

1982

A Survey of Business Education Graduates of Accomack County for 1980-1981

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A SURVEY OF BUSINESS EDUCATION GRADUATES
OF ACCOMACK COUNTY FOR 1980-1981

A RESEARCH PAPER
PRESENTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE
MASTER OF SCIENCE IN EDUCATION

BY
ALMA M. DAVIS

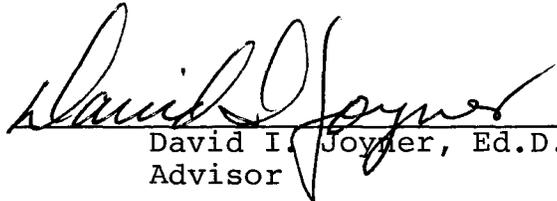
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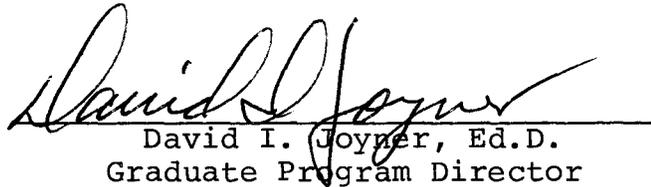
APPROVAL PAGE

This research paper was prepared by Alma M. Davis under the direction of Dr. David I. Joyner in Vocational and Technical Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

Approved by:


David I. Joyner, Ed.D.
Advisor


Date


David I. Joyner, Ed.D.
Graduate Program Director


Date

C H A P T E R O N E

INTRODUCTION

Over the past few years, several advances were made in improving business education in the state of Virginia. These advances occurred in teacher training as well as in curriculum development. The primary outcome of these advances was preparing the business student to function more efficiently in various clerical occupations.

One of the changes that occurred in business education was the addition of the block program. This curriculum integrated Typing II and other business courses under a two- or three-hour block of time. It provided the student with simulated office activities in an office environment. As opposed to this type of curriculum was the traditional classes in business education such as Typewriting, Shorthand I and II, Office Machines, Clerical Office Procedures, and Accounting I and II.

Many business educators felt that the block program curriculum offered more experience to the student. The student benefitted from simulations of actual office work. Neilson and Moos, (4), felt that there was no one best instructional approach to teaching because of the varying learning levels of students.

In view of these findings and the sentiment of teachers involved in these two types of curricula, data has been

gathered to determine if there were any significant differences in graduates from the traditional class and those from the block program class.

STATEMENT OF THE PROBLEM

This study measured the effectiveness of student training in business education for those students enrolled in traditional classes as compared to those enrolled in the block program classes in Accomack County for 1980-1981.

RESEARCH QUESTIONS

The following questions provided a guide to this research study and served as a basis for conclusions reached.

1. Was there any substantial difference in the grade point average of students enrolled in the block program as compared to those enrolled in the traditional program?
2. Was there evidence to substantiate that block classes provide more effective instruction than traditional classes?
3. Was there any relationship between employment and the type of curriculum completed?
4. Was there any relationship between the type of curriculum completed and graduates post-high school studies?
5. Were teachers in both curricula competent?
6. Did students of the block program and/or the traditional program feel that there should have been more instruction in certain areas?
7. Was there a variety of classes offered in both curricula (Block and Traditional)?
8. Were the courses offered in the block and traditional programs relevant?

BACKGROUND AND SIGNIFICANCE

The very existence of vocational business education resulted from public demand. Its primary purpose, to prepare students to meet the demanding changes that occur in the job market, required vocational business administrators and educators to strive continuously to improve curricula.

The basic curriculum of vocational business education offered studies only in bookkeeping, stenography, and clerical work. Over the years, it has expanded to include studies in typewriting, clerical office procedures, data processing, accounting, recordkeeping, word processing, and office machines.

The Department of Business Education and Administrative Service of Illinois State University, (9), stated that change in technology, energy conservation, increased adult education, and service businesses required vocational guidance and personal use skills. This further necessitated an in-depth review of the curriculum.

In 1966, (11), the state of Virginia instituted pilot programs of two- and three-hour block periods to change occupational studies. Prior to that time, occupational classes were instructed in a traditional manner. The block curriculum indicated that more material could be taught to the student and cover a much wider area.

At the inception of the block curriculum, studies indicated that there was no significant difference between abilities of students from the traditional curriculum and those of the block curriculum. This survey further indicated changes made in each curriculum.

LIMITATIONS

This research study was subjected to the following limitations:

1. Only one school in Accomack County operated with traditional business classes.
2. Many graduates of both curricula, were employed in unrelated occupations because of the lack of jobs on the Eastern Shore.
3. Instruments in this survey may not have revealed pertinent data from graduates.
4. There was no control of the number of questionnaires returned.
5. Responses to questionnaires may have been subjected to personal biases of the respondents.

ASSUMPTIONS

The following was assumed to be true at the time of this research study.

1. All students employed are not in their area of study.
2. Students unemployed could not find employment.
3. Graduates of the block program have not had any traditional instruction after sophomore year.
4. Graduates of the traditional program have not had any block instruction.
5. Block program and block curriculum can be used interchangeably.

PROCEDURE

This survey used a random sampling of 12 high school graduates from Accomack County during the school year 1980-1981. The graduates completed their studies on the

high school level in business education. Students from the traditional classes and block classes were surveyed.

The questionnaire used to obtain data consisted of parts that required the respondents to express their opinions on the effectiveness of their high school training in business education. Results obtained from data collected appeared in this report and was submitted to each high school in Accomack County.

DEFINITION OF TERMS

The list below was used to provide a clear understanding of the problem and solutions in this study.

1. Traditional class--five hours of weekly instruction with a duration of 18 or 36 weeks concentrated in one area of study. Example: Typewriting II or Accounting I.
2. Block program (curriculum) a two- or three-hour block of time devoted to instruction in business education that covers a variety of areas. Example: Clerk Typing I or Office Services.
3. Simulations--instructional materials and activities that imitate actual office work and employment positions.
4. Cooperative Office Education--a teaching method in vocational education whereby students alternate on-the-job learning with classroom learning.

SUMMARY

Chapter One gave an overview of what this survey endeavored to accomplish by answering the research questions and, therefore, making and substantiating conclusions. Although there had been research on the block program and the traditional business class, a period of more than fifteen years had lapsed.

Since the inception of the block program, other advances occurred in business education. Among those advances was the implementation of competency-based education in both block and traditional business classes. Competency-based education made changes in both the block and traditional methods of teaching.

Many secondary and vocational schools in Virginia have adopted the block curriculum, yet there are others that continue to operate under the traditional method. There are several reasons why all institutions have not changed to the block program. Does this mean that these students received inferior instruction? Can they function proficiently on the job? These and other related questions have been answered in the following chapters of this study.

The following chapter provided a review of the studies that have occurred related to comparing block and traditional programs. It also gave views of factors that affect the block and traditional programs.

C H A P T E R T W O
REVIEW OF RELATED LITERATURE

INTRODUCTION

There has been a varied amount of information compiled about the block program in business education. Most of the research occurred in the latter 1960's and the early 1970's. The researcher found no recent study on graduates from the block and traditional program in business education that compared the effectiveness of training.

Many factors entered in the curriculum of the block program. Some of these factors were simulations, the model office, and integrated activities. Preparation and design of the classroom, equipment, and supplies were vital to the success of the block-time approach to instruction.

Most of the research done in comparing the traditional and block program dealt with shorthand or clerical office procedures students. These were the advanced level courses that integrated previously learned knowledge and skills.

This chapter provided background information on the block-time approach to instruction, and the varying effects it had on graduates. Those instructors and administrators who used the traditional curriculum for instructing students, as pointed out by Schmidt, (8), reported that this approach was superior to the block-time approach; and, vice versa for those who use the block-time approach. Lovelace and Holmes, (3), indicated that those persons contended that the two- or three-hour block caused confusion in scheduling and chaos throughout the school.

Traditional Instruction

The supporters of the traditional method of teaching business subjects, (3), expressed their concern that the block program resulted from the money that had been appropriated from the federal government through the Vocational Act of 1963. In 1968, (3), five states conducted research on the block and traditional programs. Graduates of both programs could not be used in the research because enough time had not lapsed to survey issues relating to employment. It was found that there was no significant difference in the achievement level of the students from each program.

The Model Office in the Traditional Class. The model office, (1), can be used in the traditional classroom. It can be obtained without spending a large amount of money if the teacher and students utilize imagination and initiative. However, the total effect for the model office cannot be obtained if there is no funding for equipment. The model office creates an atmosphere in the classroom conducive to learning.

Office Simulations in the Traditional Class. Simulations, (13), can be used in the traditional business classes. The simulations provide students with the opportunity to get the feel of actual work flow. Research conducted by Nelson, (5), showed that students who completed simulations were superior in their attitudes toward work assignments (class work), appearance, ability to get along with others, and in making

decisions. Since the traditional class provided only one hour of daily instruction, the use of simulations was time consuming in that many simulations require as much as thirty hours to complete. Although the time factor was a disadvantage in the traditional class, there was value obtained from the use of simulations.

Block-Time Approach to Instruction

The Vocational Act of 1963 provided money for office practice classes. Lovelace and Holmes, (3), reported that after the passage of this legislation, steps were taken to develop and implement the block-time approach to business instruction. This movement involved creating an office-like atmosphere through physical features of the classroom, equipment, and supplies.

Because of the changes that occurred in work, efforts were made to change instruction to better prepare students for entry-level positions. Quibble, (6), noted that this brought forth instruction in new areas, improved skills, application of previously learned skills, and an integration of skills.

Schmidt, (8), a leader in business education in the state of Virginia, encouraged high schools to change their instruction to the block program as early as 1968. In 1972, a study was conducted in Virginia with graduates of secondary business traditional and block program classes. Conclusions were that there was no noticeable difference in performance levels, employability rates, and employment

preparedness between the students who had completed the steno-block and the traditional stenography classes. However, there was evidence that students who had been in a cooperative program performed better in office jobs, attained jobs that were related to their study, and were more satisfied with their office duties.

In 1969, Steagull, (12), reported that results from research conducted in Ohio indicated that there was no difference in skills of students tested in the block and traditional program; however, there were positive features of the block program that were not revealed in the testing. This included students' abilities to solve problems and work cooperatively as a team. Steagull further conducted a study on students in Virginia and found skill levels to be comparable. The block program required changes in instruction and demanded teacher concentration on the needs of the student rather than on the subject.

The Model Office in Block Classes. The model office was necessary to the efficient functioning of the block program. The classroom setting simulated an actual office. Equipment, supplies, and appearance of the block program classroom required funding.

Office Simulation in the Block Program. Office simulation instruction, (5), under the block program provided for flexibility, utilized individualized and group instruction allowing the teacher to devote more time to the areas needing attention.

SUMMARY

Most of the research conducted on the traditional and block programs concurred that though there was no major difference in the performance level of students in both programs, the block approach was preferable. Much of this study was done with students in stenography and clerical classes. If the block program were accepted for instruction, it was necessary to implement it with instructional materials, teacher preparedness, and the physical features of the classroom.

In Chapter Three, the researcher described the methods used in conducting this research study. The procedures and instrumentation was also described.

C H A P T E R T H R E E

METHODS AND PROCEDURES

INTRODUCTION

The purpose of this study was to measure the effectiveness of student training in business education of those students enrolled in traditional business classes in comparison with those enrolled in block program classes in Accomack County for 1980-1981. This Chapter included methods and procedures, techniques, and a description of the population used in collecting and analyzing data for this study. The research questions for the study were as follows:

1. Was there any substantial difference in the grade point average of students enrolled in the block program as compared to those enrolled in the traditional program?
2. Was there evidence to substantiate that block classes provide more effective instruction than traditional classes?
3. Was there any relationship between employment and the type of curriculum completed?
4. Was there any relationship between the type of curriculum completed and graduates post-high school studies?
5. Were teachers in both curricula competent?
6. Did students of the block program and/or the traditional program feel that there should have been more instruction in certain areas?
7. Was there a variety of classes offered in both curricula (Block and Traditional)?
8. Were the courses offered in the block and traditional programs relevant?

RESEARCH METHODS

The questionnaire method for collecting data was selected for this research study. Approval for the study was obtained from school board officials, a cover letter, the questionnaire, and a stamped, self-addressed envelope were sent to each subject and are included in the Appendix.

RESEARCH DESIGN AND INSTRUMENTATION

A tentative questionnaire was designed to obtain data. The survey instrument was designed by the researcher and consisted of four sections to include background information (level of curriculum completed), type of curriculum completed, and present occupation; subject's attitude toward the business curriculum completed; subject's attitude toward preparation for entry-level position; and attitude toward preparation for furthering education. A sample was included in the Appendix. The Likert Scale method of obtaining responses was used. Responses ranged from "strongly agree" to "strongly disagree."

SELECTION OF THE POPULATION

The population of this study consisted of a grand total of 24 graduates of business education from three secondary schools of Accomack County. The graduates from Arcadia and Central represent the block program and those graduates from Chincoteague High School represent the traditional program. This population was for the school year 1980-1981. Of the total population, 12 samples were

selected at random by the researcher for this study. Six of the students represented the block program and six represented the traditional program.

PROCEDURES FOR DATA COLLECTION

The data was collected from the 12 questionnaires that were mailed to the subjects and was calculated by using the hand-scoring method. The mean for the grade point averages was calculated. The means from block grade point averages and traditional grade point averages were subjected to the t-test to determine significance. This data was reported in Chapter Four.

SUMMARY

Chapter Three described the method used for research, the population being studied, and the procedure for collecting data. The data collected from the instrument was tabulated and organized in Chapter Four.

C H A P T E R F O U R
F I N D I N G S

The problem of this study was to measure the effectiveness of student training in business education for those students enrolled in traditional classes as compared to those enrolled in block program classes in Accomack County for 1980-1981. To provide answers to the research objectives, a letter was sent to guidance counselors requesting a random listing of grade point averages for the subjects employed in this study. A survey was sent to a random selection of 1980-1981 graduates in both traditional and block curricula. The tables that follow provided an analysis of that data.

TABLE I
MEANS AND DEVIATIONS
FOR GRADE POINT AVERAGES

Block Students			Traditional Students		
GPA	d	d ²	GPA	d	d ²
86.27	2.91	8.47	88.96	6.66	44.36
85.25	1.89	3.57	84.33	2.03	4.12
85.21	1.85	3.42	82.81	.51	.26
84.13	.77	.59	82.77	.47	.22
80.36	-3.00	9.00	78.94	-3.36	11.29
78.94	-4.42	19.54	75.98	-6.32	39.94
500.16		41.59	493.79		100.19
$\bar{X} = 83.36$			$\bar{X} = 82.30$		

Based on the data received from Table I, the researcher applied the t-test. Since $t = 0.45$, there was no significant difference in the means of the block students' grade point average and those of the traditional students' grade point average based on the Statistical Table of J. T. Spence. This provided an answer to the research question one in Chapter One.

Table II showed the different positions held by 1980-1981 graduates. The numbers were expressed in percentages. Positions represented were that of student, employee in clerical position, employee in unrelated position, or other.

TABLE II
PRESENT POSITIONS

Position	Block	Traditional
Student	50%	83%
Employed in related position	17%	0%
Employed in unrelated position	33%	0%
Other	0%	17%

Of those students who completed the block program in the school year 1980-81, 50% continued their education, 17% were employed in unrelated occupations. Of those students who completed the traditional business program in 1980-81, 83% continued their education and 17% were either unemployed or not seeking employment.

TABLE III
 FREQUENCY DISTRIBUTION
 STUDENT ATTITUDE TOWARD A VARIETY OF
 COURSES BEING OFFERED

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	2	33%	1	17%
Agree	3	50%	2	33%
Undecided	0	0%	3	50%
Disagree	1	17%	0	0%
Strongly Disagree	0	0%	0	0%
Totals	6	100%	6	100%

Table III indicated that 83% of the students instructed under the block program felt that there was a variety of courses offered under that type of curriculum. It also indicated that 50% of those students instructed under the traditional program felt that their curriculum offered a variety of courses.

TABLE IV
 FREQUENCY DISTRIBUTION
 STUDENT ATTITUDE TOWARD TEACHER COMPETENCY

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	1	17%	3	50%
Agree	4	66%	3	50%
Undecided	0	0%	0	0%
Disagree	1	17%	0	0%
Strongly Disagree	0	0%	0	0%
Totals	6	100%	6	100%

Table IV indicated that 83% of those students instructed under the block program felt that the teachers were competent. The table also indicated that 100% of the students instructed under the traditional program felt that the teachers were competent.

TABLE V
FREQUENCY DISTRIBUTION
STUDENT ATTITUDE TOWARD COURSE RELEVANCY

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	1	17%	1	17%
Agree	4	66%	3	50%
Undecided	0	0%	1	17%
Disagree	1	17%	1	17%
Strongly Disagree	0	0%	0	0%
Totals	6	100%	6	101%

Table V indicated that 83% of block students and 67% of traditional students felt that courses in each curriculum were relevant. Tables III, IV, V, and VI, make up curriculum effectiveness. Table VI indicated positive attitudes toward adequate supplies and equipment in both block and traditional curricula.

TABLE VI
 FREQUENCY DISTRIBUTION
 STUDENT ATTITUDE TOWARD ADEQUATE SUPPLIES AND EQUIPMENT

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	2	33%	2	33%
Agree	2	33%	4	66%
Undecided	0	0%	0	0%
Disagree	2	33%	0	0%
Strongly Disagree	0	0%	0	0%
Totals	6	99%	6	99%

TABLE VII
 FREQUENCY DISTRIBUTION
 STUDENT ATTITUDE TOWARD PREPARATION FOR ENTRY-LEVEL POSITION

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	3	50%	0	0%
Agree	2	33%	0	0%
Undecided	0	0%	6	100%
Disagree	0	0%	0	0%
Strongly Disagree	1	17%	0	0%
Totals	6	100%	6	100%

It was indicated by Table VII that 88% of those students instructed under the block program felt that they were prepared for an entry-level position. Those students instructed under the block program showed indication of 100% indecision about

preparation for an entry-level position.

TABLE VIII
FREQUENCY DISTRIBUTION
STUDENT ATTITUDE TOWARD SUCCESS IN COLLEGE COURSES

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	0	0%	0	0%
Agree	3	50%	4	66%
Undecided	3	50%	1	17%
Disagree	0	0%	1	17%
Strongly Disagree	0	0%	0	0%
Totals	6	100%	6	100%

Fifty percent of those students enrolled in block classes agreed that the program promoted success in college courses. Another 50% of the students enrolled in the block program were undecided about success in college courses. Sixty-six percent of those students enrolled in traditional classes agreed that their program promoted success in college. This data was evidenced in Table VIII.

TABLE IX
FREQUENCY DISTRIBUTION
STUDENT ATTITUDE TOWARD MORE INSTRUCTION IN SPECIFIC AREAS

Attitude	Block		Traditional	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	0	0%	0	0%
Agree	2	33%	4	66%
Undecided	1	17%	1	17%
Disagree	2	33%	1	17%
Strongly Disagree	1	17%	0	0%
Totals	6	100%	6	100%

Table IX indicated that 33% of the students instructed under the block program agreed that more instruction was needed in specific areas under the block curriculum. Sixty-six percent of the students enrolled in the traditional program agreed that more instruction was needed in specific areas under the traditional curriculum.

Tables VII, VIII, and IX relate to attitudes toward preparation for an entry-level position and preparation for college. Each table can be taken separately for the situation that applies.

Chapter Five provided conclusions and recommendations based on the analysis of data recorded in Chapter IV. A summary of information included in the previous chapters was also included in Chapter Five.

C H A P T E R F I V E
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to measure the effectiveness of student training in business education for those students enrolled in the block program classes in Accomack County for 1980-1981. To achieve this goal, the researcher had subjects complete a questionnaire.

The Review of Related Literature showed similar studies that have been conducted on related areas. In view of the Related Literature, there was a need for further research on this problem.

The methods and procedures used in this research study were explained in Chapter Three. Chapter Three also described the instrument used in the survey and the population covered.

The statistical findings of data obtained from the study was organized and tabulated in Chapter Four. This data provided the basis for conclusions and recommendations reported in this chapter.

CONCLUSIONS

From the data reported in Chapter Four, the following answers were obtained for the eight research questions:

1. There was no significant difference in the means of the grade point averages of block and traditional students.
2. A high percentage of students from both curricula, (block and traditional) felt that their instruction was effective.

3. Eighty-three percent of the block students felt prepared for an entry-level position. One hundred percent of the traditional students were undecided. The indecision of the traditional students may have been caused by limitations. The subjects may have been students who never sought employment, or were employed in unrelated areas.
4. Those students enrolled in colleges or business schools from block and traditional classes felt that an easy transition occurred between high school studies and their present studies.
5. Both groups of students felt that teachers were competent.
6. Sixty-six percent of those students enrolled in traditional classes felt that their curriculum should have had more instruction in specific areas. Again, limitations could have influenced this response. Those subjects who were students may have been influenced by what they were lacking in certain areas.
7. Students of both curricula felt that a variety of related classes were offered.
8. Students from block and traditional curricula felt that those courses offered were relevant.

Limitations possibly influenced the responses of both the traditional and block students. Further, the population being studied was so small and those samples representing that population may not be truly representative.

As a result of the data collected and the limitations of the study, the following conclusions were made:

1. There was no significant difference in the achievement levels of the block or traditional students.
2. The block students' and the traditional students' attitudes were positive toward their program of instruction.
3. Further research should be conducted to substantiate conclusions reached in this study.

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A P P E N D I X E S

- Appendix A Letter to Guidance Counselors
- Appendix B Cover Letter
- Appendix C Questionnaire



CHINCOTEAGUE HIGH SCHOOL
North Main Street
Chincoteague, Virginia 23336

Office of the Principal

March 9, 1982

Dear

I am writing to request the addresses of those students who graduated last school year (1980-81) in business education (block program completers). This is a continuation of the survey that I spoke with you about during the first semester of this year.

I would also like to get the grade point averages of these students. The addresses and grade point averages should not match, as I am not interested in personalizing grade point averages. I need the grade point averages only to find the mean and mode for traditional classes and block classes.

I would appreciate this information as soon as possible. If there are any questions, I can be reached at Chincoteague High School from 8:30 to 3:30. Enclosed please find a stamped, self-addressed envelop for your convenience.

Sincerely,

Alma M. Davis

Enclosure

APPENDIX B

P. O. Box 52
Temperanceville, VA 23442
March 3, 1982

Dear _____:

I am conducting a survey of 1980-81 graduates from Accomack County who completed the business education curriculum. This survey is a project for the successful completion of "Research in Education," a requirement for the Master's Degree at Old Dominion University in which I am enrolled.

The purpose of this study is to determine the effectiveness of student training for those enrolled in traditional classes (General Business, Typing I, Typing II, and Clerical Office Procedures) as compared to those enrolled in the block program (General Business, Typing I, Clerk Typing I, and Clerk Typing II).

Your response to this survey (questionnaire) will be used in compiling data for this study and will be confidential. I would greatly appreciate your taking a few minutes to complete the survey and return it to me by March 12, 1982.

A self-addressed, stamped envelope is enclosed for your convenience. Thank you for your prompt attention.

Sincerely,

Alma M. Davis

Enclosure

SURVEY QUESTIONNAIRE

Part I. Individual Status--Please complete each of the statements below by circling the answer that applies to you.

1. Indicate the business education program you completed.
 - a. Traditional program (General Business, Typing I, Typing II, and Clerical Office Procedures).
 - b. Block program (General Business, Typing I, Clerk Typing I, and Clerk Typing II).
2. Indicate your present position
 - a. Student
 - b. Employed in clerical position
 - c. Employed in unrelated position
 - d. Other _____

Part II. Curriculum Effectiveness--Please circle the answer that best indicates your attitude toward each of the following statements.

"Strongly Agree"	SA
"Agree"	A
"Undecided"	U
"Disagree"	D
"Strongly Disagree"	SD

1. My business program offered a variety of related courses.

SA	A	U	D	SD
----	---	---	---	----
2. Instructors were competent and skillful in preparing students for entry-level positions.

SA	A	U	D	SD
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3. Those courses offered were relevant to the training I needed.

SA	A	U	D	SD
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4. The classroom contained the necessary equipment and supplies to gain basic skills.

SA A U D SD

Part III. Preparation for Entry-level Position or College.
Circle the answer that best indicates your attitude toward each of the following statements.

1. There should have been more instruction in one or more of the following areas: filing, recordkeeping, typewriting, meeting the public, making decisions, handling mail, finding employment, word processing, and/or business communications.

SA A U D SD

2. The skills obtained from my high school training enabled me to find employment.

SA A U D SD

3. The skills obtained from my high school training enabled me to excel in business courses in college.

SA A U D SD

4. The following space is provided for your comments on the business program you completed while in high school.
