

THE UNIVERSITY OF MANITOBA

A Follow-Up Study of Graduates of the Business  
Teacher Education Program, Red River Community  
College, 1973-1977, With Guidelines and Suggestions  
for the Improvement of Business Teacher Education

A Thesis

Submitted to the Faculty of Graduate Studies  
in Partial Fulfillment of the Requirements  
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Mathematics and Natural Sciences  
Faculty of Education

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A FOLLOW-UP STUDY OF GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY  
COLLEGE, 1973-1977, WITH GUIDELINES AND SUGGESTIONS  
FOR THE IMPROVEMENT OF BUSINESS TEACHER EDUCATION

BY

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A thesis submitted to the Faculty of Graduate Studies of  
the University of Manitoba in partial fulfillment of the requirements  
of the degree of

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## ABSTRACT

### Statement of the Problem

This follow-up study surveyed graduates of the Business Teacher Education Program, Red River Community College, 1973-1977. The problem of the study was to assess the validity of the Program offered and to seek the valued suggestions of those who had completed the Business Teacher Education Program.

### Procedures

One hundred forty-seven questionnaires were distributed and 137 graduates responded. Two follow-up letters were sent to those who were slow in replying. Some telephone contacts were also made to encourage response. Self-addressed, stamped envelopes were sent out with the questionnaires and a covering letter was attached to the initial distribution.

The data received were processed, using the Statistical Package for the Social Sciences with the University of Manitoba computer. The results were tabulated and analysed by the researcher.

### Findings

1. Sixty-nine percent of respondents had begun additional studies after graduation. Thirty percent had

completed at least one degree by June 30, 1979.

2. One hundred sixteen of the 137 respondents had taught on a full-time basis and three had taught part-time for a total of 119 who had taught since graduation.

3. Over 90 percent of those who had taught in Manitoba high schools had taught one or more levels of typewriting. Fifty percent had taught one or more levels of accounting.

4. The methods courses and the audio-visual course were of great value to over 40 percent of the graduates, with the exception of marketing methods. All professional and methodology courses were of some or of great value to almost 50 percent of graduates.

5. The most obvious deficiency in the Program was the preparation to handle interpersonal relationships and classroom management and discipline.

6. One-third of the respondents felt that typewriting was one of the subjects they were best prepared to teach. Twenty percent specified accounting as one of the two in which their preparation was best.

7. Sixty-eight percent of the respondents felt that their preparation was best because the subject matter of the content courses was well taught in the Business Teacher Education Program and the content was also closely related to that which had to be taught in the schools. Fifty-five percent said it was the methods courses which helped them the most and 54 percent said that their motivation was the most important helping factor.

8. Respondents felt least prepared to teach economics, data processing, and law. Forty-one percent said that an inadequate methods course was the reason for lack of preparation, as well as poorly taught content courses and lack of motivation.

9. Over 90 percent of graduates felt that it was necessary to have had some experience working in business prior to enrolling in the program.

10. The three most important teaching skills to those who taught were "Establish Rapport", "Planning Instruction", and "Explaining."

11. Preparation was judged as good to very good in the skills "Specifying Instructional Objectives", "Planning Instruction", and "Explaining" by almost one-half of the 119 respondents who taught. Preparation was good to very good for at least one-third of the 119 in "Organizing Material", "Selecting Learning Resources", and "Selecting Content."

12. Fifty-two percent of respondents who had taught indicated poor or very poor preparation in "Controlling Students."

13. The most useful courses in Business Teacher Education, regardless of occupation, were typewriting and accounting.

14. Respondents recommended the retention of the personal style and quality of the instruction in the Business Teacher Education Program.

### Recommendations and Conclusions

It can be concluded that the majority of the respondents were satisfied with the Business Teacher Education Program, Red River Community College. More study and skill development is required, however, in the area of classroom management and discipline. The Business Teacher Education staff should also explore ways in which to improve this area of teacher preparation. Also recommended is a study of ways in which the teaching of interpersonal skills can be enhanced.

In order to improve upon the ability to teach non-skills subjects such as economics and law, students should be encouraged to elect to study more of these courses in which they have self-confessed deficiencies. Methods courses in these subjects should also be brought up to date.

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## CHAPTER I

### BACKGROUND OF THE STUDY

The Business Teacher Education Program at Red River Community College has been in a state of change since it was established in 1965. The researcher's first contact with the program was through instructing night school courses in 1966. From July, 1966 until the present time, the writer has instructed full time in the program except for the 1976-1977 school year. The writer's commitment to student teachers and involvement in the evolution and formulation of the curriculum provided the interest and showed the need to assess the suitability of the program as it stood immediately before it was changed to a three-year certification program.

Many of the comments and suggestions which are noted in this study have been implemented in the four year joint program offered with the University of Manitoba.

#### Purpose of the Study

The primary purpose of this study is, through gathering data from 1973-1977 graduates, to analyse and evaluate the Business Teacher Education Program

at Red River Community College. It is also to examine the pre-entry condition of respondents as well as their occupations and attitudes at the time of the study.

The Two-Year Program is much the same as the first and third years of the present four-year integrated degree program offered jointly by the University of Manitoba and Red River Community College. Consequently the analysis and evaluation of the Two-Year Program will indicate what further changes should be made to the Red River Community College segment of the four-year integrated program.

#### Need for the Study

The Business Teacher Education Program at Red River Community College has functioned since 1965. It was established in that year to meet the growing demand for high school business teachers and, to a lesser extent, for community college instructors. The increased high school teacher demand was a result of the liberalization and expansion of the Manitoba high school curriculum. The establishment of community colleges meant that more instructors were required.

The Business Teacher Education Program was set up in conjunction with the Vocational-Industrial Teacher Education Program which also accepted students for the first time in 1965. Prior to 1965, Vocational-Industrial, Industrial Arts, and Business Education teachers received teacher training at American universities or enrolled in the summer schools arranged by the Department of Education in cooperation with Bradley University, Peoria,



Illinois. Also, many industrial and business teachers went to academic teacher education institutions in order to study.

Initially, two types of students were admitted to Business Teacher Education, Red River Community College. The first group were those who had graduated from high school without business education courses and usually without business experience. This type of student entered the two-year, no option program. The second group of candidates had experience in business and a minimum of a one-year business course, usually from a private business college. Proficiency in typewriting and shorthand was tested before admission to the One-Year Program was allowed. The entrance tests were prescribed by the Department of Education and administered by Red River Community College, Teacher Education. Until 1967, the minimum qualification for entrance was Grade XI plus three Grade XII courses, all in the University Entrance program.

Graduates of both the One-Year and the Two-Year Course were granted the Special Certificate in Business Education. Graduates of the One-Year Course were awarded a Class 3 on the provincial salary scale, while Two-Year graduates were placed in Class 2. Higher placement on the salary scale was allowed One-Year graduates in order to attract experienced business people into teaching. The extra salary classification was granted as a reward for valid

experience working in business. This extra pay class for One-Year graduates was discontinued in 1973 when the supply of business teachers fell more in line with demand. However, no salary classifications were lowered as a result of this.

By 1967, all applicants were required to have a minimum Grade XII standing in an academic program. By 1969, the Red River Community College Calendar called for an academic, general course, or business education standing at the Grade XII level.

As entrance requirements changed, and the business teacher supply improved, the separate, One-Year Course was phased out. By 1977, the One-Year Course was described as a program designed on an individual basis for candidates who had the required advance credits. At the present time, each applicant's previous education is assessed, course for course, in relation to the requirements and courses offered in the four-year degree program. Advance standing or credit is awarded only on the strength of courses completed satisfactorily at other colleges or universities. Students are invited to challenge any course for which they feel they have the requisite skill and knowledge.

Red River Community College is not a degree granting institution. Initially, transfer credit towards a degree was not allowed by the University of Manitoba. However, credit was granted by several American universities and

by the University of Alberta for at least part of the two years of study. In 1968, the University of Manitoba began to allow credit to individual students. At first, eight unassigned credits were given to both One and Two-Year graduates. These credits were accepted as part of the requirements for the Bachelor of Pedagogy degree. In effect, Business Teacher Education graduates were given credit for eight-tenths of the two years of study at the College. Successful completion of 12 additional full courses at the University of Manitoba met the requirements for the Bachelor of Pedagogy degree.

In 1972, a new, four-year Bachelor of Education degree was instituted at the University of Manitoba. Candidates for this degree were allowed the full ten course credits (60 credit hours) for the two years at Red River Community College. The 1975/77 Red River Community College Calendar contained the following note:

Graduates of the Two-Year Program are eligible for two years of credit in the four-year Bachelor of Education program at the Faculty of Education, University of Manitoba.

Graduates of the One-Year Program are assessed on an individual basis.

A full and formal integration of the Business Teacher Education Program, Red River Community College with the Faculty of Education, University of Manitoba, came into effect September 9, 1977. The Minister of Education had proclaimed that three years of teacher education beyond Grade XII was the minimum requirement for any teacher in a Manitoba public school. This event, long

anticipated and planned for, meant the implementation of a three-year certification program for business education teachers. The first and third years were to be at Red River Community College with the second year at the University of Manitoba. The final year in the program is at the University of Manitoba. Four years of teacher education became mandatory in the spring of 1981.

The Business Teacher Education program has evolved from a one-pattern, no option, two-year course to a four-year degree/teacher certification program. The requirements include the option to study a second teachable subject in a non-business area as a minor specialization. If an academic minor is not chosen, the student-teacher may pursue further study of one of the business or economics subjects.

Curriculum offerings have frequently been revised, deleted, and increased in attempts to meet the needs and interests of students who will teach in high school and community college programs. This has been accomplished through formal and informal consultation with students, graduates, school administrators, the University of Manitoba, The Manitoba Teachers' Society, and the Department of Education. The Faculty of Education, University of Manitoba and Teacher Education, Red River Community College worked in close cooperation to establish the guidelines and requirements for the four-year joint program.

In November, 1977, a formal advisory committee was established for the joint Red River Community College-University of Manitoba Teacher Education programs. The group is composed of representatives from industry, organized labour, students, The Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents, the Department of Education, Red River Community College, and the University of Manitoba. Changes in the joint program are now made in consultation with this body.

The advisory committee now provides a procedure to monitor the joint Business Teacher Education program. Professional advice and guidance was sought prior to the establishment of the advisory committee. However, changes, deletions, and additions were also made in response to informal student reaction, availability of instructors and space, and reaction to comments from the business and educational community.

#### Statement of the Problem

The problem of this study is to assess the validity of the program offered and to seek the valued suggestions of those who have experienced the Business Teacher Education Program and have subsequently tested their teaching skills and knowledge.

More specifically, this study was designed to answer the following questions:

1. What areas in business teacher preparation need to be strengthened to more adequately meet the needs of Manitoba business education teachers?

2. What educational background and business experience did respondents have prior to enrolling in the program?

3. What subjects are taught by graduates?

4. What is the frequency with which each business subject is taught?

5. What recommendations do graduates make which they indicate will improve the program?

#### Assumptions

The following assumptions were made regarding the respondents:

1. All respondents recall the content of the program and the courses which they are called upon to comment and rate

2. Respondent will comment upon only those courses in which they were enrolled

3. Respondents' replies are their honest opinions

4. Respondents reply freely, without anxiety regarding possible reflection on their competence as professional teachers.

#### Null Hypotheses

Part of the study was to determine whether significant differences existed in the assessment of various courses

and the assessment of the degree of preparedness in the various teaching skills. Also tested for statistical significance were differences in assessments by One-Year and by Two-Year respondents of the amount of work experience necessary prior to entering the teacher education program and of their assessments of the importance of teaching skills.

The following null hypotheses were tested:

1. There is no difference in the assessment of each of the methods courses by the respondents who had taken the following methods courses: Basic Business and Accounting, Marketing, Shorthand, and Typewriting.

2. There is no difference in the assessment of each of the professional courses by respondents who had taken the following professional courses: Audio-Visual Education, Educational Psychology, Educational Testing and Evaluation, Organizing Cooperative Work Experience, Principles of Business Education, and Student Teaching.

3. There is no difference between One-Year and Two-Year respondents in their assessment of the amount of experience necessary prior to enrolling in the Business Teacher Education Program, Red River Community College.

4. There is no difference between One-Year and Two-Year respondents in their assessment of the teaching skills which are the five most important to their success as teachers.

5. There is no difference between One-Year and Two-

Year respondents in their assessment of the teaching skills which are the five least important to their success as teachers.

6. There is no difference in the assessment of degree of preparedness indicated by respondents in the interpersonal teaching skills listed as follows: Establish Rapport, Encourage Participation, Accommodate Individual Differences, and Control Students.

7. There is no difference in the assessment of degree of preparedness indicated by respondents in the methodologies listed below: Explaining, Questioning, Generating Discussion, Diagnosing Learner Needs, and Assessing Student Performance.

8. There is no difference in the assessment of degree of preparedness indicated by respondents in the planning and development skills listed below: Specifying Instructional Behaviors, Selecting Content, Organizing Material, Planning Instruction, and Selecting Learning Resources.

The chi square statistic with appropriate degrees of freedom was utilized to test the null hypotheses at the .05 level of confidence.

#### Delimitations

Following are the delimitations of this study:

1. Graduates during the years, 1973-1977, only, were surveyed.



2. Only written responses to the questionnaire were analysed.

3. There was no analysis of the success of respondents in their careers after graduation.

4. Respondents were not asked to comment upon the teaching staff in the program.

5. Only the opinions and comments of graduates were sought. Those who had dropped out of the program were not surveyed.

#### Limitations

Following are the limitations of this study:

1. Not all addresses could be located.

2. Not all graduates responded to the questionnaire.

3. Since graduates of the years 1973-1977 were selected to be surveyed in this study, results are to be generalized to those participants only.

#### Definition of Terms

Following are several terms which shall be used throughout this study:

Content subjects.--university or college courses which upgrade student-teacher knowledge of subjects to be taught.

Instructors.--teaching staff at Red River Community College.

Methodology courses.--courses which have the aim of teaching students how to teach various subjects.

Non-skill subjects.--general business, business principles, exploration of business, law, economics, accounting, data processing, and business mathematics.

Pre-master's program.--the first year of graduate study in Education for students who already have the Bachelor of Education degree. In most cases, a pre-master's program is necessary to qualify for a master's program.

Professional courses.--non-methodology courses which relate generally to teaching such as educational psychology, educational testing and evaluation, and principles of business education.

Program.--the Business Teacher Education Program, Red River Community College.

R.R.C.C. or RRCC.--abbreviation used for Red River Community College.

Salary schedule scales in Manitoba.--one class is awarded for every year of education beyond Grade XII. For example, Class IV is awarded for the four-year Bachelor of Education degree.

Skill subjects.--typewriting and shorthand.

Students.--students at Red River Community College.

Student-teachers.--students in the Business Teacher Education Program.

Teachable.--courses taught in Manitoba high schools.

Teachers.--high school teachers.

## CHAPTER II

### RESUME OF THE RELATED LITERATURE

Reading has been completed mainly in the areas of research methodology concerning the use and design of questionnaires and in similar follow-up studies of teacher education graduates and reports of general assessments of the adequacy and direction of teacher education programs.

#### Development of Questionnaires

Success of teacher education programs can be studied through various means. In order to improve upon a teacher education program, the most obvious sources of information, recent graduates, are often overlooked. It is they who are

. . . most affected by the school's curriculum; they can make valuable suggestions as to how the curriculum can be strengthened and revised to prepare better business education teachers. The follow-up study is one of the most effective ways of obtaining the opinions of program graduates.<sup>1</sup>

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<sup>1</sup>Jerry R. Cox, "Conducting Follow-Up Studies of Business Teacher Education Graduates for Program Evaluation," Business Education World 57 (May-June, 1977):28-29.

It is fitting that follow-up studies have been conducted with some frequency in the area of teacher education because in teacher education faculties, much is made of the importance of feedback.

Preservice teachers are taught the value of feedback in educational psychology courses and the concept is built into their programs, in such activities as microteaching and student teaching. However, for a variety of reasons, . . . , teacher education programs have used feedback for their own learning and improvement only on a limited basis.<sup>2</sup>

Follow-up studies may be conducted through observations and interviews or through written questionnaires. Some are made through a combination of all three, as was Kevin Ryan's study of first year teachers from several teacher education institutes.<sup>3</sup>

Personal interviews and observations have these characteristics:

1. biases of interviewers can cue respondents to answer in a particular way
2. an experienced interviewer can build up rapport
3. an experienced interviewer can probe deeply
4. questions concerning delicate issues are sometimes difficult depending on the degree to which the interviewer has the delicate attribute

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<sup>2</sup>Kevin Ryan, "Some Feedback is Better Than Others: Implications of a Study of First Year Teachers For the Follow-Up of Teacher Education Graduates." Implications of Experience in Teacher Education Program Follow-Up Studies for Future Work, Shirley Hord and others, Texas University, Austin. April, 1979. (ERIC Document Reproduction Service No. ED 204328), p. 6.

<sup>3</sup>Ibid., pp. 15-16.

5. interviews are very costly
6. interviews encourage rich, spontaneous responses.<sup>4</sup>

In light of the above advantages and disadvantages of personal interviews as an approach to follow-up studies, Oppenheim's views are presented regarding the use of a printed questionnaire. He says that a study through a questionnaire is much cheaper in gathering and analyzing data, as well as eliminating interviewer bias. The main problem with the use of printed questionnaires is failure to get responses. This, of course, spoils the randomness of the sample. Also, Oppenheim finds that probing is not possible with a mailed questionnaire. It must be very simple in order to be read and understood by all respondents. In many cases, despite the necessary simplicity, those of low intelligence cannot be quizzed. There is also the possibility that a questionnaire could be passed on to someone else for answering.

Barbara Lea also states that "only those who are successful will respond and that the really meaningful feedback would come from those who are having problems on the job or in advanced course work."<sup>5</sup> The problem

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<sup>4</sup>A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, Incorporated, 1966), pp. 30-35.

<sup>5</sup>Barbara Lea, "A Follow-Up Study That Brings Results," Journal of Business Education 54 (March 1979): 276-277.

may sometimes be overcome by an aggressive check-up system for unanswered questionnaires. Also, contrary to a common belief, many people, particularly first year teachers, may get satisfaction and pleasure from taking part in a survey. Ryan found that because the first year of teaching was an often frustrating and lonely time, new teachers found comfort in taking part in his survey and he got a 100% response on his questionnaire.<sup>6</sup>

Despite the disadvantages of questionnaire use and the serious problems of non response, most follow-up studies are conducted through the use of written and mailed questionnaires. Berdie and Anderson suggest that not only is it cheaper but that it allows for a wider sampling. It avoids the problems of people not at home when the interviewer calls and it is easy to complete at one's own leisure. Results are easier to tabulate and easier to adapt to the use of the computer. They are less biased because of uniform question presentation.<sup>7</sup>

When a questionnaire is chosen as the vehicle for data-gathering, Oppenheim suggests that the response rate can be improved through the use of stamped, self-addressed envelopes, through sponsorship by government or by some other official body of the survey, and through the use

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<sup>6</sup>Ryan, "Some Feedback is Better Than Others: Implications of a Study of First Year Teachers," p. 19.

<sup>7</sup>D. R. Berdie and F. J. Anderson, Questionnaires: Design and Use (Metrichen, New Jersey: The Scarecrow Press, Inc., 1974), pp. 17-29.

of gifts or money to encourage response. Berdie and Anderson proposed a complete strategy to minimize non-response.<sup>8</sup>

Hillestad suggests that after deciding upon the required information, responses can be maximized by developing a good questionnaire and selecting the proper sample. She stresses the necessity of an appealing covering letter and proposes a diligent pursuit of non-responses. The first step in refining the questionnaire is to visualize the respondents, their reactions to the questions, and the possibilities of misinterpretation. All questionnaires should be pretested at least once on small samples.

Questions included in the questionnaire should be grouped and sequenced in good psychological and reasonable order. It should be obvious that the questions are related to the purpose of the study. The questions should also be grouped by subjects dealing with particular aspects of the study. This helps respondents to focus on one perspective of the study and then to shift to another feature.<sup>9</sup>

It is suggested that the format should be such that the questionnaire is easy and interesting to answer. Pretesting will eliminate the vague and ambiguous

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<sup>8</sup>Ibid.

<sup>9</sup>Marian Hillestad, Research: Process and Product, Service Bulletin No. 1 (St. Peter, MN: Delta Pi Epsilon, 1977), p.40.

questions. Hillestad suggests that check-off items be used as much as possible.<sup>10</sup> However, Allen warns of the central tendency effect of the middle choice where check-off items offer three or five alternatives.<sup>11</sup> It is proposed that four choices should be offered to avoid the preponderance of middle choices.

Despite the researchers' and statisticians' support of easily answered and classified questions, Cox insists that some open ended or free response items are necessary. He feels that these types of questions

. . . . provide graduates with the opportunity to state their perceptions of program strengths and weaknesses as well as their recommendations for program improvement.<sup>12</sup>

Once the questionnaire is designed and tested, mailing tactics will affect, to a limited degree, the response rate. Berdie and Anderson feel that such attention-getters as certified mail or special delivery may simply annoy respondents who may have to make special post office trips on account of the delivery procedures. Handwritten and handstamped envelopes will elicit more responses than will metered and typewritten envelopes.<sup>13</sup> Robin suggests that the response rate will increase with the

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<sup>10</sup> Ibid., p. 46.

<sup>11</sup> George R. Allen, The Graduate Students' Guide to Theses and Dissertations (San Fransisco: Jossey-Bass Publishers, 1973), p. 54.

<sup>12</sup> Cox, "Conducting Follow-Up Studies of Business Teacher Education Graduates," p. 29.

<sup>13</sup> Berdie and Anderson, Questionnaires, p. 65.



use of a pre-questionnaire letter in which the study and the questionnaire are explained. This letter will also stress the importance of the contribution of the respondent.<sup>14</sup>

### Teacher Education Studies

The balance of this chapter is a summary of the reviews of follow-up studies and other studies related to teacher education. Studies completed by community colleges were examined, however those associated with university and college faculties of education tended to be most relevant. The contents of this review do not represent all of the studies reviewed.

Swenson's study of Central Washington State College graduates and Jacobson's study of graduates of Southern Illinois University, Carbondale, both presented graduates' assessments of business teacher education programs. The studies report similar findings.

Swenson's detailed questionnaire led to the general conclusions summarized below:

1. Cooperating teachers should be more carefully screened
2. English should be considered as a minor for business teacher education students

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<sup>14</sup>Stanley R. Robin, "A Procedure for Securing Returns to Mail Questionnaires," Sociology and Social Research 50, (1965:1):24-35.

3. There should be an opportunity to observe several business education classes before enrolling in the methods classes.

4. There should be special methods classes in type-writing, shorthand, accounting, and basic business

5. Student teachers should become aware of and involved in the extra curricular activities of a business education teacher

6. Testing and evaluation should be given more stress in the methods classes.<sup>15</sup>

Swenson also noted that typewriting was the subject most frequently taught by graduates. Jacobson's study indicated similar results; graduates of Southern Illinois University recommended that typewriting and methods of teaching typewriting should be mandatory courses for all business teacher education students.<sup>16</sup>

Both Swenson and Jacobson noted similar recommendations regarding methodology courses. Southern Illinois graduates suggested retention of five separate methods courses: typewriting, shorthand, accounting, general business, and office practice and machines. Central Washington State

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<sup>15</sup>Lloyd Antone Swenson, "Guidelines and Recommendations for Business Teacher Education Curriculum Improvement for Central Washington State College, Ellensburg" (Ph.D. dissertation, University of North Dakota, 1973), pp. 108-109.

<sup>16</sup>Harry Elmer Jacobson, "A Follow-Up Study of the Business Education Graduates of Southern Illinois University, Carbondale, for the Years 1963-1968" (Ph.D. dissertation, Southern Illinois University, 1969)

graduates recommended four separate methods courses: typewriting, shorthand, accounting, and basic business. These opinions were in response to a question in both studies suggesting a consolidation of methods courses into one or two courses. Washington and Illinois graduates both indicated that methods of testing and evaluation should be stressed as well as emphasizing the techniques of teaching. Methods courses were considered to be the most beneficial courses in teacher education.

Central Washington State graduates felt that there should be closer liaison between the University and the cooperating school involved in the field experiences. They also recommended that teacher education candidates should be allowed to teach in the subject area chosen as a specialty. It was also recommended that the student-teaching practicum be concluded by a seminar designed to consider problems and experiences of student teachers.

Over three-quarters of the Washington graduates also favoured the requirement that all prospective business teachers be required to have some work experience in business preferably supervised by the University.

Holmquist, in her study of graduates of business teacher education, University of Nebraska, Omaha, found typewriting, shorthand, and accounting to be most frequently taught. Ninety-one percent said they were adequately prepared to teach in these areas. Like Swenson's recommendations, Holmquist reports that graduates indicated

a need for more instruction in the teaching of non-skill subjects, more English classes, and familiarity with the extra curricular duties of business education teachers. In addition, these three recommendations were made:

1. Students should be placed into schools very early in their teacher education program

2. More courses should be offered in parent-teacher relationships, discipline/classroom management, and in interpersonal relationships with students

3. There should be planned, ongoing follow-up of graduates. A newsletter was recommended as one vehicle for the follow-up.<sup>17</sup>

Included in a report to the American Educational Research Association by Shirley Hord was a paper by Jerry B. Ayers in which he states that teacher education graduates of Tennessee Technological University appear to want more practical and laboratory experiences. Recommendations that courses such as educational psychology and counsellor education become competency based were also accepted. It was also suggested that methods teachers become more actively involved in the actual instruction of high school students. The above recommendations, and more, were received and implemented in an attempt to remedy deficiencies " . . . in such areas as classroom control, cognitive knowledge [of subject matter] insight into the

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<sup>17</sup> Donna Holmquist, "Business Education Graduates Appraise Nebraska Programs," Business Education Forum 34 (November, 1979):46-47.

characteristics of behaviour and the effective use of community resources."<sup>18</sup>

Sandefur and Adams and others state that there is a serious lack of research in the area of teacher education. They feel that schools of teacher education fail to evaluate the products of their faculties because of the problems the profession has in dealing with what does constitute good teaching.<sup>19</sup> Sandefur, the author of a model for the evaluation of teacher education, also holds lack of evaluative tools and techniques as reasons for so comparatively little research in this very important facet of education.<sup>20</sup> Evaluative tools and techniques have not been developed, according to Rosser and Denton, because most of the published reports contain results only, with no description of how the data were collected.<sup>21</sup>

Sandefur states that the six themes summarized below have emerged from recent research on teacher education:

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<sup>18</sup>Jerry B. Ayers, "Follow-Up Studies: Providing the Thrust for Program Improvement." Implications S. Hord, p. 65.

<sup>19</sup>J. T. Sandefur and R. A. Adams, "An Evaluation of Teaching: An Interim Research Report," Journal of Teacher Education 27 (Spring, 1976): 3-4.

<sup>20</sup>J. T. Sandefur, An Illustrated Model for the Evaluation of Teacher Education Graduates (Washington: American Association of Colleges for Teacher Education, 1970), p. 2.

<sup>21</sup>R. Stephen Rosser and Jon J. Denton, "Assessing Recent Teacher Education Graduates Using a Two-Scaled Instrument," Education 98 (Fall, 1977): 97-104.

1. A systems approach to teacher education has improved its effectiveness
2. Teacher educators should, themselves, follow sound principles of teaching
3. Direct involvement in the role to be learned is helpful
4. A more self-initiated, self-directed pattern of learning could be induced in teachers
5. Traditional ways of educating teachers have some intended effects; they also have some undesired effects
6. Use of pupil-gain methods of measurement as the ultimate criterion of teacher education effectiveness.<sup>22</sup>

As stated earlier, most researchers agree that the starting point for research in teacher education will be found in the definition of what a good teacher is like and what he/she does. Sandefur presented this "Research-Supported Generalization on Teaching and Teachers:"

1. Good teaching utilizes maximal involvement of the student in direct experiential situations.
2. Good teaching encourages maximal 'freedom' for the student.
3. Good teachers tend to exhibit identifiable personal traits broadly characterized by warmth, a democratic attitude, affective awareness, and a personal concern for students.<sup>23</sup>

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<sup>22</sup> Sandefur, Illustrated Model, pp. 4-10.

<sup>23</sup> Ibid.

Haberman's study of graduates of the University of Wisconsin School of Education presented a somewhat different set of student concerns and attitudes than were yielded by other studies. Following are inadequacies indicated by Wisconsin graduates:

1. Methods of dealing with emotionally disturbed children
2. Methods of dealing with learning problems
3. Methods of dealing with the mildly retarded
4. Using media and instructional equipment in the classroom
5. Diagnosis of learning disabilities
6. Supervising a classroom aide
7. Involvement in school-community relations
8. Conferring with parents.<sup>24</sup>

One-fifth to one-quarter of the respondents had a negative view of the effective classroom as it is proposed to be by educators such as Sandefur. They regarded

. . . knowledge of subject matter; self understanding, positive human relations with others and administrators; knowledge of learning, pedagogy, or curriculum; understanding of pupils' backgrounds and numerous other items as having been taught in their preservice program but not necessary to effective teaching.<sup>25</sup>

Graduates of the College of Education, University of Maine, found their most valuable experience was student-

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<sup>24</sup> Martin Haberman, What Teachers Wish They Had Been Taught: A Follow-Up Study of Graduates of the School of Education (Milwaukee: ERIC Document Reproduction Service, ED 096 305, 1974), pp. 11-12.

<sup>25</sup> Ibid., p. 12.

teaching; this was the only group reported herein which made this choice. Foundations of education courses were indicated as least useful and the most valuable courses, other than student teaching, were those in the major content fields. The most frequently mentioned competency lacking was classroom management.<sup>26</sup>

There appears to be a common element of concern and satisfaction among new teachers which had been surveyed in the studies reviewed.

There is evidence of proficiency in and/or satisfaction with:

1. Typewriting, accounting and shorthand and the methods of teaching these subjects
2. Student teaching
3. Teacher education teaching faculty
4. Methods courses in general
5. Audio-visual courses.

Deficiency is indicated in the following areas:

1. Classroom management/discipline
2. Educational testing and evaluation
3. Human relations
4. Adolescent psychology
5. Parent-teacher relationships
6. Subject matter of non skill subjects such as law and economics.

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<sup>26</sup>Robert J. Drummond, 1976 Follow-Up of 1970-1976 College of Education Graduates, University of Maine, Orono (Orono, Maine: Eric Document Reproduction Service, ED 141 306, 1976), p. 15.



## CHAPTER III

### PROCEDURES

The problem of this study is to assess the validity of the Business Teacher Education Program offered at Red River Community College.

#### Review of Related Literature

A review of the literature entailed research into principles and practices of questionnaire use, design, and administration. Other survey methods were rejected as a result of this research.

Follow-up studies were also reviewed, primarily in the field of teacher education. Research conducted by Canadian and American community colleges was also studied.

#### Selection of the Sample

Lists of graduates for the years 1973-1977 were obtained from the Teacher Certification Branch, Department of Education. One hundred fifty-eight had been recommended for certification during the 1973-1977 period. The Department of Education lists contained addresses for those who had been teaching during the 1978-1979 school term. Those who had not been teaching were located by telephoning and writing to parents, friends, employers, and former

landlords. Eleven graduates could not be located.

### Preparing the Questionnaire

The questionnaire was developed over a period of time. Reference was made to similar studies and questionnaires, particularly the Swenson study<sup>1</sup> and the Jacobson study<sup>2</sup> reviewed in Chapter II. Sample questionnaires received from Canadian community colleges and departments of education were also used for reference in constructing the questionnaire.

A letter had been sent to a sample of Canadian community colleges and provincial departments of education to solicit samples of survey sheets and questionnaires.

The letter sent is shown in Appendix A.

The questionnaire consists of two sections. In the first section, work and educational experiences, details of work, education, and teaching experiences were gathered.

The second section, Program Evaluation, asked for the assessment of courses and for an indication of the subjects in which respondents were most/least qualified to teach. They were also asked to complete an assessment of the degree to which they were prepared in various teaching skills.

The first preliminary draft of the questionnaire was

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<sup>1</sup>Swenson, "Guidelines and Recommendations."

<sup>2</sup>Jacobson, "A Follow-Up Study."

tested on March 12, 1979. The group participating in the pilot study were students in a pre-master's course taught by Professor George Porozny, Faculty of Education, University of Manitoba.

Second and third drafts were developed after consideration of the suggestions and comments of those who took part in the pilot study. It was also helpful to consult with researchers at the Department of Education.

The questionnaire was completed, ready to be mailed, in September, 1979. The questionnaire is presented in Appendix B.

Red River Community College letterhead was used on the questionnaire and on other, related correspondence.

Respondents were asked to identify themselves by signing the questionnaire to indicate if they wished to receive a copy of a summary of the results. This allowed the researcher the opportunity to involve respondents in the findings of the study. It was also the means by which those who responded were identified. Those whose signatures were not shown continued to receive reminder letters. Of the 137 questionnaires returned, 130 were signed.

#### Administration of the Survey

The questionnaires were mailed September 27, 1979. A covering letter was enclosed explaining the nature of the survey and the importance of each respondent's reply. October 10, 1979, was given as the deadline for replies.

A stamped, self-addressed envelope was enclosed.

The first replies were received at Red River Community College on October 1, 1979. Each reply was dated as received. In November, 1979, a reminder note was sent to graduates who had not signed a questionnaire.

The note is shown in Appendix D. A copy of the questionnaire did not accompany this communication.

The final reminder was mailed January 9, 1980, attached to a copy of the questionnaire.

The final reminder is shown in Appendix E.

The number of questionnaires mailed was 147. There were 137 returned, which is 93 percent of those sent. This is 88 percent of the number who graduated.

A list of the graduates who identified themselves is presented in Appendix F.

#### Analysis of the Data

The Statistical Package for the Social Sciences (SPSS) was used to analyse the data. Coding would have been made easier and faster had the researcher provided space in the questionnaire. Coding was then transferred to I.B.M. Coding Sheets. There were three cards per respondent.

Coding sheets were submitted for keypunching to the Computer Centre, Red River Community College, on May 5, 1981.

The first successful run was on June 8, 1981.

Additional statistics and cross-tabulations were run in April, 1982. For each computer run, cards were submitted to the Computer Centre at Red River Community College to be analysed on the University of Manitoba computer.

Data was tabulated from the computer print-outs and described by the researcher. Open-ended questions were grouped, tabulated, and summarized. Where this was not possible, entire answers are presented in the appendices. All responses were reported.

## CHAPTER IV

### FINDINGS

The questionnaire consisted of two major parts. The first surveyed information on work and educational experiences before and after enrolling in the program. The second was primarily an evaluation of the adequacy of the program as a preparation for teaching business education subjects. Preparation for non-teaching occupations was also assessed.

#### Work and Educational Experiences

Graduates responded to the questionnaire at a rate of 93 percent. During the years studied, 1973-1977, the number graduating was 158. Of these, 147 were contacted with the survey; 137 questionnaires were completed and returned. The 11 who were not contacted could not be located.

#### Major Area of Study and Graduating Year of Respondents

Secretarial Majors comprised the largest of the three groups with 72 graduates (53 percent) as shown in Table 1. The Accounting Majors followed with 52 graduates (37 percent). Marketing Majors accounted for 14 graduates which is ten percent. The Marketing Major sequence was first established in the 1974-1975 school year.

TABLE 1

GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY  
COLLEGE, 1973-1977, ACCORDING TO MAJOR AREA OF STUDY

Major	Year of Graduation					Total f %
	1973 f %	1974 f %	1975 f %	1976 f %	1977 f %	
Accounting Major	17 55	17 55	7 26	4 19	6 22	51 37
Marketing Major	- -	- -	3 11	5 24	6 22	14 10
Secretarial Major	14 45	14 45	17 63	12 57	15 56	72 53
Total	31 100	31 100	27 100	21 100	27 100	137 100

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The One-Year Course graduates were divided almost equally between the Accounting Majors and Secretarial Majors with 23 (44 percent) Secretarial and 24 or 45 percent Accounting, as shown in Table 2. In the three years ending in 1977, six Marketing Majors graduated from the One-Year Course. The size of the One-Year Course dwindled from 22 graduates in 1973 to four in 1977. The last year in which the one-year certification program was offered was 1977.

The Two-Year Course graduates appear to be increasing in numbers during the years 1973-1977, as depicted in Table 3. The Secretarial Major was predominant in numbers in each year except 1974, when they were only 5 or 33 percent of the graduates reporting. In total, 58 percent of the respondents were Secretarial Majors, 32 percent were Accounting Majors, and 10 percent were Marketing Majors.



TABLE 2

GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY  
COLLEGE, ONE-YEAR COURSE, ACCORDING TO MAJOR AREA OF STUDY

Major	Year of Graduation					Total f %
	1973 f %	1974 f %	1975 f %	1976 f %	1977 f %	
Accounting Major	13 59	7 44	3 42	- -	1 25	24 45
Marketing Major	- -	- -	2 29	2 50	2 50	6 11
Secretarial Major	9 41	9 56	2 29	2 50	1 25	23 44
Total	22 100	16 100	7 100	4 100	4 100	53 100

TABLE 3

GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY  
COLLEGE, TWO-YEAR PROGRAM, ACCORDING TO MAJOR AREA OF STUDY

Major	Year of Graduation										Total f %
	1973 f %	1974 f %	1975 f %	1976 f %	1977 f %	1978 f %	1979 f %	1980 f %	1981 f %	1982 f %	
Accounting Major	4 44	10 67	4 20	4 23	5 22	27 32					
Marketing Major	- -	- -	1 5	3 18	4 17	8 10					
Secretarial Major	5 56	5 33	15 75	10 59	14 61	49 58					
Total	9 100	15 100	20 100	17 100	23 100	84 100					

Work Experiences Prior to Enrolling in the Business  
Teacher Education Program

Very few respondents (8) had teaching experience prior to enrolling in this program (Table 4). Eight of the graduates reported an average of 1.38 years of teaching before registering in Teacher Education at Red River Community College. Of these eight, two had received some teacher education in countries other than Canada and had taught in their home areas. A third person was a certified elementary teacher who had taught for one year in a rural Manitoba school. The five others held various teaching positions in public and private school in Manitoba. None of these five had teacher education.

TABLE 4

TEACHER EDUCATION GRADUATES WHO HAD TEACHING EXPERIENCE  
PRIOR TO ENROLLING IN THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE

	Respondents	
	f	%
Prior Teaching Experience	8	6
No Prior Teaching Experience	129	94
Total	137	100

Although few graduates had previous teaching experience, 67 percent had worked full-time in a business occupation for a period of one year or longer (Table 5). Twenty-nine percent of the respondents worked part-time in business for at least one year. Respondents were given no definition of the difference between full-time and part-time work. Nor were they instructed as to the classification of an occupation as business experience. The classifications were their own. The researcher considered work as full-time when it was a person's primary occupation. When a fraction of a year was indicated, the nearest full year was recorded by the researcher.

One of the criteria for entrance into the One-Year Program was the requirement of at least one year of business experience. Eighty-nine percent of One-Year respondents had at least one year of business experience, whereas just 46 percent of Two-Year respondents had a year or more of full-time business experience. Only one One-Year graduate had no work experience whatsoever in business as compared to 25 Two-Year graduates without work experience.

#### Education Prior to Enrolling in the Business Teacher Education Program

The general entrance requirement to the program during the period surveyed was a Grade XII high school standing in any one of the three programs which were then offered,

TABLE 5

BUSINESS EXPERIENCE PRIOR TO ENROLLING IN THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Years of Experience	One-Year Graduates				Two-Year Graduates				Total			
	Full-time f	%	Part-time f	%	Full-time f	%	Part-time f	%	Full-time f	%	Part-time f	%
Nil	6	11	38	71	39	46	59	71	45	33	97	71
1 year	9	17	5	9	16	19	8	10	25	19	13	8
2 years	8	15	2	4	10	12	7	8	18	13	9	7
3 years	8	15	2	4	6	7	3	3	14	10	5	4
4 years	4	8	3	6	3	4	2	2	7	5	5	4
5 years	4	8	-	-	2	2	4	5	6	4	4	3
More than 5 years	14	26	3	6	8	10	1	1	22	16	4	3
Total	53	100	53	100	84	100	84	100	137	100	137	100

University Entrance, General, or Vocational Business Education. Anyone who did not meet the entrance requirement could apply for admission as a mature student. A mature student was defined as one who was 20 years of age on or before September 30 of the year of application. Mature applicants were also required to write an entrance exam and appear for an interview. An admissions committee considered each applicant, regular or mature student, on an individual basis. Beginning in the year 1974-1975, mature students were also required to attain an equivalent Grade XII standing on the General Educational Development (G.E.D.) Tests. As shown in Table 6, a total of seven respondents entered as mature students in the period under study.

Most graduates had entered the Business Teacher Education Program with the minimum requirement, a Grade XII standing. Sixty percent of the One-Year and 76 percent of the Two-Year respondents just met the minimum requirements. Although eight percent of the One-Year graduates were mature entrants as compared to three percent of the Two-Year graduates, the One-Year graduates typically had higher academic education. Sixteen had attended university and 13 or 25 percent of the One-Year respondents held a university degree upon entry. Just 15 percent of the Two-Year graduates held a university degree at the time they entered the program.

A total of 18 or 21 percent of all graduates had attended

TABLE 6

ACADEMIC EDUCATION PRIOR TO ENROLLING IN THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY  
COLLEGE

Types of Academic Education	Length of Course				Total f %	
	One-Year f %		Two-Year f %			
Grade XII	32	60	63	76	95	69
Mature <sup>1</sup> Student <sup>1</sup>	4	8	3	3	7	5
One Year University	6	11	5	6	11	8
Two Years University	3	6	1	1	4	3
Bachelor of Arts	4	8	9	11	13	10
Bachelor of Science	-	-	2	2	2	1
Bachelor of Commerce	3	5	-	-	3	2
Bachelor of Science (Ag)	-	-	1	1	1	1
Did Not Indicate	1	2	-	-	1	1
Total	53	100	84	100	137	100

<sup>1</sup> Applicants not meeting the general entrance requirement of a Grade XII standing could be admitted as mature students. A mature student was considered to be one who was at least 20 years of age on or before September 30, in the year of registration. Applicants were required to write an entrance exam and appear for a personal interview. The Admission Committee considered each applicant on an individual basis.

a university but had not yet earned a degree. Fourteen percent of all graduates held a degree before entering the program.

In order to qualify for a one-year program, applicants had to meet the entrance requirements above, including the mature student qualification, plus standing in a high school business education program or its equivalent. The equivalent program was described as a business course of ten months duration at an approved college. Secretarial Majors had to demonstrate proficiency in shorthand and typewriting. Accounting Majors needed proficiency in typewriting only, and Marketing Majors had no pre-entry skill requirements.

Applicants with advance credits in the One-Year Program did not have to prove skill in either typewriting or shorthand. Bachelor of Commerce graduates and those who held a two-year diploma in business were among the students who were awarded advance credits.

As stated, a background in business subjects was required for the One-Year Course. Consequently, 89 percent of the One-Year respondents had the required business course, as shown in Table 7. The six respondents who indicated "nil" for business education had special qualifications which were accepted by the admissions committee. Three held the Bachelor of Commerce degree which had been classed as an academic degree on the questionnaire. Two others had a Bachelor of Arts degree and a Bachelor of



TABLE 7

EDUCATION FOR BUSINESS PRIOR TO ENROLLING IN THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE

Type of Business Education	Length of Course				Total f %	
	One-Year f %		Two-Year f %			
Nil	6	11	39	46	45	33
Grade XII Business Education	15	28	23	27	38	28
One-Year Community College	3	6	9	10	12	9
Two-Year Community College	20	38	3	4	23	17
One Year Private Business College	6	11	3	4	9	6
Other <sup>1</sup>	3	6	3	4	6	4
Did Not Indicate	-	-	4	5	4	3
Total	53	100	84	100	137	100

<sup>1</sup>Included are: 1 year of Commerce, University of Manitoba  
4 courses, Canadian Institute of Management  
Advanced Business Administration Certificate  
Credits in the Chartered Accountancy Program  
3 years, Registered Industrial Accountant  
Program  
Various Business Education subjects

Science (Agriculture) degree, both with business experience. The sixth respondent indicated no particularly noteworthy academic qualifications but had excellent business experience.

The largest group of One-Year students, 38 percent, had graduated from two-year community college programs prior to teacher education, while the largest group of Two-Year graduates, 46 percent, had no business education whatsoever. The second largest Two-Year group had graduated from a Grade XII high school business education program and comprised 27 percent of the Two-Year respondents. Just nine of the 137 respondents reported having attended a private business college.

#### Education Since Graduation

Table 8 illustrates that as of June 30, 1979, 94 respondents had begun or completed additional studies at a university or college.

One-Year graduates went into additional studies at a greater rate than did Two-Year graduates. One-Year respondents continued to study at the rate of 79 percent, whereas 62 percent of Two-Year graduates went to a university or college after Business Teacher Education.

The Business Teacher Education Program, Red River Community College, has consistently maintained a close liaison with the Faculty of Education, University of Manitoba. Consequently, of the 94 who continued their education, as shown in Table 9, 80 took courses at the

TABLE 8

ADDITIONAL EDUCATIONAL EXPERIENCES SINCE GRADUATION  
FROM THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

	Length of Course				Total	
	One-Year		Two-Year			
	f	%	f	%	f	%
Additional Studies	42	79	52	62	94	69
No Additional Studies	11	21	32	38	43	31
Total	53	100	84	100	137	100

University of Manitoba. Percentages in Table 9 are calculated using 94 as the basis because some respondents have attended more than one college/university. The other two Manitoba universities attended were Winnipeg and Brandon. A variety of Canadian and American universities and the Certified General Accountants' program made up the balance.

The Bachelor of Education degree was attained by 34 respondents, 25 percent of those who replied, as evidenced in Table 10. The total number of replies was 140, three more than the 137 who responded to the questionnaire. This was because some graduates had earned more than one degree by June 30, 1979. The respondent who had received the Master of Education degree had also completed the Pre-Masters program and the Bachelor of Education. The respondent who completed the Pre-Masters had also earned a

46  
TABLE 9

UNIVERSITIES AND COLLEGES ATTENDED SINCE GRADUATION FROM  
THE BUSINESS TEACHER EDUCATION PROGRAM, RED  
RIVER COMMUNITY COLLEGE

n=94

Institution	Graduates	
	f	%
University of Manitoba	80	85
University of Winnipeg	7	7
Brandon University	6	6
Red River Community College	4	4
Other <sup>1</sup>	8	9
Total	105	-

<sup>1</sup>Included are: University of Alberta  
University of British Columbia  
Laval University  
University of Minnesota  
University of Montreal  
University of Regina  
University of Toronto  
Certified General Accountants' Program

TABLE 10

DEGREE COMPLETED SINCE GRADUATION FROM THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE

Degree/ Program Completed	Length of Course					
	One-Year		Two-Year		Total	
	f	%	f	%	f	%
Bachelor of Education	16	28	18	22	34	25
Bachelor of Pedagogy	3	5	-	-	3	2
Bachelor of Commerce	1	2	-	-	1	1
Bachelor of Arts/Science	1	2	1	1	2	2
Pre-Masters Program in Education	2	4	-	-	2	1
Master of Education	1	2	-	-	1	1
None	32	57	65	77	97	68
Total	56	100	84	100	140	100

Bachelor of Education.

The One-Year respondents had attained degrees at a rate of 43 percent (including Masters and Pre-Masters). The rate at which degrees were earned by the Two-Year graduates was just over half that of the One-Year graduates. Twenty-three percent (19) of the Two-Year graduates had earned a degree by June 30, 1979.

The three Bachelor of Pedagogy degrees were earned by 1973 graduates. These degrees were awarded in 1977, 1978, and 1979. The Bachelor of Commerce degree was awarded in 1977 to a Business Teacher Education graduate of 1973. A 1974 graduate earned a Bachelor of Arts by 1977 and a 1975 graduate had earned the same degree in 1979.

One 1973 respondent had completed the Master of Education degree by 1979. A 1974 graduate had completed the Pre-Masters year and stated that all course work was completed for the Masters degree and that a thesis was the remaining requirement to be fulfilled.

By 1979, 12 who graduated in 1973 had earned the Bachelor of Education degree, as shown in Table 11. This was 39 percent of those who graduated in that year. The 1974 graduates had, as well, achieved 12 Bachelor of Education degrees by 1979. No 1977 graduate had been awarded the Bachelor of Education by 1979.

TABLE 11

YEARS IN WHICH THE BACHELOR OF EDUCATION WAS AWARDED SUBSEQUENT TO GRADUATION FROM  
THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Year of Graduation From R.R.C.C.	Number of Graduates	Year in which B. Ed. Awarded					Total
		1975 f	1976 f	1977 f	1978 f	1979 f	
1973	31	3	3	1	1	4	12
1974	31	1	5	1	2	3	12
1975	27	-	-	1	-	4	5
1976	21	-	-	2	1	2	5
1977	27	-	-	-	-	-	-
Total	137	4	8	5	4	13	34

Respondents were also asked to indicate the degree programs in which they were enrolled, as illustrated in Table 12. Of the 32 One-Year respondents who had not yet received a degree, 25 or 78 percent of those eligible were currently working in a degree program. The Bachelor of Education program was predominant in number. Only 57 percent of the 65 eligible Two-Year graduates were in a university program. In the "Degree Completed" line of Table 12, just one degree per student was tallied.

No degree program had yet been initiated by 33 percent of the Two-Year respondents, while only 13 percent of One-Year graduates had not yet begun university studies.

Credits completed as of June 30, 1979, were averaged in order to gauge the amount of course work necessary before the group would have completed their degrees. The average, shown in Table 12, was calculated by totalling the credits earned and dividing by the number of students enrolled in the program. The average may then be compared to the credits required for each degree as shown in the last column of Table 12.

#### Occupation Since Graduation

Graduates next itemized their occupation from the various years of graduation, July 1, until June 30, 1979. Respondents accounted for every month. A teaching-year was defined in the questionnaire as ten months only. Consequently, those who did not take a job or attend university classes in July and August were categorized as "unem-



TABLE 12

GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE,  
WHO ARE CURRENTLY ENROLLED IN A UNIVERSITY PROGRAM

Degree Program	Length of Course		Average Number of Credits	Required for Graduation
	One-Year f	Two-Year f %		
Bachelor of Education	18	34 33 39	36	60
Bachelor of Pedagogy	2	4 - -	38	72
Bachelor of Arts/Science	3	5 3 4	60	90
Pre-Masters Program in Education	1	2 - -	6	30
Master of Education	1	2 1 1	24	30
Degree Completed	21	40 19 23	-	-
No Degree Program Initiated	7	13 28 33	-	-
Total	53	100 84 100	-	-

ployed" by the researcher. Respondents who listed "travel" or "holidays" in the line entitled "Other" on Page 2, Number 7 of the questionnaire were also classed as "unemployed".

A large portion of the respondents did enter the teaching profession, as shown in Table 13. All of the 1975 graduates became teachers. The overall average of all respondents who taught for any length of time was almost 85 percent. The year in which the smallest percentage of graduates began teaching was 1973, where only 24 or 77 percent had begun to teach by June 30, 1979.

The total months spent as a teacher by each year's graduates was calculated in order to assess the amount of teaching that had been performed by the respondents who went into teaching. That is, although 77 percent of 1973 graduates assumed a teaching position, the 1973 graduates taught for 87 percent of the possible teaching time, as shown in column 5 of Table 13. This was calculated by comparing the 1 249 months actually taught to the 1 440 months which could have been spent in teaching had all 24 stayed in teaching for the full six years since graduation.

Table 14 indicates the months of possible teaching since graduation. The percentage calculated in the last column of Table 13 is a comparison of the months taught to the months which would have been spent in teaching if all graduates had taught for the entire period since graduation.

TABLE 13

AMOUNT OF TEACHING EXPERIENCE OBTAINED AFTER GRADUATION FROM THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Year of Graduation	Number of Graduates	Number who Taught f	Number who Taught %	Months	Total Months Taught	
					% of those who Taught <sup>1</sup>	% of all Graduates <sup>2</sup>
1973	31	24	77	1,249	87	67
1974	31	25	81	933	75	60
1975	27	27	100	844	78	78
1976	21	17	81	401	84	64
1977	27	23	85	386	84	71
Total	137	116	-	-	-	-

<sup>1</sup>See Table 14, column 4 for possible months of teaching by respondents who taught

<sup>2</sup>See Table 14, column 5 for total possible months of teaching by all respondents

TABLE 14

SCHEDULE OF TOTAL MONTHS OF TEACHING AFTER GRADUATION FROM THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Year of Graduation	Number of Graduates (1)	Number who Taught (2)	Number of Months Since Graduation (3)	Graduate- Teaching Months (2x3)	Total Possible Teaching Months (1x3)
1973	31	24	60	1,440	1,860
1974	31	25	50	1,250	1,550
1975	27	27	40	1,080	1,080
1976	21	17	30	480	630
1977	27	23	20	460	540
Total	137	116	-	4,710	5,660

The 1975 graduates appear to have spent the largest proportion of their time, since graduation, engaged in teaching. The smallest proportion of time spent teaching was by the 1974 graduates who spent 60 percent of their time in the role of a teacher. Table 14 illustrates the derivation of the base figures for the percentages calculated in Table 13.

Time spent in the role of a teacher is compared to total time spent in other occupations in Table 15. Graduates each year spent at least 50 percent of the possible time in teaching. The 1975 graduates spent 65 percent of their time as teachers, while the 1974 graduates spent only 50 percent of their time in the role of a teacher.

Because the teaching year was classified as only ten months, time spent teaching may appear to be less than one would normally expect. Time classed as unemployed may, on the other hand, seem high because it includes summer months not spent in study or working at a job.

Respondents of the year 1975 spent only 13 percent of their time in other employment. This may be compared to 1974 respondents who had spent more than twice as much of the possible time (29 percent) in other employment.

Indicated time spent in study was constant for the 1974-1976 graduates, between 10 and 11 percent, but fell by about 50 percent in 1977. The 1977 graduates spent about five percent of their time in additional study, as did the 1973 graduates.

TABLE 15

EMPLOYMENT SINCE GRADUATION FROM THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Occupation	Months Employed Each Year of Graduation				
	1973	1974	1975	1976	1977
Teaching	1249	933	844	401	386
Other Employment	565	512	172	137	112
Study	130	190	121	86	32
Full-time Homemaking	38	107	68	54	56
Unemployed	216	113	119	42	64
Did not Indicate <sup>1</sup>	34	5	(28)	36	(2)
Total	2232	1860	1296	756	648
Occupation	% of Time Employed Each Year of Graduation				
	1973	1974	1975	1976	1977
Teaching	56	50	65	53	60
Other Employment	25	27	13	18	17
Study	6	10	10	11	5
Full-time Homemaking	2	6	5	7	9
Unemployed	10	6	9	6	10
Did not Indicate <sup>2</sup>	1	1	(2)	5	(1)
Total	100	100	100	100	100

<sup>1</sup>More months indicated than were possible

<sup>2</sup>More months indicated than were possible

It appears that the 1975 and 1977 respondents mistakenly accounted for more months than were possible since their year of graduation. The months and percentages are shown in brackets in the "Did Not Indicate" lines of Table 15. These amounts are to be subtracted.

Respondents worked in a variety of other employments as listed in Table 16. Total responses of 79 graduates who had worked in other occupations was 104. The 79 respondents included graduates who had changed occupations and those who were teaching for ten months and gaining office experience during the summer months.

The largest group in a non teaching occupation were employed in secretarial positions, which was the work indicated by 36 respondents. Next in frequency were 15 administrative personnel and 14 office-clerical workers. The researcher set up the groups from descriptions and titles generated by respondents.

The administrative group is detailed in Appendix G. This classification is of a higher level than that of office-clerical which entailed more routine office work.

The accountant classification (Table 16) included eight respondents who used the term "accountant" in their return or who described accounting work at a seemingly demanding level.

Four respondents had each established or purchased a private business. Three of these first tried teaching and then went into business. (Appendix G)

TABLE 16

NATURE OF WORK OTHER THAN TEACHING IN WHICH 79 GRADUATES  
 HAVE ENGAGED SINCE GRADUATION FROM THE BUSINESS  
 TEACHER EDUCATION PROGRAM, RED RIVER  
 COMMUNITY COLLEGE

Occupation	f
Secretarial	36
Administrative <sup>1</sup>	15
Office-clerical	14
Accountant	8
Salesperson	5
Self employed <sup>2</sup>	4
Labourer	3
Farmer	2
Publisher's Representative	2
Para Legal	2
Travel Agent	2
Childcare worker	2
Research Analyst--Education	2
Writing <sup>3</sup>	2
Other <sup>4</sup>	5
Total	104

<sup>1-4</sup>See Appendix G for detailed lists in these categories



The three who indicated labour as an occupation remained as labourers for short, summer periods. The two farmers were working on family farms. The publisher's representatives were in the subject area of high school business education. The research analysts both worked for the Manitoba Department of Education. The writers were involved with business education topics.

Graduates were asked in Question 9, Page 3 of the questionnaire, if they had taught since graduation. The results are shown in Table 17. One hundred nineteen indicated having taught, including part-time teachers in weekend and evening programs. This explains the difference from the 116 who indicated teaching as an occupation in Tables 13-15.

TABLE 17

RESPONDENTS WHO HAVE TAUGHT SINCE GRADUATION FROM  
THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

	Length of Course					
	One-Year		Two-Year		Total	
	f	%	f	%	f	%
Have Taught	48	91	71	85	119	87
Have Not Taught	5	9	13	15	18	13
Total	53	100	84	100	137	100

The overall rate of those who specified teaching was 87 percent. The rate of One-Year graduates who indicated having taught was 91 percent and the rate of Two-Year graduates was 85 percent.

Graduates were then asked to designate their educational roles which are depicted in Table 18. The largest group of respondents who indicated they had taught had functioned as high school classroom teachers.

TABLE 18

EDUCATIONAL ROLE OF 48 ONE-YEAR AND 71 TWO-YEAR GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED  
RIVER COMMUNITY COLLEGE

Role	Length of Course				Total	
	One-Year		Two-Year			
	f	%	f	%	f	%
	n=48		n=71		n=119	
Classroom Teacher	43	90	70	99	113	95
Community College Instructor	12	25	10	14	22	18
Department Head	5	10	6	8	11	9
Adult Education	3	6	2	3	5	4
Total	63	-	88	-	151	-

Several graduates had served in more than one role, consequently the total of different roles is 151, rather than 119. The percentages shown, however, were calculated using the 119 who taught, 48 One-Year and 71 Two-Year graduates.

The 113 who acted as classroom teachers comprised 95 percent of the 119 who taught. The 113 is broken into 43 One-Year and 70 Two-Year graduates.

Community colleges typically recruit instructors who who have had work experience in their field of teaching. Twenty-five percent of the 48 One-Year graduates became community college instructors compared to only 14 percent of the 71 Two-Year graduates.

Only 11 of the 119 had functioned as department heads. No graduate became the principal or vice-principal of a school.

Manitoba schools were the largest employers of graduates, engaging 113 of the 119 as high school teachers. The 113 high school teachers were asked to indicate the subjects they had taught from the business education curriculum. The results are tabulated in Table 19. The percentages shown were calculated on the basis of the 113 high school teachers.

It is apparent that typewriting was the subject most frequently taught. Typewriting 102 was taught by 88 percent, Typewriting 202 by 73 percent, and Typewriting 302 by 50 percent. In total, 103 or 91 percent had taught at least one level of typewriting. This total was determined by

TABLE 19

BUSINESS EDUCATION SUBJECTS TAUGHT BY 113 GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

n=113

Subject	Teaching Assignment					
	Previous		At		Total	
	f	%	f	%	f	%
Accounting 202	31	27	31	27	62	55
Accounting 302	25	22	17	15	42	37
Business Mathematics 102	24	21	10	9	34	30
Business Mathematics 202	27	24	6	5	33	29
Business Principles 202	34	30	10	9	44	39
Data Processing 202	4	4	5	4	9	8
Data Processing 302	3	3	4	4	7	6
Economics 301	24	21	6	5	30	27
Exploring Business 009	35	31	6	5	41	36
General Business 101	42	37	18	16	60	53
Law 302	27	24	12	11	39	35
Marketing 102	10	9	5	4	15	13
Marketing 202	8	7	3	3	11	10
Marketing 302	4	4	4	4	8	7
Marketing Lab	9	8	3	3	12	11
Office Practice 302	21	19	21	19	42	37
Shorthand 202	24	21	15	13	39	35
Shorthand 302	17	15	10	9	27	24
Typewriting 102	53	47	46	41	99	88
Typewriting 202	48	43	35	31	83	73
Typewriting 302	32	28	24	21	56	50
Total	502	-	291	-	793	-

examination of each questionnaire and is not evident in the tables presented.

The next most frequent teaching assignment was accounting, where 55 percent taught Accounting 202 and 37 percent taught Accounting 302. Although not evident in Table 19, it was apparent that 65 respondents taught accounting at either level, which is 58 percent of the 113 high school teachers. General Business 101 was taught by 53 percent and Business Principles 202 by 39 percent.

Office Practice 302 was taught by 42 respondents (37 percent) and Exploring Business 009 by 36 percent. Law 302 and Shorthand 202 were each taught by 35 percent of the 113 who taught in high schools

Shorthand is taught by Secretarial Majors only. Of the 53 Secretarial Major graduates reporting, shorthand was taught by 39 at the Shorthand 202 level and by 27 at the Shorthand 302 level. Many had taught it at both levels. The rate of Shorthand 202 teachers in relation to the 53 Secretarial graduates is 74 percent. This placed it second only to typewriting in rate of frequency of teaching.

Business Mathematics 102 and 202 were next in frequency followed by Economics 301 and Shorthand 302. The business education subjects taught least frequently were data processing and marketing.

The total of column 2 of Table 19 represents teaching assignments of 113 teachers in one year. It appears that

the average teaching load at any one time is between two and three subjects per year. This was calculated by dividing the total assignments, 291, by the number of teachers, 113. The total of column 3 represents the total teaching experiences, since graduation, of the 113 respondents. They had taught an average of seven subjects each in the average of four years since graduation. The first graduates surveyed graduated in 1973, six years before 1979, and the last graduated in 1977, two years before 1979, hence the average of four years since graduation.

Manitoba high school subjects which were taught but were not included in the business education program are listed in Table 20. Grade IX typewriting was taught by 4 percent of the 113 high school teachers as were geography and mathematics.

Thirty-two respondents also performed teaching duties in institutions outside Manitoba high schools, as illustrated in Table 21. This is 27 percent of the 119 who indicated having taught. Seventeen of the 32 taught at either Red River, Assiniboine, or Keewatin Community Colleges. Details of the teaching appointments outside Manitoba high schools are depicted in Appendix H.

TABLE 20

NON BUSINESS EDUCATION HIGH SCHOOL SUBJECTS TAUGHT BY 113  
GRADUATES OF THE BUSINESS TEACHER EDUCATION  
PROGRAM, RED RIVER COMMUNITY COLLEGE

n=113

Subject	Part of Teaching Assignment					
	Previous		At		Total	
	f	%	f	%	f	%
Typewriting Grade IX <sup>1</sup>	3	3	2	2	5	4
Geography	-	-	4	4	4	4
Mathematics	2	2	2	2	4	4
Physical Education	1	1	2	2	3	3
Occupational Business	1	1	1	1	2	2
Communications	2	2	-	-	2	2
English	1	1	1	1	2	2
Science	1	1	1	1	2	2
Social Studies	1	1	1	1	2	2
Speedwriting	-	-	1	1	1	1
French	1	1	-	-	1	1

<sup>1</sup>For purposes of this study, Typewriting Grade IX is considered to be non-business education.

TABLE 21

NON-MANITOBA HIGH SCHOOL TEACHING RESPONSIBILITIES OF 32  
GRADUATES OF THE BUSINESS TEACHER EDUCATION  
PROGRAM, RED RIVER COMMUNITY COLLEGE<sup>1</sup>

Institution	Location of Institutions		
	Manitoba	Rest of Canada	Out of Canada
Community Colleges	17	2	3
Private Business Schools	2	1	-
Evening Schools/ Adult Education	4	1	1
Secondary Schools	-	3	2

<sup>1</sup>See Appendix H for details of subjects and institutions.



### Program Evaluation

The second section of the questionnaire gathered assessments of the adequacy of the program as a preparation for teaching business subjects. Specific professional and methodological courses were rated, the degree of preparation to teach particular high school business subjects was assessed, and the teaching skills and knowledge attained by graduates were appraised and rated by respondents. Graduates also indicated suggestions for improvement. The questionnaire ended with provision for general commentary.

#### Assessment of Methodology Courses

Graduates were first invited to rate the value of the courses in methods of teaching. The following scale was used: of Great Value, of Some Value, and of Little Value. Any graduate who had taken the subject completed the rating. Respondents, therefore, indicated their attitudes toward the courses both as teachers and as non-teachers. In some cases, occupation, rather than merits of the course, appears to have affected ratings.

Four methodology courses were offered during the period 1973-1977, as shown in Table 22. Methods of Teaching Basic Business and Accounting was a requirement for all students. Methods of Teaching Marketing was taken by Marketing Majors during the years 1975-1977. Methods of Teaching Shorthand was required for Secretarial Majors only. Methods of

TABLE 22

ASSESSMENT OF METHODOLOGY COURSES BY GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Assessment	Courses in Methods of Teaching					
	Basic Business/ Accounting f	%	Marketing <sup>1</sup> f	%	Shorthand <sup>2</sup> f	Typewriting <sup>3</sup> f
of Great Value	55	40	4	29	46	82
of Some Value	59	43	3	21	19	36
of Little Value	9	7	6	43	5	9
Did Not Indicate	14	10	1	7	2	1
Total	137	100	14	100	72	128

<sup>1</sup>Marketing Majors only, graduating during the years 1975-1977

<sup>2</sup>Secretarial Majors only, all years

<sup>3</sup>Not required by Marketing Majors graduating during the years, 1975-1977

Teaching Typewriting was a requisite for Secretarial and Accounting Majors and appears to have been taken by five Marketing Majors.

Methods of Teaching Shorthand and Methods of Teaching Typewriting were indicated to be of great value by 64 percent of the enrollees. This may be contrasted to Methods of Teaching Basic Business and Accounting where only 40 percent indicated the course as of great value. Forty-three percent of Methods of Teaching Marketing enrollees designated the course to be of little value.

Table 23 presents the results of the chi square tests made on the data presented in Table 22. In each case, except Methods of Teaching Shorthand, the differences in indicated ratings are statistically significant.

TABLE 23

CHI SQUARE TESTS<sup>1</sup> ON TABLE 22, ASSESSMENT OF METHODOLOGY COURSES BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM

Methods Subjects	$\chi^2$	Degrees of Freedom	Probability
Basic Business/ Accounting	15.48	3	$< .05$
Marketing	27.25	1	$< .05$
Shorthand	2.89	2	$> .05$
Typewriting	8.55	3	$< .05$

<sup>1</sup>See Appendix I for detailed calculations.

The chi square test for Methods of Teaching Shorthand indicates that the rating of this course could have been the result of chance in more than five percent of the cases.

The chi square test was applied to the data to obtain an indication as to whether observed results are due to chance or to real differences. The researcher formulates the hypothesis that observed results are due to nothing but chance and then attempts to prove or disprove the hypothesis. The proposal that the results are due to chance is referred to as a null hypothesis and labelled  $H_0$ .

If  $H_0$  is accepted, observed results are said to be not statistically significant and chi square will be comparatively small in value. However, if chi square is large enough, the observed results are reported as being statistically significant and not due to chance. In this case,  $H_0$  is rejected.

The level of significance chosen as an indicator of significance was the .05 level. That is, if  $H_0$  is rejected, there is a five percent probability or less that the results were obtained by chance. In other words, it is not too likely that results are recorded by chance. The .05 level is generally acceptable for studies of this nature.

The value of chi square is presented for each test within this study so that the reader can judge the results.

Assessment of Professional Courses

Ratings of professional courses are depicted in Table 24. The professional courses were assessed using the same scale as with the methodology courses.

Not all of the professional courses were studied by each respondent. Audio-Visual Education was a requirement for all students in 1974. Organizing Cooperative Work Experience was a requirement for Marketing Majors, also beginning in the 1974-1975 school year. Students in other majors who had been awarded advance credit could also take Organizing Cooperative Work Experience. Principles of Business Education was required by all graduates beginning with the 1973-1974 school year. All other professional courses were a part of all programs.

Student Teaching was indicated to be of great value by 82 percent of respondents; clearly a most highly rated professional course. Audio-Visual Education was designated as of great value by 60 percent of the 76 respondents in that course. Forty-eight percent of the graduates specified Educational Psychology to be of little value. The rating for Principles of Business Education was not indicated by 18 percent of those who took that course.

Table 25 reports the value for chi square tests made on the results shown in Table 24. The tests indicate that the results of Table 24 are statistically significant except in the case of Organizing Cooperative Work Experience, where the null hypothesis would have to be accepted.

TABLE 24

ASSESSMENT OF PROFESSIONAL COURSES BY GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Assessment	Professional Courses					
	Audio- Visual Education <sup>1</sup> f %	Educational Psychology f %	Educational Testing & Evaluation f %	Organizing Cooperative Work Experience <sup>2</sup> f %	Principles of Business Education <sup>3</sup> f %	Student Teaching f %
of Great Value	46 60	15 11	26 19	11 25	12 11	112 82
of Some Value	24 32	53 39	69 50	20 45	38 36	21 15
of Little Value	4 5	66 48	39 29	13 30	37 35	3 2
Did Not Indicate	2 3	3 2	3 2	- -	19 18	1 1
	76 100	137 100	137 100	44 100	106 100	137 100
All students graduating 1975-1977 only						
Marketing Majors graduating 1975-1977 plus optional for other students with advance credits						
All students graduating 1974-1977 only						

<sup>1</sup>All students graduating 1975-1977 only

<sup>2</sup>Marketing Majors graduating 1975-1977 plus optional for other students with advance credits

<sup>3</sup>All students graduating 1974-1977 only

TABLE 25

RESULTS OF CHI SQUARE TESTS<sup>1</sup> ON TABLE 24, ASSESSMENT OF  
PROFESSIONAL COURSES BY GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM

Professional Subject	$\chi^2$	Degrees of Freedom	Probability
Audio-Visual Education	27.56	3	$< .05$
Educational Psychology	52.17	3	$< .05$
Educational Testing & Evaluation	21.23	3	$< .05$
Organizing Cooperative Work Experience	2.43	2	$> .05$
Principles of Business Education	59.82	3	$< .05$
Student Teaching	133.94	3	$< .05$

<sup>1</sup>See Appendix J for detailed calculations

Table 26 represents the total indications of methodology and professional courses that were at least of some value. The percentages are calculated on the basis of those who enrolled in each subject. Student Teaching was the most highly ranked course followed by Audio-Visual Education and Methods of Teaching Typewriting. Methods of Teaching Shorthand was indicated to be of at least some value by 90 percent and 83% of enrollees indicated Methods of

TABLE 26

PROFESSIONAL AND METHODOLOGY COURSES INDICATED TO BE OF GREAT  
OR OF SOME VALUE BY GRADUATES OF THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Ranking of Courses	Rated as					
	of Great Value		of Some Value		Total	
	f	%	f	%	f	%
Student Teaching	112	82	21	15	133	97
Audio-Visual Education	46	60	24	32	70	92
Methods of Teaching Typewriting	82	64	36	28	118	92
Methods of Teaching Shorthand	46	64	19	26	65	90
Methods of Teaching Basic Business/Accounting	55	40	59	43	114	83
Organizing Cooperative Work Experience	11	25	20	45	31	70
Educational Testing and Evaluation	26	19	69	50	95	69
Educational Psychology	15	11	53	49	68	50
Methods of Teaching Marketing	4	29	3	21	7	50
Principles of Business Education	12	11	38	36	50	47



Teaching Basic Business and Accounting to be of some or of great value.

It appears as though applicability directly to the teaching act has affected the ratings positively. The one obvious exception to this is Methods of Teaching Marketing which was indicated as of little value by 50 per cent of those who studied it.

Respondents were also asked to indicate the professional and methodology courses which they did not take but which they felt they should have taken. The results are shown in Table 27.

TABLE 27

PROFESSIONAL AND METHODOLOGY COURSES INDICATED AS "SHOULD HAVE TAKEN" BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Course	Number f
Organizing Cooperative Work Experience	35
Methods of Teaching Marketing	27
Audio-Visual Education	13
Methods of Teaching Shorthand	7
Principles of Business Education	3
Methods of Teaching Typewriting	3

Organizing Cooperative Work Experience was not offered until the 1974-1975 school year. Consequently, 35 respondents disclosed regret at having not been able to take it.

Methods of Teaching Marketing was offered to Marketing Majors only. Twenty-six respondents of other majors specified it as a subject they should have taken. Audio-Visual Education was first offered as a separate subject in the 1974-1975 school year. Although some instruction in audio-visual techniques was given through various other subjects, 13 respondents indicated they should have taken a course in audio-visual.

Methods of Teaching Shorthand, taken only by Secretarial Majors, and Principles of Business Education, first offered in 1973-1974, were both indicated as should have taken by seven respondents.

Skills and Knowledge Not Learned  
But Required in the Role of a Teacher

Graduates were next asked, "Are there important skills and knowledge, relating to the teaching profession, which you did not learn at RRCC but which were required on the job?" Table 28 shows the 107 responses given by 83 respondents.

Discipline and classroom management were the most frequently indicated learning inadequacies, specified by 22 respondents, in relation to the role of a teacher. This was 26 percent of the 83 who answered "yes" to the

TABLE 28

SKILLS AND KNOWLEDGE NOT INCLUDED IN TEACHER EDUCATION, BUT  
REQUIRED IN THE ROLE OF A TEACHER BY 83 GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM

n=83

Skill and Knowledge	Number	
	f	%
Discipline/Classroom Management	22	26
Administrative Functions	19	23
Testing and Evaluation	13	16
Teaching Methods in Various Subjects <sup>1</sup>	11	13
Individualizing Instruction	7	8
Interpersonal Relationships	7	8
Teaching Marketing	5	6
Course Development and Planning	5	6
Guidance and Counselling	5	6
English and Communications Skills	5	6
Preparation of Audio-Visual Aids	3	4
Basic Business	3	4
Use and Care of Equipment	1	1
Parent-Teacher Interviews	1	1
Total Responses	107	-

<sup>1</sup>Subjects indicated included: accounting, law, business organization and management, data processing, and office procedures.

question. Twenty-three percent indicated administrative functions, including such duties as maintaining an attendance register, ordering supplies, and completing various forms.

Sixteen percent specified the testing and evaluation of students as a skill not learned at Red River Community College. This was despite having received instruction in the subject, Educational Testing and Evaluation.

Eleven of the 83 respondents (13 percent) indicated they had not learned the requisite skills and knowledge to teach the following subjects: accounting, law, business organization and management, data processing, and office practice.

Skill and knowledge in individualizing instruction and in interpersonal relationships were indicated to be lacking by eight percent of respondents.

Six percent revealed they required more skill and knowledge in the areas of marketing, course development, guidance, and English communications.

Eighty-three respondents designated 107 skills and knowledge not learned, but required. Fifty-three respondents indicated just one inadequacy, 18 indicated two inadequacies, and six indicated three inadequacies.

Skills and Knowledge Learned But Not  
Required in the Role of a Teacher

Question 3, Page 4, asked, "Are there skills and knowledge which you have learned in the Business Teacher

Education Course at RRCC which you have not used on the job?" Table 29 presents the results.

TABLE 29

SKILLS AND KNOWLEDGE STUDIED IN TEACHER EDUCATION, BUT NOT  
REQUIRED IN THE ROLE OF A TEACHER BY 51 GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

n=51

Skill and Knowledge	Number	
	f	%
Not Required to Teach a Subject	29	57
Educational Psychology	7	14
Knowledge Not Necessary <sup>1</sup>	5	10
Methods of Teaching	4	8
Testing and Evaluation	4	8
Principles of Business Education	4	8
Audio-Visual	2	4
Cooperative Work Experience	2	4
Content Outdated--Could Not Use	2	4
General Knowledge of High School Curriculum	2	4
Total Responses	61	-

<sup>1</sup>Accounting, business organization and management, and shorthand.

As shown in Table 29, 57 percent listed skill and knowledge in various subjects as not necessary because they were not required to teach that subject. Most predominant in this list was data processing, cited by five respondents, and typewriting, cited by four respondents.

Next in frequency of unrequired knowledge was the 14 percent who indicated educational psychology followed by 10 percent who said that some of the knowledge acquired in accounting, shorthand, and business organization was more than was required of a high school teacher. Included in this group of 10 percent were those who indicated that the subject matter was, in part, inappropriate.

Eight percent of the respondents specified methods courses as of no use because a subject was not taught. Another eight percent revealed educational testing and evaluation and principles of business education as not suitable to the role of a teacher for various reasons.

#### The High School Subjects Most and Least Prepared to Teach

The graduates were next presented with a listing of the Manitoba high school business education program offerings. Question 4, Page 5, requests respondents to indicate the two courses in which they felt most prepared to teach and the two courses in which they felt least prepared to teach.

Table 30 presents the subjects as designated by graduates as being one of two most prepared to teach. The

TABLE 30

HIGH SCHOOL BUSINESS EDUCATION COURSES IDENTIFIED AS ONE OF  
TWO MOST PREPARED TO TEACH BY GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

Subject	Indicated Most Prepared to Teach	
	f	%
Accounting 202	54	19
Accounting 302	10	3
Law 302	6	2
Business Mathematics 102	3	1
Business Mathematics 202	2	1
Business Principles 202	1	1
Data Processing 202	6	2
Data Processing 302	3	1
Economics 301	4	1
Exploring Business 009	1	1
General Business 101	9	3
Marketing 102	7	3
Marketing 202	3	1
Marketing 302	2	1
Marketing Laboratory	1	1
Office Practice 302	10	4
Shorthand 202	33	12
Shorthand 302	14	5
Typewriting 102	64	23
Typewriting 202	14	5
Typewriting 302	14	5
Did Not Indicate	13	5
Total	274 <sup>1</sup>	100

<sup>1</sup> Respondents were to indicate two business courses each

basis used for percentages was 274 because each respondent was to indicate the two courses most prepared to teach. The largest group, 23 percent, specified Typewriting 102. Following were Accounting 202 with 19 percent and Shorthand 202 with 12 percent. Next in frequency rate were Typewriting 202 and 302, along with Shorthand 302, each designated by five percent as being one of two high school subjects most prepared to teach.

Just 72 respondents were eligible to teach shorthand. This means that 23 percent of the 144 choices open to Secretarial Majors were Shorthand 202. Rateably, Shorthand 202 equals Typewriting 102 in choices for most prepared to teach, although this is not evident in Table 30.

Respondents then specified the reasons for indicating being well prepared to teach certain high school business education subjects. The results are summarized in Table 31. In total, 723 reasons were indicated for good preparation. It appears that respondents designated about three reasons per subject chosen.

A choice of four reasons was given in the questionnaire and there were three lines of spaces for "Other" reasons, as shown in Question 5, Page 5. Reasons given in the "Other" spaces were grouped by the researcher.

The first reason stated "(a) Content of RRCC subject was closely related to high school or other subject taught." This referred to the contiguity of a content subject studied at RRCC to the same subject to be taught



TABLE 31

DESIGNATED REASONS WHY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE, INDICATED BEING WELL PREPARED TO TEACH  
THE HIGH SCHOOL BUSINESS EDUCATION CURRICULUM

High School Subject	Reasons for Indicating Well Prepared											
	Content RRCC Closely Related		Subject Presented Well RRCC		Need for Subject Clear		Methods Course Helpful		Business Experience		Personal Experience	
	f	%	f	%	f	%	f	%	f	%	f	%
Accounting 202	41	22	41	22	28	19	18	12	1	6	7	45
Accounting 302	4	2	3	2	4	3	1	1	-	-	1	6
Law 302	4	2	4	2	5	3	1	1	1	6	2	13
Business Mathematics 102	3	2	1	1	3	2	1	1	-	-	1	6
Business Mathematics 202	1	1	2	1	-	-	-	-	-	-	1	6
Business Principles 202	-	-	-	-	-	-	-	-	-	-	1	6
Data Processing 202	3	2	2	1	1	1	1	1	1	6	-	-

TABLE 31-Continued

High School Subjects	Reasons for Indicating Well Prepared									
	Content Closely Related	RRCC	Subject Presented	Need for Subject Clear	Methods Course Helpful	Business Experience	Personal Experience	Previous Training	f	%
	f	%	f	%	f	f	f	f	f	%
Data Processing 302	-	-	1	1	-	-	-	-	-	-
Economics 301	-	-	-	-	1	1	-	-	3	13
Exploring Business 009	-	-	-	-	1	1	-	-	-	-
General Business 101	7	3	6	3	5	3	1	6	-	-
Marketing 102	3	2	3	2	2	1	1	6	1	5
Marketing 202	1	1	1	1	-	-	-	-	1	5
Marketing 302	1	1	-	-	-	-	-	-	-	-
Marketing Laboratory	1	1	-	-	1	1	1	6	-	-

TABLE 31-Continued

High School Subject	Reasons for Indicating Well Prepared													
	Content Closely Related f	RRCC %	Subject Presented Well f	RRCC %	Need for Subject Clear f	RRCC %	Methods Course Helpful f	RRCC %	Business Experience f	RRCC %	Personal Experience f	RRCC %	Previous Training f	RRCC %
Office Practice 302	7	3	5	3	6	4	6	4	2	12	-	-	1	5
Shorthand 202	31	16	32	17	22	15	31	20	2	12	1	6	1	5
Shorthand 302	4	2	6	3	4	3	5	3	-	-	-	-	-	-
Typewriting 102	63	33	64	34	55	37	64	42	6	34	-	-	4	18
Typewriting 202	9	5	9	5	7	4	9	5	2	12	-	-	-	-
Typewriting 302	3	2	4	2	4	3	4	3	-	-	-	-	-	-
Total	186	100	184	100	147	100	151	100	17	100	16	100	22	100

to high school students in the business education program. This reason was specified most frequently, 186 times, for indicating being well prepared. Good preparation to teach Typewriting 102 appears to be most frequently the result of contiguity with RRCC typewriting courses.

Table 32 presents reasons as percentages of respondents who identified the subject as one of the two he/she was best prepared to teach. The subjects are ranked in Table 32 according to the frequency of choices as being well prepared.

Table 32 indicates that 98 percent of graduates who designated being well prepared to teach Typewriting 102 did so because of the contiguity with RRCC courses. Respondents indicated good preparation in Shorthand 202 at a rate of 94 percent for this reason as did 78 percent who indicated General Business 101 and 76 percent who specified Accounting 202.

The second reason stated "(b) The subject was well presented at RRCC." This referred to the quality of instruction in a content subject studied at RRCC. One hundred eighty-four graduates designated this as a reason for good preparation. The rate of selecting this reason was, as depicted in Table 32, highest in Typewriting 102, where it was 100 percent. The rate was 97 percent in Shorthand 202 and 76 percent in Accounting 202.

The next reason was "(c) The need for the subject was clear while I was a student at RRCC." It appears that a

TABLE 32

DESIGNATED REASONS WHY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE,  
INDICATED BEING WELL PREPARED TO TEACH THE HIGH SCHOOL BUSINESS EDUCATION CURRICULUM  
AS A PERCENTAGE OF THOSE WHO IDENTIFIED THAT SUBJECT

Subjects Indicated as Being Well Prepared to Teach, Arranged in Rank Order	Number who Identified This Subject n	% Content of RRC Closely Related	% Subject Well Presented at RRC	% Need for The Subject Was Clear	% Methods for This Was Helpful	% Business Experience	% Personal Experience	% Previous Training
Typewriting 102	64	98	100	86	100	9	-	6
Accounting 202	54	76	76	52	33	2	13	15
Shorthand 202	33	94	97	67	94	6	3	3
Shorthand 302	14	29	43	29	36	-	-	-
Typewriting 202	14	64	64	50	64	14	-	-
Typewriting 302	14	21	29	29	29	-	-	-
Accounting 302	10	40	30	40	10	-	10	20
Office Practice 302	10	70	50	60	60	20	-	10
General Business 101	9	78	67	67	56	-	11	-
Marketing 102	7	43	43	14	29	14	14	14
Law 302	6	67	67	83	17	17	33	-
Data Processing 202	6	50	33	17	17	17	-	-
Economics 301	4	-	-	-	25	-	-	75
Business Mathematics 102	3	100	33	100	33	-	33	33
Marketing 202	3	33	33	-	-	-	-	33
Data Processing 302	3	-	33	-	-	-	-	-
Business Mathematics 202	2	50	100	-	-	-	50	-
Marketing 302	2	50	-	-	-	-	-	-
Business Principles 202	1	-	-	-	-	-	100	-
Exploring Business 009	1	-	-	-	100	-	-	-
Marketing Lab	1	100	-	100	100	100	-	-
Did Not Indicate	13							
Total	274	-	-	-	-	-	-	-

graduate who indicated this reason was highly motivated to do well in a subject because he/she knew that the skills and knowledge gained would be essential for successful teaching after graduation from the program. This need was designated as seen most frequently for those best prepared in Typewriting 102 (86 percent), Shorthand 202 (67 percent), General Business 102 (67 percent) and Accounting 202 (52 percent).

The fourth reason was "(d) The course in methods of teaching this subject helped me." One hundred fifty-one graduates indicated this as the reason for good preparation in a specific subject. Of those who designated Typewriting 102, 100 percent specified that the methods course in teaching typewriting was one of the reasons. Ninety-four percent testified that this was one of the reasons for choosing Shorthand 202 as a subject in which the preparation to teach was good.

The three reasons grouped from the "Other" line were business experience (17), personal experience (16), and previous training (22).

In contrast to being well prepared, respondents also indicated the subjects in which they were least prepared, as shown in Table 33. The most frequently indicated were Economics 301, by 14 percent; Data Processing 202, by 12 percent; Law 302, by 11 percent; and Data Processing 302, by nine percent.

TABLE 3 3

HIGH SCHOOL BUSINESS EDUCATION COURSES IDENTIFIED AS ONE OF  
TWO LEAST PREPARED TO TEACH BY GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

Subject	Indicated Least Prepared to Teach	
	f	%
Accounting 202	3	1
Accounting 302	14	5
Law 302	29	11
Business Mathematics 102	5	2
Business Mathematics 202	9	3
Business Principles 201	14	5
Data Processing 202	32	12
Data Processing 302	24	9
Economics 301	37	14
Exploring Business 009	14	5
General Business 101	4	1
Marketing 102	12	4
Marketing 202	3	1
Marketing 302	12	4
Marketing Laboratory	6	2
Office Practice 302	13	5
Shorthand 202	3	1
Shorthand 302	10	4
Typewriting 102	5	2
Typewriting 202	6	2
Typewriting 302	6	2
Did Not Indicate	13	5
Total	274	100

Reasons indicated for least preparation are presented in Table 34. Four reasons are supplied in Question 6, Page 6 of the questionnaire and two others were grouped, by the researcher, from line (e) of Question 6, "Other".

The reasons for least preparation are the antithesis of those cited for best preparation. The first was "(a) Content of RRCC subject was not related to high school or other subject taught." This reason was indicated by 55 respondents in various subjects as illustrated in Table 34. The percentages of those who chose different reasons for inadequate preparation are depicted in Table 35, which is ranked according to frequency of indications of inadequate preparation.

Of the subjects most frequently indicated as least prepared to teach, 36 percent who designated Business Principles 201, 31 percent who designated Law 302, 25 percent who disclosed Data Processing 202, 17 percent who indicated Data Processing 302, and 16 percent who specified Economics 301 indicated that one of the reasons was that the RRCC courses were not contiguous to that which was to be taught by the respondents. (Table 35)

The second reason for poor preparation was "(b) The subject was poorly presented at RRCC." This reason of deficient instruction was cited by 76 respondents at the following rates: Business Principles 202, 50 percent; Marketing 102, 67 percent; Exploring Business 009, 29 percent; and Data Processing 202, 28 percent.



TABLE 34

DESIGNATED REASONS WHY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE, INDICATED BEING INADEQUATELY PREPARED TO TEACH  
THE HIGH SCHOOL BUSINESS EDUCATION CURRICULUM

High School Subject	Reasons for Indicating Inadequate Preparation													
	Content RRCC Not Related		Subject Taught Poorly		Need For Subject Not Clear		Methods Course Inadequate		One Course Not Sufficient		No Personal Interest		Other <sup>1</sup>	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Accounting 202	1	2	1	1	1	2	1	1	-	-	-	-	2	13
Accounting 302	3	5	2	3	-	-	3	3	1	6	-	-	-	-
Law 302	9	16	11	15	4	8	20	18	3	16	1	8	1	7
Business Mathematics 102	2	4	-	-	-	-	3	3	-	-	1	8	2	13
Business Mathematics 202	-	-	1	1	1	2	1	1	-	-	1	8	1	7
Business Principles 202	5	9	7	9	4	9	8	7	-	-	-	-	-	-
Data Processing 202	8	15	9	12	8	17	19	16	5	27	3	22	3	20

TABLE 34-Continued

High School Subject	Reasons for Indicating Inadequate Preparation													
	Content RRCC Not Related		Subject Taught Poorly		Need For Subject Not Clear		Methods Course Inadequate		One Course Not Sufficient		No Personal Interest		Other <sup>1</sup>	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Data														
Processing 302	4	7	3	4	1	2	7	6	1	6	-	-	-	-
Economics 301	6	11	12	16	5	11	19	16	6	33	2	15	1	7
Exploring Business 009	1	2	4	5	7	15	3	3	-	-	-	-	-	-
General														
Business 101	4	7	1	1	-	-	4	4	-	-	-	-	-	-
Marketing 102	1	2	8	11	4	9	4	4	1	6	1	8	1	7
Marketing 202	1	2	2	3	-	-	2	2	-	-	-	-	-	-
Marketing 302	5	9	5	7	1	2	7	6	1	6	-	-	1	7
Marketing Laboratory	5	9	4	5	2	4	4	4	-	-	-	-	-	-
Office														
Practice 302	-	-	4	5	5	11	-	-	-	-	-	-	2	13

TABLE 34-Continued

High School Subject	Reasons for Indicating Inadequate Preparation											
	Content RRCC Not Related f	Subject Taught Poorly f	Subject Taught RRCC %	Need For Subject Not Clear f	Methods Course Inadequate f	One Course Not Sufficient f	No Personal Interest f	Other <sup>1</sup> f	%	%	%	%
Shorthand 202	-	1	1	-	1	-	-	-	-	-	-	-
Shorthand 302	-	-	-	-	-	-	-	-	-	-	-	-
Typewriting 102	-	1	1	2	2	-	3	-	23	-	-	-
Typewriting 202	-	-	-	1	2	-	1	-	8	-	-	-
Typewriting 302	-	-	-	1	1	-	-	1	-	1	6	-
Total	55	76	100	47	100	18	100	13	100	15	100	100

<sup>1</sup>See Appendix K for other reasons.

TABLE 35

DESIGNATED REASONS WHY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE, INDICATED BEING INADEQUATELY PREPARED TO TEACH THE HIGH SCHOOL BUSINESS EDUCATION CURRICULUM, AS A PERCENTAGE OF THOSE WHO IDENTIFIED THAT SUBJECT

Subjects Indicated as Inadequately Prepared To Teach	Number Who Identified This Subject	% Content Not Closely Related RROC	% Subject Inadequately Taught RROC	% Subject For Need Not Clear	% Methods Inadequate	% One Course Is Not Enough	% Personal Interest in This Course	% Other
Economics 301	37	16	32	14	51	16	5	3
Data Processing 202	32	25	28	25	59	16	9	9
Law 302	29	31	38	14	69	10	3	3
Data Processing 302	24	17	13	4	29	4	-	-
Accounting 302	14	21	14	-	21	7	-	-
Business Principles 202	14	36	50	29	57	-	-	-
Exploring Business 009	14	7	29	50	21	-	-	-
Office Practice 302	13	-	31	38	-	-	-	15
Marketing 102	12	8	67	33	33	8	8	8
Marketing 302	12	42	42	8	58	8	-	8
Business Mathematics 202	9	-	11	11	11	-	11	11
Marketing Lab	6	83	67	33	67	-	-	-
Typewriting 202	6	-	-	17	33	-	17	-
Typewriting 302	6	-	-	17	17	-	-	17
Business Mathematics 102	5	40	-	-	60	-	20	40
Typewriting 102	5	-	20	40	40	-	60	-
Accounting 202	3	33	33	33	33	-	-	67
Marketing 202	3	33	67	-	67	-	-	-
Shorthand 202	3	-	33	-	33	-	-	-
Did Not Indicate	19							
Total	274	-	-	-	-	-	-	-

Next, as a reason for poor preparation to teach a course, was "(c) At the time I attended RRCC, the need for this was not clear." It appears that respondents who indicated this could see no purpose in the similar content courses taught at RRCC and consequently did not work as diligently as was necessary to meet all the objectives. Forty-seven respondents, as shown in Table 34, indicated this reason in each of the subjects: Accounting 202, 33 percent; Business Principles 202, 29 percent, and Data Processing 202, 25 percent.

The fourth reason, "(d) The course in methods of teaching this subject was inadequate," was indicated 111 times by the 137 respondents. The subject areas in which the rates were highest were Law 302, 69 percent; Data Processing 202, 59 percent; and Economics 301, 51 percent.

The reasons given under "Other" were grouped by the researcher into two categories. An indication that one course was not enough background knowledge for teacher preparation to teach a subject was cited in 18 instances. Lack of personal interest was designated by 13 graduates.

A variety of reasons were indicated and categorized under "Other" which is detailed in Appendix K.

The subjects designated most prepared to teach by respondents are compared to those designated least prepared in Table 36. The Spearman rank order correlation

TABLE 36

SPEARMAN RANK-ORDER CORRELATION OF SUBJECTS MOST PREPARED TO TEACH  
AND SUBJECTS LEAST PREPARED TO TEACH BY GRADUATES OF  
THE BUSINESS TEACHER EDUCATION PROGRAM

Subject	Most Prepared		Least Prepared		Difference in Rank (d)	d <sup>2</sup>
	f	r	f	r		
Accounting 202	54	2	3	19	-17	289.00
Accounting 302	10	8.5	14	7	1.5	2.25
Law 302	6	12.5	29	3	9.5	90.25
Business Mathematics 102	3	16	5	16.5	-.5	.25
Business Mathematics 202	2	17.5	9	12	5.5	30.25
Business Principles 202	1	19	14	7	12	144.00
Data Processing 202	6	12.5	32	2	10.5	110.25
Data Processing 302	3	16	24	4	12	144.00
Economics 301	4	14	37	1	13	169.00
Exploring Business 009	1	19	14	7	12	144.00
General Business 101	9	10	4	17.5	-7.5	56.25
Marketing 102	7	11	12	10.5	1.5	2.25
Marketing 202	3	16	3	18	-2	4.00
Marketing 302	2	17.5	12	10.5	7.5	56.25
Marketing Lab	1	19	6	14	5	25.00
Office Practice 302	10	8.5	13	9	-1.5	2.25
Shorthand 202	33	3	3	19	-16	256.00
Shorthand 302	14	5	4	17.5	-12.5	156.25
Typewriting 102	64	1	5	16.5	-15.5	240.25
Typewriting 202	14	5	6	14	-9	81.00
Typewriting 302	14	5	6	14	-9	81.00
Did Not Indicate	13	7	19	5	2	4.00
						2,087.75

$$r_s = 1 - \frac{6 \sum (d^2)}{n(n^2 - 1)}$$

$$r_s = -.178853$$

of the subjects indicated most prepared to that indicated least prepared produced a correlation coefficient of  $-.177885$ , which indicates a weak, negative correlation, not significant at the .05 level. This would seem to indicate that there is not a strong dichotomy between those indicated as strengths and those indicated as weaknesses.

### Suggestions for Improvement

Question 5, Page six, asked respondents to indicate how improvements could be made in preparation to teach, where it was considered to be inadequate. The responses were grouped by the researcher as illustrated in Table 37. The most frequent suggestion was to institute more intensive study in a subject. This suggestion was designated by 57 graduates, most frequently regarding Data Processing 202 and 302, Economics 301, and Law 302.

Forty-seven respondents called for more effective methodology courses; especially in Law 302 (7), Data Processing 202 and 302 (6), Economics 301 (6), and marketing courses (6).

The suggestion of utilization of high school level texts as the major course-text was made by nine graduates. One respondent remarked that teachers would then "know the books" when embarking on a teaching career. This was suggested for Law 302 (4), Accounting 202 and 302 (2), and Economics 301 (2).

TABLE 3 7

SUMMARY OF SUGGESTIONS FOR IMPROVEMENT IN SUBJECTS FOR WHICH PREPARATION  
WAS INDICATED AS INADEQUATE BY GRADUATES OF THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE<sup>1</sup>

High School Subject	Suggestions			Other <sup>2</sup> f
	More Intensive Study of Content f	More Effective Methodology f	Implementation of High School Texts for RRCC Courses f	
Accounting 202, 302	4	1	2	-
Law 302	11	7	4	-
Business Mathematics 102, 202	2	2	-	-
Business Principles 202	3	5	-	-
Data Processing 202, 302	15	6	1	2
Economics 301	14	6	2	-
Exploring Business 009	-	5	-	-



TABLE 37--Continued

High School Subject	Suggestions			
	More Intensive Study of Content f	More Effective Methodology f	Implementation of High School Texts for RRCC Courses f	Other <sup>2</sup> f
General Business 101	-	5	-	-
Marketing 102, 202, 301 Marketing Lab	5	6	-	4
Office Practice 302	2	1	-	4
Shorthand 202, 302	-	1	-	-
Typewriting 102, 202, 302	1	2	-	1
Total Responses	57	47	9	11

<sup>1</sup>See Appendix M for specific suggestions for improvement in preparation to teach particular high school subjects.

<sup>2</sup>See Appendix L for other suggestions for improvement

Other various suggestions were indicated as summarized in Appendix L.

Appendix M contains comments and suggestions for improvement which were valid but could not be grouped by the researcher. Consequently, they are presented in their entirety.

#### Necessity of Business Experience

Respondents were asked in Question 7, Page 6, to indicate how much business experience they felt should be required prior to enrolling in the Business Teacher Education Program. The responses are shown in Table 38.

Forty-seven percent of the One-Year graduates indicated that two years were necessary. On the other hand, just 33 percent of Two-Year respondents indicated the advisability of two years of pre-entry business experience. A total of 39 percent of One- and Two-Year graduates designated two years of experience as necessary. Six percent of the One-Year graduates and nine percent of the Two-Year graduates testified that no business experience was necessary prior to enrolling in Business Teacher Education.

The chi square test produced a value of 23.91, which is significant at the .05 level. This means that the One-Year and the Two-Year graduates are significantly different in their opinions regarding pre-entry work experience. This test indicates that the differences do not appear to be the result of chance.

TABLE 38

EXTENT OF BUSINESS EXPERIENCE PRIOR TO ENROLLING IN TEACHER  
EDUCATION INDICATED AS NECESSARY BY GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER  
COMMUNITY COLLEGE

Amount of Experience	Length of Course				Total	
	One-Year		Two-Year			
	f	%	f	%	f	%
None	3	6	9	11	12	9
6 Months	1	2	4	5	5	3
1 Year	3	6	27	32	30	22
2 Years	25	47	28	33	53	39
3 Years	12	22	4	5	16	12
4 Years	1	2	3	3	4	3
5 Years	5	9	5	6	10	7
More Than 5 Years	2	4	1	1	3	2
Did Not Indicate	1	2	3	4	4	3
Total	53	100	84	100	137	100

$$\chi^2 = 23.91 \quad \text{d.f.} = 8 \quad p < .05$$

<sup>1</sup>See Appendix N for detailed calculation of chi square.

Teaching Skills of Most and of Least  
Importance to Success as a Teacher

Question 8, Page 7, lists 14 teaching skills of which respondents were to indicate:

1. The five most important teaching skills to their teaching
2. The five least important teaching skills to their teaching
3. The degree of preparation provided by the Business Teacher Education Program, Red River Community College.

The teaching skills were divided into three categories, interpersonal, methodology, and planning and development. These skills and the categories were adapted by the researcher from several such teaching-skills lists.

The teaching skills indicated as the five most important contributors to success are presented in Table 39. The skill indicated by most respondents, 70, was the establishment of rapport. Next in frequency was planning instruction which was designated by 62 graduates. Sixty-one indicated that explaining was one of the five most important teaching skills to their teaching. The percentages shown in Table 39 are on the basis of number of choices. Each respondent was to indicate five choices, therefore the total possible responses was 595. The amounts for "Did Not Indicate" were derived from the total possible responses.

TABLE 3 9

TEACHING SKILLS INDICATED AS FIVE MOST IMPORTANT  
CONTRIBUTORS TO SUCCESS AS TEACHERS BY 48  
ONE-YEAR AND 71 TWO-YEAR GRADUATES  
OF BUSINESS TEACHER EDUCATION

Teaching Skills	Length of Course				Total	
	One-Year f	%	Two-Year f	%	f	%
Interpersonal:						
1. Establish Rapport	32	13	38	11	70	12
2. Encourage Participation	10	4	16	5	26	5
3. Accommodate Individual Differences	19	8	30	8	49	8
4. Control Students	18	8	32	9	50	8
Methodological:						
5. Explaining	30	13	31	9	61	10
6. Questioning	3	1	13	4	16	3
7. Generating Discussion	8	3	15	4	23	4
8. Diagnosing Learner Needs	14	6	22	6	36	6
9. Assessing Student Performance	13	5	25	7	38	6
Planning and Development:						
10. Specifying Objectives	6	3	7	2	13	2
11. Selecting Content	13	5	17	5	30	5
12. Organizing Material	12	5	29	8	41	7
13. Planning Instruction	26	11	36	10	62	11
14. Selecting Learning Resources	4	2	4	1	8	1
Did Not Indicate	32	13	40	11	72	12
Totals	240	100	355	100	595	100

$$\chi^2 = 11.65^1 \quad \text{d.f.} = 29 \quad p > .05 \quad {}^1\text{Appendix 0}$$

Percentages based on number of respondents are shown in Table 40. They are, of course, simply five times as great as the percentages shown in Table 39.

It appears from Tables 39 and 40 that there is somewhat more stress on interpersonal skills (195 choices) than on methodology (174 choices) and planning and development skills (154 choices).

The chi square test for statistical significance produced a value of 11.65, which is not significant at the .05 level, with 29 degrees of freedom. This indicates that there appears to be no statistically significant difference between One-Year and Two-Year graduates in their choice of teaching skills which are important to them as teachers.

The teaching skills indicated as five least important are shown in Table 41. The most frequently designated was that of specifying objectives for teaching (66 choices). The selection of learning resources was specified by 50 graduates as being least important. Two methodology skills, questioning and generating discussion, were indicated as least important by 35 and 42 graduates, respectively.

The chi square test produced a value of 18.03 which is not statistically significant at the .05 level with 26 degrees of freedom. There appears to be no meaningful difference between One-Year and Two-Year respondents in their choices of teaching skills which are unimportant to their teaching success.

TABLE 40

TEACHING SKILLS INDICATED AS FIVE MOST IMPORTANT  
CONTRIBUTORS TO SUCCESS AS TEACHERS, GIVEN  
AS PERCENTAGES OF 48 ONE-YEAR AND 71  
TWO-YEAR GRADUATES<sup>1</sup>

	Course Length		Total %
	One- Year %	Two- Year %	
	n=48	n=71	n=119
Interpersonal:			
1. Establish Rapport	67	54	59
2. Encourage Participation	21	23	22
3. Accommodate Individual Differences	40	42	41
4. Control Students	38	45	42
Methodological:			
5. Explaining	63	44	51
6. Questioning	6	18	13
7. Generating Discussion	17	21	19
8. Diagnosing Learner Needs	29	31	30
9. Assessing Student Performance	27	35	32
Planning and Development:			
10. Specifying Objectives	13	10	11
11. Selecting Content	27	24	25
12. Organizing Material	25	41	34
13. Planning Instruction	54	51	52
14. Selecting Learning Resources	8	6	7
Did Not Indicate	67	56	61

<sup>1</sup>See Table 39 for frequencies

TABLE 41

TEACHING SKILLS INDICATED AS FIVE LEAST IMPORTANT  
CONTRIBUTORS TO SUCCESS AS TEACHERS BY 48  
ONE-YEAR AND 71 TWO-YEAR GRADUATES  
OF BUSINESS TEACHER EDUCATION

Teaching Skills	Length of Course				Total f %	
	One-Year f %		Two-Year f %			
Interpersonal:						
1. Establish Rapport	3	1	8	2	11	2
2. Encourage Participation	16	7	13	4	29	5
3. Accommodate Individual Differences	11	5	10	3	21	4
4. Control Students	12	5	12	3	24	4
Methodological:						
5. Explaining	3	1	5	1	8	1
6. Questioning	17	7	18	5	35	6
7. Generating Discussion	18	7	24	7	42	7
8. Diagnosing Learner Needs	12	5	13	4	25	4
9. Assessing Student Performance	6	2	7	2	13	2
Planning and Development:						
10. Specifying Objectives	24	10	42	12	66	11
11. Selecting Content	13	5	18	5	31	5
12. Organizing Material	11	5	5	1	16	3
13. Planning Instruction	2	1	2	1	4	1
14. Selecting Learning Resources	21	9	29	8	50	8
Did Not Indicate	71	30	149	42	220	37
Total	240	100	355	100	595	100

$$\chi^2 = 18.03^1 \quad \text{d.f.} = 26 \quad p > .05 \quad {}^1 \text{Appendix P}$$



Table 42 represents the frequencies of teaching skills indicated as five least important, shown as a percentage of respondents. This may be compared to Table 41 where percentages are based on the number of responses. Each respondent was to make five choices.

Several respondents commented in marginal notes on the difficulty in completing Question 8. Some said that all the teaching skills named were important and that they could not choose any as unimportant. Consequently, Tables 41 and 42 appear to have large numbers of respondents who did not indicate a choice of most or least important.

Table 43 is a rank-order comparison of the teaching skills indicated as the five most important to those designated as the five least important. The Spearman rank-order correlation gives a value of  $-.7918$ . There does appear to be a strong negative correlation which is significant at the  $.05$  level. This indicates that those skills designated as most important in Tables 39 and 40 were also indicated as most important in Tables 41 and 42.

#### Degree of Preparation in Teaching Skills

Table 44 represents indications by respondents of their assessments of "How Well Did RRCC Prepare You In Each Skill Area?" The scale was: 1, very well; 2, well; 3, adequately; 4, poorly; and 5, very poorly. The first category rated was interpersonal teaching skills.

TABLE 42

TEACHING SKILLS INDICATED AS FIVE LEAST IMPORTANT  
CONTRIBUTORS TO SUCCESS AS TEACHERS, GIVEN  
AS PERCENTAGES OF 48 ONE-YEAR AND 71  
TWO-YEAR GRADUATES<sup>1</sup>

	Course Length		
	One- Year %	Two- Year %	Total %
Interpersonal:	n=48	n=71	n=119
1. Establish Rapport	6	11	9
2. Encourage Participation	33	18	24
3. Accommodate Individual Differences	23	14	18
4. Control Students	25	17	20
Methodological:			
5. Explaining	6	7	7
6. Questioning	35	25	29
7. Generating Discussion	38	33	35
8. Diagnosing Learner Needs	25	18	21
9. Assessing Student Performance	13	10	11
Planning and Development:			
10. Specifying Objectives	50	59	55
11. Selecting Content	27	25	26
12. Organizing Material	23	7	13
13. Planning Instruction	4	3	3
14. Selecting Learning Resources	44	40	42
Did Not Indicate	148 <sup>2</sup>	210 <sup>3</sup>	185 <sup>4</sup>

<sup>1</sup>See Table 41 for frequencies

<sup>2-4</sup>Each respondent was to make five choices

TABLE 43

SPEARMAN RANK-ORDER CORRELATION OF TEACHING SKILLS INDICATED AS FIVE  
MOST IMPORTANT TO THOSE INDICATED AS FIVE LEAST IMPORTANT BY  
GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM

Teaching Skill	Most Important f	Most Important r	Least Important f	Least Important r	Difference in Rank (d)	d <sup>2</sup>
Establish Rapport	70	2	11	13	-11	121
Encourage Participation	26	11	29	7	4	16
Accommodate Individual Differences	49	6	21	10	-4	16
Control Students	50	5	24	9	-4	16
Explaining	61	4	8	14	-10	100
Questioning	16	13	35	5	8	64
Generating Discussion	23	12	42	4	8	64
Diagnosing Learner Needs	36	9	25	8	1	1
Assessing Student Performance	38	8	13	12	-4	16
Specifying Objectives	13	14	66	2	12	144
Selecting Content	30	10	31	6	4	16
Organizing Material	41	7	16	11	-4	16
Planning Instruction	62	3	4	15	-12	144
Selecting Learning Resources	8	15	50	3	12	144
Did Not Indicate	72	1	220	1	-	-
	-	-	-	-	-	878

$$r_s = 1 - \frac{6 \sum (d^2)}{n(n^2 - 1)}$$

$$r_s = -.7918367$$

TABLE 44

DEGREE OF PREPAREDNESS IN INTERPERSONAL TEACHING SKILLS AS INDICATED BY 119<sup>1</sup> GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Interpersonal Teaching Skills						
Rating	Establish Rapport f	%	Encourage Participation f	%	Accommodate Individual Differences f	%
Very Well	9	8	9	8	4	3
Well	15	13	25	21	13	11
Adequately	35	29	45	38	41	34
Poorly	28	23	14	12	31	26
Very Poorly	9	8	4	3	9	8
Did Not Indicate	23	19	22	18	21	18
Total	119	100	119	100	119	100
					119	100
					476	100

<sup>1</sup>The number who had engaged in teacher since graduation.

In each of the interpersonal teaching skills, a rating of three, which indicated adequate preparation, was most frequently chosen. In total for this category, 33 percent of the 119 who taught specified a preparation that was less than adequate in interpersonal teaching skills. Of the four skills, respondents disclosed the best degree of preparation in the facility described as "encourage participation." Twenty-nine percent indicated being well or very well prepared in this skill and 67 percent indicated adequate or better preparation.

The interpersonal skill in which preparation was least adequate was that of controlling students. Fifty-two percent of those who taught indicated poor or very poor preparation. There are several comments regarding this in Appendix T.

Table 45 shows the value for chi square for each of the four interpersonal teaching skills. A chi square of 3.24 for "establish rapport" and 3.21 for "accommodate individual differences" indicate that neither is statistically significant at the .05 level with five degrees of freedom. "Encouraging participation" and "controlling students" had chi square values of 23.20 and 39.98 respectively. Both are statistically significant at the .05 level with five degrees of freedom.

The second category rated was methodology, as illustrated in Table 46. Respondents indicated best preparation in the skill of explaining. Fifty-five respondents, 46 percent,

TABLE 45

RESULTS OF CHI SQUARE TESTS<sup>1</sup> ON TABLE 44, DEGREE OF  
PREPARATION IN INTERPERSONAL TEACHING SKILLS  
AS INDICATED BY 119 GRADUATES

Interpersonal Teaching Skill	$\chi^2$	Degrees of Freedom	Probability
Establish Rapport	3.24	5	$> .05$
Encourage Participation	23.20	5	$< .05$
Accommodate Individual Differences	3.21	5	$> .05$
Control Students	39.98	5	$< .05$

<sup>1</sup>See Appendix Q for detailed calculations.

indicated they were well prepared or very well prepared and 76 percent indicated adequate or better preparation. Least preparation was disclosed to be in diagnosing learner needs. Thirty-eight percent indicated poor or very poor preparation in diagnosing learner needs. In total, 63 percent indicated adequate or better in the methodology area, while 30 percent indicated good or very good preparation in methodology.

The chi square values are presented in Table 47. The value of chi square was 18.20 for the skill of explaining and 44.31 for the skill of diagnosing learner needs. Both are significant at the .05 level with four degrees of freedom. This means that the results obtained on these

TABLE 46

DEGREE OF PREPAREDNESS IN METHODOLOGY AS INDICATED BY 119<sup>1</sup> GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Rating	Methodology											
	Explaining		Questioning		Generating Discussion		Diagnosing Learner Needs		Assessing Student Performance		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Very Well	11	9	9	8	4	3	1	1	8	7	33	6
Well	44	37	33	28	24	20	12	10	30	25	143	24
Adequately	35	30	39	33	48	40	35	29	39	33	196	33
Poorly	5	4	6	5	15	13	35	29	11	9	72	12
Very Poorly	1	1	3	2	1	1	10	9	5	4	20	3
Did Not Indicate	23	19	29	24	27	23	26	22	26	22	131	22
Total	119	100	119	100	119	100	119	100	119	100	595	100

<sup>1</sup>The number who had engaged in teaching since graduation.

TABLE 47

RESULTS OF CHI SQUARE TESTS<sup>1</sup> ON TABLE 46, DEGREE OF  
PREPARATION IN METHODOLOGY, AS INDICATED  
BY 119 GRADUATES

Methodology	$\chi^2$	Degrees of Freedom	Probability
Explaining	16.59	4	$< .05$
Questioning	6.04	4	$> .05$
Generating Discussion	4.33	4	$> .05$
Diagnosing Learner Needs	47.02	4	$< .05$
Assessing Student Performance	.82	4	$> .05$

<sup>1</sup>See Appendix R for detailed calculations.

two skills were not due to chance but appear to be the result of real differences. The three others are not significant at the .05 level with four degrees of freedom. This indicates that the differences between the observed frequencies and those which could be expected on the average are small and not statistically significant. That is, the differences seem to be due to chance.

The third category of skills was grouped under planning and development, as depicted in Table 48. Overall, graduates appear to feel they have the best preparation in this category with forty-six percent indicating a preparation that was well done or very well done. Seventy-



TABLE 48

DEGREE OF PREPAREDNESS IN PLANNING AND DEVELOPMENT AS INDICATED BY 119 GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Rating	Planning and Development											
	Specifying Instructional Objectives		Selecting Content		Organizing Material		Planning Instruction		Selecting Learning Resources		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Very Well	44	37	14	12	19	16	30	25	15	13	122	21
Well	29	24	25	21	30	25	40	34	27	23	151	25
Adequately	25	21	45	38	39	33	22	18	44	37	175	29
Poorly	-	-	9	7	7	6	1	1	10	8	27	5
Very Poorly	-	-	1	1	-	-	2	2	1	1	4	1
Did Not Indicate	21	18	25	21	24	20	24	20	22	18	116	19
Total	119	100	119	100	119	100	119	100	119	100	595	100

five percent disclosed adequate or better preparation. In this category, the skill most frequently indicated as being well or very well prepared was that of specifying instructional objectives, where 61 percent indicated well or very well prepared. This skill was also specified most frequently as being of least importance to respondents' teaching by 66 percent of those who taught.

The chi square values for Table 48 are presented in Table 49. Results were statistically significant at the .05 level with four degrees of freedom in each of the skills except organizing material. It appears that the ratings for organizing material differed little from the expected ratings.

Most and Least Useful Courses  
Studied in Business Teacher  
Education, Red River  
Community College

Question 9(a) asked "Which RRCC courses do you consider were most useful to you in your present occupation?" This question may be contrasted to Question 4, Page 5 in which respondents indicated the high school subjects they felt most and least prepared to teach. Question 9(a), however, is concerned with the usefulness of RRCC courses, regardless of occupation after graduation. Respondents could indicate more than one subject and as many as three were specified. Part (b) of Question 9 allowed graduates to indicate reasons why an RRCC course was indicated as most useful.

TABLE 49

RESULTS OF CHI SQUARE TESTS<sup>1</sup> ON TABLE 48, DEGREE OF  
PREPARATION IN PLANNING AND DEVELOPMENT AS  
INDICATED BY 119 GRADUATES

Planning and Development Skills		Degrees of Freedom	Probability
Specifying Instructional Objectives	22.50	4	$< .05$
Selecting Content	11.90	4	$< .05$
Organizing Material	2.74	4	$> .05$
Planning Instruction	12.41	4	$< .05$
Selecting Learning Resources	11.66	4	$< .05$

<sup>1</sup>See Appendix S for detailed calculations.

The courses are ranked according to indicated usefulness in Table 50. One hundred thirty-two graduates responded to this question of which 37 percent designated typewriting and 34 percent indicated accounting as the most useful course studied in the Business Teacher Education Program. The next most frequently chosen were two methods courses, Methods of Teaching Typewriting (14 percent) and Methods of Teaching Basic Business and Accounting (14 percent), and shorthand (14 percent). Just 72 respondents had studied

TABLE 50

DESCENDING ORDER OF COURSES AS RATED BY 132 GRADUATES OF THE BUSINESS  
TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE, AS BEING  
OF MOST USE IN THEIR PRESENT OCCUPATION

n=132

Course	Number Who Indicated as of Most Use	
	f	%
Typewriting	49	37
Accounting	45	34
Methods of Teaching Typewriting	19	14
Methods of Teaching Basic Business/Accounting	19	14
Shorthand	18	14
All Methods Courses	17	13
Student Teaching	13	10
Marketing	9	7
Audio-Visual Education	8	6
Testing and Evaluation	6	5
Law	6	5
Data Processing	5	4
Methods of Teaching Shorthand	4	3
Educational Psychology	4	3
General Business	4	3
Communications Skills	3	2
None Considered Most Useful	2	2
Course Development	2	2
Principles of Business Education	2	2
Organizing Work Experience	1	1
Business Organization and Management	1	1
Economics	1	1
Business Mathematics	1	1

shorthand. Consequently, 25 percent of Secretarial Majors found shorthand to be of most use, a higher rate than is evident in Table 50.

Some respondents chose more than one subject: 25 chose three subjects, 21 chose two, and 86 chose one subject only. The percentages are based on the number of graduates who answered this question, 132, and consequently total more than one hundred percent.

Respondents were next asked to indicate reasons why particular subjects were designated to be of most use. The reasons are summarized in Table 51, as grouped by the researcher. The courses are listed in rank order.

The most frequently indicated reason for specifying a subject was that it was good preparation for teaching. This was indicated as the reason for 151 choices. The reason of being useful in business occupations was indicated for 73 choices. Useful information for teaching was given as a reason for 14 choices. In some instances, more than one reason was given for indicating a course, while in other instances, no reasons were given.

TABLE 51

SUMMARY OF REASONS WHY SUBJECTS WERE INDICATED AS BEING MOST USEFUL BY  
GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

Subjects in the Teacher Education Program	Reasons For Indicating		
	Good Preparation For Teaching	Useful Information For Teaching	Useful in Business Occupations
	f	f	f
Typewriting	19	3	19
Accounting	17	4	20
Methods of Teaching Typewriting	22	-	2
Methods of Teaching Basic Business/Accounting	21	-	1
Shorthand	7	2	5
All Methods Courses	10	-	2
Student Teaching	13	-	1
Marketing	4	1	5
Audio-Visual Education	10	-	-
Testing and Evaluation	4	-	1
Law	3	1	2
Data Processing	3	1	3
Methods of Teaching Shorthand	5	-	-
Educational Psychology	3	-	1
General Business	1	2	1
Communications Skills	1	-	1
Course Development	2	-	-
Principles of Business Education	2	-	-
Organizing Work Experience	1	-	-
Business Organization and Management	-	-	1
Economics	1	-	3
Business Mathematics	-	-	1
Office Practice	2	-	4

Question 10(a) posed the question "Which RRCC course do you consider least useful in your present occupation?"

Question 10(b) asked "Why?" The results are shown in Tables 52 and 53.

One hundred twelve graduates responded to this question. Eight indicated three subjects, 30 indicated two, and 74 indicated just one subject as being of least use. The percentages are based on the 112 who answered the question.

In Table 52, the course most frequently indicated as being of least use is Educational Psychology, specified by 22 percent of those who answered this question. This was followed by data processing (17 percent) and Educational Testing and Evaluation (16 percent).

The reasons for indicating subjects are presented in Table 53. The most frequently designated reason is that a subject presented information which was irrelevant to teaching. This was given 47 times. The fact that a respondent didn't teach a subject was cited in 40 cases. Inadequate instruction was disclosed as the reason for 23 choices. Seventeen choices were made because a graduate did not understand the course content taught at RRCC.

The last question asked respondents for any comments concerning the course. These are presented in Appendix T.

One hundred twelve graduates responded to this. The researcher grouped comments to avoid repetition. Also, in some cases, comments were summarized.

TABLE 52

DESCENDING ORDER OF COURSES AS RATED BY 112 GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM, AS BEING OF LEAST  
USE IN THEIR PRESENT OCCUPATION

n=112

	Number Who Indicated as of Least Use	
	f	%
Educational Psychology	25	22
Data Processing	19	17
Testing and Evaluation	18	16
Marketing	15	13
Law	12	11
Economics	10	9
No Courses Considered Useful	10	9
Principles of Business Education	9	8
Business Organization and Management	8	7
Communications Skills	5	4
Business Mathematics	5	4
Typewriting	4	4
Shorthand	4	4
All Methods Courses	4	4
Accounting	3	3
General Business	3	3
Audio-Visual Education	3	3
Methods of Teaching Basic Business and Accounting	2	2



TABLE 53

SUMMARY OF REASONS WHY SUBJECTS WERE INDICATED AS BEING LEAST USEFUL BY GRADUATES OF THE  
BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Subjects in the Teacher Education Program	Reasons For Indicating				Inadequate Instruction f
	Material Irrelevant to Teaching f	Do Not Teach the Subject f	Did Not Understand the Content f	Insufficient Subject Matter f	
Educational Psychology	12	-	2	-	7
Data Processing	2	11	2	-	1
Testing and Evaluation	12	-	4	-	5
Marketing	2	7	-	1	3
Law	-	2	3	-	2
Economics	-	5	3	-	-
Principles of Business Education	8	-	1	-	-
Business Organization and Management	3	-	-	2	2
Communications Skills	2	-	1	1	1
Business Mathematics	1	1	-	3	-
Typewriting	-	3	-	-	-
Shorthand	-	2	-	-	-
All Methods Courses	-	4	-	-	-
Accounting	-	2	-	-	-
General Business	-	-	-	-	2
Audio-Visual Education	2	1	-	-	-

TABLE 53 --Continued

Subjects in the Teacher Education Program	Reasons For Indicating				
	Material Irrelevant to Teaching f	Do Not Teach the Subject f	Did Not Understand the Content f	Insufficient Subject Matter f	Inadequate Instruction f
Methods of Teaching Basic Business/Accounting	-	1	-	-	-
Methods of Teaching Typewriting	-	1	-	-	-
Cooperative Work Education	2	-	-	-	-
Course Development	-	-	1	-	-
Office Practice	1	-	-	-	-

Many graduates indicated they felt the need for a longer period of time for student teaching. Several noted, with satisfaction, that the student teaching length had been increased to a full trimester which is approximately a three month period.

During the period under study, many of the subjects in the Business Teacher Education Program were taught by instructors other than those who were part of the Teacher Education faculty. Several respondents revealed that they would have preferred to have had all instruction in all subjects from the Teacher Education staff. There was an indication that respondents felt the need for good teacher-models in teacher education.

Suggestions for lengthening the course to three or four years were made by many graduates. Some indicated why additional time was felt to be necessary. Reasons given were additional student teaching and more study of such courses as law, economics, and data processing.

As noted throughout this study, the area of classroom management/discipline was indicated most frequently as having received inadequate attention. Respondents noted many good suggestions to improve this field. They indicated a need for specific courses dealing with classroom management/discipline or the addition of units dealing with the topic into the present psychology courses. Practical approached utilizing case studies were suggested. Several

respondents felt that RRCC faculty should spend more time visiting high school classrooms in order to keep abreast with current high school problems and projects. It was also suggested that students in teacher education could spend one-half day per week observing experienced teachers in their classrooms.

On the whole, the general comments were positive. Respondents appreciated the warmth and enthusiasm of the Business Teacher Education faculty. Many commented on the individual attention received at Red River Community College.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND GUIDELINES

The research consisted of obtaining opinions from 137 graduates of the Business Teacher Education Program, Red River Community College, for the years 1973-1977. The purpose was to gather information regarding the adequacy of the Business Teacher Education Program and to suggest improvements, additions, and deletions to the present curriculum.

A questionnaire was mailed to obtain data for this study.

In Chapter IV and on the questionnaire, data were grouped under two headings:

1. general information and
2. program evaluation.

#### General Information

An analysis of the responses of the graduates revealed the following:

1. Of the 137 who responded to the questionnaire, 51 were Accounting Majors, 14 were Marketing Majors, and 72 were Secretarial Majors.

2. Fifty-three respondents were enrolled in the One-Year Program and 84 were enrolled in the Two-Year Program.

3. Six graduates indicated prior teaching experience, 92 revealed full-time experience in business for a period of one year or longer, and 40 indicated part-time work experience in business for a year or longer.

4. Eighty percent of respondents indicated a Grade XII standing and 14 percent indicated one university degree prior to entering the course. In addition, 67 percent specified some pre-entry education for business.

5. Sixty-nine percent revealed additional studies since graduation and 30 percent of respondents had completed at least one degree.

6. Of the graduates who had not yet earned a university degree, 62 revealed having enrolled for studies at a university.

7. One hundred sixteen of the 137 respondents indicated having taught on a full-time basis for over 80 percent of the possible time since graduation. When not engaged as teachers, 36 specified having done secretarial work, 15 noted administrative duties, and 14 indicated office-clerical occupations. There were 15 various other jobs noted.

8. Ninety-five percent of those who taught specified having taken the role of a classroom teacher. Not one had become a principal or a vice-principal. Twenty-three percent of graduates indicated having experienced teaching duties other than in a Manitoba high school.

9. Over 90 percent of the graduates who taught in Manitoba high schools indicated having taught typewriting at one level or more. Over 50 percent revealed having been assigned to teach accounting or general business.

10. Eighty-seven percent of the graduates (119) indicated that they had held a teaching position, either full-time or part-time, since graduation.

#### Program Evaluation

An analysis of graduates' responses on program evaluation revealed the following:

1. Over 90 percent of respondents who had taken the subjects, Student Teaching, Audio-Visual Education, Methods of Teaching Typewriting, and Methods of Teaching Shorthand indicated they were of some or of great value. Methods of Teaching Typewriting, Methods of Teaching Shorthand, and Audio-Visual Education were designated as of great value by over 60 percent of respondents who took those courses. Methods of Teaching Basic Business and Accounting was indicated to be of great value by 40 percent of respondents.

2. Almost 50 percent or more of enrollees in all other professional and methodology courses indicated that these courses were of some or of great value.

3. Twenty-two respondents (16 percent) revealed a lack of the required skill and knowledge in discipline and classroom management. Nineteen indicated problems with

required administrative functions connected with teaching as did 13 regarding the testing and evaluation of students.

4. When asked what skills and knowledge were learned but not required, 60 graduates responded, and 29 indicated that a particular skill or knowledge was not required because that specific subject had not been yet assigned as part of a teaching load.

5. Of the Manitoba high school courses, 33 percent of the respondents indicated that typewriting was one of the two in which they were best prepared to teach at any level. Twenty-two percent specified that accounting was one of the two in which they were best prepared.

6. Although 17 percent of all respondents indicated best preparation in the teaching of shorthand, this is 65 percent of the Secretarial Majors who were eligible to teach shorthand.

7. When asked for reasons why preparation to teach particular subjects was thought to be good, 68 percent of respondents indicated that the subject matter studied at RRCC was closely related to the high school subject to be taught. Sixty-seven percent specified the reason as being that the subject was well taught at RRCC, while 55 percent indicated that the methods course was helpful. Fifty-four percent specified that their own motivation was the key to being well prepared to teach a subject.



8. The subjects designated as being least prepared to teach were Economics 301 (14 percent chose it as one of two in which they were least prepared), Data Processing, chosen by 12 percent, and Law 302, indicated by 11 percent as one of two in which they felt least prepared to teach.

9. An inadequate methods course was the reason most frequently indicated for deficient preparation. This was cited by 41 percent of the respondents. The second most frequently designated reason was poor teaching at RRCC, as specified by 27 percent of respondents.

10. The most frequent suggestion for improvement in courses was to pursue a more intensive study of the content (57 respondents), while 47 respondents indicated a need for more effective methods courses.

11. Respondents were asked to indicate the necessity of having work experience in business prior to enrolling in the Business Teacher Education Program. Thirty-nine percent indicated that they felt two years were necessary; 22 percent specified that three years were desirable. Nine percent felt that work experience in business was not necessary before entering the Program.

12. Of 14 teaching skills presented, 119 respondents designated the following skills as the three most important: (1) "Establish Rapport", by 12 percent of the 119 who had taught, (2) "Planning Instruction", by 11 percent of the 119, and (3) "Explaining" by 10 percent of those who taught.

13. Preparation to perform the three skills which had been designated as most important was judged to be good or very good by 21 percent in "Establish Rapport", 59 percent in "Planning Instruction", and 46 percent in "Explaining."

14. The 14 teaching skills were divided into three categories. The most highly rated category was "Planning and Development", where 46 percent of respondents indicated good or very good preparation. Second-rated was "Methodology" in which respondents noted good or very good preparation at a rate of 30 percent. Third was "Interpersonal Teaching Skills" where only 17 percent of respondents revealed good or very good preparation.

15. Of the 14 teaching skills, preparation was indicated as good to very good in "Specifying Instructional Objectives" by 61 percent, "Planning Instruction" by 59 percent, and "Explaining" by 46 percent. Other skills rated as good to very good by at least 33 percent of respondents were "Organizing Material", "Selecting Learning Resources", and "Selecting Content."

16. Fifty-two percent of respondents who had taught indicated poor or very poor preparation in "Controlling Students."

17. One hundred thirty-two respondents indicated that the courses they found most useful, regardless of occupation, were typewriting by 37 percent and accounting by

34 percent. The next most useful were specified by far less. Fourteen percent of respondents specified Methods of Teaching Typewriting, 14 percent specified Methods of Teaching Basic Business and Accounting, and 14 percent specified shorthand.

18. The most frequent reason cited for being useful was that a subject was good preparation for teaching. This was indicated in 151 instances, by far the greatest number of times. Seventy-three subjects were specified as useful in business operations.

19. Of 112 respondents, 25 indicated that Educational Psychology was the least useful subject taken at RRCC. Seventeen percent designated Data Processing to be of least use and 16 percent indicated Educational Testing and Evaluation. Marketing and Law were designated by 13 percent and 11 percent respectively.

20. Forty-seven respondents indicated that subjects were of least use because the content was irrelevant to the subjects that respondents were required to teach. Forty designated subjects to be of least use because the respondent did not teach that subject.

21. Respondents commented frequently on the necessity to maintain the atmosphere of caring and helping which typified their assessment of the Business Teacher Education Program, Red River Community College.

### Conclusions

On the basis of the findings of this study, the following conclusions are made:

1. One-Year Course graduates had more full-time work experience in business than did Two-Year graduates. Part-time experience was equal for both groups.

2. One-Year Course graduates had more academic and business education prior to enrolling in the Program.

3. One-Year Course graduates enrolled for additional studies after graduation at a greater rate than did Two-Year Course graduates.

4. Of those who pursued additional studies, 85 percent did so at the University of Manitoba.

5. The Bachelor of Education was awarded to 25 percent of graduates. Five percent obtained various other degrees.

6. The Business Teacher Education Program, Red River Community College, prepared graduates for a variety of business occupations as well as for teaching.

7. One-Year Course graduates tend to be better suited for instructing in a community college as compared to Two-Year Course graduates.

8. Typewriting is the most frequently taught subject in high schools and other institutions.

9. Fifty-three percent of respondents found methods courses to be of great value. Eight percent found them to be of little value.

10. Thirty-five percent of graduates responding found other professional courses to be of great value. Twenty-five percent found them to be of little value.

11. Of the professional and methodology courses, Student Teaching was of greatest value to 82 percent of respondents. Second and third were Methods of Teaching Typewriting and Methods of Teaching Shorthand, both of great value to 64 percent of those who took the courses.

12. Discipline and classroom management was the skill which was required but not learned by 16 percent of respondents.

13. Graduates felt most prepared to teach typewriting, then accounting and shorthand.

14. Graduates felt least prepared to teach economics, followed by data processing and law.

15. The major reasons for good preparation to teach particular subjects were related to the course content of subjects studied at RRCC.

16. The major reasons given for inadequate preparation to teach high school subjects were poor methods courses.

17. Many respondents felt that more topics should be studied in content courses offered at RRCC.

18. "Establishing Rapport", "Planning Instruction", and "Explaining" are the three most important teacher skills.

19. The least important teaching skill to graduates is the specifying of objectives for teaching.

20. Of the three categories of teaching skills, "Interpersonal", "Methodology", and "Planning and Development", graduates felt best prepared in "Planning and Development" where 46 percent maintained their preparation was good to very good.

21. Graduates felt least prepared in the category of "Interpersonal Teaching Skills."

22. Fifty-two percent of graduates felt poorly prepared to handle classroom management and discipline.

23. Regardless of occupation, typewriting was the most useful course taken in the Business Teacher Education Program and accounting was a close second.

24. The least useful subject studied at RRCC was Educational Psychology.

25. Ninety percent of graduates felt that some business experience is desirable before entering the Business Teacher Education Program.

26. One-Year graduates tend to favour longer periods of pre-entry work experience.

27. Many graduates appreciated the personal nature of the teacher-student and student-student relationships in the Business Teacher Education Program, Red River Community College.

### Recommendations and Guidelines

As a result of the findings, the following recommendations are made:

1. It is recommended that a unit on the study of adolescent behaviour be included in the educational psychology course.
2. It is recommended that a course in classroom management/discipline be added to the Business Teacher Education Program.
3. It is recommended that the longer, one-trimester period of student teaching be retained.
4. It is recommended that Business Teacher Education students be encouraged to choose school administration courses in undergraduate or graduate studies.
5. It is recommended that business subjects continue to be offered, along with professional subjects, at Red River Community College.
6. It is recommended that Business Teacher Education students be encouraged to enroll in 12 credits of economics at the University of Manitoba.
7. It is recommended that more specific instruction be offered in the methods of teaching economics and law.
8. It is recommended that the units of instruction on the teaching of data processing be retained in the subject, Methods of Teaching Basic Business and Accounting.

9. It is recommended that applicants to the Business Teacher Education Program be encouraged to obtain business experience prior to enrolling in the Program.

10. It is recommended that the Business Teacher Education faculty study ways in which improvements can be made in the preparation of teachers in interpersonal teaching skills.



Suggestions for Further Research

As a result of this study, the researcher makes the following suggestions for investigation:

1. A follow-up study of the adequacy of the four-year integrated program after it has been in effect for a number of years.
2. A study of the success of the four-year graduates as compared to the success of graduates of the Two-Year Program
3. Research into methods of how best to help student teachers to gain the facility to operate a classroom in the manner he/she chooses and to maintain the type of classroom climate most conducive to learning.
4. A history of vocational education in Manitoba.

APPENDIX A

LETTER REQUESTING INFORMATION FROM  
COMMUNITY COLLEGES

I am planning a follow-up study of graduates of our two-year Business Teacher Education course. Although the course has been revised into a four-year joint program with the University of Manitoba, the purpose of the survey is to ascertain what further changes and improvements should be made in the preparation of business teachers in Manitoba.

I am interested in follow-up studies you may have conducted on graduates of two-year courses in your college and would appreciate receiving results of studies you have completed. I would also find it helpful to see questionnaires you have used which will help me in the design of my survey.

Sincerely,

Ken Hardy, Instructor  
Business Teacher Education

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APPENDIX B  
QUESTIONNAIRE

**RED RIVER COMMUNITY COLLEGE**

2055 Notre Dame Avenue  
Winnipeg, Manitoba R3H 0J9  
Telephone 204/632-2311

**Business Teacher Education Questionnaire**

The information and opinions you express on this questionnaire are CONFIDENTIAL.  
Please answer every question!

1. Indicate with a check (✓) the year in which you graduated from Business Teacher Education, RRCC.

☐ 1973   ☐ 1974   ☐ 1975   ☐ 1976   ☐ 1977

2. Length of course

☐ one-year course   ☐ two-year course

3. Major area of study

☐ Accounting/Bookkeeping   ☐ Marketing   ☐ Secretarial

4. Indicate your work and educational experiences prior to entering the Business Teacher Education course at RRCC. Place a check (✓) in the appropriate spaces.

Teaching Experience Prior to Enrolling in RRCC	Work Experience in Business			Academic Education	Business Education
	Number of Years	Part Time	Full Time		
1	nil			<input type="checkbox"/> Grade XII	<input type="checkbox"/> None
1 year	1 year			<input type="checkbox"/> Mature Student	<input type="checkbox"/> Grade XII Bus Ed
2 years	2 years			<input type="checkbox"/> 1 year university	<input type="checkbox"/> 1 year community college
3 years	3 years			<input type="checkbox"/> 2 year university	<input type="checkbox"/> 2 year community college
4 years	4 years			<input type="checkbox"/> Degree (specify)	<input type="checkbox"/> 1 year business college
5 years	5 years				<input type="checkbox"/> other (specify)
more than 5 years	more than 5 years			<input type="checkbox"/> Other (specify)	

5. Since graduating from Business Teacher Education, RRCC.

☐ I have not attended any university. Proceed to question 7, page 2

☐ I have attended the University of Manitoba

☐ I have attended \_\_\_\_\_

(name(s) of university(ies) or college(s) attended)

6. Please give the appropriate information regarding your studies since graduation from Business Teacher Education, RRCC.

Name of Program	Credits Completed to Date ? x 3 =	Degree Awarded (✓) if yes	Year Awarded	Major Area of Study
Bachelor of Education				
Bachelor of Pedagogy				
Bachelor of Commerce				
Bachelor of Arts/Science				
Master of Education				
Pre-masters				
Other (specify)				

7. In the past \_\_\_\_\_ years ended June 30, 1979, since I graduated from RRCC, my time has been divided as follows--indicate the number of months you have spent:

TEACHING (let the school year equal ten months) \_\_\_\_\_ months

EMPLOYED OTHER THAN TEACHING months

STUDYING (or taking other training) months

HOMEMAKING (full time) months

UNEMPLOYED . months

OTHER months

(specify) \_\_\_\_\_

TOTAL (No. of years since graduation times twelve) \_\_\_\_\_ months

8. Other than teaching school, what is the nature of the work you have done since graduation from RRCC? List the titles and the nature of the work, beginning with the most recent.

(title)	(nature of work)	(length of time)

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9. Have you ever been employed as a teacher? ☐ Yes ☐ No

If your answer is NO, please turn to Page 4 and complete Question No. 1

If your answer is YES, continue to Question No. 10, below.

10. Indicate which of the roles have applied to your teaching career.  
Place a check (✓) before the appropriate role.

- ☐ classroom teacher      ☐ department head  
☐ community college instructor      ☐ other (please specify) \_\_\_\_\_  
☐ principal  
☐ vice-principal \_\_\_\_\_

11. If you have taught in a Manitoba high school, indicate the subjects you have taught in the years since you graduated. Place a check (✓) in the appropriate column(s).

	Presently Teaching	Have Taught		Presently Teaching	Have Taught
Accounting 202			Marketing Lab		
Accounting 302			Office Practice 302		
Business Mathematics 102			Shorthand 202		
Business Mathematics 202			Shorthand 302		
Business Principles 202			Typewriting 102		
Data Processing 202			Typewriting 202		
Data Processing 302			Typewriting 302		
Economics 301					
Exploring Business 009			Other (specify)		
General Business 101					
Law 302					
Marketing 102					
Marketing 202					
Marketing 302					

12. If you have taught at an institution other than a Manitoba high school, indicate which subjects and the institution.

<u>Name of Subject</u>	<u>Institution</u>	<u>Presently Teaching</u>	<u>Have Taught</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## PROGRAM EVALUATION

1. Following is a list of some of the subjects taught in the Business Teacher Education program at RRCC. Of the first three columns, check (✓) the one which most clearly describes your opinion of each course. In the last column on the right, place a check (✓) to indicate a course you did not take but which you feel would have improved your effectiveness as a teacher had you taken it.

	Great Value	Some Value	Little Value	Should Have Taken
Methodology				
Methods of Teaching Basic Business & Accounting				
Methods of Teaching Marketing Education				
Methods of Teaching Shorthand				
Methods of Teaching Typewriting				
Other Professional				
Audio Visual Education				
Educational Psychology				
Educational Testing & Evaluation				
Organizing Cooperative Work Experience				
Principles of Business Education				
Student Teaching				

2. Are there important skills and knowledge, relating to the teaching profession, which you did not learn at RRCC but which were required on the job?

☐

Yes

☐

No

*If yes please list skills and knowledge you have been required to learn on the job.*

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3. Are there skills and knowledge which you have learned in the Business Teacher Education course at RRCC which you have not used on the job?

☐

Yes

☐

No

*If yes, please list the skills and knowledge which have not been required.*

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4. Of the subjects *you have studied* in Business Teacher Education, RRCC, indicate below with a check (✓) the two courses you feel most prepared to teach and the two courses you feel least prepared to teach.

	Most Prepared	Least Prepared		Most Prepared	Least Prepared
Accounting 202			Marketing 102		
Accounting 302			Marketing 202		
Law 302			Marketing 302		
Business Mathematics 102			Marketing lab		
Business Mathematics 202			Office Practice 302		
Business Principles 202			Shorthand 202		
Data Processing 202			Shorthand 302		
Data Processing 302			Typewriting 102		
Economics 301			Typewriting 202		
Exploring Business 009			Typewriting 302		
General Business 101			Other (specify)		

5. For the above two subjects checked MOST PREPARED, indicate reasons why your preparation was satisfactory. Check (✓) the appropriate square(s). Where necessary, you may check more than one reason.

## REASONS

- a) Content of RRCC subject was closely related to high school or other subject taught.
- b) The subject was well presented at RRCC.
- c) The need for this subject was very clear while I was a student at RRCC.
- d) The course in methods of teaching this subject helped prepare me.
- e) Other--PLEASE BE SPECIFIC  
(use the spaces provided → )

(name of subject)

☐☐☐☐

(name of subject)

☐☐☐☐

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6. For the subjects in No. 4, page 5, checked LEAST PREPARED, indicate reasons why your preparation was inadequate by checking (✓) the appropriate box(es). Where necessary, you may check more than one reason.

- REASONS
- a) Content of RRCC subject was not related to high school or other subject taught.
- b) The subject was poorly presented at RRCC.
- c) At the time I attended RRCC, the need for this subject was not clear.
- d) The course in methods of teaching this subject was inadequate.
- e) Other--please be specific (use the spaces provided → )

(name of subject)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(name of subject)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Please comment on how your preparation in the above two subjects could have been improved. Use other side, if necessary.

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7. On the basis of your present experience, how much business experience do you feel should be required prior to entering Business Teacher Education? Let your requirement be total of full and part-time experience.

- ☐ none is necessary
- ☐ six months
- ☐ one year
- ☐ two years

- ☐ three years
- ☐ four years
- ☐ five years
- ☐ more than five years

IF YOU HAVE NOT BEEN EMPLOYED AS A TEACHER SINCE GRADUATION, PLEASE OMIT THIS QUESTION

8. As you recall your teaching experience, please indicate your reaction to the items described below:

- in column I please check the 5 skills which you consider most important to your teaching
- in column II please check the 5 skills which you consider least important to your teaching
- in column III, using the following scale, provide an estimate of how well your Teacher Education course at RRCC prepared you in each of the skill areas.

circle 1 if VERY WELL

circle 2 if WELL

circle 3 if ADEQUATELY

circle 4 if POORLY

circle 5 if VERY POORLY

SKILLS	IMPORTANCE TO YOUR TEACHING		HOW WELL DID RRCC PREPARE YOU IN EACH SKILL AREA? (Circle appropriate number)				
	I	II	III				
	Most Check 5	Least Check 5	Very well	Well	Ade- quate- ly	Poor- ly	Very Poorly
<b>INTERPERSONAL</b>							
1. Establish rapport			1	2	3	4	5
2. Encourage participation			1	2	3	4	5
3. Accommodate individual differences			1	2	3	4	5
4. Control students			1	2	3	4	5
<b>METHODOLOGICAL</b>							
5. Explaining			1	2	3	4	5
6. Questioning			1	2	3	4	5
7. Generating discussion			1	2	3	4	5
8. Diagnosing learner needs			1	2	3	4	5
9. Assessing student performance			1	2	3	4	5
<b>PLANNING AND DEVELOPMENT</b>							
10. Specifying instructional objectives			1	2	3	4	5
11. Selecting content			1	2	3	4	5
12. Organizing material			1	2	3	4	5
13. Planning instruction			1	2	3	4	5
14. Selecting Learning resources			1	2	3	4	5

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9. (a) Which RRCC courses do you consider were most useful to you in your present occupation?

*One or more.*

(b) Why?

10. (a) Which RRCC courses do you consider least useful to you in your present occupation?

*One or more.*

(b) Why?

11. Please make any comments concerning the Business Teacher Education course at Red River Community College you believe appropriate for course improvement.

Comments: (use any additional space you require)

*If you wish, you may indicate your name in the space below. This will help in follow-up of unanswered questionnaires.*

ALL INFORMATION IS STRICTLY CONFIDENTIAL!

Name \_\_\_\_\_

*Please check (✓) if you wish a copy of results mailed to you.*



*I am interested in receiving a summary of results of this study.*

APPENDIX C

LETTER ACCOMPANYING QUESTIONNAIRE

I request your assistance by completing the attached questionnaire regarding your career experiences related to the Business Teacher Education course at Red River Community College. The questionnaire and an analysis of the responses will form a part of my thesis in a Master of Education program at the University of Manitoba.

I hope to identify ways to strengthen the Teacher Education course. The questionnaire solicits data on:

1. Career experiences before and after graduation from the Teacher Education course 1973-1977.
2. Graduates' opinions of the relevance and worth of the course.

I will appreciate your return of the completed questionnaire by October 10, 1979. A self-addressed, stamped envelope is enclosed. All replies are strictly confidential.

Sincerely,

Ken Hardy, Instructor  
Business Teacher Education

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APPENDIX D  
FIRST FOLLOW-UP LETTER

There's a Hardy young fellow  
named Ken  
Who surveyed Bus. Ed. Teachers  
by pen  
Through a short questionnaire  
Your opinion to share  
I know your is coming  
-- but WHEN?

Graduate's Name  
Written on Front

Fold



APPENDIX E  
SECOND FOLLOW-UP NOTE

I have enclosed my questionnaire in case you misplaced your copy.

I know you're busy, but my research is incomplete without a reply from you!

I'd appreciate your response as soon as possible. Your reply is confidential.

Happy New Year!

## APPENDIX F

ONE HUNDRED TWENTY-FOUR GRADUATES WHO IDENTIFIED  
THEMSELVES AS RESPONDENTS

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1973 Graduates

Anderson, Mervin	Maxwell, Mervin
Beattie, Lyle	Mayner, Betty
Breitkreitz, Kyle	McIlveen, Mary (McIntosh)
Bruder, Dixie (Deans)	Morgan, Christine
Chodobiak, Peter	Patenaude, George
Colquhoun, Larry	Ross, James
Dundas-Smith, Lawrence	Ross, Shelley (Grant)
Eliuk, Peter	Smith, Dennis
Field, Dorothy (Morton)	Solomon, Ellen
Gray, Maeve	Spik, Peter
Harris, Cynthia (Smith)	Scantelbury, Wanda (Austin)
Ingaldson, Ivan	Stepushyn, Diane
Johnson, Barbara (Lofto)	Tretiak, Marjorie
Lumb, Elizabeth (Barron)	Zadorozny, Mary
Lane, Gloria (Whitlaw)	Zemliak, Melvin

1974 Graduates

Beveridge, Donalee	McDowell, Gerald
Billan, Harold	Mikolayenko, Valerie
Bodnar, Russell	Miller, Rebecca (Ryan)
Britten, Stephen	Pritchard, Sharon (Knight)
Coward, Karen (Mills)	Ranson, Yolande (Gauthier)
Crossley, Sylvia	Redekop, Margaret
Dickey, Trudy (Campbell)	Restall, Norma
Duchnycz, Julie (Hanna)	Stanbrook, Muriel
Friskien, Valerie	Tardiff, Ginette (Catellier)
Gibney, Janet (Moore)	Thiessen, Mildred
Hanson, Gary	Ulrich, Bud
Hanson, Lynne (Montsion)	Unruh, Jo-Ann
Hyrniuk, Paul	Verbeke, Karen (Coles)
Jankiewicz, Leslie	Wheeler, Darlene
Kurdydyk, Carole	Yuffee, Howard

APPENDIX F--Continued

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1975 Graduates

Bell, Maureen	Hlynski, Ann
Bone, Donna	Jacks, Evelyn (Schmike)
Borgford, Donna	Koch, Catherine (Hnatiuk)
Christie, Linda	Kristjanson, Carolyn
Boyd, Margaret	McClarty, Wendy (Lamont)
Galler, Susanne	Ortynsky, Tannis (Peters)
Gay, Gemma	Partaker, Dale
Hadden, Sandra (Zachidniak)	Southall, Carol
Hapko, Cheryl	Steininger, Brian
Hermanson, Gloria	Williams, Peggy Ann

1976 Graduates

Crerar, Janice (Seidel)	MacNair, Thomas
Dickson, Janice	Millichamp, George
Dueck, Audrey (Heinrichs)	Owen, Ellen
Hales, Judith	Parmeter, Jane (Fyfe)
Kaleta, Brian	Quirk, Annette
Kennedy, Janet (Grandmont)	Suurkivi, Marilee (Gordon)
Kupskay, Jane (Fenn)	Tait, Rita (Gingras)
Koslowsky, Carol	Wittevrongel, Barry
Lepp, Barbara (Mc Innes)	Zajac, Bernard

1977 Graduates

Barfoot, Beverly	Halliday, Mavis
Best, Patricia	Halliwell, Gayle
Bissky, David	Kachanoski, Beverly
Burndorfer, Nancy	Kroeker, Vivian
Cielen, Randal	Penner, Marlene
Cielen, Vicki (Morris)	Shabaga, Laura
Cox, Linda	Sozansky, Peggy
De Fransesco, Angelo	Tennant, Gerry
Dubois, Denise	Toth, Wanda (Cook)
Fenwick, Louise	Trowski, Veronica
Friesen, Lorna (Toews)	Tylor, Jacine
Gilmore, Deborah (Cooley)	Ward, Cathyann
Graves, Kory	Wege, Richard

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## APPENDIX G

DETAILS OF GRADUATES' WORK OTHER THAN TEACHING SINCE  
GRADUATION FROM THE BUSINESS TEACHER EDUCATION  
PROGRAM, RED RIVER COMMUNITY COLLEGE

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- <sup>1</sup>Administrative: Administrative (2)  
Insurance officer--Canada Manpower  
Counsellor--Canada Manpower  
Office supervisor  
Department manager  
Hotel reservations manager  
Economic development officer  
Educational media--vice-president  
Hotel manager  
Credit manager  
Trainer--Canada Manpower  
Credit union--marketing  
Counsellor
- <sup>2</sup>Self-employed: Messenger and transfer business  
Ladies' wear business  
Tax service  
Accounting/Typewriting business
- <sup>3</sup>Writing: Textbooks  
Correspondence courses
- <sup>4</sup>Other: Barber  
Broadcaster  
Teacher aid  
Construction foreman  
Realtor
-

## APPENDIX H

SUBJECTS TAUGHT BY 32 GRADUATES OF THE BUSINESS TEACHER  
EDUCATION PROGRAM, IN INSTITUTIONS  
OUTSIDE MANITOBA HIGH SCHOOLS

Institution	Subject	Number
Red River Community College	Typewriting	13
	Shorthand	8
	English	6
	Accounting	5
	Mathematics/Machines	5
	Office Procedures	5
	Filing	4
	Life Skills	1
Keewatin Community College	Typewriting	2
	Accounting	1
	Consumer Education	1
	English	1
Assiniboine Community College	Typewriting	1
Success Business College	Typewriting	1
U & R Tax Services	Income Tax Preparation	1
Winnipeg S. D. No. 1 Adult Education	Typewriting	1
Transcona Recreation Department	Typewriting	1
Confederation College Evening Division	Personnel Selection	1
	Labour Relations	1
Douglas College (British Columbia)	Accounting	1
	English	1
	Mathematics/Machines	1
	Office Procedures	1
	Shorthand	1
	Typewriting	1

APPENDIX H--Continued


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Lakeland College	Accounting	1
	Shorthand	1
	Typewriting	1
Saskatoon Business College	Office Practice	1
	Shorthand	1
Ontario High Schools	Accounting	1
	Economics	1
	Business Machines	1
	Office Procedures	1
	Typewriting	1
British Columbia High Schools	Counselling	1
	Exploring Business	1
	Marketing	2
	General Business	1
	Mathematics	1
	Office Procedures	1
	Social Studies	1
	Shorthand	1
	Typewriting	2
Moorabian College, Australia	Humanities	1
Western Iowa Technical Community College	Business Communications	1
	Job Success Techniques	1
	Shorthand	1
	Typewriting	1
Technical Institute, Africa	Office Procedures	1
	Shorthand	1
	Typewriting	1
C.U.S.O., Jamaica	Shorthand	1
	Typewriting	1
High Schools, Africa	English	1
	General Business	1
	Typewriting	1
Adult Education, Africa	English	1
	Shorthand	1

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# APPENDIX I

## CHI SQUARE TESTS ON ASSESSMENTS OF METHODOLOGY COURSES BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Assessment	Courses in Methods of Teaching					Total
	Basic Business/ Accounting f <sub>O</sub> f <sub>e</sub>	Marketing f <sub>O</sub> f <sub>e</sub>	Shorthand f <sub>O</sub> f <sub>e</sub>	Typewriting f <sub>O</sub> f <sub>e</sub>		
of Great Value	55 73	4 8	46 38	82 68	187	
of Some Value	59 46	3 4	19 24	36 43	117	
of Little Value	9 11	6 1	5 6	9 11	29	
Did Not Indicate	14 7	1 1	2 4	1 6	18	
Total	137 -	14 -	72 -	128 -	351	

$$\chi^2 = 15.4759 \quad \chi^2 = 27.25 \quad \chi^2 = 2.8925 \quad \chi^2 = 8.55219$$

$$d.f. = 3 \quad d.f. = 1 \quad d.f. = 2 \quad d.f. = 3$$



# APPENDIX J

## CHI SQUARE TESTS ON ASSESSMENTS OF PROFESSIONAL SUBJECTS BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

Assessment	Professional Subjects						
	Audio- Visual Education f <sub>o</sub> f <sub>e</sub>	Educational Psychology f <sub>o</sub> f <sub>e</sub>	Educational Testing & Evaluation f <sub>o</sub> f <sub>e</sub>	Organizing Cooperative Work Experience f <sub>o</sub> f <sub>e</sub>	Principles of Business Education f <sub>o</sub> f <sub>e</sub>	Student Teaching f <sub>o</sub> f <sub>e</sub>	Total
of Great Value	46 26	15 48	26 48	11 15	12 37	112 48	222
of Some Value	24 27	53 48	69 48	20 16	38 37	21 48	225
of Little Value	4 19	66 35	39 35	13 11	37 27	3 35	162
Did Not Indicate	2 3	3 6	3 6	- 2	19 5	1 6	28
Total	76 -	137 -	137 -	44 -	106 -	137 -	637

$\chi^2 = 27.56005$   $\chi^2 = 52.16548$   $\chi^2 = 21.22798$   $\chi^2 = 2.43040$   $\chi^2 = 59.82262$   $\chi^2 = 133.944$   
d.f. = 2 d.f. = 3 d.f. = 3 d.f. = 2 d.f. = 3 d.f. = 3

## APPENDIX K

"OTHER" REASONS WHY GRADUATES INDICATED BEING INADEQUATELY  
PREPARED TO TEACH THE HIGH SCHOOL  
BUSINESS EDUCATION CURRICULUM

High School Subject	Other Reasons for Inadequate Preparation		
	Course Too Rushed RRCC f	Course Content Limited RRCC f	No Practical Experience Acquired RRCC f
Accounting 202	2	-	-
Law 302	1	-	-
Business Mathematics 102	2	2	-
Business Mathematics 202	1	-	-
Data Processing 202	2	1	-
Economics 301	1	-	-
Marketing 102	1	-	-
Marketing 302	-	-	1
Office Practice 302	2	-	-
Typewriting 302	1	-	-
Total	13	3	1

## APPENDIX L

"OTHER" SUGGESTIONS FOR IMPROVEMENT IN SUBJECTS FOR WHICH  
PREPARATION WAS INDICATED AS INADEQUATE BY GRADUATES  
OF THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

Subject	Suggestion
Data Processing 202, 302	Some form of on-the-job training in a business
Marketing 102, 202, 302 Marketing Lab	Closer liaison with high school marketing programs
Office Practice 302	Office experience needed (2) Use of a model office Should be an optional course
Typewriting 102, 202, 302	Should be optional

## APPENDIX M

SUGGESTED IMPROVEMENTS IN THE TEACHER EDUCATION PROGRAM  
AS INDICATED BY GRADUATES OF THE BUSINESS TEACHER  
EDUCATION PROGRAM, RED RIVER COMMUNITY COLLEGE

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Exploring Business 009 and General Business 101

"I have taught both Exploring Business and General Business. I spent so much time, energy, and enthusiasm preparing and presenting lessons, taking the kids on field trips, and having speakers in, etc. In the end, I feel, the entire effort was a waste of my time and theirs because

(a) the material is grossly outdated and irrelevant to economic conditions in Canada at this time.

(b) both books have a biased and disturbingly socialist slant. Students are taught that the businessman is the 'bad guy'--out to get their money. Consumer Education is necessary, however, it is overdone at the high school level.

Students should be taught the positive sides of working in business--to be creative, ambitious, and to have a specific goal in life. It is business that brings money, employment, and a sense of accomplishment to the student. Instead, I found myself teaching students to be whiners and anti-business, following the trends of these textbooks.

(c) these courses are too general and race too quickly from one topic to the next. Business education students must be taught specific skills in order to seriously consider employment in business. I would scrap both these courses and replace them with a 'work ethics' and 'communications skills' course."

"A comprehensive course in salesmanship, retailing, and credit and savings is required from RRCC."

Law 302

"RRCC should provide a newspaper mini-course to help their students to become familiar with the techniques necessary for introducing current material into the course. As well, because law is an option in high schools, business law should not comprise the whole course at RRCC. RRCC provided only a study of business law."

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## APPENDIX N

CHI SQUARE CALCULATION FOR TABLE 38, INDICATION OF NECESSITY  
OF BUSINESS EXPERIENCE PRIOR TO ENROLLING IN  
THE BUSINESS TEACHER EDUCATION PROGRAM

Amount of Experience	Length of Course				Total f
	One-Year f <sub>o</sub>	f <sub>e</sub>	Two-Year f <sub>o</sub>	f <sub>e</sub>	
None	3	5	9	7	12
6 Months	1	2	4	3	5
1 Year	3	12	27	18	30
2 Years	25	21	28	33	53
3 Years	12	6	4	10	16
4 Years	1	1	3	3	4
5 Years	5	4	5	6	10
More Than 5 Years	2	1	1	2	3
Did Not Indicate	1	1	3	2	4
	53	-	84	-	137

$$\chi^2 = 23.90753 \quad \text{d.f.} = 8 \quad p < .05$$

## APPENDIX 0

CHI SQUARE TEST FOR TABLE 39, TEACHING SKILLS INDICATED  
AS FIVE MOST IMPORTANT CONTRIBUTORS  
TO SUCCESS BY GRADUATES

Teaching Skill	Length of Course				Total f
	One-Year		Two-Year		
	f <sub>o</sub>	f <sub>e</sub>	f <sub>o</sub>	f <sub>e</sub>	
Interpersonal:					
1. Establish Rapport	32	28	38	42	70
2. Encourage Participation	10	11	16	15	26
3. Accommodate Individual Differences	19	20	30	29	49
4. Control Students	18	20	32	30	50
Methodology :					
5. Explaining	30	25	31	36	61
6. Questioning	3	7	13	9	16
7. Generating Discussion	8	9	15	14	23
8. Diagnosing Learner Needs	14	14	22	21	36
9. Assessing Student Performance	13	15	25	23	38
Planning and Development:					
10. Specifying Objectives	6	5	7	8	13
11. Selecting Content	13	12	17	18	30
12. Organizing Material	12	17	29	25	41
13. Planning Instruction	26	25	36	37	62
14. Selecting Learning Resources	4	3	4	5	8
Did Not Indicate	32	29	40	43	72
	240	-	355	-	595

$$\chi^2 = 11.65093 \quad \text{d.f.} = 29 \quad p > .05$$

## APPENDIX P

CHI SQUARE TESTS FOR TABLE 41, TEACHING SKILLS INDICATED  
AS FIVE LEAST IMPORTANT CONTRIBUTORS TO SUCCESS BY  
GRADUATES OF THE PROGRAM

Teaching Skills	Length of Course				Total f
	One-Year f <sub>o</sub>	f <sub>e</sub>	Two-Year f <sub>o</sub>	f <sub>e</sub>	
Interpersonal:					
1. Establish Rapport	3	4	8	7	11
2. Encourage Participation	16	12	13	17	29
3. Accommodate Individual Differences	11	9	10	13	21
4. Control Students	12	10	12	14	24
Methodology:					
5. Explaining	3	3	5	5	8
6. Questioning	17	14	18	21	35
7. Generating Discussion	18	17	24	25	42
8. Diagnosing Learner Needs	12	10	13	15	25
9. Assessing Student Performance	6	5	7	8	13
Planning and Development:					
10. Specifying Objectives	24	27	42	39	66
11. Selecting Content	13	12	18	18	31
12. Organizing Material	11	7	5	10	16
13. Planning Instruction	2	1	2	2	4
14. Selecting Learning Resources	21	20	29	30	50
Did Not Indicate	71	89	149	131	220
Total	240	-	355	-	595

$$\chi^2 = 18.031963 \quad \text{d.f.} = 26 \quad p > .05$$

# APPENDIX Q

CHI SQUARE TESTS FOR TABLE 45, DEGREE OF PREPARATION IN INTERPERSONAL TEACHING SKILLS  
AS INDICATED BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE

Rating	Interpersonal Teaching Skills					Total f <sub>O</sub>
	Establish Rapport f <sub>O</sub> f <sub>e</sub>	Encourage Participation f <sub>O</sub> f <sub>e</sub>	Accommodate Individual Differences f <sub>O</sub> f <sub>e</sub>	Control Students f <sub>O</sub> f <sub>e</sub>		
Very Well	9 6	9 6	4 6	1 6	23	
Well	15 14	25 14	13 14	3 14	56	
Adequately	35 38	45 38	41 38	31 38	152	
Poorly	28 26	14 26	31 26	31 26	104	
Very Poorly	9 13	4 13	9 13	31 13	53	
Did Not Indicate	23 22	22 22	21 22	22 22	88	
	119 -	119 -	119 -	119 -	476	

$$\chi^2=3.23834 \quad \chi^2=23.20156 \quad \chi^2=3.21270 \quad \chi^2=39.98361$$



# APPENDIX R

CHI SQUARE TESTS FOR TABLE 47, DEGREE OF PREPARATION IN METHODOLOGY, AS INDICATED BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM

	Methodology									
	Explaining		Questioning		Generating Discussion		Diagnosing Learner Needs		Assessing Student Performance	
	f <sub>o</sub>	f <sub>e</sub>	f <sub>o</sub>	f <sub>e</sub>	f <sub>o</sub>	f <sub>e</sub>	f <sub>o</sub>	f <sub>e</sub>	f <sub>o</sub>	f <sub>e</sub>
Very Well	11	7	9	7	4	7	1	7	8	7
Well	44	29	33	29	24	29	12	29	30	29
Adequately	35	39	39	39	48	39	35	39	39	39
Poorly	5	14	6	14	15	14	35	14	11	14
Very Poorly	1	4	3	4	1	4	10	4	5	4
Did Not Indicate	23	26	29	26	27	26	26	26	26	26
Total	119	-	119	-	119	-	119	-	119	-

$$\chi^2 = 16.58646 \quad \chi^2 = 6.04073 \quad \chi^2 = 4.33460 \quad \chi^2 = 47.01863 \quad \chi^2 = .8202$$

# APPENDIX S

CHI SQUARE TESTS FOR TABLE 49, DEGREE OF PREPARATION IN PLANNING AND DEVELOPMENT,  
AS INDICATED BY GRADUATES OF THE BUSINESS TEACHER EDUCATION PROGRAM

Rating	Planning and Development										Total f <sub>o</sub>
	Specifying Instructional Objectives f <sub>o</sub>	f <sub>e</sub>	Selecting Content f <sub>o</sub>	f <sub>e</sub>	Organizing Material f <sub>o</sub>	f <sub>e</sub>	Planning Instruction f <sub>o</sub>	f <sub>e</sub>	Selecting Learning Resources f <sub>o</sub>	f <sub>e</sub>	
Very Well	44	25	14	25	19	25	30	25	15	25	122
Well	29	30	25	30	30	30	40	30	27	30	151
Adequately	25	35	45	35	39	35	22	35	44	35	175
Poorly	-	5	9	5	7	5	1	5	10	5	27
Very Poorly	-	1	1	1	-	1	2	1	1	1	4
Did Not Indicate	21	23	25	23	24	23	24	23	22	23	116
Total	119	-	119	-	119	-	119	-	119	-	595

$$\chi^2=22.50439 \quad \chi^2=11.90439 \quad \chi^2=2.74062 \quad \chi^2=12.40538 \quad \chi^2=11.65776$$

## APPENDIX T

COMMENTS CONCERNING THE BUSINESS TEACHER EDUCATION PROGRAM,  
RED RIVER COMMUNITY COLLEGE, BY GRADUATES  
OF THE PROGRAM

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Course should not expect graduates to become experts in all areas of business education. The teacher should be more of a specialist--as in academic areas.

Perhaps you should consider programs for majors and minors in typewriting, law, and economics.

The one-to-one contact teachers employ with the students should be retained.

I would suggest going through an entire office practice course as a group, thereby learning evaluation methods, course content, and common problems. Machines were a particular downfall with me in present teaching.

For most people, some human relations course should be touched upon. Some people, especially those straight from high school, have no idea how to deal with people--courtesy, consideration, an awareness of other people and their problems and feelings. A course discussing attitudes of teachers and the effect of them on students should be approached. The development of the work attitudes of students as well as skills taught must be approached in the teacher education course as the students' attitudes and work habits contribute greatly to his/her mastery of the subjects taken and develop the student as a whole.

Professionalism should be constantly stressed. Students should know what the word means and by example of their instructors should see professionalism in action. Most supply (from out of the Teacher Education course, 1972-1973) lacked professionalism.

Less emphasis on typewriting for Accounting Majors.

The program appears to be much stronger now with the extra years of instruction and preparation. Teachers coming out of this program seem to be better prepared and have more teaching ability and confidence.

Have the entire course taught at U of M, not at RRCC.

I feel that the students should be allowed to use more of their own initiative and not be so structured.

APPENDIX T--Continued

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I believe that the course was very practical. I would like to see the students encouraged to get their degree while in Winnipeg. My time spent at RRCC was very enjoyable.

I feel that in some subjects we were not prepared for the second year. Example, accounting. The law course could be vastly improved. Overall, I feel that I was very fortunate to take this course and whether I teach or not, I have learned a great deal.

For the Two-Year Program, I felt rather rushed. There did not seem to be enough time to concentrate on any particular course. The student teaching system seemed to work well. The subjects were all interesting.

Require that students have their basic skills in an area of specialization. Prepare courses to be taught in high school to fit number of hours allowed for the course. Study a practical method of testing students. Study ways of handling difficult students. Do not assume all students are perfect and are there to learn.

. . . each student teacher should achieve a minimum of a "B" level grade in order to teach that subject. An English course should be compulsory . . . a business experience of three to five years should be a necessity as many young teachers are unable to teach their subjects to relate to the business world.

In almost all areas, the course content and instruction received at Red River Community College were excellent.

. . . an in-depth study of law is necessary.

More emphasis on evaluating student performance. Secretarial Majors--less emphasis on accounting, i.e., could take accounting but not be required to teach it. "Certified Professional Secretary" rating should be encouraged for teachers of secretarial courses.

All instructors should be qualified teachers.

Generally, I feel that my two years at RRCC were very important and fruitful years. I consider them well spent because they familiarized me with the skills and content of the high school curriculum in general.

I quite enjoyed the program. You did a great job and I am sure you are still working just as hard.

APPENDIX T--Continued

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. . . it was a very good course. I just feel that some of the material we are required to teach was not covered adequately. (eg., business principles and economics).

. . . the program at RRCC is practical and helpful in preparing teachers of business education. I feel that the time at RRCC was one of the most fantastic learning experiences of my life. The friendships and feelings I had for my classmates, the genuine concern of the instructors and the unbelievable amount I learned in two years were incredible. I had all the skills required to handle the teaching job in the way of subject knowledge, presentation, evaluation, and professionalism.

RRCC instructors should visit high schools themselves to see what students are doing in the business courses, how to evaluate, methods of presentation, discipline of high school students and so on . . in order to better inform RRCC students who plan to be teachers.

I don't think that any course can fully prepare you for what's waiting for a beginning teacher. As I go along there are things that I'm learning about my teaching that can be improved or adjusted. I do think that what I've heard of the four-year program is terrific and I do envy the people who are graduating with so much more information than I had. It is good that teachers can now graduate with a second teachable.

Extend the time of the course and incorporate English grammar studies. Also, the subject Business Mathematics primarily sought to find out what you knew rather than what you didn't know. In other words, it was geared toward the bright student and really didn't attempt to teach the slower learner mathematical concepts through understanding. It was much too individualized due to lack of time. Aside from this, I was very much satisfied with the program.

Make feedback from the students more important. Simulate actual classroom situations so that the student teacher is better prepared for explosive or difficult situations in the classroom.

Do not have poorly qualified teachers trying to prepare future teachers. P.S., I think the Teacher Education Department does a good job of preparation! Keep up the good work!

APPENDIX T--Continued

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Too much time was wasted on trivial projects and repetition of useless material. The course was far too female-centered and directed.

I believe that all courses given in the program are applicable and should be retained. My only concern is the apparent ease with which a student can obtain a teaching certificate. . . . I think a business education teacher should have to obtain a minimum standard with respect to subject knowledge in all of the business subjects offered in the high schools. I think it is very unfair when the teacher knows as little about a subject as the students he/she will be required to teach.

Seminars should be held often to let employers indicate what should be taught.

. . . some test should be given before allowing advance credits.

There was a lot of top quality instruction at RRCC.

A course that discusses the Public Schools Act should be addressed.

I am very pleased with the RRCC program; however, I felt that the educational psychology course and the testing and evaluation course would have been better had all the students had an introductory statistics course.

I know that one year at RRCC did not prepare me adequately for teaching. Five weeks of student teaching did not even scratch the surface. I needed more practical work with the high school texts.

. . . maybe one-half day per week could be spent on student observation at various schools to see what other teachers are doing.

I think the law course should cover similar areas to those taught in the high school--too much time spent on contract law.

Ideas and enthusiasm (in our classes) shown by instructors has proven to be a most valuable resource.

More business English theory and methodology needed.

APPENDIX T--Continued

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. . . it is still hard to believe that experience is the best teacher . . . . The courses Career Education and Coop. Work Experience certainly offer some ideas to the approach education should take--including teacher training.

Concentrate on business law

The two year course that I took was too short.

Collection of approved texts should be made available.

The program, as is, is good.

Although I felt the program contained a lot of irrelevant material, I would caution doing away with the "generalness" of the program. Business education teachers seem to be aware of the overall area within which they teach moreso than other teachers and I feel this is partly due to our training--i.e., being knowledgeable about subjects we don't teach is good.

Move the course onto the University campus. At present, no university will accept methodology courses from a community college.

. . . more courses in law should be studied. I still don't feel qualified.

I feel quite negative about the training I received. One cannot be adequately trained to teach in one year.

More specialization is necessary to enable a person to have a better grasp on the subject material. Everyone should have typing.

More emphasis on personal experience in business. You can't sell business unless you've been in it. No classroom can teach realism. Enthusiasm isn't derived from a book. But without proper methods it doesn't work either. More emphasis on student teaching with different types of students.

More time spent on audio-visual--show students how to use machines.

Good to extend the time of the program

APPENDIX T--Continued

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. . . one thing I hope is not changed is the attitude of the RRCC instructors toward their students. I believe your attitudes helped many of us along when the going got tough. You always seemed to take such a personal interest in everyone, and, believe me, that is very important.

. . . more time should be allocated to the actual teaching of courses, and discussing how to deal with a combination of poor or slow students who get mixed up in a classroom with top students. Also, how to deal with discipline problems.

The course was too crammed and therefore retention was poor. The subject matter was good but far too limited. Much, much more student teaching should have been required. What was provided was useful but too short. At least triple the time should be required.

The entrance requirements should be extremely rigid.

. . . preparation for student teaching such as micro teaching should be longer. Class presentations or teaching our peers would have been beneficial.

More lab work--i.e., teaching on videotape.

1. It was frustrating to have to retake subjects in which I had earned "A"'s in high school.
2. Teachers must have more knowledge than what's in the high school books. Courses should be in greater depth.
3. More exposure necessary in actual business
4. Management courses would be a great asset
5. Other interesting and relevevant courses might be:
  - a. How to interview
  - b. How to prepare a tax return
  - c. Business career opportunities
  - d. Survey of vocational education in North America
  - e. How to be an effective manager
  - f. How to be a motivator
  - g. Setting your goals
  - h. How to start a business on your own.

Just one final comment--all the staff at teacher education were sincere, enthusiastic, and committed to our class . . . be assured that we really did learn a lot at RRCC.

I found my two years in the business teacher education course very valuable for many reasons. The subjects studied there were for the most part valuable.



APPENDIX T--Continued

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I think that summer courses for upgrading teachers, handling new texts, and acquiring new skills should be offered.

I found a lot of the projects given us in methods courses to be helpful.

Methods classes in law and data processing would be helpful.

I could not help but feel that the grades in purely educational courses were assigned by the quantity of work done. In this way, intelligence was not challenged on issues or concerns that were of importance to the future quality of teaching. I hope I don't sound critical. I just didn't feel prepared!!

. . . I believe that in the teacher education program, the academic (i.e., university training) is being overemphasized at the expense of business experience.

I believe that Communications 305 should be a compulsory course in all business education programs.

. . . I think student teachers should receive methods courses in as many subjects as possible.

I believe that the course is excellent and the instructors are very good as well. I do, however, believe that attendance is very important and that it should be stressed.

All of the high school business education subjects should be compulsory at RRCC.

More instruction on and practice in correcting assignments and tests.

Videotape actual teaching by students.

Much more emphasis should be placed on teaching in the country, rather than in well equipped city schools.

A basic knowledge of typewriter repair would be beneficial.

I feel that students should be made aware that they will not be dealing with highly motivated, creative individuals. There are OEC classes most of us never knew existed.

I still believe the course is the best I've taken but it still has its faults. The instructors were understanding and for the most part competent. They tried!

APPENDIX T--Continued

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. . . enough depth in the course material was not provided. I feel that in areas such as economics, business principles, and law more material should have been covered and mastered.

My instructors at Red River had classroom experience and they knew what problems we might encounter as beginning teachers

More courses on evaluation techniques, on courses for slow learners and gifted children, courses on teaching methods which are more practical in approach.

Student teachers in first year should spend only a week observing.

An attempt should be made to avoid duplication in course material between RRCC and U of M.

Practical business experience is desperately needed. . . . I lack constructive examples of how work is done by a secretary. Too much time is spent on "book theory" rather than on practical experience.

For the Marketing Major, I would suggest the students work on a system for setting up a lab, the books, the ordering, and the operation--eg., staffing when the lab is open. Also it might be a good idea to explore the policies which are being used regarding ordering of supplies and banking of funds by various school boards.

Red River's teacher education excels in relevance and practicality. It would have been better if more time could have been spent on the business subjects to give teachers a stronger base to work from. That is, Secretarial students being able to teach marketing and data processing.

I think that all student teachers should be made more aware of the importance of co-curricular activities.

I think it would be better to take Principles of Business Education at a later date.

More academic training in marketing, data processing, and economics. Instructors at RRCC who are teaching methods courses should have high school experience and ideally should go to high school classrooms periodically to gain such experience.

APPENDIX T--Continued

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Business teachers should be exposed to their technical field for one year out of five.

Reduce the length of time students are in the schools observing in the first year.

Acquaint students with the possible obstacles to good teaching and discuss how to handle them.

More instruction in accounting--at least intermediate.

Something I would have appreciated is a newsletter or some kind of resource material keeping me posted on new developments, teaching aids, and ideas in business education.

. . . the only thing I didn't like was that I had to take courses in which I had no interest, such as typewriting.

The following summarizes several comments made regarding the psychology course:

. . . would be better if it concerned itself with the psychological makeup of the students and how to handle problem students.

An insight into adolescents, an awareness of guidance and counselling techniques . . . should be included.

The following summarizes several suggestions regarding classroom management and discipline:

. . . include a course in dealing with and understanding young adults.

Much more time should be spent on studying what makes adolescents tick.

Twelve respondents commented that more student teaching time is required.

Nine respondents stated that a variety of business experience is required.

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APPENDIX U

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#### SELECTED BIBLIOGRAPHY

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