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## Occupational Experience Qualifications of Vocational Business Education Teachers in Utah

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OCCUPATIONAL EXPERIENCE QUALIFICATIONS OF VOCATIONAL  
BUSINESS EDUCATION TEACHERS IN UTAH

by

Mary D. Rigsby Carling

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

UTAH STATE UNIVERSITY  
Logan, Utah

1968

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CHAPTER I  
INTRODUCTION

On December 18, 1963, President Johnson signed into law the Vocational Act of 1963. With its passage, cooperative secondary school office education and distributive education received needed encouragement and financial assistance. Educators in business are, as never before, challenged to prepare effective teacher-coordinators for the cooperative part-time program in business.<sup>1</sup>

The instructor of a vocational course should have a thorough and up-to-date knowledge of his subject area. One of the ways in which the vocational business education teacher can obtain this knowledge is through actual job-related experience. The Peabody Report, compiled by the George Peabody College for Teachers, under the direction of W. D. McClurkin, states:

No work experience is required for the teacher in a non-cooperative program but 2,000 hours are required for a teacher in the cooperative office education program. Many teachers do not meet this requirement.<sup>2</sup>

The Utah State Plan for Vocational Education sets forth the occupational experience requirement for vocational business education teachers as follows:

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<sup>1</sup>E. Edward Harris, Requirements for Office and Distributive Education Teacher-Coordinators, Monograph 155, (Cincinnati, Ohio: South-Western Publishing Company, March, 1967), p. 1.

<sup>2</sup>W. D. McClurkin, Director, Vocational Education in Utah, (Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1966), p. 121.

distributive education: Teachers who instruct marketing programs shall have had an accumulative total of at least one year of occupational experience in the field of distribution.<sup>3</sup>

office occupations: Teachers who instruct office occupations programs shall have had an accumulative total of at least one year of occupational experience in office occupations fields.<sup>4</sup>

"The shortage of teachers qualified to teach in the cooperative office education program is a problem of concern to the Office Occupation's Department of the Vocational Education Division."<sup>5</sup> Before the value of the occupational experience requirement can be assessed, steps must be taken to determine if the requirement is being adhered to. An appraisal of what conditions and practices currently exist must be made.<sup>6</sup>

#### Statement of the problem

The purpose of this study was to determine the nature and extent of the occupational experience of vocational business education teachers in Utah.

#### Objectives

More specifically, answers to the following questions were identified. (See pages 50 and 52 of the Appendix.)

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<sup>3</sup>Utah State Plan for Vocational Education, (Salt Lake City, Utah: Utah State Board for Vocational Education, 1967), p. 90.

<sup>4</sup>Ibid., p. 91.

<sup>5</sup>McClurkin, op. cit., p. 121.

<sup>6</sup>Eugene Donald Wyllie, An Evaluation Plan for Business Education Programs in High Schools, Monograph 109, (Cincinnati, Ohio: South-Western Publishing Company, September, 1963), p. 1.



1. How many accumulated hours of job-related occupational experience have the vocational business education teachers in Utah had?

2. What were the most frequently performed duties?

- a. typewriting
- b. shorthand and transcription
- c. operating business machines
- d. filing
- e. telephoning
- f. interviewing
- g. bookkeeping or accounting
- h. receptionist's duties
- i. retail selling
- j. wholesale selling
- k. keeping and counting stock
- l. receiving, checking, and marking merchandise
- m. pricing merchandise
- n. calculating markup
- o. outside delivery of merchandise
- p. operating sales register
- q. planning and arranging displays
- r. planning and placing advertisements
- s. buying merchandise for resale
- t. other

3. What was the job classification?

- a. clerk-typist
- b. stenographer
- c. office clerk
- d. secretary
- e. bookkeeper
- f. file clerk
- g. keypunch operator
- h. mail clerk
- i. office machines operator
- j. payroll clerk
- k. switchboard operator
- l. transcription machine operator
- m. duplicating machine operator
- n. retail salesman
- o. wholesale salesman
- p. stock clerk
- q. cashier
- r. other

4. How long ago was the last period of job-related employment of over 12 weeks in length?

- a. 0-1 years ago
- b. 1-5 years ago
- c. 5-10 years ago
- d. over 10 years ago
- e. none

5. What was the duration of the longest continuous period of job-related employment?

- a. less than 6 months
- b. from 6 months to 1 year
- c. from 1 through 3 years
- d. from 4 through 6 years
- e. from 7 through 10 years
- f. over 10 years in length
- g. none

6. For what teaching courses did the experience help prepare the teacher?

- a. typewriting
- b. filing
- c. shorthand
- d. transcription
- e. data processing
- f. business machines
- g. clerical office practice
- h. bookkeeping or accounting
- i. business law
- j. cooperative office education
- k. secretarial procedures
- l. general business
- m. economics
- n. business principles and management
- o. business mathematics
- p. business English
- q. salesmanship
- r. marketing
- s. advertising
- t. project method
- u. retailing
- v. merchandising
- w. public relations
- x. other

### Procedures

The survey method was used to collect the data concerning the occupational experience qualifications of the vocational business education teachers in Utah. The procedures were as follows:

1. construct two survey instruments and two cover letters-- one for office education and one for distributive education
2. conduct a pilot survey
3. analyze data from pilot survey
4. revise the instruments
5. mail the revised instruments and cover letters to population by April 22, 1968
6. mail follow-up letters and questionnaires
7. compile and tabulate data received
8. analyze findings

### Delimitation

This study was limited to a survey of the vocational business education teachers listed as high school instructors in the 1967-68 Business and Marketing Education Personnel Roster for the state of Utah.

### Limitation

Replies obtained represent the judgment of the respondents. No attempt was made to check the integrity of the responding parties or the truthfulness of the responses.

### Definitions

The following terms were defined as they applied to this study:

1. Vocational Business Education Course. A business education course or courses that are taught on a two-hour, or multiple-hour

block system.<sup>7</sup> The hours in the project method in distributive education do not have to be consecutive.<sup>8</sup> Courses covered by the above definition are: (a) Typewriting II; (b) Shorthand I, if taught along with an advanced skill; (c) Shorthand II; (d) Bookkeeping I; (e) Bookkeeping II; (f) Office Practice; (g) Cooperative Office Education, Office Occupations and Distributive Education; (h) Business English, if taught along with an advanced skill; (i) Advertising; (j) Salesmanship; (k) Marketing; (l) Merchandising; (m) Retailing.

2. Vocational Business Education Teacher. A teacher who teaches at least one vocational business education course.

3. Project Method. An organizational pattern used in distributive education which combines related classroom instruction with a series of specially designed student participation activities called projects.<sup>9</sup>

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<sup>7</sup>Personal correspondence, Mr. Charles Parker, State Specialist, Office Occupations Education, Utah, February 26, 1968.

<sup>8</sup>Personal conference with Professor Gary Smith, Distributive Education Teacher-Educator, Utah State University, Logan, Utah, April 5, 1968.

<sup>9</sup>J. C. Levendowski, Education for the Distributive Occupations Utilizing the "Project Plan," (Washington, D. C.: California State Department of Education, Bureau of Business Education, undated), p. 1.

### Importance of the study

A review of related research revealed the following information pertaining to the occupational experience qualifications of vocational business education teachers.

Robert Driska<sup>10</sup> stated that 52 per cent of the responding state supervisors surveyed indicated that one year, or 2,000 clock hours of actual office experience was needed before one could be certified to teach in an office education program. Two thirds of the responding state supervisors of business education reported that no time limitation was set in their states regarding the recency of work experience for office education teachers.

In Distributive Education Issues, Roman F. Warmke<sup>11</sup> reported that the most frequently suggested minimum full-time work experience requirement for all distributive education personnel was twenty-four months. Mr. Warmke also indicates the recency of the experience and the variety of types of experiences is most important.

The Peabody Report<sup>12</sup> stated that there is a shortage of teachers having the necessary occupational experience and that it is a problem of concern to the Office Occupation Education Department, Vocational Education Division of the Utah State Board of Education.

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<sup>10</sup>Robert Sutton Driska, Office Education on the Secondary School Level: A Critical Analysis, unpublished Ed. D. dissertation, (Arizona State University, 1967), pp. 108-113.

<sup>11</sup>Roman F. Warmke, Distributive Education Issues, Monograph 102, (Cincinnati, Ohio: South-Western Publishing Company, 1961), pp. 5-6.

<sup>12</sup>McClurkin, W. D., op. cit., p. 121.

### Summary

The second chapter of this study presents a review of literature pertaining to the occupational experience requirements of business education personnel.

Chapter three explains the methods of procedure used in the development of the data.

A presentation of the results of the occupational experience survey of the vocational business education teachers in Utah is included in chapter four.

Chapter five consists of the summary, conclusions, and recommendations related to the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

The articles and research studies reported in this chapter are related to work experience of business education teachers. The chapter will be divided into two sections. The first section includes a review of articles related to the work experiences of business teachers, and the second section involves a review of research conducted pertaining to the subject.

#### Review of articles

Authors of various articles agree that work experience is not only beneficial financially, but also professionally.

Fairbank<sup>1</sup> says that many business teachers in Albany, New York have not been out in business to see what is going on. They teach the same thing the same way year after year. Therefore, she advocates a work-training program for business teachers for the following reasons:

1. It provides an opportunity to get high quality material and adaptable summer workers to replace regular workers during rush periods or vacation time.

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<sup>1</sup>Roswell E. Fairbank, "Cooperative Work Experience for Business Teachers," Business Education Forum, XIV, (March, 1960), pp. 21-22.

2. It provides an opportunity to render valuable service to education by helping business to do a better job with their students.

3. It provides an opportunity to have a well-educated and well-trained business teacher observe and react to procedures and techniques of a business office.

Sicklebower,<sup>2</sup> in speaking about a work experience program at San Francisco State College, says that the experience a teacher gains by this type of a program helps in learning the importance of relating a specific activity to the entire operation of a business.

Atwood<sup>3</sup> supports the use of a similar program for future business education teachers. He says:

Business teachers would be even better prepared with an additional work experience program in business--one that interrelates previously acquired office skills in the actual job situation.<sup>4</sup>

He continues by saying:

The business teacher education student needs work experience in a business environment. He should understand how business operates--the office procedures used, how time and work emphasis in business vary, and the work standards demanded by business. He should experience those problems associated with new job environments. He should experience the demands and pressures made upon new workers, and he

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<sup>2</sup>Russell Sickelbower, "I Didn't Know . . . And Business Experience for the Teacher," Business Education Forum, XV, (November, 1960), p. 31.

<sup>3</sup>Dale D. Atwood, "A Work Experience Program for Future Business Education Teachers," Business Education Forum, XVI, (April, 1962), pp. 21-22.

<sup>4</sup>Ibid., p. 22.



should value the importance of wholesome human relationships in working with others. Indeed, work experience provides a valuable reference background for the future business education teacher.<sup>5</sup>

Atwood believes that future business teachers need to understand what is involved in vocational job preparation as it pertains to the application of skills in job situations. He says that by having their work evaluated, students not only develop an understanding of what job preparation actually is, but they also learn to organize and plan realistic learning experiences for the students they will teach on the secondary school level.<sup>6</sup>

Again, quoting Atwood, he says that "cooperative business education programs can also provide the future business teacher with valuable learning and teaching situations otherwise unobtainable--situations where employers can cooperatively analyze student problems and thus provide opportunities to solve these problems cooperatively."<sup>7</sup> This can be done more effectively when there is a definite evaluation and follow-up of completed work. He suggests the following as the major objectives of a work experience program.<sup>8</sup>

1. To provide future business teachers with opportunities to integrate office skills in real work situations.
2. To serve as a medium for self-appraisal.

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<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

3. To assist the student in the development of a high work quality concept.

4. To guide and appraise each individual student.

5. To develop an understanding of job learning problems.

6. To provide an opportunity for personality interaction and evaluation.

7. To provide an index as to the quality of student's past instruction.

8. To provide the student with opportunities for adjustment to new environments and office situations.

Many authors testify to the benefits of working part-time in an office or during the summer months.

Castel says that, ". . . as much as income is important, the knowledge gained by being an actual employee of a business concern is equally important to the teacher in the business classroom."<sup>9</sup>

Dittman<sup>10</sup> believes that actual office experience gives the teacher more than theory. She believes that it actually takes the office practice sections of the secretarial texts into the realm of real life. It helps one to re-experience the "feel" of an office. She says that office experience gives one perception into office problems because the temporary job a teacher may hold in many businesses

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<sup>9</sup>George Castel, "An Eight to Five Summer," Journal of Business Education, XXXIV, (March, 1959), pp. 285-86.

<sup>10</sup>Nancy A. Dittman, "Spend This Summer In An Office." Journal of Business Education, XXXIX, (May, 1964), p. 350.

is very similar to the entry positions his students may eventually hold.

She continues by saying:

While you are working you can also check on the types of activities the other employees in the office are doing, the kind of equipment they are using, and the degree of skill they are expected to have when hired.

The office experience will pay big dividends by giving you better examples for your classes.

One of the special benefits I noticed was the chance to observe girls at work who were much like those I teach.<sup>11</sup>

Slappey<sup>12</sup> suggests that one should find out the facts first hand by working in an office. She gives several examples of different procedures she encountered in the office that she would not otherwise have come in contact with.

Moorman<sup>13</sup> says that there is probably no one who would want to say that work experience is not important or beneficial for the business teacher. Many teachers hold positions during the summer months which give them insight into the kind of work required in a particular office. He says that most of the time, however, teachers do not have the opportunity to exchange ideas about the various offices, and that this narrows their insight into the requirements for which their students should be prepared.

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<sup>11</sup>Ibid.

<sup>12</sup>Mary McGowan Slappey, "I Learned a Lot by Office Hopping," Business Education World, XL, (March, 1960), pp. 23-25.

<sup>13</sup>John H. Moorman, "Teachers Work, Earn, and Learn," The Balance Sheet, XLI, (January, 1960), pp. 200-201.

In his article, Moorman advocates and gives an example of a seminar and work experience course at the University of Florida, in which the participants received graduate credit. He said that each teacher who participated was placed in a position in an office which would normally be held by a beginning worker--possibly a student just out of high school. The jobs were obtained through the National Office Management Association. The teachers, without exception, said that this project was one of the most valuable experiences they had in developing a real understanding of the requirements and responsibilities of a beginning office employee. These same teachers went back to their classrooms with plans for improvement of instruction which will better prepare their graduates to work successfully in the office.<sup>14</sup>

#### Review of research

The Utah State Plan for Vocational Education, as mentioned in the introduction of this study, states the work experience requirement as being a minimum of 2,000 hours in an appropriate field.<sup>15</sup>

Driska,<sup>16</sup> in a study conducted concerning Secondary Education, states that 52 per cent of the state supervisors who responded to his questionnaire indicated that one year, or 2,000 clock hours of actual office experience was needed before one could be certified to teach in an office education program. Two thirds, or 66 per cent of the supervisors of business education reported that there was not a time

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<sup>14</sup>Ibid.

<sup>15</sup>Utah State Plan for Vocational Education, op. cit., pp. 90-91.

<sup>16</sup>Driska, loc. cit.

limitation set in their states regarding the recency of work experience for office education teachers.

Warmke<sup>17</sup> reported that the most frequently suggested minimum full-time work experience requirement for distributive education personnel was two years. He also indicated that the recency of the experience and the variety of types of experiences is most important.

In a study conducted by Dabkowski<sup>18</sup> in which the business education teachers in Connecticut were surveyed, she states that of the 46 per cent of the questionnaires that were returned, 91.32 per cent stated that they had had some form of business work experience. Of the number of teachers who worked, the amount of experience was as follows:

1. 45.94 per cent had only full-time experience.
2. 11.66 per cent had only part-time experience.
3. 42.40 per cent had both full-time and part-time experience.

Of the teachers who had full-time experience:

1. 31.60 per cent worked a specific number of years in business before entering teaching.
2. 39.60 per cent worked on a summer basis (at least 40 hours weekly).
3. 28.80 per cent worked 40 hours weekly while attending school or in the military.

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<sup>17</sup>Warmke, loc. cit.

<sup>18</sup>Elaine Dabkowski, "Business Teacher Work Experience," The Balance Sheet, XLVI, (October, 1964), p. 96.

Carling and Stocker,<sup>19</sup> in a study conducted at Utah State University, made a survey of business education teachers in Utah's four-year high schools, or grades ten through twelve. They reported that of the 55.6 per cent of teachers that responded, 20.7 per cent of those teaching only business subjects had more than 12 months job-related work experience.

Parker,<sup>20</sup> in a similar study conducted at Utah State, surveyed the distributive education teachers in Utah. She received 100 per cent response to the questionnaire and formulated the following conclusion:

1. None of Utah's distributive education personnel have had supervised occupational experience, but are qualified in full-time and part-time occupational experience.

Jantz,<sup>21</sup> in a study undertaken to analyze current practices in selected colleges and universities for carrying on programs of work experience in office occupations states that 77.7 per cent of the 224 schools responding, had no program. She lists 25 principles for setting up a successful program of work experience.

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<sup>19</sup>Mary D. Carling and H. Robert Stocker, A Profile of the Business Education Teacher in Utah's Four-Year High Schools, or Grades Ten Through Twelve, unpublished Term Paper, (Utah State University, 1967), p. 19.

<sup>20</sup>Jolene Parker, Qualifications of Distributive Education Personnel in the State of Utah, 1966-1967, as Compared to Criteria in Distributive Education Issues, unpublished M.S. Thesis, (Utah State University, 1967), p. 39.

<sup>21</sup>Margaret L. (Peterson) Jantz, "The Work Experience Program in Office Occupations in Selected Institutions of Higher Education," Journal of Business Education, XLI, (April, 1966), p. 296.

Holderegger<sup>22</sup> conducted a study in which she made a review of available professional literature encompassing approximately a 30-year period. She reports that leading business educators of the past three decades have expressed a deep concern because of the lack of practical business experience in teachers' backgrounds and have strongly recommended it as an educative requirement. She reports that a recent trend has been the development of the graduate-level elective internship course in which the student can obtain needed work experience.

Harris states, "Educators in business are, as never before, challenged to prepare effective teacher-coordinators for the cooperative part-time program in business."<sup>23</sup>

Jantz<sup>24</sup> lists several benefits to the student of a program of work experience in a college or university. These are:

1. makes employees proficient faster
2. provides polish for defective areas of learning
3. provides job placement
4. motivates a return to college
5. provides for application of theory
6. gives appreciation of reality
7. gives sense of responsibility
8. helps students make decisions relative to employment
9. makes for easier adjustment to a full-time position

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<sup>22</sup>Emily Holderegger, "Work Experience as a Requirement for Business," National Business Education Quarterly, XXXI, (October, 1962), p. 34.

<sup>23</sup>Harris, loc. cit.

<sup>24</sup>Margaret L. Jantz, "Collegiate Level Office Work Experience Programs," Delta Pi Epsilon Journal, VIII, (November, 1965), pp. 6-13.

10. provides income
11. provides for future teaching
12. gives a new teacher confidence
13. provides opportunities for human relations

McClurkin<sup>25</sup> says that there is a shortage of qualified teachers in the state of Utah and that it is a problem of concern to the Office Occupation's Department of the Vocational Education Division.

#### Summary

A review of literature relevant to work experience qualifications of business education teachers has been included in this chapter.

This review of literature was divided into two sections.

The first section dealt with a review of articles that had been written on the subject.

The second section involved a review of research by business educators concerning work experience for business education teachers.

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<sup>25</sup>McClurkin, loc. cit.



### CHAPTER III

#### METHODS OF PROCEDURE

This occupational experience survey was made of the vocational business education teachers in the state of Utah. The survey method was selected as the means for developing this study.

#### Development of the questionnaire

The information for this study was gathered through the use of two questionnaires (see pages 50 and 52 of the Appendix). A questionnaire was formulated for office occupations teachers and a questionnaire was formulated for distributive education teachers. The items on the questionnaires were designed to answer the objectives set forth in Chapter I. (See pages 2, 3, and 4.)

The initial questionnaires were presented to the instructor and ten students in a research seminar at Utah State University for suggestions and revisions. The revised questionnaires were then presented to a committee composed of three members of the business education faculty at Utah State University. Using their suggestions and comments, the questionnaires were again revised.

A pilot survey was conducted using the business education faculty at Logan Senior High School, Logan, Utah, and the graduate assistants in the Department of Business Education and Office Administration at Utah State University. The final questionnaires incorporated the suggestions of these people.

### Selection of the teachers to be surveyed

The teachers to be included in the survey were listed from the Business and Marketing Education Personnel Roster for the state of Utah. This list was formulated to include all business education teachers who were listed as high school instructors. The number of teachers came to 262 and represented the population for this survey.

### Gathering of the data

Two cover letters, one for office education personnel and one for distributive education personnel, setting forth the purposes of this study were written. (See pages 49 and 51 of the Appendix.) The appropriate cover letters and questionnaires were mailed to each of the 262 teachers selected for the survey along with stamped, addressed envelopes, for convenience in returning the completed questionnaire. These letters, questionnaires, and return envelopes were mailed on April 22, 1968.

On May 6, 1968, a follow-up letter (see page 53 of the Appendix), duplicate questionnaire, and stamped, addressed envelope were mailed to those teachers who had not responded and those who had not indicated their names on the original questionnaires they returned. (The teachers were given the opportunity to receive a copy of the results of the study had they indicated their name and address on the returned form.) A deadline for receiving completed questionnaires was designated to be May 18, 1968.

Handling of the data

On May 20, 1968, tabulation of the questionnaires was begun. The information supplied by the business education teachers surveyed was arranged in table form. Percentages were used as the method of presenting the data from the questionnaires. On May 22, 1968, copies of the results of the survey were mailed out to those teachers requesting them.

A detailed presentation of the results of this survey is included in the following chapter.

CHAPTER IV  
PRESENTATION OF DATA

Presented in this chapter are the results of the occupational experience survey of the vocational business education teachers in Utah.

Cover letters and questionnaires were mailed to each of the 262 teachers in the state of Utah. The first mailing of questionnaires resulted in responses from 155 business education teachers; this represented 59.16 per cent of the population. The second mailing resulted in responses from 56 additional teachers. Of the 262 teachers on the original mailing list, a total of 211 responses were received. This represented 80.53 per cent of the population. Of these 211 responding teachers, 95 were not vocational teachers. The information from the remaining 116 questionnaires is included in this presentation of data.

The data in this chapter are presented in the same sequence as the objectives listed in Chapter I, and the questions on the questionnaires. The data have been presented in six sections. The first section provides data relevant to the amount of job-related experience of the Utah vocational business education teachers.

The second section of this chapter deals with the most frequently performed on-the-job duties of vocational business education teachers in the state.

Information regarding the recency of job-related employment is presented in the third section of this chapter.

The fourth section of this chapter is concerned with the job classifications of vocational business education teachers.

In the fifth section, one will find information regarding the duration of the longest period of job-related employment

The sixth and last section of the chapter deals with the course preparation derived from the occupational experience of these teachers.

The results of the first item of the office occupations questionnaire will not be presented in this study. The question was included so the researcher could make a check on determining which teachers were classified as vocational.

#### Findings Relevant to the Amount of Job-Related Experience

On the first item of the distributive education questionnaire and the second item of the office occupations questionnaire, the respondents were requested to put a check on the line which corresponded to the appropriate number of accumulated weeks of job-related experience.

Table 1, page 24, shows the number of accumulated weeks of job-related experience for vocational office occupations teachers. As the table indicates, the highest percentage of vocational office occupations teachers have  $1\frac{1}{2}$  to 4 accumulated years of experience.

Table 2, page 25, shows the same information for the distributive education teachers.

Table 1. Accumulated weeks of job-related occupational experience for the vocational office occupations teachers in the state of Utah

Accumulated Weeks	Number	Percent
Less than 12 weeks	6	6.90
13-36 weeks (4-9 months)	5	5.75
37-78 weeks (10-18 months)	9	10.34
79-208 weeks (1½-4 years)	30	34.82
209-520 weeks (5-10 years)	26	29.89
over 520 weeks (over 10 years)	11	12.64
Total	87	100.34 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages

Twelve distributive education teachers, or 41.38 per cent indicated that they had 5-10 years experience. This is the largest category for distributive education.

Table 3, page 26, shows a comparison of the amount of accumulated weeks of occupational experience for office occupations and distributive education teachers in Utah.

Factors Relevant to the Most  
Frequently Performed On-the-Job Duties

Item number two on the distributive education questionnaire and number three for office occupations asks the respondents to rank

from one to five the most frequently performed duties on the job. They were to rank the most frequent as 1, the next most frequent as 2, etc. Table 4, page 27, shows how the office education teachers ranked the most frequent on-the-job duties.

Table 2. Accumulated weeks of job-related occupational experience for the distributive education teachers in the state of Utah

Accumulated Weeks	Number	Percent
Less than 12 weeks	3	10.34
13-36 weeks (4-9 months)	3	10.34
37-78 weeks (10-18 months)	2	6.90
79-208 weeks (1½-4 years)	5	17.24
209-520 weeks (5-10 years)	12	41.38
Over 520 weeks (over 10 years)	4	13.79
Total	29	99.99 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

Forty-five per cent of the teachers ranked typewriting as the most frequently performed duty, and 18.39 per cent ranked shorthand and transcription as first. Twenty-one teachers or 24.14 per cent ranked shorthand and transcription as second, with 16.09 per cent ranking typewriting as second place.

Table 3. Comparison of accumulated weeks of job-related experience for office occupations teachers and distributive education teachers in Utah

Accumulated Weeks	OE		DE	
	No.	%	No.	%
Less than 12 weeks	6	6.90	3	10.34
13-36 weeks (4-9 months)	5	5.75	3	10.34
37-78 weeks (10-18 months)	9	10.34	2	6.90
79-208 weeks (1½-4 years)	30	34.82	5	17.24
209-520 weeks (5-10 years)	26	29.89	12	41.38
Over 520 weeks (over 10 years)	11	12.64	4	13.79
Total	87	100.34 <sup>a</sup>	29	99.99 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

The duties the teachers had to choose from were: typewriting shorthand and transcription, operating business machines, filing, telephoning, interviewing, bookkeeping, receptionist's duties, and other. The responses from "other" were: office management, answering letters, bank telling, and hiring.

Nine teachers, or 10.34 per cent, did not answer the question properly and are not included in the tabulations.



Table 4. Most frequently performed on-the-job duties of the vocational office occupations teachers in the state of Utah

	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
Typewriting	40	45.98	14	16.09	7	8.05	4	4.60	3	3.45
Shorthand and transcription	16	18.39	21	24.14	10	11.48	2	2.30	3	3.45
Bookkeeping	13	14.94	9	10.34	7	8.05	6	6.90	7	8.05
Operating business machines	5	5.75	11	12.64	9	10.34	10	11.49	6	6.90
Receptionist's duties	4	4.60	4	4.60	11	12.64	9	10.34	9	10.34
Interviewing	1	1.15	1	1.15	3	3.45	1	1.15	4	4.60
Filing	0	00.00	6	6.90	16	18.39	19	21.84	21	24.14
Telephoning	0	00.00	6	6.90	11	12.64	20	22.99	13	14.94
Other	0	00.00	1	1.15	0	00.00	1	1.15	2	2.30

Table 5, page 29, presents the most frequently performed on-the-job duties for distributive education teachers. The duties listed for distributive education were: retail selling, wholesale selling, keeping and counting stock, receiving, checking, and marking merchandise, pricing merchandise, calculating markup, outside delivery of merchandise, operating sales register, planning and arranging displays, planning and placing advertisements, buying merchandise, and other.

Those duties listed as "other" were: credit union treasurer, no experience, estate programming, self-employed businessman, taking cash deposits to the bank, house rental, service, and cost accounting.

Two distributive education teachers or 6.89 per cent did not answer the question properly. They are not included in the table.

Seventeen, which is 58.62 per cent, ranked retail selling as first place.

#### Findings Relevant to the Recency of Employment

Some states indicate that the recency of employment is important in determining a teacher's qualifications. For this reason, the teachers were asked to put a check on the line that corresponded to the appropriate number of years ago their last period of employment of over 12 weeks in length was.

Table 6, page 30, shows the responses from the office education teachers. The largest percentage, 33.39 per cent, falls into the 1-5 years ago category.

Table 5. Most frequently performed on-the-job duties of the distributive education teachers in the state of Utah

	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
Retail selling	17	58.62	3	10.34	2	6.90	0	00.00	0	00.00
Wholesale selling	2	6.90	3	10.34	2	6.90	0	00.00	0	00.00
Keeping and counting Stock	1	3.45	3	10.34	5	17.24	4	13.79	0	00.00
Receiving, checking & marking merchandise	1	3.45	1	3.45	2	6.90	6	20.70	1	3.45
Pricing merchandise	0	00.00	0	00.00	0	00.00	3	10.34	4	13.79
Calculating markup	0	00.00	1	3.45	0	00.00	0	00.00	3	10.34
Outside delivery of merchandise	0	00.00	1	3.45	1	3.45	1	3.45	3	10.34
Operating sales reg.	0	00.00	4	13.79	4	13.79	2	6.90	2	6.90
Planning and arranging displays	0	00.00	0	00.00	1	3.45	2	6.90	3	10.34
Planning and placing advertisements	0	00.00	2	6.90	1	3.45	0	00.00	1	3.45
Buying merchandise for resale	0	00.00	2	6.90	3	10.34	3	10.34	1	3.45
Other	0	00.00	1	3.45	0	00.00	1	3.45	0	00.00

Table 6. Recency of last period of job-related employment of over 12 weeks in length for office occupations teachers in the state of Utah

Years Ago	Number	Percent
0-1 years ago	14	16.09
1-5 years ago	29	33.33
5-10 years ago	16	18.39
Over 10 years ago	20	22.99
None	8	9.20
Total	87	100.00

Table 7, page 31, represents the distributive education teachers responses to the same questions. The highest percentage, 27.59 per cent, again falls into the 1-5 years ago category. It could be noted that percentage-wise the distributive education personnel had occupational experiences that were more recent than the office occupations personnel.

Table 8, page 31, presents a comparison of office occupation teachers and distributive education personnel with reference to their recency of employment.

Table 7. Recency of last period of job-related employment of over 12 weeks in length for distributive education teachers in the state of Utah

Years Ago	Number	Percent
0-1 years ago	7	24.14
1-5 years ago	8	27.59
5-10 years ago	7	24.14
Over 10 years ago	5	17.24
None	2	6.90
Total	29	100.01 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

Table 8. Comparison of office occupations teachers and distributive education teachers with reference to their recency of employment

Years Ago	OE		DE	
	No.	%	No.	%
0-1 years ago	14	16.09	7	24.14
1-5 years ago	29	33.33	8	27.59
5-10 years ago	16	18.39	7	24.14
Over 10 years ago	20	22.99	5	17.24
None	8	9.20	2	6.90
Total	87	100.00	29	100.01 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

Findings Relevant to  
the Job Classifications

Item no. 5 on the office occupations questionnaire and item no. 4 on the distributive education questionnaire requested the respondents to check all the job classifications appropriate to the types of work they had done.

Table 9, page 33, shows the job classifications that the office occupations personnel checked. The teachers were able to check as many job classifications as they felt appropriate. The most frequently checked classifications were:

1. clerk-typist, 59.77 per cent
2. secretary, 56.32 per cent
3. bookkeeper, 51.72 per cent
4. stenographer, 49.43 per cent

Those teachers indicating other as a classifications listed such classifications as: bank teller, office manager, billing clerk, cost accountant, receptionist, real estate salesman, comp-tometer operator, cash register operator, PBX operator, records officer, auditor, and no experience.

Table 10, page 34, presents the job classifications for the distributive education personnel. The most frequently checked distributive education job classification was retail salesman with a percentage of 79.31.

Those indicating "other" listed such classifications as: treasurer, self-employed manager, public accountant, manager of ice cream store, real estate rental, service, accountant, commissary officer, secretary of officer's open mess (Army), and no experience.

Table 9. Job classifications for office occupations teachers in the state of Utah

Job Classifications	Number	Percent
Clerk-typist	52	59.77
Secretary	49	56.32
Bookkeeper	45	51.72
Stenographer	43	49.43
Office clerk	33	37.93
Duplicating machines operator	31	35.63
Office machines operator	30	34.48
File clerk	29	33.33
Payroll clerk	21	24.14
Transcription machines operator	13	14.94
Mail clerk	9	10.34
Switchboard operator	9	10.34
Key punch operator	1	1.15
Other	16	18.39

Table 10. Job classifications for distributive education teachers in the state of Utah

Classification	Number	Percent
Retail salesman	23	79.31
Cashier	7	24.14
Stock clerk	7	24.14
Wholesale salesman	6	20.69
Other	11	37.93

Findings Relevant to the Duration of the Longest Period of Employment

Table 11, page 35, presents the duration of the longest period of job-related employment for vocational office occupations teachers in the state of Utah. Ten teachers or 11.49 per cent did not work over 6 months at a single time. The largest percentage, 48.28 per cent worked from 1 through 3 years at a time.

Table 12, page 36, shows the same information for the distributive education teachers. The largest percentage, 27.59 per cent, falls into the same category of 1 through 3 years experience.

Table 13, page 37, presents the comparison of the office occupations personnel and the distributive education personnel with reference to the duration of the longest period of job-related employment.



Table 11. The duration of the longest period of job-related employment for the vocational office occupations teachers in the state of Utah

Duration	Number	Percent
Less than 6 months	10	11.49
From 6 months to 1 year	9	10.34
From 1 through 3 years	42	48.28
From 4 through 6 years	16	18.39
From 7 through 10 years	5	5.75
Over 10 years in length	4	4.60
None	1	1.15
Total	87	100.00

Findings Relevant to  
the Course Preparation

It was interesting to note the courses for which the teachers thought the occupational experience helped most to prepare them. Table 14, page 38, shows which courses the vocational office occupations teachers indicated. They were asked to rank the courses from one through 5, one being the course they were most prepared for, two the course they were next most prepared for, etc.

Twenty-one teachers, which amounted to 24.14 per cent, ranked secretarial procedures as the course they were most prepared for as a result of the occupational experience. Twenty, or 22.99 per cent, ranked typewriting first.

Table 12. The duration of the longest period of job-related employment for distributive education teachers in the state of Utah

Duration	Number	Percent
Less than 6 months	3	10.34
From 6 months to 1 year	4	13.79
From 1 through 3 years	8	27.59
From 4 through 6 years	5	17.24
From 7 through 10 years	3	10.34
Over 10 years in length	4	13.79
None	2	6.90
Total	29	99.99 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

Eight teachers, or 9.10 per cent, did not answer the question properly and are not included in the table.

Those indicating "other" listed such courses or activities as: office management, pre-employment, operating dictaphone, and work habits.

Table 15, page 40, shows which courses the distributive education personnel thought they were most prepared for as a result of the occupational experience.

Table 13. Comparison of the duration of the longest period of job-related employment for vocational office occupations teachers and distributive education teachers in the state of Utah

Duration	OE		DE	
	No.	%	No.	%
Less than 6 months	10	11.49	3	10.34
From 6 months to 1 year	9	10.34	4	13.79
From 1 through 3 years	42	48.28	8	27.59
From 4 through 6 years	16	18.39	5	17.24
From 7 through 10 years	5	5.75	3	10.34
Over 10 years in length	4	4.60	4	13.79
None	1	1.15	2	6.90
Total	87	100.00	29	99.99 <sup>a</sup>

<sup>a</sup>Total does not equal 100 per cent due to rounding of percentages.

Thirteen distributive education teachers, or 44.83 per cent, ranked salesmanship as the course for which they were helped most by having had the experience.

Two teachers, which amounted to 6.90 per cent, did not answer the question properly and are not included in the tabulations.

Those checking "other" listed such courses as: accounting, machines, real estate, and no experience.

Table 14. Course preparation for vocational office occupations teachers in the state of Utah

Course	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
Secretarial procedures	21	24.14	9	10.34	4	4.60	7	8.05	3	3.45
Typewriting	20	22.99	13	14.94	13	14.94	12	13.79	5	5.75
Shorthand	12	13.79	19	21.84	11	12.64	6	6.90	4	4.60
Bookkeeping	11	12.64	5	5.75	6	6.90	6	6.90	9	10.34
Cooperative office education	4	4.60	6	6.90	0	2.30	2	2.30	0	00.00
Business machines	4	4.60	2	2.30	6	6.90	13	14.94	7	8.05
Clerical office practice	3	3.45	7	8.05	8	9.20	6	6.90	4	4.60
Transcription	3	3.45	6	6.90	11	12.64	9	10.34	6	6.90
Filing	2	2.30	2	2.30	6	6.90	7	8.05	10	11.49
Business principles and management	1	1.15	0	00.00	1	1.15	2	2.30	3	3.45
Business English	0	00.00	1	1.15	2	2.30	4	4.60	7	8.05
Business law	0	00.00	2	2.30	0	1.15	1	1.15	6	6.90

Table 14. Continued

Courses	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business math	0	00.00	1	1.15	2	2.30	0	00.00	5	5.75
Data processing	0	00.00	1	1.15	0	00.00	0	00.00	0	00.00
Economics	0	00.00	0	00.00	4	4.60	1	1.15	0	00.00
General business	0	00.00	4	4.60	2	2.30	2	2.30	3	3.45
Other	1	1.15	1	1.15	1	1.15	0	00.00	1	1.15

Table 15. Course preparation for distributive education teachers in the state of Utah

Course	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
Salesmanship	13	44.83	1	3.45	3	10.34	2	6.90	1	3.45
Cooperative office education	2	6.90	0	00.00	2	6.90	1	3.45	3	10.34
Marketing	2	6.90	10	34.48	1	3.45	3	10.34	3	10.34
Public relations	2	6.90	2	6.90	6	20.69	3	10.34	7	24.14
Advertising	1	3.45	2	6.90	5	17.24	1	3.45	3	10.34
Project method	1	3.45	0	00.00	0	00.00	0	00.00	1	3.45
Retailing	1	3.45	5	17.24	2	6.90	5	17.24	2	6.90
Merchandising	0	00.00	1	3.45	4	13.79	3	10.34	2	6.90
Other	5	17.24	1	3.45	0	00.00	0	00.00	0	00.00

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was undertaken to obtain from the vocational business teachers in the state of Utah information concerning their job-related experience.

A list of the teachers in Utah was formulated from the Business and Marketing Education Personnel Roster. Two cover letters and two questionnaires, one for office occupations and one for distributive education, were sent to each of these 262 business education teachers. A total of 211 returns were received. Ninety-five of the respondents were not vocational teachers. The remaining 166 questionnaires were used to formulate the data in this study.

The questionnaire was developed to determine:

1. How many accumulated hours of job-related occupational experience the vocational business education teachers in Utah have had.
2. What was the most frequently performed on-the-job-duty.
3. What the job classifications were.
4. How long ago the last period of job-related employment of over 12 weeks in length was.

5. What the duration of the longest continuous period of job-related employment was.

6. For what teaching courses did the experience help prepare the teachers.

The following findings have resulted from this study of the occupational experience qualifications of the vocational business education teachers in Utah:

1. Just over twelve per cent of the vocational office occupations teachers in Utah have less than 10 months of accumulated job-related experience. Just over twenty per cent of the distributive education teachers in the state have less than 10 months of accumulated job-related experience.

2. Nearly fifty per cent of the responding teachers in office occupations ranked typewriting as the most frequently performed on-the-job duty.

3. Nearly sixty per cent of the responding distributive education teachers ranked retail selling as the most frequently performed on-the-job duty.

4. Over thirty-two per cent of the vocational office occupations teacher had not had any job-related employment of over 12 weeks in length for over ten years.

5. Nearly twenty-five per cent of the distributive education teachers had not had any job-related employment of over 12 weeks in length for over ten years.

6. Over fifty per cent of the vocational office occupations teachers in the state held the job classification of clerk-typist.



7. Over seventy-five per cent of the distributive education teachers in the state of Utah have held the job classification of retail salesman.

8. Eleven per cent of the office occupations teachers in the state of Utah reported that their longest period of job-related employment lasted less than 6 months.

9. Ten per cent of the distributive education teachers in the state reported that their longest period of job-related employment lasted less than 6 months.

10. Twenty-two per cent of the vocational office occupations teachers reported that typewriting was the course they were most prepared for as a result of the occupations experience, and twenty-four per cent said that secretarial procedures was the course they were most prepared for.

11. Forty-five per cent of the distributive education teachers reported that salesmanship was the course they were most prepared for as a result of the occupational experience.

### Conclusions

The following conclusions are drawn from the findings of this study:

1. Not all vocational business education teachers in the state of Utah meet the occupational experience requirement as set forth in the Utah State Plan for Vocational Education.

2. The job-related experience of some of the vocational business education teachers is over ten years old and thus is outdated.

Recommendations

1. Business education teacher institutions should institute a job-training program whereby vocational business education teachers could receive the needed job-related experience.

2. Business education teachers should receive a minimum of 2,000 hours, or one year, of job-related experience prior to their teaching in Utah.

3. Business education teachers should take advantage of graduate training programs whereby they can receive supervised job-related employment

4. The Vocational Education Department of the Utah State Board of Education should enforce the 2,000 hour work-experience requirement as stated in the Utah State Plan for Vocational Education.

5. A follow-up study of the vocational business education teachers in Utah should be conducted to determine whether the vocational teachers are obtaining the needed job-related experience.

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Office Occupations Education, Utah, February 26, 1968.

APPENDIX

April 18, 1968

Dear Business Teacher:

Would you like to know how your occupational experience compares to that of other vocational business educators in Utah?

A study is being completed to determine the nature and extent of the occupational experience qualifications of vocational business education teachers in Utah in relation to the State Plan requirement of 2,000 hours. Your participation will be particularly valuable in determining current norms.

Please complete and return the enclosed questionnaire. An addressed envelope is enclosed. Your responses will be treated confidentially. If you would like a report on the results of the study, just place a check in the box at the bottom of this page and indicate your name and address.

Sincerely yours,

Mary D. Carling           ndc  
Graduate Student, USU

Garth A. Hanson  
Office Education Teacher Educator  
Utah State University

/mdc

Enclosures: 2

Yes, I would like a report of the results. My name and address are:

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1. Indicate with a check in the appropriate space if you teach any of the following courses or combination of courses on a two-hour, or multiple-hour block plan.

Shorthand I	_____	Typewriting II	_____
Shorthand II	_____	Typewriting III	_____
Shorthand III	_____	Cooperative Off. Education (does not need to be 2 hrs.)	_____
Bookkeeping I	_____	Office Practice	_____
Bookkeeping II	_____	Other (specify) _____	_____

2. How many accumulated weeks of job-related experience have you had? (Assume an 8-hour day, 5 days a week.)

less than 12 weeks	_____	79-208 weeks (1 1/2-4 years)	_____
12-36 weeks (4-9 months)	_____	209-520 weeks (5-10 years)	_____
37-78 weeks (10-18 months)	_____	over 520 weeks (over 10 years)	_____

3. Rank from 1 through 5, the five most frequently performed duties on the job. Rank the most frequent as 1, the next most frequent as 2, etc. Check five.

typewriting	_____	interviewing	_____
shorthand & transcription	_____	bookkeeping or accounting	_____
operating business machines	_____	receptionist's duties	_____
filing	_____	other (specify) _____	_____
telephoning	_____		

4. How long ago was your last period of job-related employment of over 12 weeks in length? Check one.

0-1 years ago	_____	over 10 years ago	_____
1-5 years ago	_____	none	_____
5-10 years ago	_____		

5. Check the job classifications appropriate to the types of work you have done.

clerk typist	_____	mail clerk	_____
stenographer	_____	office machines operator	_____
office clerk	_____	payroll clerk	_____
secretary	_____	switchboard operator	_____
bookkeeper	_____	transcription machine operator	_____
file clerk	_____	duplicating machines operator	_____
keypunch operator	_____	other (specify) _____	_____

6. What was the duration of your longest continuous period of job-related employment? Check one.

less than 6 months	_____	from 7 through 10 years	_____
from 6 months to 1 year	_____	over 10 years in length	_____
from 1 through 3 years	_____	none	_____
from 4 through 6 years	_____		

7. Rank from 1 through 5, the five courses that the occupational experience helped most to prepare you to teach. Rank the course you were most prepared for as 1, the next as 2, etc. Check five.

typewriting	_____	cooperative office education	_____
filing	_____	secretarial procedures	_____
shorthand	_____	general business	_____
transcription	_____	economics	_____
data processing	_____	business principles and management	_____
business machines	_____	business mathematics	_____
clerical office practice	_____	business English	_____
bookkeeping or accounting	_____	other (specify) _____	_____
business law	_____		



April 18, 1968

Dear Distributive Education Teacher:

Would you like to know how your occupational experience compares to that of other vocational business educators in Utah?

A study is being completed to determine the nature and extent of the occupational experience qualifications of vocational business education teachers in Utah in relation to the State Plan requirement of 2,000 hours. Your participation will be particularly valuable in determining current norms.

Please complete and return the enclosed questionnaire. An addressed envelope is enclosed. Your responses will be treated confidentially. If you would like a report on the results of the study, just place a check in the box at the bottom of this page and indicate your name and address.

Sincerely yours,

Mary D. Carlíng  
Graduate Student, USU

Gary R. Smith  
Distributive Education Teacher Educator  
Utah State University

/mdc

Enclosures: 2

Yes, I would like a report of the results. My name and address are:

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## OCCUPATIONAL EXPERIENCE QUALIFICATIONS OF VOCATIONAL

## BUSINESS EDUCATION TEACHERS IN UTAH

1. How many accumulated weeks of job-related experience have you had? (Assume an 8-hour day, 5 days a week.)

less than 12 weeks	_____	79-208 weeks (1 1/2-4 years)	_____
13-36 weeks (4-9 months)	_____	209-520 weeks (5-10 years)	_____
37-78 weeks (10-18 months)	_____	over 520 weeks (over 10 years)	_____

2. Rank from 1 through 5, the five most frequently performed duties on the job. Rank the most frequent as 1, the next most frequent as 2, etc. Check five.

retail selling	_____
wholesale selling	_____
keeping and counting stock	_____
receiving, checking, and marking merchandise	_____
pricing merchandise	_____
calculating markup	_____
outside delivery of merchandise	_____
operating sales register	_____
planning and arranging displays	_____
planning and placing advertisements	_____
buying merchandise for resale	_____
other (specify) _____	_____

3. How long ago was your last period of job-related employment of over 12 weeks in length. Check one.

0-1 years ago	_____
1-5 years ago	_____
5-10 years ago	_____
over 10 years ago	_____
none	_____

4. Check the job classifications appropriate to the types of work you have done.

retail salesman	_____	cashier	_____
wholesale salesman	_____	other (specify) _____	_____
stock clerk	_____		

5. What was the duration of your longest continuous period of job-related employment? Check one.

less than 6 months	_____	from 7 through 10 years	_____
from 6 months to 1 year	_____	over 10 years in length	_____
from 1 through 3 years	_____	none	_____
from 4 through 6 years	_____		

6. Rank from 1 through 5, the five courses that the occupational experience helped most to prepare you to teach. Rank the course you were most prepared for as 1, the next as 2, etc. Check five.

salesmanship	_____	project method	_____
marketing	_____	retailing	_____
advertising	_____	merchandising	_____
cooperative office education	_____	public relations	_____
		other (specify) _____	_____

May 7, 1968

Dear Business Teacher:

You will recall that I sent you a questionnaire on April 22, pertaining to the work experience qualifications of vocational business education teachers in Utah.

If you have already returned the questionnaire, please disregard this letter. If you have not completed the form, I would appreciate your returning it to me as soon as possible. Enclosed is a copy of the questionnaire and a stamped, addressed envelope.

Sincerely yours,

Mary D. Carling  
Graduate Student  
Utah State University

/mdc

Enclosures: 2

VITA

Mary D. Rigsby Carling

Candidate for the Degree of

Master of Science

Plan B Paper: Occupational Experience Qualifications of Vocational  
Business Education Teachers in Utah

Major Field: Business Education

Biographical Information:

Personal Data: Born in Brooklyn, New York, April 17, 1945,  
daughter of Elliott Powell and Martha Thomas Rigsby;  
married Joel G. Carling December 20, 1965.

Education: Attended elementary schools in Chicago, Virginia  
and London, England; graduated from Palo Duro High School,  
Amarillo, Texas in 1963; received Bachelor of Science  
degree from Utah State University, with a major in Business  
Education and Office Administration, in 1966.

Professional Experience: 1966-1967, instructor, South High  
School, Salt Lake City, Utah