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In School Study to Determine Whether the Business Education Curriculum at Windsor High School Should be Expanded

Charleen W. Saunders
Old Dominion University

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IN SCHOOL STUDY TO DETERMINE
WHETHER THE BUSINESS EDUCATION CURRICULUM
AT WINDSOR HIGH SCHOOL SHOULD BE EXPANDED

A Research Paper
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
Business Education Concentration

By
Charleen W. Saunders

RESEARCH PAPER

By

CHARLEEN W. SAUNDERS

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this research study was to determine whether or not the students attending Windsor High School, Windsor, Virginia during the Spring Semester, 1980, would like to see their current Business Education program expanded.

This study was conducted at Windsor High School, located in the city of Windsor, Virginia. Windsor is located in Isle of Wight County.

Windsor High school's population has a very diversified background. The intellectual abilities of the students range from superior to below average. Windsor receives into its program each year students from the elementary school who were formerly receiving special education services.

According to Windsor High's Guidance Counselor, Mrs. J. Moore, approximately 40% of the student body is capable of being accepted into a 4-year college or other training centers beyond high school. This 40% percentile is based on the number of students entering college or other higher learning centers, and the number graduating from Windsor High

School with a 2.0 grade average or higher.

Windsor High School is considered a small, rural high school with an enrollment of 590 students and 55 professional and staff members.

Justification of the Study

We know that for reasons that have not been developed into conclusive statements, that today's business education program at Windsor High School is attracting fewer students than in the past.

It is the intent of the writer, along with efforts of a professor at Old Dominion University, to examine the program and try to develop these unknown reasons into conclusive statements that will provide future successful program and a higher degree of enrollment.

Many times business education courses become the dumping ground for curricular unsuitables. This trend will probably continue until business education people provide a complete training program for students that desire a semi-terminal education.

The areas of business are fascinating, comple, and specilaized. The rewards, both tangible and intangible, that an individual can realize from a career in business can and should make this area the most sought after educational program offered in the secondary school.

It is my intent here to determine:

1. The present values of the program.
2. To discharge the traditional idea that Business Education is only a clerical or secretarial program for female students only.
3. To improve the enrollment to a two teacher department, (more if possible).
4. To become more student oriented.
5. To eliminate the foreclosing of the Business Department.

DEFINITION OF TERMS

These terms are defined to ensure the readers understanding of the implication being made throughout this paper.

1. Decline - to change to a lower state or level. The period during which something is approaching the end.
2. Enrollment - the total number of person enrolled, as for a course or in a school.
3. Business program - (course offerings-WHS) course offerings of instruction.

Typing I - a one year, single-period course, offered to any student. Students develop skills in touch typewriting and correct manipulation of the typewriter. Typewriting is a basic communications course and emphasis is given to the application of the typewriter skills, personal and business letters, outlines, manuscripts and tabulated reports.

General Business - is a one year single period course. The course is designed to help the students understand the activities of business and how business effects their everyday lives.

Shorthand - The purpose of this course is to develop beginning typewritten transcription skill. Students

learn to read fluently from shorthand notes, to write legible shorthand notes, to construct outlines for unfamiliar words under the stress of dictation and to use the typewriter for transcription.

4. Guidance Counselor - a person who assists the individual student in developing a realistic concept of himself and society and in setting and achieving goals consistent with his potential, whom also assist in student scheduling.
5. Researcher - a person who makes and extensive investigation into a subject matter in order to discover or revise facts.
6. Explicit - fully developed or formulated.
7. Information Form - a survey used for gathering needed data for tabulating research efforts.
8. Validated - to make valid; substantiate; confirm.

ASSUMPTIONS

This study was undertaken with the assumption that the researcher would be able to compile sufficient data from the student questionnaires to justify the expansion of the Business Education curriculum at Windsor High School. The following elements are listed specifically:

1. To determine whether or not the students feel that the present Business Education course offerings are inadequate for training Windsor's graduates for entry-level jobs in the City of Windsor.
2. With the pamphlets provided for the students, and given to them by the Guidance Counselor, the researcher is interested in knowing how many of these courses the student (s) are most interested in pursuing, and their feelings as to whether the training would be adequate or inadequate for obtaining employment outside of Windsor, Virginia, and being

successful at their chosen professions, without further studies after graduating from Windsor High School.

3. Each student would be willing to read the questionnaire and answer all questions honestly.
4. A student who gives a positive indication of a course desired would, in fact, enroll in such a course.

LIMITATIONS

1. Due to the limited nature of the Business Education program, students have had little or no experience to any course offerings beyond Beginning Typewriting I, Beginning Shorthand I, and General Business. I, therefore, believe the students may or may not be able to focus on the actual benefits of an expanded program.
2. In the past, at Windsor High School, students have not been given proper guidance from the counselors as the proper sequencing of courses. There have frequently been placed in Shorthand I without first taking Typing I. Because of improper sequencing, this has produced frustrations among the students taking existing Business courses, and may affect their attitudes in actually continuing in an expanded program.
3. If results of similar studies of similar rural or metropolitan high schools have been published, they could not be found.

CHAPTER 2

REVIEW OF LITERATURE

LOW ENROLLMENT

Business educators have struggled with the problem of low enrollment for many years. There have been many new ideas formulated in the area, and there have been many changes in the manner in which students have been selected for the business education program. But, there is still room for improvement. Dealing with low enrollment involves a continuous learning process on the part of the educator.

Educators must look at the interplay between knowledges, values and attitudes of the students and also many educators need to look at themselves. Low enrollment in the Business Department concerns many and there is probably a great deal that can be done to help educators and their students in this generally critical area.

For this reason, this survey will hopefully provide and determine the needed help in solving some unanswered problems.

This determination resulting from this research effort will be validated from the tabulated course offerings and opinions given by the student respondents included in the In-House survey.

CHANGING PROCESS

Changes in course offerings in Business education like other educational areas is normally very slow to develop. It must be remembered that change simply for the purpose

of change is not necessarily advancement; but in the same sense the continuance of an outdated process or technique is definitely not advancement.¹

First a program of business education must produce human resources with the basic understandings and skills in such areas as bookkeeping, shorthand, and typing. The course work in these areas must be developed so as to enable students with a business background to obtain immediate employment.

Many times the teaching-learning process will result in the highest degree of efficiency when the students see the purpose in what they are attempting to accomplish.

Second, the Business Education Department must constantly strive to change, delete, or increase their offerings so as to keep abreast with the rapidly changing characteristics of the business system.

METHODS OF IMPROVING

Several recommendations for this research were found as to the possible methods of improving the business education program:

1. Arrange for an assembly program to stimulate the interested students to enter the business program.

1. Dennis L. Mott, "The Changing Role of Business Education," The Balance Sheet, September, 1970

2. Design the program so that the teaching learning process will result in a degree of efficiency when the student sees the purpose of what they are attempting to accomplish.
3. To direct the growth of students with up-to-date equipment, materials and supplies.
4. To (help) seek job placement for business education graduates.

Business education represents a broad and diverse discipline that is included in all types of educational delivery systems. Business education can begin at any level; it can be interrupted for varying periods of time; and it can be continued throughout the life span of an individual. Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understandings. It is therefore imperative, that business education be uniformly conceived, promoted, evaluated, and improved.²

In the past, business teachers were primarily concerned with young people of secondary school age. Today, we must be concerned with all levels of learners-elementary, secondary, and post-secondary - and with all phases of their growth and development.

2. Eugene Jones, "Business Education at the Secondary Level," National Business Education Yearbook, No. 17, 1979.

STRUCTURE OF A BUSINESS PROGRAM

The structure of a business program must involve many components. It must be designed for the attainment of employability and satisfactory job performance on the part of a student. Learning experience are provided through general education subjects, economic principles, and specialized technical occupational subjects. With this in mind, the minimum standards of the business department must be at least equal to and preferably superior to the competencies and performances standard considered acceptable by industry in the specific occupations or a family of occupations.

The structure of our secondary schools require that teachers become more involved in the total development of students. Job interview techniques, good telephone procedures, proper business attire should (always) be a part of the business education instructional program. Play practice or role playing techniques are generally helpful as a reinforcement but highly inadequate for the job preparations needed by students today.

Business educators have discovered that open discussion for the individual student developments should play a major role in job preparations.³

3. John C. Bennett, "Curricular Developments in Business Education", The Balance Sheet, September, 1973.

Business education should provide for its students the field related experiences, such as, machine instruction, paper organization as well as the people working with people getting along with people, what is expected as an employee, and what is expected of other employees.

Open discussion such as the one mentioned above, provides opportunities for the student to develop more complete understanding and helps to generate increased student interest in the subject matter.

Business teachers have a significant role and a terrific challenge in providing today's young people with learning experience that will enable them to enter and be successful in a world where technical and sociological changes are occurring at a dazzling pace.⁴

Today's business teacher can include many exercises involving economics in any given subject. If they observe certain fundamental career-guidance objectives, the students will develop as individuals, learn the necessary skills, learn how to get along socially and professionally with other people, and learn basic economics concepts.

Vocational business students need to be prepared not

4. Lloyd V. Garrison, "Needed Changes in Business Teacher Education, "Business Education Forum, November, 1978.

simply for jobs, but for their future responsibilities as consumers, citizens, and members of family units. They need to discover roads to self-fulfillment often unrelated to their future jobs. Business education must also cultivate those artistic and moral sensibilities and qualities of intellect that mean success in living in the larger sense.

Business education is a reality; it is what happens each day in a person's life. It provides countless opportunities for the idealism of youth to be expressed in constructive ways. Society is literally a workshop.

Business education students need training as conversationalist rather than orators. Through group interaction and discussions, the business education teacher should encourage students to verbalize. Speech provides a release from tension, and is an important emotional outlet. Business education students should achieve spontaneity in conversations through classroom discussion, reports, and panels. Each student needs to develop his sense of security, self-confidence, natural curiosity, ability to relate well to others, poise, and sensitivity to the desires and feelings of his peers.⁵

5. Louis C. Nanassy, Dean Malsbary, and Herbert Toone, Principles and Trends in Business Education, Bobb-Merrill, Educational Publishing Co., 1976.

With increasing automation in the business field, creative individuals will be needed to adjust to jobs of the future which do not exist today. The business education teacher should and must encourage students to attempt new ways of solving old problems.

BUSINESS EDUCATION CURRICULUM

The business education curriculum should provide for a continuous logical sequence of learning experience. Transition to each level should be smooth.

Automation has made its chief impact on three major kinds of operations: manufacturing of discrete units of procedures; processing of bulk material; and office work.

Automation is an accelerating phenomenon. During the growth of automation, employment has been increasing steadily rather than decreasing as many people expected. Because of automation, more education will be needed.⁷

It seems obvious that a very small high school such as Windsor High, must limit its offerings to relatively unspecialized areas of instruction that may seem appropriate for all or nearly all of its students. This means that Windsor High School students will have little if any choice at all of preparation in the areas of Business Education; in fact, due to

6. Lloyd V. Douglas, James T. Blankford, Ruth I. Anderson, "The Business Education Curriculum", Teaching Business Subjects, 1973.

the limited offerings a true Business education program does not exist. When the student body and the teaching staff are small, so small in fact that nearly all the students must study the same subjects that are offered, the problem of program planning becomes an important one for the school administrator; he must choose carefully and wisely the few subjects to be offered.

Even though it has been suggested that the administrator must carefully make the selection of course offerings, it also is important for the school and business community to work together in setting standards for business students. By doing so, the business employer will obtain qualified persons for employment without having to endure the cost and time of extensive on-the-job training that could be or have been accomplished within the high school. The teachers could provide students with realistic standards for the skills required for entry-level employment. The students would have then been able to establish a sense of confidence within himself in knowing they are properly prepared to meet the requirements and specifications employers are seeking in a job placement, or applicant.

Business education must be made relevant. The skills and knowledge learned within the high school classroom

must be those needed to become employed in an (office occupations) employable skill after graduation.

It is difficult for a teacher to stay well-informed of the changes occurring within the business office without the assistance of the businessman (employer).

The business community is the best resource to the teacher, for suggesting the preparation needed for employment within the business office upon graduation.

The business world is fast changing. New methods and techniques, and new machinery are being discovered and introduced at a rapid rate.

It is recommended however, that in order to meet the requirements that are imperative needs of its students, at Windsor High School, and justify the schools offerings this situation may be considered.

MINIMUM BASIC BUSINESS EDUCATION PROGRAM

(GENERAL EDUCATION)

General Business (one or two semesters in 9th or 10th grade)
Typewriting (one or two semesters, any grade desired)
Consumer Education (one or two semesters in 11th and/or 12th grade)

These three business subjects can hardly be said to constitute a business education curriculum; rather, they constitute a basic offering in the field of business education of a type that every high school youth may well include in

his general education. Probably these three subjects (or subjects of comparable materials offered under other names) should be a starting point of minimum business education to be included in the program of every American high school.⁹

NEEDS OF A BUSINESS STUDENT

Although attitudes toward one's job is basically inherent, proper instruction concerning attitudes can help encourage a positive one. Being punctual, having pride in one's work and using courtesy can be reinforced in a classroom. The importance of these traits should not be overlooked in preparing students for employment.

If it is a strict policy of class attendance and tardiness is enforced while the student is still in school, the practice of being on time should carry through on the job. Students should be reprimanded for being late to class and work missed when absent should be made up immediately.

Pride in one's work may be improved by not allowing spelling, grammatical or punctuation errors to go uncorrected in assignments. If errors are made, the paper should be returned to the student for correction. Realistically in the office, incorrect work is returned to be corrected

7. Lloyd V. Douglas, James T. Blankford, Ruth I. Anderson, "The Business Education Curriculum", Teaching Business Subjects, 1973.

before it can be used as effective communication. This would also encourage students to listen more carefully to directions and complete assignments correctly on the first attempt. Methods of assigning monetary value to assignments can help the student gain a sense of the monetary worth and also provide the student with motivation to complete work on time and error free.

Courtesy can be learned by using it in the classroom with students and teachers. Role playing in office situations may also help students become aware of the importance of courtesy and human relations when working with employees and business customers.⁸

Who is better qualified to set standards for skills and knowledge required for entry-level office position than the employer, the person doing the hiring. No one should know better than the employer which skills and knowledges are important. Who is better qualified to teach these skills and knowledges than a business teacher trained in the field of teaching.

If students are to adequately prepared for entry-level positions in office occupations, there must be communications between people in the business community and people in education. Relevancy in the business classroom can best be accomplished by teachers interacting with business people

8. Ibid.

concerning new methods, techniques and standards. The education of young people should be the concern of the business community as well as that of the schools. They are the ones who will profit most be the better preparation of students to enter into their offices for successful employment.

Business educators should take the first step in opening communication by going out in the community to talk with the business people to learn their needs and the qualifications they are looking for in the new business education graduates. There is a need to make the high school diploma salable.⁹

The business teacher of today carries the responsibility of assisting in the total education of all young people, plus the responsibility for the career preparation of work in the world of business.

In general there are three main areas of subjects, (that were mentioned earlier) specialization within the field of business education. Within a small rural area such as Windsor the secretarial aspect attracts the students.

All secondary business education programs are not classified in this manner.

9. Suggested Curriculum Patterns for Office Occupations Educations, Business Education Service, Division of Vocational Education, State Department of Education, Richmond, VA.

As pointed out by Douglas, Blanford, and Anderson, the main objectives or goals of secondary education is to teach students adolescent age about the importance of business education.

When considering the needs of students of business education it will be an advantage to the teacher to keep the ten imperative needs in mind that:

1. All youth need to develop salable skills and those understanding and attitudes that make the worker an intelligent and productive participant in economic life. To the end, most youth need supervised work experiences as well as education in the skills and knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations and as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art,

music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individuals with those that are socially useful.
9. All youth need to be able to use and develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.¹⁰

It is urged that each business educator study carefully and thoughtfully for the Ten Imperative Needs for the purpose of helping to identify readily those phases of business education that may well contribute to some, several, or all of those needs of youth.

Business education is but one of the many areas into which the entire secondary school program is divided in our efforts to plan suitable mediums through which to achieve our American educational goals. The final success of our entire secondary program must be measured in terms of accomplishments for each individual student, and we must never overlook the fact that usually every departmental area of the secondary school is actively contributing, in varying degrees, to the educational development of each individual student.

Perhaps it should be pointed out, too, that likewise

10. William Selden, and James A. Dilorio, "Curriculum Development Responsibilities", Administration and Business Education.

each of the other members of the school faculty must necessarily depend on to some extent upon the business teacher for assistance in completing the education of students who may profess greatest interest in educational areas other than business education. Thus, the typewriting teacher may furnish the would-be author or journalist with a skill invaluable to his future career, and through various business classes the business teacher may well provide all youth with business knowledge, skills, and understandings invaluable to them as future homeowners, consumers, parents, and citizens exercising their voting responsibilities in our American free-enterprise economy.¹¹

11. Lloyd V. Douglas, James T. Blanford, Ruth Anderson, "The Business Education Curriculum", Teaching Business Subjects, 1973.

CHAPTER 3

DESIGN AND PROCEDURES

PROPOSAL

Problems of low enrollment at Windsor High School was discussed with my advisor, at Old Dominion University, Norfolk, Virginia. A proposal was developed to study the problem. The proposal was approved at Old Dominion University, in Septemeber, 1979.

RESEARCH PROCEDURES

The following items were done in order to obtain the necessary information that was required for this research:

1. A questionnaire was developed
2. The questionnaire was distributed to all the students at Windsor High School.
3. Data was collected and analyzed.
4. Collected Review of Literature material to show recommendations of the structure of a Business Education Department within a rural setting, to justify course offerings.
5. A final report was developed.

DATA GATHERING INSTRUMENT

The questionnaire was developed into three parts, Section I, was designed to gain as much information about the student population as possible such as:

1. Why was or is the enrollment dropping within the Business Department at Windsor High School.

2. The sex of the student respondents.
3. The classification of the respondents.

Section II, of the questionnaire was designed to gain insight into the students present and future plans for an effective study program in Business Education, such as:

1. What courses would they (the students) be most interested in pursuing.
2. What or whom influenced their decision to enroll in a business course, and what course (s).

Section III, was designed to determine the present value of the business program, and to provide guidelines for enrolling in business courses properly.

TREATMENT OF DATA

The students were asked to be honest in their responses, and not in any way would they be identified. And that their responses would not affect them in any way.

All the questionnaires were collected compiled, and tabulated to gather the information necessary to do the research.

CHAPTER 4

ANALYSIS OF DATA

The sampling technique consisted of administering the questionnaire to the student body at Windsor High School, ranging from grade nine (9th), to grade twelve (12th).

The questionnaire was designed to determine why the enrollment at Windsor High School was declining. Also to gain information about the school's population, the student's present and future plans for improving the Business Program, and to determine the present value of the Business Education Program at Windsor High School.

The students were asked to be honest in their responses and not to, any way identify themselves on the survey forms.

They were assured that their responses would not affect them individually in terms of any type of actions by the faculty or administration. Those students currently enrolled in business classes were also assured by the instructor that their responses would in no way affect their grade.

The student participation was overwhelming. The student's cooperation and eagerness to participate made administering the questionnaire an enjoyable task.

After completing the questionnaire, students were interested in knowing if more courses would be offered and

if improvements would be made immediately.

A copy of the questionnaire is included in the appendix of this paper.

Following are several tables and explanations of findings interpreted for a clearer understanding.

TABLE I
SCHOOL POPULATION

CLASSIFICATION	MALE	FEMALE	TOTAL
Senior	60	70	130
Junior	50	82	132
Sophomore	55	75	130
Freshman	87	100	<u>187</u>
			579

*The table above shows the total number of student respondents from the questionnaire.

TABLE 2
1979-1980 - BUSINESS STUDENTS

CLASSIFICATION	TYPING I		GENERAL BUSINESS		SHORTHAND	
	MALE-FEMALE		MALE-FEMALE		MALE-FEMALE	
Senior	10	11	1	2	0	4
Junior	11	27	1	5	0	2
Sophomore	10	25	6	6	0	2
Freshman	9	10	1	1	0	0

* Table 2 represents the total number of students enrolled in Business courses during the school-year 1979-80.

TABLE 3
INFLUENCE COURSE DECISIONS
1979-80 School Year

SUBJECT	TOTAL
Counselor	11%
Teachers	14%
Parents	30%
Friends	35%
Self	10%

TABLE 4
SUGGESTED COURSE OFFERINGS
1980-81 School Year

Typing II
Bookkeeping/Accounting
Shorthand II
Clerk-Typist I

* Table 4 are the courses students indicated that they were interested in being in the Business Education Program.

TABLE 5

Respondents that would schedule additional
courses if offered.

Classification	Total
Juniors	150
Sophomores	100
Freshmans	105

* Seniors were asked not to response, since this question
would not concern them.

TABLE 6
FUTURE PERCENTAGE

Percentage	Response
50%	Sometimes
35%	No
15%	Not interested

* The table above indicates the percentage of students that are planning to enroll in a business course sometimes before graduation

EXPLANATION

Students were asked to suggest methods of improving the Business Department at Windsor High School.

Responses are as follows:

1. Future Business Leaders of America to become more active.
2. Better machines.
3. Longer class periods.
4. More business teachers.
5. Less students per class.
6. No comments.
7. All typewriters in working condition.
8. More course offerings.
9. Modern supplies-Learning Activity Packages.
10. Decrease in work assignments.
11. More input from student body and parents.

EXPLANATION

Students were asked to give supporting reasons as to why the Business Education Department should be expanded.

1. Business is important to obtain a job.
2. One eventually would need to know how to write checks, and to understand how our economy affects us.
3. Business offers one basic fundamentals if planning to enter college.
4. In order to broadened one's knowledge about the world of business.
5. The more information and fundamentals one have the better the chances are for getting a job (survival).
6. A wider variety of courses to choose from would help students in choosing a specific career.
7. So if one does not attend college, he or she will be able to obtain a marketable skill while attending high school.
8. Familiarity - before going to college.
9. Needed to broadened one's capabilities.
10. Just a good idea.
11. Learning about the business world will help to accomplish things or goals out of life one has set for themselves (professionally).
12. To allow the business community to become involved.
13. Looks good on a resume.

EXPLANATION

Students were asked to response as to why they were not enrolled in a Business course.

Responses are as follows:

1. Schedule would not permit.
2. Not interested in Business.
3. Do not like the teacher.
4. Would like to enroll in a business course if the teacher would guarantee that I would be able to obtain a job after completing one course.
5. Did not know one could enroll in a business course in the ninth grade (9th).

CHAPTER 5

SUMMARY and CONCLUSIONS

As inititally presented, this paper is concerned with the student views on expanding the Business Education Program at Windsor High School.

Because the enrollment has been declining within the last few years, this research has provided some help in solving several unanswered problems.

The study has revealed some helpful evidence that can be evaluated by school personnel to improve the present enrollment and course offerings to the students at Windsor High School.

MAJOR FINDING BASED ON RELATED RESEARCH

1. That an advisory committee should be formed, by persons within the business community and parents.
2. Students should be informed of the importance of sequencing courses properly, and that one may enroll in a business course as early as the ninth grade.
3. That the students feel that they cannot successful ontain a job with the few courses now being offered.
4. The student body shows a positive attitude towards enrolling in additional courses if offered.
5. Teachers and administrations must work together in order to formulate a better business department, that in accpetable to the businessman needs they will possibly be future employers of Windsor High School's graduates.

MAJOR FINDINGS BASED ON ANALYSIS OF QUESTIONNAIRE DATA

1. Students feel that the present business program is inadequate.
2. Students would like to be acquainted with new machinery, and modern supplies.
3. Students would like to see courses such as:
Bookkeeping/Accounting
Shorthand II (Gregg not Forkner)
Clerk-Typist I
to be included in the Business curriculum.

RECOMMENDATIONS

This study may not have answered all the questions, but it has hopefully created some stimulation for further study to deal with low enrollment, with positive results occurring year after year, until it is the most sought after area within the high school.

The attitudes of one year business students, to another could be done in a comparative study to help educators, guidance counselors and administrators, to continually improve the Business Education Department at Windsor High School.

In addition to the studies of low enrollment within the Business Department, more studies could be undertaken to determine the ways in which that teachers and guidance counselors, consciously and unconsciously influence students to enroll in business courses.

Research is badly needed as to the consistency with which students are encouraged to take Business courses.

Without further investigations it is difficult to imagine constant improvements in upgrading the Business Department at Windsor High School.

Educators, Guidance Counselors, Administrators, along with the Business community, must look and work together in the education and preparation of students to ensure their success in obtaining entry-level office positions upon graduation from high school.

The best manner in which to accomplish this goal is to organize an advisory committee to work closely with the school administrators, educators and the business community to make sure that all involved will obtain up-to-date information on the constant changes in the business world.

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APPENDIX

QUESTIONNAIRE

Section I - Student Information

1. Sex of each student respondent

Male _____ Female _____

2. What is your present classification?

a. Freshman _____ b. Sophomore _____

c. Junior _____ d. Senior _____

Section II - Students Present and Future Plans

3. Does your class schedule include any of the following courses taught in the business education department. If so, please indicate.

a. Typewriting I _____

b. Shorthand I _____

c. General Business _____

4. How was your class schedule determined?

a. Prepared by my own initiative _____

b. Prepared by assistance of my parents or guardians _____

c. Prepared by the assistance of other classmates _____

d. Prepared by the assistance of the guidance counselor _____

e. Prepared by the assistance of teachers _____

Section III - To determine the present value of the Business Education Department

5. Would you schedule additional course in Typewriting II

if offered at Windsor High School?

a. _____ b. No _____

6. What new courses would you like to see offered at Windsor High School?

a. Bookkeeping/Accounting _____

b. Shorthand II _____

c. Clerk-Typist I _____

d. Business Law _____

e. List any others that you would like to see offered

7. Would you like to see the Business Education Program at Windsor High School expanded? If yes, give some supporting reasons.

a. _____

b. _____

c. _____

If additional space is needed list reasons on the back.

8. Do you plan to enroll in:

a. Typing I _____

b. Shorthand I _____

c. General Business _____

9. Do you feel that one year of high school skill training in Typewriting is adequate?

10. What improvements would you like to see made in the Business Department.

List your suggestions:

a. _____

b. _____

c. _____