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A Survey to Determine the Need to Make Typewriting II Part of Arcadia High School's Business Education Curriculum

Elsie Bailey Fisher
Old Dominion University

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A SURVEY TO DETERMINE THE NEED TO MAKE TYPEWRITING II
PART OF ARCADIA HIGH SCHOOL'S
BUSINESS EDUCATION CURRICULUM

A Project
Presented to
the Vocational Education Department
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Elsie Bailey Fisher

May 1982

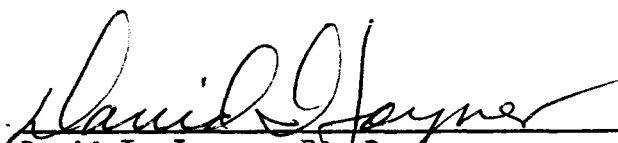
APPROVAL PAGE

This research paper was prepared by Elsie Bailey Fisher under the direction of Dr. Mildred A. Mason 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.

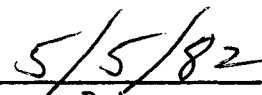
Approved by:

Mildred A. Mason, Ed. D.
Advisor

Date



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



Date

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CHAPTER ONE

Introduction

Typewriting II is an advanced typewriting course designed to prepare students for office typing jobs. Students equipped with skills acquired in the Typewriting II classroom have a greater chance of finding employment in an office than students having minimal skills acquired in the Typewriting I classroom.

Some might look upon typing related jobs as being employment without status, but it is this type of employment that leads to higher paying positions and positions with greater responsibilities. Many top executives started with the corporation performing typing and other clerical related jobs. They learned the operations of the company by performing typing duties. Much information about the operations of a corporation can be determined by typing letters, memorandums, reports, invoices, purchase orders, contracts, and other papers of a corporation or even a department. Typing in an office is one route to greater opportunities.

Statement of the Problem

The purpose of this study was to determine the need to make Typewriting II part of the business education curriculum at Arcadia High School.

Research Goals

The research goals for this study were:

1. To determine the student interest in having Typewriting II entered in the business education curriculum of Arcadia High School.
2. To determine how students would benefit from having Typewriting II entered in the business education curriculum of Arcadia High School.

3. To ascertain how businesses of the community would benefit by having Typewriting II entered in the business education curriculum of Arcadia High School.

Background and Significance

Businesses are the mainstay of our economy. In the smallest business, there is a need for the typewriter and for one who is efficient in the operation of this machine. In many businesses today there is a shortage of qualified clerical personnel. (1:5).

In order for Arcadia High's graduates to be qualified to get office-related employment, the business education curriculum should include courses that will enable the students to be equipped with the skills, knowledges, and attitudes necessary for this type employment.

Typewriting II provides knowledges and helps develop attitudes necessary for the office worker as well as refining typing skills. With the use of simulated office typing sets, students perform typing assignments in the Typewriting II classroom similar to those found in the actual office.

According to a survey conducted by Gregg/McGraw Hill from help-want advertisements of newspapers around the country during one week, secretarial abilities were at the top of the list of skills mentioned. Eighty-one (81%) of the advertisements listed typewriting as being required. (2:27).

Limitations

This study relied greatly on the questionnaire which was given to Typewriting I students during 1981-1982. Since some Typewriting I students enroll in the course for personal use only, the attitudes of these students toward Typewriting II was of minor importance. Another limiting factor in this study was the lack of work experience in the business office of the students; therefore, they were unaware of some advantages

of having Typewriting II entered in the curriculum.

Assumptions

This study was based on the assumption that the majority of students who took Typewriting I do so because they want to take the course--not because they were coerced to take the course. Another assumption was that the students would respond honestly to the survey instrument constructed for this project.

Procedures

The procedure used for this research project was a survey questionnaire distributed to students enrolled in Typewriting I students during 1981-1982. The names of the students were obtained from the researcher's rollbooks. Permission to distribute the instrument to the students was approved by the principal of Arcadia High School, Mr. John C. Gray. The questionnaire consisted of closed-form items. However, one question was open-form and required a brief response. The responses were hand tabulated, analyzed, and recorded.

Definition of Terms

The following terms are used throughout the report. They are listed in order to give the reader a better understanding of this project.

1. Typewriting I - An introductory course in typewriting for personal use and minimal vocational objectives.
2. Typewriting II - An advanced typewriting course with emphasis on vocational objectives beyond entrance level employment requirements.
3. Business Education - Program which equips the student with marketable skills, knowledges and attitudes required for entrance level employment and advancement in business occupations.

4. Business Education Curriculum - Course offerings of the Business Education Department.

Overview of Chapters

Chapter I presented an introduction of this research project, that being a survey of the need and interest of including Typewriting II in the business curriculum of Arcadia High School. This chapter also includes the problem statement, goals, background and significance of the study, limitations, assumptions, and procedures for conducting the research.

The background and significance revealed the importance of the study. The researcher cited authorities who support the value of the project.

The limitations were methodological. This section described how the population was a limiting factor.

There were few assumptions presented in this chapter. The assumptions dealt mainly with the population.

The procedures section of this chapter mentioned briefly the type of instrument used. Also included was the method of distributing the instrument.

There are four other chapters and an appendix section in this research project. Chapter Two has a review of related literature. Chapter Three goes in detail of the methods and procedures used to conduct the project. Chapter Four gives the results of the findings. Some of the results are presented in tables. Chapter Five gives the summary, conclusions, and recommendations of the researcher. The cover letter and instrument are included in the appendix.

CHAPTER BIBLIOGRAPHY

1. Lewin, Hannah, "Secretaries - An Overview," The Balance Sheet, 62 (September, 1980), 4-5.
2. Peterson, Richard L. and Donin, Donald, "What Skills Do Employers Really Look For?" Business Education World, 62 (September-October, 1981), 27.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The related literature for this research study came from popular magazines and educational journals. Most of the sources dealt with career opportunities available to those who have had two years of typewriting. Those career opportunities will be discussed in this chapter.

Secretarial Opportunities

The market with most available jobs is secretarial. (5:55). Anyone equipped with high typewriting skills has a prerequisite skill for entering a job market that is begging--"secretarial." (5:55). According to the Department of Labor, there were more job openings for secretaries than any of its other 299 work classifications. (5:55). The Department of Labor also reported that the United States will be faced with a critical secretarial shortage by 1990. (4:20).

The secretarial shortage is due in part to women's movement. Women have been encouraged to enter professions such as law and management instead of going into usual occupations, teaching and nursing. Instead of starting out in secretarial positions, many young women in the last five years have started out in management training programs. This shift in occupation selection created a shortage of secretaries.

Due to the shortage of secretaries, salaries for secretaries have increased. Salaries for secretaries range from \$10,000 to \$16,000 annually. (6:49). Executive secretaries get salaries ranging from the upper teens to \$30,000 annually. Some executive secretaries exceed \$30,000 a year. (6:49).

Executive Positions

Though salaries are attractive for secretaries, there are those who desire to attain executive positions. Many women begin their employment with corporations as secretaries; they learn the major operations of their company and are promoted to executive positions. According to Benzala, one of the best places to learn the business is to begin in the office. (1:58). Thousands of women have moved up from secretarial jobs to executive positions. (1:58). Again, one's proficient typewriting skills are definitely an asset. A prerequisite to being a secretary is the acquisition of proficient typewriting skills. (3.9). It is also cited that high typing speed combined with accuracy opens doors to success that would otherwise be almost impossible to open. (2:10)

It was revealed in the literature that there are men who are secretaries. (2:10). They learn the business while in secretarial positions and are able to use this knowledge as a means to advance to higher administrative positions in the company. (2:10).

Summary

The review of related literature revealed a critical shortage of secretaries and a predicted continued shortage up through the next decade. (4:20). Although other skills are required of the secretary, typewriting is the skill that secretaries must possess. Secretarial employment often provides the opportunity to move to executive positions for those who desire for reasons of their own to change careers.

CHAPTER BIBLIOGRAPHY

1. Benzala, Diana, "Secretary: Best Place to Start," Harper's Bazaar, 113 (March, 1980), 58.
2. Dowling, Ralph A., "Men are Secretaries, Too." The Balance Sheet, 62 (September, 1980) 10.
3. Galbreth, Karla L., "Professional Typewriting Teacher's Corner," Century 21 Reporter, (Spring, 1981), 9.
4. Friedheim, Stephen, "Satisfying the Secretarial Shortage," Business Education World, 61 (January-February, 1981) 20.
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6. Rosenberg, Merri, "Help Wanted: Secretaries," McCalls, 107 (June, 1980), 49.

CHAPTER THREE

METHODS AND PROCEDURES

Introduction

This chapter presents the methods and procedures the researcher employed in the study. The population is identified. A detailed description of the questionnaire is included. A copy of the questionnaire is in Appendix B of this study.

Methods and Procedures

This study was done to determine the need for entering Typewriting II in the business education curriculum at Arcadia High School. This was done by surveying Typewriting I students of Arcadia High School by the questionnaire method. The researcher handed the instrument to the students and asked them to take a few minutes to complete the questionnaire. The rate of return was 100%. The data received from the questionnaires was collected, hand tabulated and the different responses for each question were given as percentages of the total answers given.

Population

The population for this study consisted of students from all five Typewriting I classes at Arcadia High School. There was a total of ninety-eight students enrolled in the five classes. There were 4 ninth graders, 62 tenth graders, 24 eleventh graders, and 8 twelfth graders. All students enrolled in the five Typewriting I classes responded to the survey.

Instrument

The instrument used was the closed form questionnaire constructed by the researcher. This type of instrument was selected for time con-

siderations in tabulating data. Question one was constructed to identify the grade level of the respondent. Question two through four were designed to derive student interest relative to having Typewriting II entered in the Business Education curriculum in the next school session, 1982-1983. Questions five through eight were constructed to determine the subjects' career plans. This was an important factor because Typewriting II is designed to prepare students for business careers.

Summary

This chapter described the methods and procedures used by the researcher. The population was described as being five Typewriting I classes at Arcadia High School. The instrument, constructed by the researcher, was a closed form questionnaire with eight questions. Seven of the questions required only a "check mark," and one question required a brief response. The researcher conducted the survey by handing out the questionnaires during Typewriting I classes. After the questionnaires were completed, the results were hand tabulated and analyzed by recording the results as percentages.

CHAPTER FOUR

FINDINGS

Introduction

The purpose of this study was to determine the need to make Typewriting II part of the business education curriculum. To determine this need, the researcher passed questionnaires to the Typewriting I students of Arcadia High School. Ninety-eight students were enrolled in this course. All students were given questionnaires; they were completed and returned to the researcher. The findings of the data from the survey were compiled as follows:

Questionnaire/Survey

Item one determined the grade level of the student. Ninety students were in grades 9, 10, and 11. Eight students were in grade 12. The grade level of the students was presented in Table 4.1.

Table 4.1

Item 1. Grade Level of Students	
<u>Grade</u>	<u>Number of Students</u>
9	4
10	62
11	24
12	8
	N=98

Question two asked the respondents to check their reason for taking Typewriting I. Twenty-one students checked personal use; seventy-seven checked occupational; no students checked other. This information was noted in Table 4.2.

Table 4.2

Item 2. Reason for Taking Typewriting I		
<u>Response</u>	<u>Number of Students</u>	<u>Percentage</u>
Personal use	21	21%
Occupational	77	79%
Other	--	

Question three asked the students to check yes or no to indicate their preference of having Typewriting II a part of the business education curriculum. There was almost an unanimous response to yes. A minor response was indicated to no. Ninety checked yes; eight checked no. Responses to question three were recorded in Table 4.3.

Table 4.3

Item 3. Preference of Having Typewriting II Part of the Business Curriculum		
<u>Response</u>	<u>Number of Students</u>	<u>Percentage</u>
Yes	90	92%
No	8	8%

Question four asked students to indicate whether or not they would enroll in Typewriting II if it were offered the next school session. The responses were the same as in question three -- ninety checked yes and eight checked no. Responses to question four were indicated in Table 4.4.

Table 4.4

Item 4. Indications of Typewriting II Enrollment if it Were Offered 1982-1983 School Session		
<u>Response</u>	<u>Number of Students</u>	<u>Percentage</u>
Yes	90	92%
No	8	8%

Item five dealt with students' intentions of remaining in their present locale or moving to another locality. Fifty-three students (54%) planned to remain in the local area. Forty-one students (42%) planned to move to a different location. Four students (4%) were undecided. These findings were shown in Table 4.5.

Table 4.5

Item 5. Students' Plans Relative to Remaining in Present Locale or Moving to Another Locality		
Remain in Present Locale	53	54%
Move to Another Locality	41	42%
Undecided	4	4%

Question six asked the respondents their immediate plans after graduation. Space was provided to check one of three areas: continue education, work, and other. Twenty-one students (21.43%) checked continue education. A majority of the students checked work. The actual number of students who indicated work was seventy (71.43%). Seven (7.14%) of the students checked other. This information was shown in Table 4.6.

Table 4.6

Item 6. Career Plans After High School Graduation		
Continue Education	21	21.43%
Work	70	71.43%
Other	7	7.14%

Item seven was concerned with the respondents who had checked "work" in question six. The respondents were asked to specify the occupation they preferred to enter after graduating from high school. Four categories of jobs were indicated. Those jobs are listed according to preference indicated by the respondents:

1. Clerical
2. Factory (poultry processing)
3. Farming
4. Banking

The number of responses for each category was illustrated in Table 4.7. The four categories identified jobs specified by the respondents.

Table 4.7

Item 7. Occupations Students Prefer to Enter
After High School Graduation

<u>Occupation</u>	<u>Number of Students</u>	<u>Percentage</u>
Clerical	53	76%
Secretaries		
Legal		
Local government		
Private industry		
Factory (poultry processing)	12	17%
Farming	3	4%
Banking (bank tellers)	2	3%

The final question, eight, asked if Typewriting II would benefit those who had responded to Item seven. Fifty-five (79%) checked yes and fifteen (21%) checked no.

Summary

This chapter presented the responses of the questionnaire the researcher used for the survey. The responses were recorded in narrative and tabular form.

Ninety-eight Typewriting I students responded to the survey. This was the entire Arcadia High School's Typewriting I enrollment at the time of the survey. The students indicated almost unanimously their preference of having Typewriting II a part of the business education curriculum. The respondents indicated further, almost unanimously, that they would enroll in Typewriting II if it were offered next school session. The respondents

also indicated that Typewriting II would benefit over half of Arcadia High's Typewriting I students according to their choice of occupation after school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The research for this project, A Survey to Determine The Need to Make Typewriting II Part of Arcadia High School's Business Education Curriculum, has been completed. All parts of the project have been presented in Chapters one, two, three, and four. However, the researcher has presented the final part of the report in this chapter in the indicated format: summary, conclusions, and recommendations.

The summary condensed the information recorded in chapters one through four. The conclusions made inferences derived by researching the project. The final section of the chapter, Recommendations, described the researcher's positions on the project.

Summary

The problem presented in this project was to determine the need to make Typewriting II part of the business education curriculum at Arcadia High School. The researcher sought to ascertain this need as recorded in Chapters one through four.

In Chapter one, goals were established which indicated what the researcher was striving to accomplish. The "Background and Significance" section gave the importance of the study, supported with references from authorities in typing related areas.

Chapter two gave a review of literature related to this project. Several authorities were cited which substantiated a need for advanced typewriting skills.

Chapter three described the methods and procedures used to ascertain the need to make Typewriting II a part of the business education curriculum at Arcadia High School. A questionnaire was given to 100% of Arcadia's 1981-1982 Typewriting I students in order to determine their interest in Typewriting II and their estimation of its value in reaching their occupational goals.

Chapter four presented the findings of the study. The findings were illustrated in tables and described in narrative form.

Conclusions

Conclusions reached from researching this project are as follows:

1. An overwhelming majority, 92% of the 1981-1982's Typewriting I students, would enroll in Typewriting II if it were offered next school year.
2. A majority of the surveyed students, 76%, would enroll in Typewriting II for the purpose of acquiring this skill for occupational use.
3. A great majority of the students, 53%, would use the skills acquired in Typewriting II in businesses of the local community.
4. A great number of students, 41%, would use the skills acquired in Typewriting II in businesses in other localities--areas in other parts of the State of Virginia and states other than Virginia.
5. Businesses of the local community would be able to reduce their training personnel because more of their beginning employees would be equipped with advanced typewriting skills and knowledges acquired in Typewriting II.

Recommendations

Recommendations for this project are based on the data obtained in this research study.

1. Typewriting II should be made a part of the business education curriculum of Arcadia High School because it would equip students with skills that would enable them to get office-related employment

in local businesses without having to complete post-secondary programs. Office-related employment referred to are positions above those requiring minimum skills.

2. Typewriting II should be included in the business education curriculum of Arcadia High School because it would equip students with skills that would enhance their chance of obtaining high-paying office jobs in localities other than the local community.

APPENDIX A

ARCADIA HIGH SCHOOL
OAK HALL, VIRGINIA 23416

Office of the Principal

February 19, 1982

Dear Student:

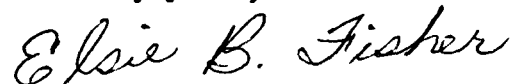
I am conducting a research project as partial fulfillment of requirements in the Secondary Education graduate program at Old Dominion University - Norfolk, Virginia. My project is to survey Typewriting I students of Arcadia High School to determine the need to include Typewriting II in the business education curriculum.

Please take a few minutes of your time to complete the questionnaire given to you. Most of the questions can be answered by using a check mark.

The questionnaire is distributed to you with the approval of Mr. John C. Gray, Principal. Initial the questionnaire to help me maintain an accurate account of the questionnaires returned. The questionnaire will not become part of your academic record in anyway.

Thank you for completing the survey; thereby, helping me meet my graduate requirements.

Sincerely yours,



Ms. Elsie B. Fisher

APPENDIX B

ARCADIA HIGH SCHOOL

Oak Hall, Virginia 23416

Business Education
Department

QUESTIONNAIRE

Indicate your answer by placing a check mark to all questions with the exception of Question Number 7. Indicate a brief answer in the space provided for Question Number 7.

1. Indicate your grade level by placing a check on the appropriate line.

9 _____

10 _____

11 _____

12 _____

2. What is your reason for taking Typewriting I?

Personal use _____

Occupational _____

Other _____

3. Would you prefer to have Typewriting II as a part of the business education curriculum?

Yes _____

No _____

4. Would you take Typewriting II if it were offered next school session?

Yes _____

No _____

5. Indicate your plans relative to remaining in this locality or moving to another location.

Plan to remain in this locality _____

Plan to move from this locality _____

Undecided _____

6. What are your immediate career plans after graduation?

Continue education _____

Work _____

Other _____

7. If your career plans are to work immediately after graduation, please specify in the space provided the occupation you prefer to enter.

8. Would Typewriting II benefit you according to the occupation indicated in Item Number 7?

Yes _____

No _____

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