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The Understanding and Attitudes of Virginia Beach High School Guidance Counselors Toward Business Education

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THE UNDERSTANDINGS AND ATTITUDES OF
VIRGINIA BEACH HIGH SCHOOL GUIDANCE COUNSELORS
TOWARD BUSINESS EDUCATION

A Study Presented to the
Faculty of the School of Education
Old Dominion University

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

by
Joyce L. Gregory

April, 1982

This research paper was prepared by Joyce L. Gregory under the direction of Dr. John Ritz in VIAE 636, Problems in Education. It is submitted to the graduate program director as partial fulfillment of the requirements for the degree of Masters of Science in Education.

Approved by:

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1-27-87
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Date

TABLE OF CONTENTS

	Page
LIST OF TABLES	ii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Research Questions	
Background and Significance	
Limitations	
Assumptions	
Procedures	
Definition of Terms	
Overview	
II. A REVIEW OF LITERATURE	8
III. METHODS AND PROCEDURES	15
Subjects	
Research Instrument	
Data Collection and Analysis	
Summary	
IV. FINDINGS OF THE STUDY	18
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	31
APPENDICES	34

LIST OF TABLES

Table	Page
3.1 Schools Surveyed	15
4.1 Responding Schools	18
4.2 Do you feel the business education program has something to offer very student?	19
4.3 Do you feel that college-bound students should enroll in business education classes?	20
4.4 Do you feel that business education classes are designed primarily for slower students who do not perform well in academic classes?	20
4.5 Do you feel that <u>all</u> students need general education about business, specifically personal and societal economics?	21
4.6 Do you feel general business should be a required course for all high schools students?	22
4.7 Do you feel typewriting should be a required course for all high school students?	22
4.8 Do you feel business law should be a required course for all high school students?	23
4.9 Do you feel business economics should be a required course for all high school students?	23
4.10 Do you feel that general business is best suited for slower students?	24
4.11 Do you feel that office workers should be trained on the job rather than in the high school?	25
4.12 Do you feel the business education program makes a favorable contribution to the secondary school curriculum?	25
4.13 Do you feel the business education program makes a favorable contribution to the community?	26
4.14 Do you feel business education courses should receive credit equal to the academic courses in the secondary school curriculum?	27

4.15	Do you feel it is necessary for business education teachers to have a college degree? . .	27
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CHAPTER I

INTRODUCTION

Business Education originally began with a vocational objective; however, as society became more complex and demanded that individuals be able to more competently handle their personal business affairs, it was noted that much of the content in business classes would be valuable to all students. Therefore, business education has adopted a two-fold philosophy. This philosophy entails education about business and education for business.

Dr. Anne Scott Daughtrey, a leading business education authority, states that education about business:

"offers to every individual an opportunity to develop those skills, abilities, and understandings that will enable him to handle competently his personal business affairs; to develop an understanding of the vocational opportunities available in the broad field of business; and to assume citizenship responsibilities through enlightened participation in and an understanding and appreciation of the American enterprise system" (Daughtrey, 1979, p. 34).

Education for business offers:

"the student who wishes to pursue a career in business an opportunity to develop those skills, abilities, and understandings that will enable him to enter, perform, and progress in a business occupation following graduation from high school or to enter a post-secondary vocational program; and it provides him with the occupational intelligence to enable him to fit into and find job satisfaction in the labor force of our complex and dynamic society" (Daughtrey, 1979, p. 34).

Based on this two-fold philosophy, business educators feel their program would make an important contribution to the education of every student, either as general education about business (personal and societal economics) or as specialized education for business (occupational intelligence and job training for business).

STATEMENT OF THE PROBLEM

The problem of this research study was to determine the understandings and attitudes high school guidance counselors in Virginia Beach City Public Schools have toward business education.

RESEARCH QUESTIONS

To aid the researcher in studying the problem, the following questions were established as guidelines:

1. How do high school guidance counselors perceive the business education program?
2. What changes do high school guidance counselors recommend to business educators as to how the business education program can make a greater contribution to the high school student?

BACKGROUND AND SIGNIFICANCE

There were two factors that served as primary catalysts for conducting this research study. First, in order to better market the business education program, it was important to recognize and understand the attitudes, perceptions, and understandings guidance counselors have

toward business education. By identifying and examining these attitudes, business educators could build on its strengths and try to eliminate or improve its weaknesses.

Secondly, business educators are convinced that education for and about business should be a significant component of the curriculum of every secondary school. This premise is substantiated by current trends in business and industry such as automatic, integrated office systems, increased entrepreneurship and small business ownership, and an increased need for youngsters to acquire an active and critical economic intelligence. Therefore, it was intended that this research study provide new and, hopefully, improved ideas for marketing the business education program so that increased, better-directed efforts can be made toward this end.

LIMITATIONS

This research study was conducted with the realization that some factors would limit and influence the study. Specific factors included the following:

1. Although business education courses are offered at both junior and senior high schools, only senior high school guidance counselors were surveyed.
2. Results and conclusions reached in this survey cannot be generalized about schools not participating in the survey.
3. It is not possible to make any inferences about the business education program in private schools as the

survey was limited to public schools.

4. The quality, wording, and interpretation of the survey instrument may have influenced those guidance counselors who were surveyed.

ASSUMPTIONS

It was assumed in this study that:

- a. all guidance counselors have a basic knowledge and understanding of the business education program.
- b. every student, regardless of his career objectives, will be better equipped in his occupational and personal life by enrolling in business education classes.

PROCEDURES

This study was conducted by surveying guidance counselors from the seven (7) Virginia Beach City Public Schools. Before the survey was conducted, permission was obtained from Dr. James Mounie, Director, Research and Testing Services, Virginia Beach City Public Schools (Appendix A).

Each high school principal was mailed via the pony (intra-school system mail) a cover letter along with surveys for each guidance counselor in his school. The cover letter explained the purpose of the study, encouraged participation, and thanked each respondent for his professional input. (Appendix B)

Surveys were returned to the researcher who tabulated the data.

DEFINITION OF TERMS

The following terms were used throughout this research paper. A definition was included to enhance the reader's understanding of this report.

1. Business Education--A program of study that is both consumer oriented and vocationally oriented. It is the goal of business educators to provide students with consumer information, guidance, and learning experiences that will enable the students to gain business and economic understanding for intelligent citizenship.
2. General Education--That part of the total educational program that is provided to every pupil to help him attain the basic and essential knowledge, skills, and understandings necessary to assume his role as a worthy human being and an effective member of society (Daughtrey, 1979, p. 37).
3. Non-vocational Educators--Those teachers who do not teach one of the occupational training areas of agriculture, business, health occupations, home economics, marketing and distributive education, and trade and industrial.
4. Vocational Education--Education designed to provide students with the preparation and training needed to enter a job or trade. Areas included in vocational education are agriculture, business, health occupations, home economics, marketing and distributive education, and trade and industrial.

OVERVIEW

This chapter was organized to acquaint the reader with the purpose, significance, and procedures used by the researcher in surveying high school guidance counselors in the Virginia Beach City Public Schools to determine their understandings and attitudes toward business education.

In the subsequent chapters, findings were reported which substantiated the premise that business education is, indeed, of value to all students. Specific recommendations from guidance counselors were cited as to how the business education program can be made even more relevant and worthwhile as well as how the program can be better promoted to guidance counselors and ultimately the students.

CHAPTER II

A REVIEW OF LITERATURE

Because business enterprise is one of the dominant elements of present-day American society, education for and about business should be a significant component of every high school youngster's education. Whether or not this becomes a reality is largely due to the scheduling of one's high school courses by his guidance counselor. Therefore, it is of vital importance that business course offerings be publicized effectively to the guidance counselors, that they have a thorough understanding of these course offerings, that there be open communication between business educators and guidance counselors, and that guidance counselors have a positive perception of the business education program. For if the guidance counselors truly realize the merits of the program and communicate this to their counselees, business education enrollment would increase and the goal of education for and about business would be more easily met.

No information could be found as to how guidance counselors perceive business education, thus creating a need for this study; however it was decided that the general public, employers, educators, and even lawmakers realize the role business education plays in one's overall education.

PUBLIC ATTITUDES

The mere mention of vocational education creates varying images and perceptions. There are images of young

people making choices about their present and future life work as well as images of secondary students studying in shops, laboratories, on farms, or in settings that join the school with business or industry (Swanson, 1980, p. 87). Therefore, because there are so many different views regarding vocational education, it is important for vocational educators to have a planned and systematic two-way process of communication between them and their public, a means of helping others to understand the worth and merits of vocational education. This communication network is called public relations and is designed to build moral goodwill, cooperation, and support (Wiggins, 1979, p. 8).

Public relations play an important part in vocational education. According to Bhaerman, it is very important for vocational educators to know what others think of their program if it is to be truly responsive to the needs of the community (Bhaerman, 1979, p. 18). The role of business education in public relations is to show the "whole picture." The public as well as other educators should know what is going on in the business program and why. In this way, an increased awareness and confidence in the program can be established.

EMPLOYER ATTITUDES

Although some people feel that the American work force should be trained solely by industry as opposed to the

public school system or some other industrial framework under public control, surveys from business and industry indicate that vocational programs are very worthwhile. In 1976, a study was undertaken in South Carolina to determine employers' attitudes toward vocational education. The findings were favorable. Specifically:

1. Employers considered vocational and technical education programs to be a good source of trained manpower.
2. Employers generally rate graduates of vocational and technical education higher than other employees.
3. Employers rate vocational and technical centers and colleges high in terms of overall quality of education (Bhaerman, 1979, pp. 18-20).

In a separate study, data collected from Ohio firms showed about 60 percent of employers' experiences with vocational education graduates had been positive. Eighty-seven percent of the respondents felt that vocational education graduates rated the strongest on skills needed for job openings and willingness to learn new skills. On the other hand, however, 74 percent of the employers felt that vocational education needs to have an improved image (Bhaerman, 1979, pp. 18-20).

A 1973 opinion survey of 1022 persons in Ohio showed differences between young adults who graduated from approved vocational educational programs and graduates of other programs. These differences were largely in the direction of making vocational graduates better employees, both in their own self concept and in the eyes of the employer. More specifically, the employers rated vocational graduates

higher than others in entry level employability skills and technological knowledge, on willingness to learn new job skills, on ability to follow suggestions, work habits, promotability, attitudes toward the company and/or the employer, and on concerns for productivity and safety ratings (Bhaerman, 1979, pp. 18-20).

Further testimonial is given to vocational education in Project Talent, a study conducted by the American Institute for Research, where post-high school occupations of 10,000 vocational and 3,000 academic graduates from ten (10) high schools in 30 states were surveyed. The findings were summarized as follows (Swanson, 1980, pp. 87-90):

1. Vocational graduates get their first full-time jobs much more quickly than do academic graduates.
2. Vocational graduates enjoy substantially greater employability security than do academic course graduates without a college degree.
3. Vocational graduates enjoy greater accumulated earnings than do academic course graduates without a college degree.
4. About 65 percent of the vocational graduates enter the trade for which they were trained or one related to it.
5. A comparison of vocational and academic graduates without a college education reveals no difference in conversational interests, leisure-time activities, and/or affiliation with community organizations.

EDUCATORS' ATTITUDES

In 1975, a survey of Indiana's secondary principals and supervisors was conducted to determine their attitudes

toward vocational education. It was concluded from that study that the cost of vocational education is justified in public schools, that opportunities for vocational education should be provided in every school, "bright" students should not be discouraged from taking vocational education courses, and vocational education courses should receive credit equal to academic courses in the secondary school curriculum (Nasstrom and Baker, 1979, pp. 288-289).

In our own Commonwealth of Virginia, the joint subcommittee on vocational-technical and career education felt that vocational education was so valuable that all public high school students should be required to take vocational courses. In this way, every student should leave high school with a marketable skill. It was the committee's opinion that vocational education offers the best available solution for high unemployment as it teaches students the occupational skills necessary to successfully compete in today's labor market (Jenkins, 1981, p. 11).

SUMMARY

Based on previous survey results which were cited in this chapter, it was deducted that in most instances vocational education is highly regarded by business and industry and is favorably contributing to today's labor demand. Still unresolved, was the question of how high school guidance counselors perceive vocational education, particularly business education. No projects were found

that addressed themselves to this specific problem. Therefore it was the aim of this study to research the attitudes and understandings of high school guidance counselors toward business education.

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CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the attitudes and understandings of high school guidance counselors toward business education. To accomplish this task, a survey was prepared and distributed to all high school guidance counselors, thirty-six, in the Virginia Beach City Public High Schools. Discussed in this chapter are the subjects, development of the research instrument, and procedures for collection and analysis of the data.

SUBJECTS

The subjects in this study consisted of all high school guidance counselors in the Virginia Beach City Public High Schools, a total of thirty-six (36) counselors. Counselors were identified for the researcher by the Personnel Department and were contacted by letter via the school system's "pony" mail system.

The individual schools surveyed and the number of counselors in each school are shown below in Table 3.1.

TABLE 3.1
SCHOOLS SURVEYED

School	Number Surveyed
Bayside	5
Cox	4
First Colonial	5
Green Run	7
Kellam	4
Kempsville	6
Princess Anne	5
TOTAL	36

RESEARCH INSTRUMENT

The questionnaire used was unique for this survey and was designed by this researcher with the assistance of Dr. John Ritz of Old Dominion University. Fellow business education teachers were also asked to contribute their ideas and opinions thus helping to validate the questionnaire items.

The instrument consisted of eighteen (18) items--fourteen (14) close-form questions and four (4) open-form questions. As each item was developed, care was taken to assure that it was related to the previously established research goals.

A copy of this survey is found in Appendix B.

DATA COLLECTION AND ANALYSIS

The survey was distributed to each potential respondent on April 1, 1982, with a requested deadline of April 9, 1982. After the deadline passed and the surveys had been returned, the findings were tabulated.

The responses to each of the fourteen (14) close-form questions were compiled and arranged in tabulated form. The response to each of the four (4) open-form questions were summarized. The results and interpretations are contained in Chapters IV and V.

SUMMARY

To help determine the attitudes and understandings of high school guidance counselors toward business education,

this researcher mailed an eighteen (18) item survey to the thirty-six (36) counselors in the Virginia Beach City Public High Schools. The results of the surveys were compiled, reported, and conclusions drawn. This data was presented in the following two chapters, Chapters IV and V.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this study was to determine the attitudes of high school guidance counselors toward business education. Surveys were mailed to each of the thirty-six (36) secondary guidance counselors in each of the seven (7) Virginia Beach City Public High Schools. Responses were received from all schools except one. A follow-up call was made to that particular school, but still there was no response. This information was illustrated in Table 4.1. The responses to survey questions were compiled and presented in this chapter.

TABLE 4.1

RESPONDING SCHOOLS

SCHOOL	NUMBER SURVEYED	NUMBER RESPONDING	RESPONSE PERCENTAGE
Bayside	5	4	80%
Cox	4	2	50%
First Colonial	5	5	100%
Green Run	7	7	100%
Kellam	4	4	100%
Kempsville	6	4	67%
Princess Anne	5	0	0%
TOTAL	36	26	72%

Questions one through four (1-4) dealt primarily with the worth or merit of business education. The survey substantiated the hypothesis that all students, even those who are college bound, can benefit from taking business courses as a part of their general education, as all students need education for business as well as education about business. These results were shown in Tables 4-2, 4-3, 4-4, and 4-5.

TABLE 4.2

QUESTION: Do you feel the business education program has something to offer every student? (Survey question 1)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	3	75%	1	25%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	7	100%	0	0%
Kellam	4	100%	0	0%
Kempsville	3	75%	1	25%
TOTAL	24	92%	2	7.6%

TABLE 4.3

QUESTION: Do you feel that college-bound students should enroll in business education classes? (Survey question 2)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	3	75%	1	25%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	7	100%	0	0%
Kellam	4	100%	0	0%
Kempsville	4	100%	0	0%
TOTAL	25	96%	1	3.8%

TABLE 4.4

QUESTION: Do you feel that business education classes are designed primarily for slower students who do not perform well in academic classes? (Survey question 3)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	0	0%	4	100%
Cox	0	0%	2	100%
First Colonial	0	0%	5	100%
Green Run	0	0%	7	100%
Kellam	0	0%	4	100%
Kempsville	0	0%	4	100%
TOTAL	0%	0%	26	100%

TABLE 4.5

QUESTION: Do you feel that all students need general education about business, specifically personal and societal economics? (Survey question 4)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	4	100%	0	0%
Cox	1	50%	1	50%
First Colonial	4	80%	1	20%
Green Run	6	86%	1	14%
Kellam	4	100%	0	0%
Kempsville	3	75%	1	25%
TOTAL	22	85%	4	15%

Questions five through nine (5-9) of the research instrument surveyed the high school counselors to determine what, if any, business classes should be required of high school students as a part of their general education. It was found that the majority of respondents felt no business education courses should be required; however, 35 percent did favor typewriting as a required subject, particularly with the current emphasis on computer literacy, data entry specifically. These findings were summarized in Tables 4-6, 4-7, 4-8, 4-9 and 4-10.

TABLE 4,6

QUESTION: Do you feel general business (an introductory course covering such topics as economic systems, money and banking, insurance, and budgeting) should be a required course for all high school students? (Survey question 5)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	1	25%	3	75%
Cox	1	50%	1	50%
First Colonial	1	20%	4	80%
Green Run	5	71%	2	29%
Kellam	1	25%	3	75%
Kempsville	1	25%	3	75%
TOTAL	10	38%	16	62%

TABLE 4.7

QUESTION: Do you feel typewriting should be a required course for all high school students? (Survey question 6)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	2	50%	2	50%
Cox	0	0%	2	100%
First Colonial	1	25%	4	75%
Green Run	3	43%	4	57%
Kellam	1	25%	3	75%
Kempsville	2	50%	2	50%
TOTAL	9	35%	17	65%

TABLE 4.8

QUESTION: Do you feel business law should be a required course for all high school students? (Survey question 7)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	0	0%	4	100%
Cox	0	0%	2	100%
First Colonial	0	0%	5	100%
Green Run	0	0%	7	100%
Kellam	1	25%	3	75%
Kempsville	0	0%	4	100%
TOTAL	1	3.8%	25	96.2%

TABLE 4.9

QUESTION: Do you feel business economics should be a required course for all high school students? (Survey question 8)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	0	0%	4	100%
Cox	0	0%	2	100%
First Colonial	0	0%	5	100%
Green Run	0	0%	7	100%
Kellam	1	25%	3	75%
Kempsville	0	0%	4	100%
TOTALS	1	3.8%	25	96.2%

TABLE 4.10

QUESTION: Do you feel that general business is best suited for slower students? (Survey question 9)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	2	50%	2	50%
Cox	0	0%	2	100%
First Colonial	1	20%	4	80%
Green Run	0	0%	7	100%
Kellam	0	0%	4	100%
Kempsville	1	20%	4	80%
TOTAL	4	15%	22	85%

Tables 4.11 through 4.13 summarized questions that were asked pertaining to the need for business educators to prepare students with job training, the contributions business education makes to the secondary school, and the contributions business education makes to the school's community. The results were overwhelmingly favorable, as indicated in the tabulations that follow.

TABLE 4.11

QUESTION: Do you feel that office workers should be trained on the job rather than in the high school?

(Survey question 10)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	1	25%	3	75%
Cox	0	0%	2	100%
First Colonial	0	0%	5	100%
Green Run	1	14%	6	86%
Kellam	0	0%	4	100%
Kempsville	0	0%	4	100%
TOTAL	2	7.7%	24	92.3%

TABLE 4.12

QUESTION: Do you feel the business education program makes a favorable contribution to the secondary school curriculum?

(Survey question 11)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	4	100%	0	0%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	7	100%	0	0%
Kellam	4	100%	0	0%
Kempsville	4	100%	0	0%
TOTAL	26	100%	0	0%

TABLE 4.13

QUESTION: Do you feel the business education program makes a favorable contribution to the community?
(Survey question 12)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	4	100%	0	0%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	7	100%	0	0%
Kellam	4	100%	0	0%
Kempsville	4	100%	0	0%
TOTAL	26	100%	0	0%

It is sometimes felt by business educators that high school guidance counselors do not believe business education is worthy of the same course credit as academic subjects. Question 13, as reported in Table 4.14, shows this premise to be a misconception. Twenty-three of the twenty-six surveyed responded that business education courses should receive credit equal to the academic courses in the secondary school curriculum.

The last close-end question of the survey instrument dealt with the need for business educators to have a college degree. To this item, there was a 100% favorable response, which was shown in Table 4.15.

TABLE 4.14

QUESTION: Do you feel business education courses should receive credit equal to the academic courses in the secondary school curriculum? (Survey question 13)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	4	100%	0	0%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	6	86%	1	14%
Kellam	3	75%	1	25%
Kempsville	3	75%	1	25%
TOTAL	23	88%	3	12%

TABLE 4.15

QUESTION: Do you feel it is necessary for business education teachers to have a college degree? (Survey question 14)

SCHOOL	FREQUENCY YES	% YES	FREQUENCY NO	% NO
Bayside	4	100%	0	0%
Cox	2	100%	0	0%
First Colonial	5	100%	0	0%
Green Run	7	100%	0	0%
Kellam	4	100%	0	0%
Kempsville	4	100%	0	0%
TOTAL	26	100%	0	0%

The survey contained four (4) open end questions. The summarized responses were cited below:

What strengths do you perceive in the business education program (question 15)?

1. instructors
2. diversified curriculum
3. on-the-job training
4. good skill training
5. "something for everyone"
6. opportunity for work experience
7. Cooperative Office Education

What weaknesses do you perceive in the business education program (question 16)?

1. need of new equipment
2. not enough publicity and information to rising sophomores
3. Teachers want more students but only "good" students.
4. Strengthen curriculum in business law and business economics.
5. Typewriting classes start too fast causing slower students to become discouraged and drop the class.
6. Poor attitude of some teachers.

What actions should be taken by business educators in order to better market their program (question 17)?

1. get parents in the community to understand and support the programs.
2. publicize programs at the junior high level.

3. Provide more programs on careers in business.
4. Invite students into business classrooms so they can see business students and business equipment in action.
5. Get the word to students that they will probably not need business college if they take advantage of the high school business offerings.
6. Be more enthusiastic.
7. Let students know that business education provides the possibility of immediate job opportunities.
8. Business educators should be more aware of actual occupational needs and changes in the business world.
9. Let students who are currently enrolled in business classes "sell" the program.
10. Improve course descriptions so students know exactly what they are getting.

What, if any, business classes do you recommend to the college-bound student (Survey Item No. 18)?

1. Typewriting
2. Accounting
3. Business economics
4. Business law
5. Notehand
6. Stenography
7. Clerk-typing
8. Others, depending on the student's career goals.

These classes were listed in rank order, with the exception of accounting, business economics, and business law which received the same number of responses.

SUMMARY

The survey results of twenty-six (26) respondents have been reported that helped the researcher gain some knowledge of the attitudes and understandings high school guidance counselors have toward business education. Based on these results, some conclusions were drawn and recommendations made. These conclusions and recommendations were reported in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The problem of this research study was to determine the attitudes and understandings of high school guidance counselors toward business education. The researcher felt this a most worthy topic as so much of the success of business education is dependent upon course enrollment, and course enrollment is dependent upon course/class scheduling by guidance counselors. For only when counselors believe in the value and merit of business education and understand what the business education program has to offer the high school student will business education grow to its fullest.

A review of literature was undertaken, and the researcher discovered that very little information was available on this topic. While public opinions and attitudes were cited as well as those of employers, other educators, and even lawmakers, left unresolved was the question of how high school guidance counselors perceived business education. For this reason, a research study was conducted.

A questionnaire was designed consisting of eighteen (18) items--fourteen (14) close form questions and four (4) open form items. This questionnaire was mailed to thirty-six (36) guidance counselors in seven (7) high schools in the Virginia Beach City Public Schools. Twenty

six (26) counselors from six (6) of the schools responded.

The results of the survey were compiled and conclusions drawn.

CONCLUSIONS

In response to the first research question of this study (How do high school guidance counselors perceive the business education program?), it was concluded that high school counselors have a very favorable perception of business education. The researcher was convinced that those surveyed truly felt that all students benefitted from enrollment in business courses.

The counselors substantiated that degreed educators should be teaching all students general education about business and credit equal to that in academic courses awarded. Furthermore, the respondents indicated that these same educators should be training some students for business as potential office workers.

In address to the second research question of this study (What changes do high school guidance counselors recommend to business educators as to how the business education program can make a greater contribution to the high school student?), it was indicated that the business education program was on target in making a favorable contribution to the high school student. Courses such as general business, typewriting, business law, and business economics should continue to be made available to the

student, though not required. It was noted, however, that courses should be better publicized, particularly to rising sophomores. Other changes called for:

1. newer, more modern equipment in business classrooms and the installation of more microcomputers.
2. teachers to be more flexible and tolerant in their dealings with slower students.

RECOMMENDATIONS

Based upon the findings and conclusions of this study, the researcher submits the following recommendations:

1. Articulation between guidance counselors and students regarding the need for marketable skills for college and non-college students.
2. A specially-trained vocational counselor in each secondary school.
3. Improve communications regarding business education between junior high schools and senior high schools.
4. A study to determine why students enroll in business education classes.
5. The continuation of current business education courses but with an update of content and equipment.

APPENDICES

APPENDIX A

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL ADMINISTRATION BUILDING • P. O. BOX 6038 • VIRGINIA BEACH, VIRGINIA 23456

E. E. BRICKELL
SUPERINTENDENT OF SCHOOLS

September 14, 1981

An Open Letter to Scholars and Students:

The Virginia Beach City Public Schools recognizes a professional responsibility to cooperate with scholars and students seeking to conduct studies which are to contribute new knowledge and insights. While practical considerations limit the number of such cooperative efforts, the Virginia Beach City Public Schools does approve a number of requests by scholars and students to conduct research in this division.

During a usual school year, between two and four hundred external researchers request permission to conduct studies in the Virginia Beach City Public Schools. While most of the studies are graduate class related, a number of them are intended to fulfill grant, scholarly, or publication requirements. We cannot give the instructional time, nor can we make demands on the school community which the volume of proposed research would require.

The major research priorities for the Virginia Beach City Public Schools are staff studies which will generate information not available from any other source and/or for which this division has some obvious and timely need. Studies conducted by state and federal agencies to which this division is accountable are conducted when required. We think it appropriate to limit the number of other studies which require the use of instructional time and/or time and effort of the school community.

Should you be interested in conducting a study of the Virginia Beach City Public Schools, complete our Application to Conduct Research. The form can be secured from and, when completed, should be returned to Dr. James C. Mounie, Director of Research and Testing, Virginia Beach City Public Schools, P. O. Box 6038, Virginia Beach, Virginia 23456 (Telephone: 1-804-427-4151).

The following suggestions might be of some help to you:

- Secure and complete the Application to Conduct Research. Unless you have written permission from the Research and Testing Section, teachers and administrators have been asked not to respond to your inquiries.
- Your study should generate new information. If we can get the same information from other reliable studies or sources, your request will probably be denied.
- Design a study that can use already available data. There is much information open to the public which is subject to manipulation and analysis for purposes of researchers.
- Your study must have some relevance to and importance for this school division. We want our participation to benefit the Virginia Beach City Public Schools.



7623 Leafwood Drive
Norfolk, VA 23518
February 8, 1982

Dr. James C. Mounie, Director
Research and Testing Services
Virginia Beach City Public Schools
School Administration Building
P.O. Box 6038
Virginia Beach, VA 23456

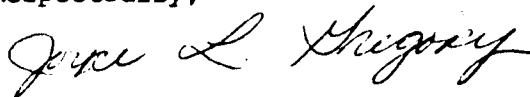
Dear Dr. Mounie:

As a graduate student at Old Dominion University and a business education teacher at Kellam High School, I am undertaking a research study to determine the attitudes, perceptions, and understandings of high school guidance counselors toward business education. I would like to conduct my research in the Virginia Beach City Public Schools as I feel this would make my study more meaningful and worthwhile to both our school system and me.

Please examine the enclosed questionnaire and let me know at your earliest convenience if I may have your permission to continue with this study. I hope you will note that because I realize the value and scarcity of our guidance counselors' time, I have tried to minimize the number of items by asking only those questions that I feel are pertinent to the study.

Thank you for your time and consideration.

Respectfully,

A handwritten signature in cursive script, reading "Joyce L. Gregory".

Joyce L. Gregory
Business Education Teacher
Kellam High School

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL ADMINISTRATION BUILDING • P. O. BOX 6038 • VIRGINIA BEACH, VIRGINIA 23456

E. E. BRICKELL
SUPERINTENDENT OF SCHOOLS

February 10, 1982

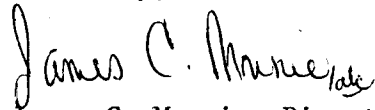
Ms. Joyce L. Gregory
Business Education Teacher
Kellam High School
2323 Holland Road
Virginia Beach, VA 23456

Dear Ms. Gregory:

Thank you for your letter of February 8, 1982. In accordance with our procedures, we ask that you fill out the enclosed Application to Conduct Research.

When completed, please return it to this office for review and any other further action to be taken.

Sincerely,



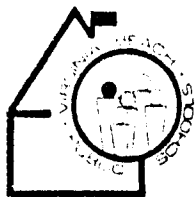
James C. Mounie, Director
Research & Testing Services

JCM/dlc

Enclosures



received 2-12-82



DEPARTMENT OF INSTRUCTIONAL SERVICES
Research & Testing Services

APPLICATION TO CONDUCT RESEARCH

- I. Name Joyce L. Gregory Position Business Education Teacher
Department/School Floyd E. Kellam High School Date March 1, 1982
Office Address 2323 Holland Road, Va. Beach Telephone 427-3232
Home Address 7623 Leafwood Drive, Norfolk Telephone 587-0000
23518
- II. Title of Project A Study to Determine the Understandings and Attitudes of
Va. Beach City High Schools' Guidance Counselors Toward Business Education
- III. Why are you conducting the study? Business Education in Virginia Beach City
Public Schools is suffering from declining enrollment. By determining how
guidance counselors regard our program and represent it to students, I
hope to gain some insight as to how to better business education.
- IV. Why have you chosen a Virginia Beach population for your study?
I have chosen Va. Beach because I teach in this system and hopefully
will be able to gain some insight as to how to improve enrollment in
business education throughout our system.
- V. Number of Educational Environments:
- | | | | | | |
|-------------|----------|--------------|----------|--------------|----------|
| Elementary | <u>0</u> | Intermediate | <u>0</u> | Junior High | <u>0</u> |
| Senior High | <u>7</u> | Other | <u>0</u> | Total Number | <u>0</u> |
- Date(s) March 15-19, 1982 Alternate Date(s) March ²²⁻²⁶~~23-27~~, 1982
- Relative Frequency _____ Approximate size of schools _____
- Specific Grades/Subjects _____ Specific Schools _____
- Name of school(s) Bayside, Cox, First Colonial, Green Run, Kellam,
Why? Kempsville, Princess Anne
- VI. Involvement of Participants:
- | <u>Group</u> | <u>Number Needed</u> | <u>Time Consumption</u> |
|-----------------------|----------------------|----------------------------|
| Students | _____ | _____ (Min./Hrs.) |
| Teachers | _____ | _____ (Min./Hrs.) |
| Principals | _____ | _____ (Min./Hrs.) |
| Others Guidance Coun. | <u>all</u> | <u>15 min.</u> (Min./Hrs.) |
- To what extent will the staff of the school/division be involved in planning and carrying out the project? The extent of the counselors' involvement
will be limited to completing a 17-item questionnaire.

Business Education has adopted a two-fold philosophy. This philosophy entails education about business and education for business. In addition, business educators feel their program would make an important contribution to the education of every student, either as general education about business (personal and societal economics) or as specialized education for business (occupational intelligence and job training for business). Therefore, this study is being conducted to determine if guidance counselors in the Virginia Beach City Public High Schools share this philosophy and, if so, how it is communicated to the students.

The study will be conducted by surveying all guidance counselors in the seven (7) high schools. Upon receipt of the completed survey forms, the results will be tabulated, conclusions drawn, and appropriate actions taken, if possible. The survey will consist of 14 open-form questions and 3 close-form questions.

A review of literature has been completed, but it was soon apparent that very little information was available on this specific topic. However it was noted that a two-way process of communication between business educators and their peers is vital if the business education program is to be responsive to the needs of others and if others are to know the true merits of the program.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL ADMINISTRATION BUILDING • P. O. BOX 6038 • VIRGINIA BEACH, VIRGINIA 23456

E. E. BRICKELL
SUPERINTENDENT OF SCHOOLS

March 29, 1982

Ms. Joyce L. Gregory
Business Education Teacher
Kellam High School
2323 Holland Road
Virginia Beach, VA 23456

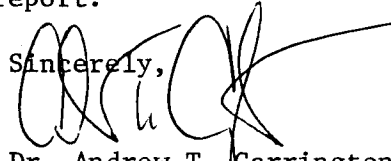
Dear Ms. Gregory:

I have discussed your proposal to conduct a study of "The Understandings and Attitudes of Virginia Beach High School Guidance Counselors Toward Business Education" with Dr. Mary Barber, supervisor of business education, and we believe the information would be of benefit to our school system. Therefore, you are authorized to proceed with your study.

It is to be understood that you are to work directly with each high school principal in the administration of your data collection instrument and to cooperate in every possible way.

I remind you that we do have the constraints of the Buckley Amendment and require that you ensure the confidentiality of all respondents to your survey. When you have completed your study, I should appreciate your sending to this office a copy of your final report.

Sincerely,



Dr. Andrew T. Carrington
Program Evaluator
Research & Testing Services

ATC/dlc

xc: Dr. Mary Barber, Business Education Supervisor
Mr. Jerry Deviney, Principal, Bayside High School
Mrs. Lottie Waters, Principal, Cox High School
Mr. Michael Themides, Principal, First Colonial High School
Mr. Wylie French, Principal, Green Run High School
Mr. Letcher Hill, Principal, Kellam High School
Mr. Charles Caldwell, Principal, Kempsville High School
Mr. J. J. Owens, Principal, Princess Anne High School



APPENDIX B

7623 Leafwood Drive
Norfolk, VA 23518
April 1, 1982

Mr. Michael Themides, Principal
First Colonial High School
1272 Mill Dam Road
Va. Beach, VA 23454

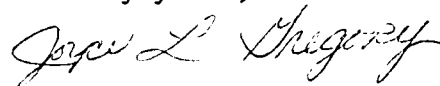
Dear Mr. Themides:

As a graduate student at Old Dominion University and a business education teacher at Kellam High School, I am conducting a research study to determine the understandings and attitudes of high school guidance counselors toward business education. In order to complete this task, I need your help.

Dr. Carrington, Program Evaluator for Research and Testing Services, has suggested that you might assist me with the administration of my survey. Would you please take a few minutes from your busy schedule to distribute the enclosed forms to the guidance counselors in your school and encourage their participation? If I could have the completed survey forms returned to me (via the pony) by Friday, April 9, it would be greatly appreciated.

Thank you for helping me with this research endeavor.

Sincerely yours,

A handwritten signature in cursive script, reading "Joyce L. Gregory".

Joyce L. Gregory
Business Education Teacher
Kellam High School

7623 Leafwood Drive
Norfolk, VA 23518
April 1, 1982

Dear Guidance Counselor:

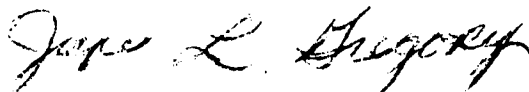
As a graduate student at Old Dominion University and a business education teacher in Virginia Beach City Public Schools, I am conducting a research study to determine the understandings and attitudes of high school guidance counselors toward business education. It is my hope that the results of this study will help improve the business education program in our school system by making business educators and counselors more aware of specific areas where improvements are needed.

I would greatly appreciate your helping me in this endeavor by completing the enclosed survey. I have tried to minimize the number of items by asking only those questions that I feel are pertinent to the study as I realize the value and scarcity of your time.

Although Dr. Carrington, Program Evaluator for Research and Testing Services, has authorized your participation in this research study, the final decision rests with you. If you choose to participate, please return the survey to me at Kellam High School (via the pony) by Friday, April 9. Do not hesitate to give me a call (Home--587-0000, School--427-3232) if you have any questions.

Thank you for your contribution to my professional growth.

Respectfully,

A handwritten signature in cursive script that reads "Joyce L. Gregory".

Joyce L. Gregory
Business Education Teacher
Kellam High School

SURVEY QUESTIONS

YES

NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Do you feel the business education program has something to offer every student? |
| _____ | _____ | 2. Do you feel that college-bound students should enroll in business education classes? |
| _____ | _____ | 3. Do you feel that business education classes are designed primarily for slower students who do not perform well in academic classes? |
| _____ | _____ | 4. Do you feel that <u>all</u> students need general education about business, specifically personal and societal economics? |
| _____ | _____ | 5. Do you feel that general business (an introductory course covering such topics as economic systems, money and banking, insurance, and budgeting) should be a required course for all high school students? |
| _____ | _____ | 6. Do you feel typewriting should be a required course for all high school students? |
| _____ | _____ | 7. Do you feel business law should be a required course for all high school students? |
| _____ | _____ | 8. Do you feel business economics should be a required course for all high school students? |
| _____ | _____ | 9. Do you feel that general business is best suited for slower students? |
| _____ | _____ | 10. Do you feel that office workers should be trained on the job rather than in the high school? |
| _____ | _____ | 11. Do you feel the business education program makes a favorable contribution to the secondary school curriculum? |
| _____ | _____ | 12. Do you feel the business education program makes a favorable contribution to the community? |
| _____ | _____ | 13. Do you feel business education courses should receive credit equal to the academic courses in the secondary school curriculum? |
| _____ | _____ | 14. Do you feel it is necessary for business education teachers to have a college degree? |

15. What strengths do you perceive in the business education program?

16. What weaknesses do you perceive in the business education program?

17. What actions should be taken by business educators in order to better market their program?

18. What, if any, business classes do you recommend to the college-bound student?

