inferences having bearing on the curriculum were deduced from the observations pertaining to these phenomena. This section is concerned with the bearing these inferences may have on the curricular programs for preparation in high-level office positions. From these relationships, the relevancy of the curricular programs to the business employment experiences of graduates may be recognized.

Programs for High-Level Positions in Offices. Objectives of

curricular programs for high-level office positions agreed upon by the faculty of the Department of Business Education and Administrative Services are:

1. To provide for latitude and in-depth training in business and economic principles and applications essential to effective citizenship and performance in careers in business.
2. To develop and strengthen analytical ability, judgment, and skill in interpersonal relations; the ability to accept responsibility and to make decisions; to develop breadth and flexibility of mind, imagination; to develop facility in personal communication; and to strengthen personal motivation.
3. To provide proficiency in office technical skills, knowledges, and attitudes essential to business and office occupations.
4. To instill the need for and a desire to continue professional growth.
5. To promote the development of professional and community interests (SDPI Report, 1975, pp. VI, 5-6).

Components of the curricular requirements for the degree which can lead to high-level office positions are:

1. General University requirements: a minimum of 49 semester hours,
2. Business Core Curriculum: a requirement of 30 semester hours,
3. Departmental Requirements and Electives: a minimum of 15 semester hours, and
4. Field of Concentration requirements: a minimum of 30 semester hours (School of Business and Economics Bulletin, 1977-79, p. 9).

Sixty-six subject matter or content factors involved in service in business positions were identified. These factors were classified in three categories: (1) Selected Office Employment Competencies, (2) Selected Courses From the School of Business and Economics curriculum, and (3) Selected Professional Traits.

These factors, which are incorporated in the curriculum for Administrative Services, are the focal points around which occupational experiences tend to occur in performing assignments in office employment. Therefore, the selected factors around which instruction centers in the preparation of graduates for service in the work world become occupational-related factors for graduates in occupational experiences.

Occupational Experiences in Performing Assignments. The answers to two main questions were sought in analyzing data pertaining to employment experiences of the graduates. The first question was, what was the extent of preparation received by the graduates in the curricular programs of the Department of Business Education and Administrative Services? The second question was, what was the importance of the 66 factors in performing duties in employment by the graduates? It must be kept in mind that the frequency of use is not necessarily an indication of the importance of a factor. Some factors may be seldom used in the performance of duties but may be highly important. Nonetheless, the answers to the two questions will provide a basis for the determination of relevancy of the employment experiences of graduates to the curricular programs.

Since the data do not lend themselves to a direct comparison of employment experiences and the extent of preparation for a business career, inferences have been drawn from an analysis of the phenomena pertaining to the employment experiences. A logical basis for drawing conclusions as to the relevancy of the curricular programs to the employment experiences of graduates is provided through these inferences.

Therefore, observations drawn from analysis of the phenomena will be presented for each of the three categories (1) Selected Areas of Office Employment Competencies, (2) Selected Courses From the School of Business and Economics Curriculum, and (3) Selected Professional Traits as Utilized in Business Employment. The observations will deal with phenomena pertaining to: (1) the importance of each selected factor, and (2) the extent of preparation received by the graduates in the curricular programs of the Department of Business Education and Administrative Services.

Areas of Office Employment Competencies. The 36 selected areas of office employment competencies factors pertained to knowledges, understanding, and special skills that comprised the curriculum.

Observations pertaining to importance (Tables 18 and 19):

1. Evidence shows that the carrying out of assignments in high-level office positions involves a wide range of experience factors.

2. Employment experiences in office assignments indicate that the business communication function of the office is encountered more extensively than some of the other office functions such as records management, office operations, and policy formation. Yet the evidence indicates that the office personnel performing high-level office assignments do encounter experiences requiring competency in functions such as records management, office operations, and policy and control functions.

3. It may be noted that although experiences pertaining to office operation and administration, and the office policies and controls functions are performed infrequently, competency to handle these office functions is quite necessary.

4. Some subject-matter factors are needed directly to perform assignments in business positions. Other subject-matter factors are needed indirectly as background for comprehension of the entire operation of the office. The ability to use factors indirectly is highly valuable from the standpoint of the graduate and also of the firm.

Observations pertaining to the extent of preparation (Table 20):

1. The extent of preparation for the various office employment competencies factors was generally assessed as "Excellent" or "Good."

2. Inadequacy of preparation existed to a minor degree for one or more of the graduates in thirty-four of the factors. Evidence indicated that some graduates needed greater scope and depth of preparation in such factors as: development of office training programs, supervision of other office employees, preparation of budgets and cost control plans; and office organizational structures for operations--allocation of work, authority and responsibility for operation; flow of work--organization and scheduling, determination of procedures and systems of work simplification.

3. Evidence indicates that preparation to encounter employment experiences is greater in scope and depth for the communications function than for office functions pertaining to executive service, records management, office operation, and policy establishment and control.

4. Difficulties faced in office employment experiences by graduates may indicate inadequacies in preparation with reference to technical vocabulary, recording and writing minutes of special meetings, lack of confidence, composing letters, and computer technology.

Selected Courses From the School of Business and Economics Curriculum. This category is comprised of 19 factors.

Observations pertaining to importance (Table 21):

1. Graduates serving in high-level office positions indicate the importance of having an understanding and working knowledge of the functional areas in selected courses from the School of Business and Economics Curriculum.

2. A high percentage of the graduates expressed the importance of such courses as Business Communication, Business Policy and Decision Making, Human Behavior in Business, and Office Organization and Management.

3. Some selected courses factors are used directly in performing the requirements of assignments in office positions and were assessed as either "Very Important" or "Quite Important." Graduates of the administrative services curriculum as well as from the business education curriculum have need to use many of these factors both directly and indirectly, thus increasing the importance of the various courses.

Observations pertaining to extent of preparation (Table 22):

1. Inadequacy of preparation existed to some degree for one or more of the graduates in each of the 19 factors. The extent of

preparation was assessed as "Poor" by a range of 0 to 12 of the graduates. The extent of preparation was rated as "Fair" by a range of 7 to 25 of the graduates.

2. A range of 4 to 49 graduates assessed the extent of preparation as "Excellent," while a range of 18 to 50 graduates rated the 19 factors as "Good."

3. Some graduates indicated inadequate preparation especially in such factors as Finance, Statistics, Production Management, Accounting, Business Policy and Decision Making, Business Law, Marketing, and Retailing.

Selected Professional Traits as Utilized in Business Employment.

This category is comprised of 11 factors. Various personal and professional factors are most important in the total preparation of a student for assignment in high-level office positions.

Observations pertaining to the importance of factors (Tables 23 and 24):

1. The graduates encountered experiences in their employment assignments involving personal and professional factors. Most of the graduates assessed the eleven factors as "Very Important" and "Quite Important."

2. From the comments of graduates, it may be inferred that the professional traits factors are important in carrying out the assignments in high-level secretarial and office administrative positions.

Relevance of Curricular Programs to the
Employment Experiences of Graduates

This problem was based upon the assumption that the curricular programs in Business Education and Administrative Services offered by the School of Business and Economics at the North Carolina Agricultural and Technical State University should have some relationship to the employment experiences of graduates of those programs. In an effort to verify this assumption, two bodies of evidence have been considered: (1) those factors dealing with the extent of preparation received by the graduates of curricular components and subject matter content areas in the Business Education and Administrative Services curriculum of the School of Business and Economics were identified and analyzed; and (2) the factors pertaining to the employment experiences in high-level office positions were studied with a view of determining how important certain selected factors were in carrying out employment assignments.

The relationship of the two bodies of evidence was considered from the standpoint of relevance of the curricular programs in the Department of Business Education and Administrative Services to the employment experiences of the graduates in high-level office positions. The approach chosen for consideration of relevance was to pursue the study from the standpoint of the objectives and the curriculum offered in the Department of Business Education and Administrative Services.

In making the study of relevance, the main point in the problem was not to prove or disprove a point but rather to consider the agreement or the disagreement of a cluster of phenomena pertaining to the

aspect of the extent of preparation received by graduates from the Business Education and Administrative Services curriculum and another cluster of phenomena pertaining to the same matter in terms of the importance of certain selected factors as experienced in employment by the graduates.

Therefore, summaries of evidence are presented from which inferences were drawn pertaining to the relevancy of the Business Education and Administrative Services programs to the employment experiences of the graduates employed in office positions. The summaries of evidence are organized around the objectives of the Business Education and Administrative Services programs which relate to office employment.

Objective 1.

To provide for latitude and in-depth training in business and economic principles and applications essential to effective citizenship and performance in careers in business.

Provisions of School of Business and Economics Curriculum

1. purport to develop business and economic leaders who are able to cope with technological changes and social progress.
2. seek to strive for adequate breadth within its own curricula, and to maintain a continuing interchange with related fields (Table 13).
3. seek to produce individuals who have acquired an understanding of fundamentals of business operations and to develop a broad business background. To this end, every student seeking a bachelor of science degree in the School of Business and Economics must complete courses which comprise a common body of knowledge (Table 14).
4. require that, in addition to the 30 semester hours required in the common body of knowledge, a minimum of six to nine semester hours are required in each of the majors--Administrative Services, Basic Business

Education, and Comprehensive Business Education--comprising of the following: Business Communications, Human Relations in Business, Personnel Management, and Managerial Accounting (Tables 15, 16, and 17).

Evidence of importance stemming from employment experiences of graduates indicated the importance of knowledge and an understanding in selected courses from the School of Business and Economics curriculum, particularly Business Communications, Human Behavior in Business, Office Organization and Management, Management Principles, Personnel Management, Accounting Principles, Business Environment, Statistics, Business Finance, and Business Policy and Decision Making (Table 21). Evidence indicated that on a whole the extent of preparation in the selected courses from the School of Business and Economics curriculum is satisfactory (Table 22).

Inferences pertaining to relevance. Graduates of the business education and administrative services curricular programs have a real need for the selected courses from the School of Business and Economics curriculum. Those courses representing the functional areas of business administration are quite important to the graduates in business employment. The extent of preparation for using the selected factors from the School of Business and Economics curricula is adequate.

Objective 2.

To develop and strengthen analytical ability, judgment, and skill in interpersonal relations; the ability to accept responsibility and to make decisions; to develop breadth and flexibility of mind, imagination; to develop facility in personal communication; and to strengthen personal motivation.

Provisions of School of Business and Economics Curriculum

1. aim to produce individuals who have developed a disciplined approach to solving business and economic problems, a capacity for analytical thinking and decision making and a motivation for continuing education.
2. require 49 to 51 semester hours for B. S. degree from various areas of general education including English, speech, mathematics, science, humanities, social sciences, physical education, and psychology by the University. The School of Business and Economics includes under general requirements Business Environment, macro and micro economics, and elementary statistics.
3. include in study programs principles of economics, marketing, finance, business law, accounting, management, and analytical tools such as statistics. All of these have general education values for all persons who live and work in a highly competitive, democratic society.
4. integrate in study programs administrative services concepts of individual productivity and development of personal and professional traits factors through courses such as Executary Administration and Human Relations in Business.
5. include in study programs for the preparation of graduates to work in high-level office positions such curricular factors relating to content having general education values such as English grammar, punctuation, speech, and communications.

Evidence of importance stemming from employment experiences of graduates established need (in employment use) for English grammar, punctuation, and communication skills by most of the graduates. It also established need (in employment use) for competencies in the selected content areas and selected office employment competencies (Tables 19 and 22) as well as in the eleven selected professional traits (Table 23).

Employment experiences indicated that inadequacy of preparation existed to some degree for one or more of the graduates in each of the 19 factors comprising the selected courses from the School of

Business and Economics Curriculum. Employment experiences further indicate that preparation of graduates in finance, statistics, production management, accounting, organization and decision making, business law, marketing, and retailing tended to be inadequate.

Inferences pertaining to relevance. Evidence indicates that, in general, the extent of preparation is adequate for high-level office positions; however, greater depth of preparation is desirable for some business administration and general education areas. Employment experiences of a small number of graduates indicate that their general education would be aided by more exposure to the area of human relations.

Objective 3.

To provide proficiency in office technical skills, knowledges, and attitudes essential to business and office occupations.

Provisions of the School of Business and Economics Curriculum

1. offer three programs to prepare graduates for service in high-level office positions. The Administrative Services program provides a nonteaching degree. Graduates of this program are eligible for managerial-level service roles as office executives and secretaries in business, professional, governmental, and industrial organizations. The business education programs prepare the students for positions in professional and business offices as well as include preparation in professional education courses. These are Basic Business Education and Comprehensive Business Education.
2. require in the three programs of all majors, in addition to the School of Business and Economics core courses, courses in Intermediate Typewriting, Business Machines, and Coordinated Business Experience. Comprehensive Business Education and Administrative Services majors are required to take Shorthand II, Transcription, and Executary Administration. Basic Business Education majors are required to take Managerial Accounting (Tables 15, 16, and 17).

Evidence of importance stemming from employment experiences of graduates established the importance for competency in 36 selected areas of office employment competencies (Table 18). Office assignments involve competency in a wide range of office knowledges and skills (Tables 18 and 19). The communications function is "Very Important" to more graduates than any of the other functions (Table 19).

Preparation for the factors of selected areas of office employment competencies is adequate for the most part. Greater scope and depth of preparation to some degree is indicated in the area of technical knowledge and skill (Table 20). Difficulties encountered in employment experiences tend to indicate lack of preparation or inadequate preparation in such factors as specialized vocabulary for composing letters and recording minutes at specialized conferences and workshops.

Inference pertaining to relevance. Basically, the curriculum of the Department of Business Education and Administrative Services is relevant to the employment experiences as reported by graduates of the programs.

Objective 4.

To instill the need for and a desire to continue professional growth.

Objective 5.

To promote the development of professional and community interests.

Provisions of the School of Business and Economics programs seek to develop personal and professional traits factors necessary for performance in high-level office positions, primarily through planned

and organized integration in administrative services courses and through direct contacts between faculty and students in the department.

Employment experiences indicate that graduates encounter each of the selected professional traits frequently, and they recognize the importance of these factors in successful performance in high-level office positions (Tables 23 and 24).

Inference pertaining to relevance. Evidence indicates that the development of professional traits factors is relevant to employment experiences of graduates.

Summary

This chapter has presented the analysis of data collected in this investigation. The descriptive survey method was used to examine the curriculum of the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University.

Through a survey instrument, data were gathered from a selected group of graduates. As a result, four types of data were analyzed under the following headings: demographic characteristics, selected areas of office employment competencies, selected courses from the School of Business and Economics curriculum, and selected professional traits as utilized in business employment.

The analysis of data focused on information which was essential in answering the following questions:

1. What is the importance of selected areas of office employment competencies to business employment experiences, and what is the extent of preparation received by the graduates?

2. What is the importance of selected courses from the School of Business and Economics curriculum to business employment experiences, and what is the extent of preparation received by the graduates?

3. What is the importance of selected professional traits as utilized in business employment by the graduates?

In addition to the answers to the preceding questions, the chapter has also presented responses by the graduates to various questions on the survey instrument.

Data were analyzed. Observations were drawn from phenomena pertaining to the curricular programs which were presented in Chapter IV. Inferences were drawn. The relevance of the curricular programs to the business employment experiences of the graduates was recognized.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Two bodies of primary data comprised the evidence with which this problem was concerned. One body identified the selected subject matter or related factors of the curricular programs in the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University in the preparation of students for high-level office positions in the business world. The other body of evidence was made up of the employment experiences which had been encountered by the graduates in employment positions with particular reference to the importance of various subject matter or content factors and to the extent of preparation needed for performance in a professional business career.

The problem was designed to determine (1) the relevancy of the curricular programs to the business employment experiences of the graduates, and (2) the extent of preparation received by the graduates of such programs at the University level. It appeared reasonable from an academic point of view to expect that the greater the congruity of the two bodies of evidence, the greater should be the effectiveness of the programs of preparation. Or, on the other hand, the greater the lack of congruity or agreement, the less effective the curricular programs may have been. Therefore, a major key to the improvement of

the curricular programs was the enhancement of the relevancy of the curricular programs to the employment experiences the graduates had in business occupations.

Data pertaining to curricular factors, occupational experiences in employment, and personal and professional characteristics of graduates were classified into logical categories and analyzed by curricular and occupational factors. From this analysis, logical deductions as to the relevancy of the information comprising the two bodies of primary evidence were made.

Conclusions

Analysis of the data pertaining to the extent of preparation received by the graduates in the curricular programs and the employment experiences encountered in office employment led to the following conclusions:

1. In general, the curricular programs preparing the graduates for performance in office positions were congruent with the employment experiences encountered by the graduates in their employment.

2. Some deficiencies appeared to exist in various factors in selected areas of office employment competencies as well as in various selected courses in the School of Business and Economics curriculum according to the responses received from the graduates.

3. Inadequacies in preparation appeared to exist in some of the curricular factors such as human relations and technical vocabulary.

4. On the whole, the extent of preparation in the selected courses from the School of Business and Economics curriculum was satisfactory.

5. In general, the extent of preparation was adequate for high-level positions, but greater depth of preparation was desirable for some business administration and general educational areas.

6. Graduates of the Business Education and Administrative Services curricular programs had a real need for the selected courses from the School of Business and Economics curriculum.

7. The selected courses from the School of Business and Economics curriculum were relevant to the employment experiences of the graduates.

8. The selected areas of office employment competencies and professional traits factors were relevant to employment experiences of the graduates.

9. The curricular programs of the Department of Business Education and Administrative Services were generally relevant to the employment experiences of the graduates.

Factors Influencing Subject Information. A consideration of the time period involved in this study may indicate that certain factors played major roles in influencing the information received from the subject population.

1. In a ten-year span the target population had varying levels of maturity.

2. Memory may not have been as dependable, and some persons may have felt that certain information was too insignificant to include as related to employment experiences.

3. The majority of the participants were female. This factor may have had a very definite impact on the study. In many instances a female member of the family might not have been as free to change jobs or home location because of family ties as a male would have.

4. Mobility may have been a factor in the number of promotions received. When a person is not free to change jobs or geographical locations, opportunities for promotion may be limited or eliminated altogether.

5. The data showed that 57 of the respondents were married. If an individual had child responsibilities, the choice to change a job may have been weighed in favor of the child's care and/or other family responsibilities.

6. The data indicated that a small number of graduates were not presently employed, but were following homemaking activities by choice. Some may have been better off financially and did not need to work.

In addition to the factors mentioned, many other factors may have influenced the responses. These may have been social, political, economic, psychological, etc. For example, political and social factors during this time span brought about change in the role of women in employment situations. At the same time, however, positions open to the subject population were primarily in education, government, industry, and sales and services. This was borne out in the data.

A wide range of job titles was shown in the study. Again, it must be kept in mind when considering the range in titles that a

ten-year span was involved and respondents were of varying ages. This may indicate that the more inexperienced respondents had titles which reflected lower levels of employment.

Similarly, the promotions may have been influenced by the nature of work the respondents were engaged in as well as other factors such as personal traits, geographical locations, or personal ambition to pursue additional study which may have been necessary for promotions.

The study shows that this group of graduates was keenly aware of the need for professional advancement. Some were pursuing master's degree programs, and a few were enrolled in doctoral programs. Some engaged in graduate study for professional improvement. Others attended conferences, workshops, and seminars.

The respondents also emphasized the need for English grammar and punctuation. Seventy-five percent expressed this need as very important. Among the Office Employment Competencies, "effective letter writing, reporting, etc." was very important to 70 percent of the graduates. It appears that these two factors should be given careful attention by the departmental faculty in studying curricular revisions. In regard to course offerings, the School appears to be adequately serving the needs of the students based on the successes of its graduates as indicated by the data received.

A number of respondents referred to needs in the area of human relations, e.g., "a need to get along with others," "a need to be able to communicate and be understood." No effort was made in this study to identify what the respondents meant in this respect. However, in view of the importance placed on such courses as Business Communication and

Human Relations, it appears that effort to enhance these courses is needed. From special comments made by the graduates it appears that great value was placed on courses such as sociology and psychology. These were mentioned as sources of valuable knowledge in learning how to deal with people.

It was surprising to note the small number of respondents who assessed computer technology as very important or quite important. A large number, however, saw typewriting and the use of office machines as very important or quite important. The respondents expressed strong confidence in their skills. At the same time, shorthand was not rated by a large number as very important or quite important. This may indicate, then, the need to continue strong emphasis on the teaching of typewriting and office machines, and perhaps, less emphasis on the requirements of shorthand.

A large number of the respondents expressed satisfaction with their college major and indicated strong confidence in their ability to perform in employment situations with a high degree of proficiency. A few indicated that if given the opportunity to return to college, they would change major areas. Some indicated a desire to pursue the professional track so as to become qualified to teach.

From this study the departmental faculty may conclude that the curricular programs have served the needs of the graduates in preparing them to be able to compete in employment situations. However, consideration should be given to a continuation of efforts to improve the curricular programs such as expanding in areas of business communication.

Recommendations

The following recommendations are made with respect to the research findings and conclusions drawn from this study.

1. Ways should be devised to increase exposure to such factors as race relations, human relations, and communication. Role playing and other simulated experiences may be of value in these areas.

2. Provisions should be made for greater flexibility within current curricular programs to allow students to pursue in greater depth factors involving technical vocabulary, psychology, mathematics, communication, and English grammar.

3. Seminars and workshops should be used to a larger extent as channels for enhancement of planned development of personal and professional factors especially in the broad area of human relations.

4. This study concerned the graduates from three curricular programs--Administrative Services, Basic Business Education, and Comprehensive Business Education--and their employment with business firms. While there is a core program, there are also differences in the three programs. A question for further research which arises from this condition is: Was there a significant difference in the way in which individuals in each of these areas responded?

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Appendix A
Correspondence

Letter Accompanying Feasibility Study
Questionnaire to Selected Graduates

1002 Julian Street
Greensboro, North Carolina 27406
March 27, 1978

Dear

This letter is being sent to a selected number of graduates of the North Carolina Agricultural and Technical State University School of Business and Economics who majored in business education or in administrative services (formerly office administration). Through this correspondence with you, I hope to determine whether it will be feasible to make a study of a selected group of graduates who majored in these areas.

Such a study will provide information which should be helpful in evaluating and revising curricula for the preparation of high-level office employees. If you are presently engaged in or have been engaged in office employment, you will recognize the importance of providing a collegiate program of education and training that is commensurate with the duties and responsibilities demanded of its graduates.

Your response to the items on the enclosed questionnaire will give me an indication as to whether plans should be made to proceed with this study. Will you take a few minutes to fill in the enclosed form and return it to me in the stamped, addressed envelope.

Your cooperation will be greatly appreciated.

Very truly yours

(Mrs.) Dorothy S. Cameron
Asst. Prof., BEAS Department

dsc

Enclosures

1002 Julian Street
Greensboro, North Carolina 27406
June 3, 1978

Dear Fellow Aggie

Will you please help me?

As a doctoral student in the School of Education at the University of North Carolina at Greensboro and an Assistant Professor of Business Education at the North Carolina Agricultural and Technical State University, I have a special concern about ways of improving the curricular programs of our department. Therefore, I have chosen as my research project an investigation of the curricular programs offered in our department to determine (1) the relevancy of our business education curricular programs to the business employment of our graduates, and (2) the extent of preparation received by the graduates of these programs.

A knowledge of the employment experiences of the graduates is necessary in completing the study. Your experiences will help provide the groundwork for curricular revision and further development.

The information I need can be supplied only by you, one of our former students. Therefore, I am asking you to please find a few minutes in your busy schedule to fill out and return the enclosed form. Responses will be treated in a highly confidential manner and will be used only for statistical purposes. Names have been asked for only to facilitate follow-up. A stamped, self-addressed envelope is enclosed for your convenience.

The results of the investigation will be made available for interested persons through the library of the University of North Carolina at Greensboro.

Again, your response will be treated with the utmost confidence, and your assistance is greatly needed. May I have your reply by June 17, 1978.

Very truly yours

(Mrs.) Dorothy S. Cameron
Asst. Prof., BEAS Department

dsc

Enclosures

Follow-up Letter

1002 Julian Street
Greensboro, North Carolina 27406
June 20, 1978

Dear

Recently, some information regarding a study of the curricular programs in the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University was mailed to you. The purpose of the study is to gather information that may serve as a basis for the improvement of the programs.

Your help is needed very much in this important investigation. If you have not yet completed the questionnaire that was mailed to you, we would greatly appreciate your doing so now. Another questionnaire is enclosed in case the first one did not reach you, or it has been misplaced. The receipt of a questionnaire from each graduate is extremely important.

Please note that the scope of this study is confined to your work experiences in business and professional offices. Although you may regard teaching or some other activity as your full-time occupation, please consider all previous, part-time, summer, or other occupational experiences in office positions you have had since your graduation and include them as you complete the questionnaire. Even if you have had no occupational experiences in office positions, please complete the questionnaire. Be assured that the information you submit will be kept confidential.

Your cooperation in this study will be greatly appreciated.

Very truly yours

(Mrs.) Dorothy S. Cameron
Asst. Prof., BEAS Department

dsc

Enclosures

Follow-up Letter

1002 Julian Street
Greensboro, North Carolina
June 28, 1978

Dear

I am desperately in need of your help.

Recently, some information regarding a study of the curricular programs in the Department of Business Education and Administrative Services at the North Carolina Agricultural and Technical State University was mailed to you. The purpose of the study is to gather information that may serve as a basis for the improvement of the programs. To complete my dissertation, I must have data from graduates of the department.

Your help is needed very much in this important investigation. If you have not yet completed the questionnaire that was mailed to you, please do so, and rush it to me. I need input from each graduate.

Please note that the scope of this study is confined to your work experience in business and professional offices. Although you may regard teaching or some other activity as your full-time occupation, please consider all previous, part-time, summer, or other occupational experiences in office positions you have had since your graduation and include them as you complete the questionnaire. Even if you have had no occupational experiences in office positions, please complete the questionnaire. Be assured that the information you submit will be kept confidential.

Your cooperation in this study will be greatly appreciated. I need you, and I am depending on you.

Very truly yours

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Appendix B
Survey Instruments

Questionnaire Sent to Selected Graduates to
Determine Availability of Data

FEASIBILITY STUDY QUESTIONNAIRE

SECTION I - PERSONAL DATA

1. Name _____

Last
First
Initial
Maiden
2. Address _____

Street
City
State
Zip
3. Have you had additional study or formal training since your undergraduate work? Yes _____ No _____
4. If your answer to the above question is Yes, please indicate the nature of this study or training. _____

5. Would you be willing to participate in a study of selected North Carolina Agricultural and Technical State University Graduates?
 Yes _____ No _____

SECTION II - EMPLOYMENT EXPERIENCE

1. Are you currently employed in a full-time job? Yes _____ No _____
2. How many years have you worked in this company? _____
3. What is your job title? _____

A STUDY OF THE RELEVANCY AND PREPARATION OF
SELECTED CURRICULAR PROGRAMS TO THE BUSINESS
EMPLOYMENT EXPERIENCES OF GRADUATES

Questionnaire

Purpose: The data obtained from this questionnaire will be used in a study of the Business Education and Administrative Services Department curricular programs at the North Carolina Agricultural and Technical State University, Greensboro, North Carolina.

PART I - PERSONAL INFORMATION

Name (optional) _____
Last
First
Initial
Maiden

Address _____
Street
City
State
Zip

Sex: Male ___ Female ___

Marital Status: Single ___ Married ___ Divorced ___ Separated ___

Age Range: 20-24 ___ 25-29 ___ 30-34 ___ 35-39 ___ 40 or over ___

PART II - OCCUPATIONAL HISTORY

Business Employment Experiences: Are you currently employed?

Yes ___ No ___ If No, please state your major activity. (Example: study, travel, housewife) _____

If employed, what is your job title? _____

Please list your experiences in business firms since graduation.

Date you began a position	Type of Business (Example: finance, insurance, government, etc.)	Length of time employed in this position		Full-time Position (Check one)	Part-time Position
		Years	Months		

How many promotions have you received? 0__ 1__ 2__ 3__ More than 3__

Does your current position have promotional opportunities? Yes__ No__

Have you reached the highest level for which you are qualified in your current position? Yes__ No__

Levels of positions. As you consider your entire employment experience since graduation, do you feel that the levels of the positions in which you have been employed are commensurate with your academic preparation?

Yes__ No__

Please indicate the advantages that you have had in connection with your employment positions as a result of the B. S. degree. (Example: job satisfaction, promotions, satisfactory working conditions, etc.)

State in what respect the position(s) you hold or have held was/were not compatible with the level of your academic preparation. (Example: Low level, low salary, no chance for advancement, few responsibilities, etc.)

If prepared for teaching, how many years have you taught since graduation:

0-1__ 2-4__ 5-7__ 8 or more__

To what extent are you satisfied with your college major?

(Very satisfied__) (Somewhat satisfied__) (Satisfied__)

(Neutral__) (Dissatisfied__) (Very dissatisfied__)

Describe briefly areas of your work in which you have experienced difficulty.

Indicate how you have improved yourself professionally since graduation. (Example: self study, correspondence courses; seminars, evening, adult, and extension courses; graduate study; conferences)

PART V - ASSESSMENT OF IMPORTANCE OF SELECTED PROFESSIONAL TRAITS AS
UTILIZED IN BUSINESS EMPLOYMENT

Column I	Column II					
Selected Professional Traits	Importance in Your Work					
	Very Important	Quite Important	Somewhat Important	Hardly Important	Not	Included
Poise--maintenance of composure; representation of the firm in a creditable manner						
Courtesy--practice of recognized rules of etiquette						
Propriety--adherence to personal values and socially accepted standards of conduct and speech						
Objectivity--willingness to give consideration to the viewpoints of others and to engage in self-analysis						
Tact--timeliness in saying and doing things that will contribute to effectiveness in working with others						
Dependability and industry--willingness to accept responsibility and to exercise diligence in carrying all assignments through to completion						
Efficiency in work habits--ability to plan in the most expedient manner						
Good judgment--exercise of prudence with regard to keeping business matters confidential						
Good judgment--exercise of prudence with regard to grooming and attire						
Loyalty and honesty--permeation of all office activities with dedication and integrity						
Professional growth--recognition of the need for further development						