

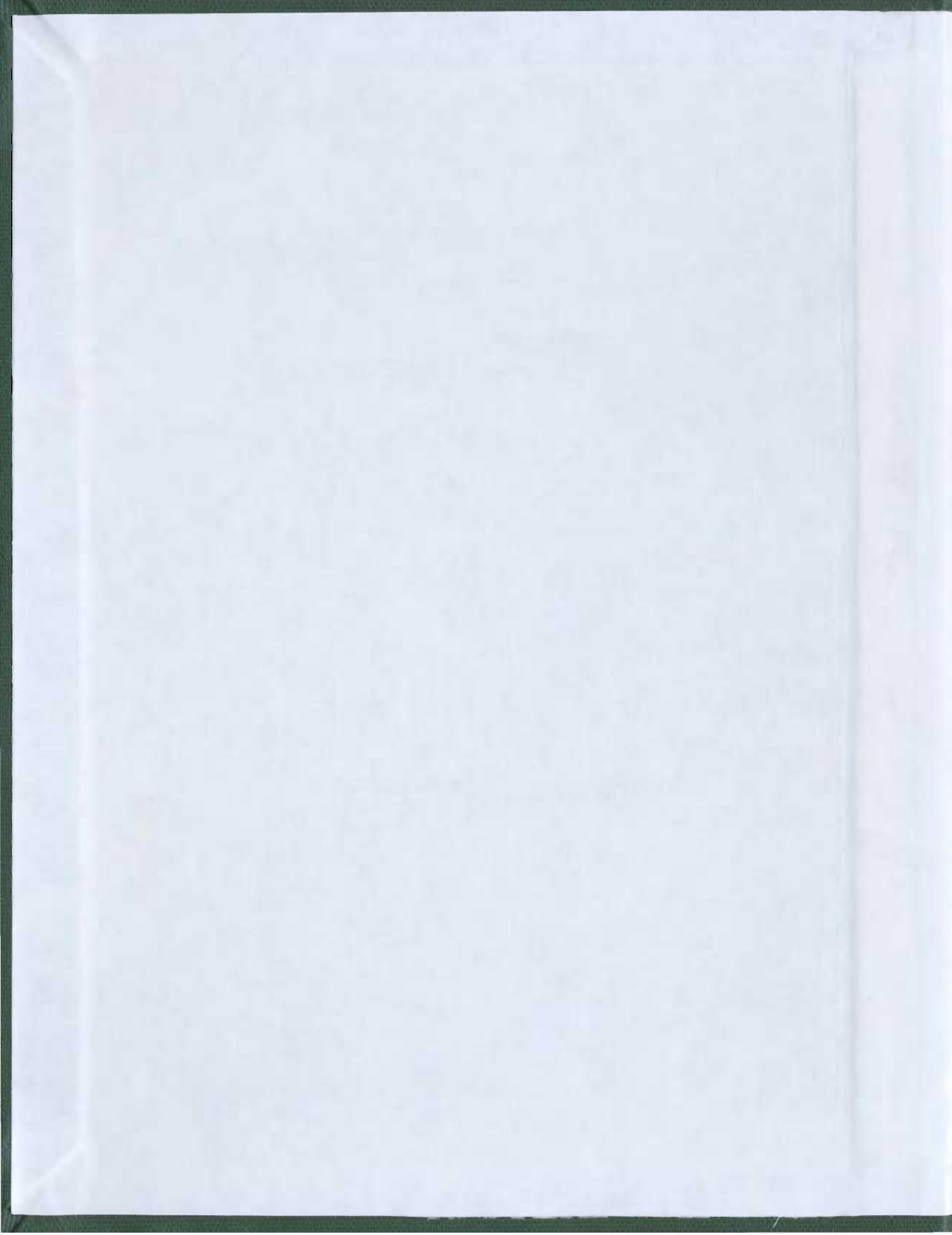
AN EXAMINATION OF CURRENT ISSUES
IN BUSINESS EDUCATION COURSES
IN THE NEWFOUNDLAND AND LABRADOR
SENIOR HIGH SCHOOL PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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AN EXAMINATION OF CURRENT ISSUES IN
BUSINESS EDUCATION COURSES IN THE
NEWFOUNDLAND AND LABRADOR SENIOR HIGH
SCHOOL PROGRAM

by



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A thesis submitted to the School of Graduate Studies
in partial fulfillment of the requirements
for the degree of
Master of Education

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ABSTRACT

This study was undertaken to determine the opinions of district coordinators and teachers at the senior high school level in the Province of Newfoundland and Labrador concerning selected general issues of business education in the areas of (1) curriculum structure, (2) curriculum content, (3) instructional materials and methods, and (4) teacher preparation. The study was also designed to obtain an evaluation of the general business and typing courses of the reorganized high school program.

The data for the study were collected through a questionnaire personally administered at three Regional Business Education Workshops in October, 1984.

An agree-disagree arrangement was utilized wherein respondents indicated their opinion on each issue. The raw data for each of the groups were converted to percentages for reporting purposes.

Based on the findings of the study, it was concluded that:

1. The majority of the teachers of the business education courses at the senior high school level have an academic background and limited experience in teaching these courses.
2. While there was definite agreement among district coordinators and teachers that the overall quality of the general business courses was very good, there was a consensus that changes should be made in these courses.

3. There was substantial agreement among the district coordinators and teachers that problems are being encountered.
4. There is a need to develop an increased awareness of curriculum structure, curriculum content, and instructional materials and methods in business education courses not only among district coordinators and teachers but also in the educational community at large.
5. There is a need for improved preparation of teachers of business education courses at the senior high school level.
6. There was interest and support among district coordinators and teachers for the past implementation, present continuation, and future development of business education courses at the senior high school level.

Reaction, interaction, and action must be encouraged among those in the field of business education.

They must continue to react to current issues in business education, interact to coordinate and influence course offerings, and act to promote business education courses. A number of recommendations and suggested topics for further research are offered.

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to Dr. Frank Wolfe, supervisor of this thesis. His accessibility; support, and advice enabled the preparation of this study to become a learning process.

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CHAPTER ONE

INTRODUCTION TO THE PROBLEM

In today's society every person will be involved in the business and economic world in which he lives. Our changing society with its multinational corporations; municipal, provincial, and federal deficit budgets; see-saw monetary policies; and high inflation, high unemployment, and high interest rates requires a well-informed citizenry. As consumers, people decide how to use their consumer purchasing power. As workers, people judge what goods or services to produce for their community. As citizens, people utilize decision-making powers to make a better life for themselves and others.

Nanassy, Malsbary, and Tonne (1977) strongly suggest that business education has a valuable role in today's society:

To be economically literate and informed citizens, wise consumers and competent workers, each person must have some understanding of the world of business and how it functions. Everyone must possess at least minimum knowledge, skills and understandings with which to make judgements needed in our democratic and economic society and to make contributions to the world of work. (p. 1)

Numerous professional organizations and authors have recognized and written about the value of business education in the 1980's.

A statement by the American Policies Commission for Business and Economic Education, issued in 1981, points out that:

Business education is a significant part of the American education system. There are forces on the contemporary scene that indicate business education's contribution can become even more effective in the future. We believe that:

- The concern for the economic well-being of individuals should result in assurance that students will leave school with personal economic competence.
- The typewriter keyboard has become universally accepted as a communications tool; every student should develop a basic keyboarding skill.
- The frequency of small business bankruptcy and failure indicates the need for education in entrepreneurship while students are forming their philosophies about private enterprise and learning basic principles concerning business ownership and management.
- The importance of positive interpersonal and leadership skills in the lives of men and women in business employment has been proved and the conditions to develop these abilities and skills should be provided by all business education programs.

(Business Education Forum, November, 1981, p. 6)

A statement by the Canadian Association of Business Education Teachers reinforces their counterpart's belief in the value of business education. Their latest official pronouncement issued in 1983 states:

The Canadian Association of Business Education Teachers believes that business education contributes to the objectives of general education, including the development of individual capabilities, personal autonomy and rational decision-making and that it complements the disciplines and other subject fields.

The purposes of business education are:

- To develop in all students an understanding of our economic system and its operation;
- To assist students to acquire the basic skills and knowledge and attitudes for employment in business;
- To assist students in further education and especially in business and related fields.

Calfrey C. Calhoun, past president of the United States National Business Education Association, points out that everyone needs an understanding of the business system. He notes a society-wide trend towards consumer and economic literacy and that "young people who hope to participate effectively in the business world - and make use of that world and its products in their personal lives - need to acquire an active and critical 'economic intelligence'" (Synoptic, 1982, pp. 12-13).

Lucy I. M. Milne, eminent business educator, in an address to the Canadian Association of Business Education Teachers' Conference, Winnipeg, 1975, gave a justifiable reason for the study of business education:

A high percentage of the student population eventually becomes involved in varying degrees of business activities either as a career or as a consumer. It is a function of education to prepare youth to cope with these conditions. (Report, CABET Conference, p. 29)

The consensus of these writers' opinions is that business education can play a very important role in educating students.

The need for research in the business education area has been stressed in professional literature. In the yearbook of the National Business Education Association, Van Hook (1976) points out certain topics as lacking agreement among educators.

Anyone possessing more than a nodding acquaintance with the basic business course could very quickly list scores of issues related to this topic if asked: Should it be a required course? At what level should it be offered? What instructional techniques are most effective? ... The list is virtually endless. Even a casual reader of professional literature will

recognize these issues as old, familiar friends. They are issues that have been debated for years and remain largely unresolved. (p. 178)

A study to investigate the various business education issues should help to provide direction for this component of the curriculum in Newfoundland and Labrador schools.

Statement of the Problem

This study was undertaken with the following purposes:

1. To identify the major business education issues.
2. To select the major business education issues.
3. To obtain the opinions of district coordinators and teachers of business education courses at the senior high school level regarding selected issues in the areas of:
 - (a) curriculum structure,
 - (b) curriculum content,
 - (c) instructional materials and methods,
 - (d) teacher preparation, and
 - (e) evaluation of specific courses.
4. To discover areas of agreement and disagreement among the professional groups in the study.
5. To develop an awareness among district coordinators, teachers, teacher educators, and curriculum specialists as to the similarities and differences of opinion regarding current business education issues.

Research Questions

More specifically, the study attempted to determine the opinions of business educators in five areas concerning current issues. The following areas and issues were investigated:

<u>Area</u>	<u>Issue</u>
Curriculum Structure	1. Should the course service the educational needs of all students?
	2. Should the course contribute to the general education of students?
	3. Should the course be required of all students?
Curriculum Content	4. Should "Daily Survival Skills" (e.g., writing a cheque, answering the telephone) be included in the general business courses?
	5. Should the emphasis be on the education of students as consumers, workers, and citizens rather than on the development of basic consumer skills (e.g., budgeting, purchasing insurance)?
	6. Should the course be restructured to eliminate overlapping content (e.g., money management) being taught in other courses?
	7. Should language and communication skills be evaluated as part of the course?
Instructional Materials and Methods	8. Should a textbook be the primary instructional resource?
	9. Should a student workbook be the primary source of class activities and assignments?
	10. Should short-answer tests (e.g., multiple choice, true-false) receive greater emphasis in assigning grades than other evaluation (e.g., essay questions, research projects)?

- | | |
|---------------------|---|
| Teacher Preparation | 11. Are course materials (e.g., reference materials) appropriate? |
| | 12. Does non-teaching work experience in business increase teacher effectiveness? |
| | 13. Should university methods courses in the field be made available? |
| Conclusion | 14. Is the quality of the course at present very good overall? |
| | 15. Should changes in the course be made? |

Significance of the Study

The current business education courses at the senior high school level were incorporated into the curriculum at the commencement of the reorganized high school program in the 1981-82 school year. These courses have now been in existence for four years.

Because no survey of district administrators and teachers has been undertaken regarding these courses, it is hoped that this study will have the following significance:

1. This study should provide the Faculty of Education, Memorial University of Newfoundland; the Division of Instruction, Department of Education, and other interested groups with information that will assist them in training teachers, administering courses, and arranging workshops.
2. This study should give business education teachers, school administrators, and provincial education curriculum planners a better understanding of the current issues in business education.

3. Since the findings of this study indicate that some changes could be made in the curriculum content and instructional materials and methods areas of the general business course and in the instructional materials and methods area of the typing course, they could serve as a basis for decision-making for strengthening these courses.

Definition of Terms

The following groups and terms have been used in this study.

District Coordinators

This group consisted of persons who have the responsibility for implementing, directing, and guiding business education courses for the senior high school program of studies.

Teachers

This group consisted of persons involved in the teaching of the general business and typing courses for the senior high school program of studies.

Business Education

Business education is composed of courses designed to provide education for business and education about business.

General Business

General Business is an elective course at the senior high school

level designed to educate students about business.

Typing

Typing is an elective course at the senior high school level designed to train students in typing skills.

Assumptions, Delimitations and Limitations

Assumptions

It was assumed by the researcher that general business and typing educators held considered opinions regarding the current issues of business education. The researcher also assumed they would be willing to share their opinions, discuss their concerns, and judge the issues.

Delimitations

The Department of Education conducted three regional workshops for district coordinators and teachers of business education courses during October, 1984. These workshops were planned for one day each on a regional basis.

The purpose of the workshops was to provide, for the first time, inservice for the senior high school courses of Typing 1102 and Typing 2102 and General Business 1101 and General Business 2101. The times and places of the workshops were:

St. John's
Gander
Corner Brook

October 1, 1984
October 3, 1984
October 4, 1984

Airport Inn
Albatross Inn
Glenmill Inn

The researcher was requested by Mr. Scott Marshall, the Vocational Education Consultant of the Department of Education, to give a one-hour presentation on "Evaluation Techniques for Typing 1102 and Typing 2102." She was also asked by Mrs. Patricia Davis, Program Development Officer, Division of Technical and Vocational Education, and chairperson of a group discussion, to be a co-chairperson of the group discussion.

The researcher accepted the invitations to give the presentations and the opportunity to be an integral part of the group discussion.

These workshops presented a unique opportunity to determine the opinions of business educators. The researcher requested permission from the Vocational Education Consultant to administer a questionnaire on the current issues in business education at each of the workshops. Mr. Scott Marshall, the Vocational Education Consultant, kindly agreed to this request. It was, therefore, decided to limit the personal input to the participants of the business education workshops.

Limitations

Opinions may be obtained through a variety of methods. These data-gathering techniques include group discussions, personal interviews, and questionnaires. The questionnaire method in many situations is considered to be the most practical. Dlabay (1982, p. 156) cites Hillestad (1977) in suggesting that the survey method of research:

... is a valuable exploration tool for finding out what people know, what they like and dislike, what they think (attitudes and beliefs), what has taken place and what is happening now, the status quo. Some of these things are best found out by the questionnaire.

Kerlinger (1973) does not share such enthusiasm for this research method. He notes that its advantages are:

1. Wide geographical sampling of schools can be easily accomplished.
2. Greater reliability can be achieved by use of closed-type items.
3. Honesty and frankness can be encouraged.
4. Administration to large numbers can be relatively easily achieved.
5. Economical sampling can be obtained. (p. 487)

However, he points out that the "disadvantages of the self-administered instrument seem to outweigh its advantages" (p. 487).

He notes that the disadvantages are:

1. Low percentage of returns.
2. Lack of uniformity in interpretation of items.
3. Superficiality of response due to inability to get beneath the response surface. (pp. 487, 483)

Having noted the comments of research specialists, a determined effort was made to maximize the advantages and minimize the disadvantages of the questionnaire. The advantages of wide geographical sampling, uniformity, honesty and frankness, administration, and economical method of sampling were addressed.

A wide geographical sampling was obtained through the distribution of the questionnaire at the regional workshops. The researcher was able to gather data from every region of Newfoundland and Labrador. An examination of the attendance roster at the workshops revealed that participants came from the Avalon, Burin and Bonavista Peninsulas, Central Region, Port au Port and Western Regions, Northern Peninsula, and Labrador. Twenty-two school boards and six district vocational schools were represented at the workshops.

Closed-type items were chosen for the questionnaire. The items posed were based on information gathered from a study concerning current issues in business education. It was hoped that greater reliability would be achieved by choosing the items in this manner.

Honesty and frankness were encouraged. (This statement is based on the evident willingness of the participants to respond to the questionnaire). A high percentage of returns was realized. Only three persons declined to participate in the study. They, either verbally or in writing, expressed their regret to the researcher for not completing the questionnaire, citing lack of familiarity with the issues and courses as their reason for not responding.

Administration of the questionnaire was easily achieved by the researcher personally within a short period of time.

The sampling method was economical both in a financial sense and in a time-frame sense. Because it involved direct

solicitation by the researcher to the participants; postage costs were nil and the questionnaire was administered and returned within a limited time frame.

The disadvantages of low percentage of returns, lack of universality in interpretation of items, and superficiality of responses were considered by the researcher.

The low percentage of returns disadvantage was lessened by realizing a 97.0 percentage of returns. This rate is in keeping with Kerlinger's recommendation that every effort be made to obtain returns of at least 80 or 90 percent or more.

The lack of uniformity in interpretation of items was noted. As a result, an attempt was made to assure face-validity and relevancy of the specific items by conducting a pilot study as described in Chapter Three. No further claims as to the reliability or validity of the instrument are made.

The superficiality of response was considered. The group discussions at St. John's, Gander, and Corner Brook were tape-recorded, with the permission of the chairman of the workshop, in an attempt to get beneath the response surface and ascertain the true facts or opinions.

Overview of the Study

Chapter One has defined the problem, described its background, and outlined general parameters of the study.

Chapter Two focuses on a review of literature and research related to business education in general and the general business

and typing courses in particular. It also includes a brief review of related courses offered in other provinces.

Chapter Three presents the procedures followed in constructing the instrument and in gathering and treating the data.

Chapter Four presents the findings of the study in table form with explanations, and provides excerpts from the group discussions of the workshops concerning the specific courses under study.

Chapter Five provides a summary of the study, the conclusions reached, and the recommendations made. A section is included to examine the relationship between this study, related courses in other provinces, and current research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature and research findings will present the structure of business education in order to give an overview for the study, the historical background to indicate some of the events that have influenced its development, a discussion of the specific business education courses to limit the study, and a summary of related courses offered in other provinces in order to obtain an interprovincial perspective.

Basic to any area of study is the definition of terms. Because "business education" can be defined variously, the meaning of the term as perceived for this study will be outlined.

The broad overview is that business education is helping to make students aware of the business of life. Tonne and Nanassy (1970) articulate a two-component purpose:

Business education is school learning

- (1) for competency in business occupations - this learning involves skill learning and the development of occupational intelligence and
- (2) to make students better consumers of the services of business and better members of the economic community. (p. 12)

Geraldine Farmer, past president of the Canadian Business Education Teachers Association, concurs with this two-fold component concept. She emphasizes:

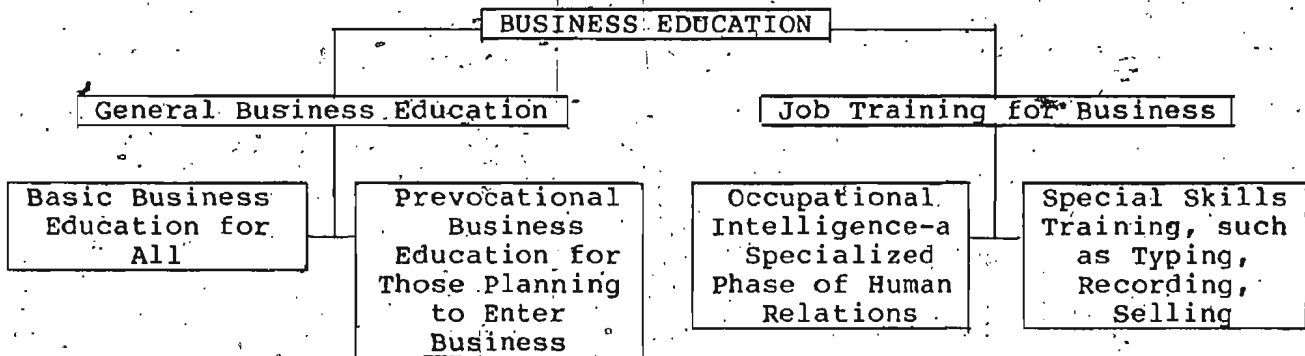
The two dominant purposes of business education in the secondary school are

- (1) to provide vocational education and
- (2) to contribute to the general education of all high school students. (CABET Conference, 1975 Report, p. 95)

Succinctly, business education is education FOR business and education ABOUT business.

The Structure of Business Education

In order to present an overview of the structure of business education, a model as cited by Tonne and Nanassy (1970, p. 9) and presented by the Joint Council on Economic Education will be utilized. Their approach emphasizes the concept that business education is education about business and education for business.



As can be seen from this graphic presentation, business education has two components: General Business Education and Job Training for Business.

JOB TRAINING FOR BUSINESS has as its purpose the providing of Occupational Intelligence and Specific Skills Training for

employment-entry. It is delivered in Newfoundland and Labrador following completion of high school by sixteen district vocational schools, two community colleges, and a number of private schools.

GENERAL BUSINESS EDUCATION has as its purpose the providing of Basic Business Education courses and Prevocational Business Education courses. These two types of courses are delivered at the province's high schools and district vocational schools.

This study is primarily concerned with Basic Business Education courses as taught in Newfoundland and Labrador schools at the secondary level.

Historical Review of Business Education

A review of the development of business education was undertaken to ascertain some of the events that have influenced business education in general and Newfoundland in particular.

Early Vocational Beginnings

Simple record keeping is probably as old as business itself. Baked clay tablets recorded the sale of land, houses, and agricultural goods. (Moreland, 1970, p. 19). Informal vocational training was given by means of the apprenticeship system. Evidence of legal arrangements is contained in the Code of Hammurabi, developed over four thousand years ago, which provided that a master craftsman adopt a young man and teach his trade. (Tonne and Nanassy, 1970, p. 15)

In the modern era, increasingly a need was perceived for practical, business-oriented subjects in North America. In 1823, bookkeeping was added to the curriculum of the first American public high school. Possibly the first general business high school textbook, Introduction to Business, was written in 1926 by A. B. ZuTavern with the purpose of educating the student as a consumer. (Daughrey and Baker, 1982, pp. 4-5).

The subject of bookkeeping was joined by the two skill subjects, shorthand and typing, in the 1860's and 1870's.

The forerunner of the modern speed-writing system was first published by the Abbe Duploye, Curé of Monnigny-en-Arrouaise, France, in 1862. John Matthew Sloan later adopted the system and his first textbook is said to have been published in Dublin in 1882. (Ford, 1981, p. 49). One of the drawbacks of this efficient new system was that while shorthand writers could take notes as fast as a person could talk, they could only transcribe these notes at a slow handwriting pace. The system did not increase in importance until the invention of the typewriter.

Because handwriting is a slow method of recording, many people attempted to invent a writing machine. As early as January 7, 1714; Queen Anne granted a patent to Henry Mill for a writing machine. However, this machine and subsequent models were cumbersome and unwieldy, and it was not until Christopher Sholes and two friends developed their first working model in 1867 and received a patent in 1873 that a typewriter became a reality. Two enterprising entrepreneurs, James Densmore and

George Washington Yost, realized the machine's potential and purchased Sholes' patents for about \$12,000. They proceeded to interest E. Remington & Sons of Ilion, New York, manufacturers of firearms. Remington Model No. 1 thus became the first typewriting machine manufactured for the purpose of commercial sale. (Moreland, 1977, pp. 54-55)

However, not everyone was pleased with the new invention. In fact, it may have caused the beginning of the paper explosion and the burgeoning paper demands of bureaucracy. According to Richard Current, a certain judge complained that typewritten papers were clogging the courts. "Formerly, when attorneys themselves wrote what they had to submit, they were mercifully brief," he said. Now that they could dictate to a typist they were much wordier than they needed to be and the poor judge found it harder to keep up with his docket. (Miller, Memo, September, 1980, p. 4)

When the typewriter was first introduced to the public in 1873, the slow and inaccurate "hunt and peck" method was in general use. Frank E. McGurkin was the first to develop an "all-finger" system. The general attitude was one of indifference toward this new method until July 25, 1888, when the first recorded typewriting contest was held in Cincinnati. Frank McGurkin, the "all-finger" typist, competed against a "hunt and peck" typist and won the contest with ease. His method of keeping his eyes on the copy was quickly adopted by teachers

of typewriting and "touch typing" was established as the better methodology. (Moreland, 1977, p. 58)

With the perfection of the typewriter and its new methodology, business education in the schools was developed.

The two-fold components of business education, vocational training and general business, were given impetus in 1938 by the U.S. National Education Policies Commission when it published its Educational Policies Commission Report, which cited "economic efficiency" and "civic responsibility" as basic purposes of education. (Daughrey, 1974, p. 25). In 1949, the NASSP devoted an entire issue to business education, reinforcing this two-fold concept. (Daughrey and Baker, 1982, p. 7)

Newfoundland Vocational Beginnings

The development of business education in Newfoundland has been similar to that in other areas in North America. The subject of bookkeeping was the first business education subject taught in Newfoundland schools. Ford, (1981, p. 44) reports that in 1880 there were three students enrolled in bookkeeping at St. Anne's School, St. Lawrence. By 1898-99, Sloan-Duployan shorthand was included among the range of subjects available for Newfoundland students.

Shortly after the success of the newly-invented typewriter, Sister Mary Joseph Fox of the Convent of Mercy in St. John's purchased in 1898 a single Remington typewriter for her class of five students. (Ford, 1981, p. 55). She thereby established

the beginnings of the first commercial department to be set up by the Sisters of Mercy in Newfoundland. (McCormack, 1955, p. 35)

The courses in bookkeeping and shorthand increased in popularity. The Annual Report of the Department of Education, Newfoundland, 1920, records that the Church of England, Roman Catholic, Methodist, Salvation Army, Presbyterian, and Congregational schools had pupils enrolled in bookkeeping or shorthand. The total recorded in the General Summary, June 30, 1920, for these courses was 2,737 students. (p. 74)

Interest in vocational educational objectives first appeared in the 1930's. A report on Certain Aspects of the Educational System of Newfoundland (written by C. A. Richardson in 1933) draws the conclusion that "the educational curriculum of Newfoundland suffers from the grave defect that it is not, in general, related to the probable future life of the child" (p. 8).

This does not mean training of a highly technical or specialized nature, though a certain degree of this may in some circumstances not be amiss during the last year of school life. But the school may play its most effective part in the preparation of children for their future, indirectly by introducing into the ordinary subjects of the school curriculum material related in various ways to the occupations they are likely to follow, and directly, by affording opportunities for practising simple crafts which are definitely related to the more complex technical processes with which the children will later on have to familiarize themselves. (p. 5)

A beginning into this area of study had already begun in Newfoundland schools. Doyle (1978) notes that a Report of the Examinations conducted by the Council of Higher Education,

Newfoundland, 1932, stated that economics had been incorporated into the curriculum of the schools for grades VII to XI for the first time. (p. 23)

A perusal of the Examiners' Reports for the Economics Examination, 1932, reveals that the Grade IX paper "appeared too difficult" and that "the number of candidates who could not tell the difference between direct and indirect taxation was disappointingly great." However, the Grade X answers were "quite satisfactory" (p. 27).

Little emphasis was placed on teaching students as consumers or workers, and the curriculum remained the same until the 1960's and 1970's. The Advisory Committee on Curriculum, in their Second Interim Report, June 1965, comment that in the teaching of social sciences in high schools an option in economics was offered in Grade XI and that "most students go through high school with very little study of man-in-society from a scientific rather than a historical view point and some with none at all." It was the committee's opinion that it was "an educational anomaly of the first order" (p. 8). They proposed a curriculum which included the topics of "public financing," "the world of work," "producer and consumer," "employer and employee," and "personal financing."

Warren (1973) reports that in the 1960's a major policy decision was made to construct district vocational schools admitting students only after the compulsory school-leaving age. This meant that vocational and technical courses would not then

be offered at the secondary school level. (p. 27). However, a meeting was held in September, 1969, which had a far-reaching effect on the Newfoundland and Labrador educational system. Members of the Roman Catholic School Board for the District of Conception Bay Centre and the Integrated School Board for the District of Conception Bay South met to discuss mutual problems. "With a dropout rate of fifty percent, there was a feeling of urgency that something should be done" (Task Force, 1975, Appendix C).

There evolved from this meeting a Planning Committee with a mandate to design a pilot project for the integration of academic and vocational secondary education at the District Vocational School, Conception Bay South. Included in the pre-vocational options presented by this committee was a course entitled Business Fundamentals, which was first offered in the 1972-73 school year. Business education at the general educational level had arrived in Newfoundland schools.

Concurrent with the pilot project, a Task Force was set up to "make a detailed survey of the concept of integrating academic and vocational education at the secondary school level, to examine all the implications of the proposed integration, and, in particular, to draw up guidelines for the administration of the program" (p. 2). The Task Force upon completion of their survey recommended "an expansion to the secondary school program of more vocationally oriented subjects" (p. 29).

The latest major reorganization of the secondary school program was undertaken in 1981. The philosophy of the Task Force that students should receive a general education was continued. Four business education courses were brought into the curriculum: General Business 1101 and General Business 2101 and Typing 1102 and Typing 2102. This is the state of general business education at the moment.

Discussion of the General Business and Typing Courses

A review of related literature will examine the general business and typing courses in general and the Newfoundland courses in particular in an endeavour to determine their relevance for students in the 1980's. The format for the discussion of the specific business education courses will follow the design of the questionnaire developed for the study. The areas to be reported are: curriculum structure, curriculum content, instructional materials and methods, and teacher preparation.

Anne Scott Daughrey (1982) writes that in order to understand the definition of general business it should be considered within the framework of general education. She defines general education as:

that part of the total educational program provided to help all students obtain the basic knowledge, skills, abilities, understandings and attitudes that will enable them to become worthy human beings and effective members of society. (p. 1)

General Business

Curriculum Structure

Daughrey (1982) also offers a definition for general business, and, while she was referring specifically to the United States, her comments are applicable to Canada.

General business is that broad area of knowledge that deals with the American enterprise system, identifies and explains the role of business as an American economic institution, and provides content and experiences that prepare individuals for effective participation: as citizens, workers and consumers in American society. Moreover, basic business is a part of the general education of all individuals because its content helps them develop an understanding of business as a basic institution in the American social process, of the role of business in the economy, and of individuals' economic roles in relation to both their personal needs and to the economy as a whole. (p. 2)

This course falls within the framework of Education ABOUT Business.

Calhoun (1980) notes the general business course is "primarily concerned with building a firm understanding of the business and economic environment in which all of us live" (p. 501).

It is commonly agreed among professional authorities that the overall purpose of the general business course is to promote economic understanding.

Historically, there has been a trend to move from economic objectives to socio-economic objectives. Douglas, Blandford, and Anderson (1957) stress the economic element of the course because "the content is valuable for any student to master in his basic role as a responsible citizen in our economic society" (p. 269).

The Joint Council on Economic Education in 1971, as cited in the National Business Association Yearbook (1976), offers a framework for analyzing the business curriculum, which broadens the primary economic objectives. (p. 30)

EDUCATION ABOUT BUSINESS

for all students to

1. Improve the understanding of business and its relationship to the total economy.
2. Develop personal consumer competence and to relate the role of the consumer to the total economy.
3. Develop personal use skills related to business occupations.

Duff, in his study of current textbooks and other literature related to the course, has compiled the most up-to-date socio-economic objectives, which he presented in the National Business Association Yearbook, 1982. He believes that the ten objectives identified below appear to be the most important for the general business course in the 1980s. (p. 88)

After successful completion of a general business course, a student should be able to:

Identify and describe the major purpose of an economic system, determine the specific questions an economic system must answer, and compare and contrast the principal features of a market, centralized and mixed economy

Identify and describe the basic characteristics and functions of the private enterprise economy of the United States

Describe the role of business, government and human resources in our private enterprise economy and explain the interdependence among the three sectors

Describe and evaluate the ways an individual can contribute to our private enterprise economy in the roles of producer, consumer, and citizen

Identify the reasons and develop a plan for efficient use of money resources by individuals, business firms and units of government

Identify the risks against which persons most commonly need protection and explain how risk sharing provides a means of protection

Describe how banks, credit and other financial institutions affect individuals, business firms, units of government and economy as a whole

Describe the role of savings and investments in our private enterprise economy and identify ways and places of saving and investing

Identify the rights and responsibilities of consumers, and sources and uses of consumer information and protection

In keeping with the research method of examining structure through an analysis of course objectives, the researcher conducted a study of the general and specific objectives of the two specific courses under study: General Business 1101 and General Business 2101.

The course description (1982) for General Business 1101 states that the general objectives are:

to examine the relationship between the business world and the individual and to introduce the tasks performed by office personnel. (p. 3)

It would appear that this course places its main emphasis on personal-use skills performed by personnel in business offices.

This is further revealed by its specific objectives, which are:

1. to introduce students to the relationship between the individual and the business world;
2. to provide students with information about various types of businesses, career opportunities, and educational requirements;
3. to provide information about specific tasks performed by various business personnel;
4. to examine employer/employee relationships in the areas of job applications, job interviews, and job performance;
5. to provide an overview of the communication skills used in business offices; and
6. to introduce students to specific business skills.
(p. 3)

An examination of the course description (1982) of the General Business 2101 course reveals the purpose:

to provide a study of the business world, the internal functioning of businesses, and the impact of internal functioning on personnel relationships within businesses. It is intended that students will discover and develop special interests, talents and abilities; develop knowledge and skills that may be used for personal reasons or to prepare for further studies; learn about working conditions and requirements in the business world; and understand the organization and management of businesses. (p. 3)

This course has a wider economic emphasis, as revealed by its specific objectives, which are:

1. to introduce students to various types of business occupations, respective job requirements and entry-level skills;
2. to give students an insight into types of business organizations;
3. to introduce students to money management and to basic business financial record-keeping;
4. to provide students with information about the management and organization of business;

5. to provide students with an introduction to computers; and
6. to acquaint students with types, conditions and branches of legal contracts. (p. 3)

Curriculum Content

Nolan, Hayden, and Malsbrary (1967) note that:

Two of the greatest problems which arise are the selection of content out of the ever-growing body of human knowledge that is available and the organization of that content so that the student may learn and be able to apply what he learns. (p. 68)

The Task Force on "New Concepts and Strategies for Business Education" of the National Business Education Association grappled with these problems, and in their Report, 1983, stress that business education must offer courses for students that will orient them to careers in business, make them economically aware, make them contributing citizens, and provide them with information to fulfill their personal needs and responsibilities. (p. 88). They further make the salient point that "in order to do this, business education courses must be uncomplicated, yet comprehensive and above all, relevant. They must contain realistic skills and related meaningful knowledge" (p. 88).

A review of the professional literature of business education indicates that for quite some time the common means of assessing the content has been to examine textbooks in general business. Historically, there has been a common core of topics covered in the course, with topics changing as the emphasis has shifted from economic to socio-economic content.

Douglas, Blandford, and Anderson (1957) point out that the one thing common to most texts has been the twelve topics typically taught:

1. Relationship of the individual to the business world
 2. Economics relationships and free enterprise
 3. The role of the consumer in business
 4. The use of credit
 5. Insurance and risk management
 6. Money and banking services
 7. Savings and money management
 8. Travel, communication and transportation services
 9. Consumer aids and protection
 10. Government relationships to business
 11. The free enterprise system
 12. Economic citizenship in a free enterprise economy
- (p. 271)

Jones (1975), in a survey entitled "A Study of the Content in Selected Textbooks for the Commonly Offered Basic Business Courses in Secondary Schools," found that six topics formed the nuclei of basic business content. These topics were: business problems, money management, business management, legal, economic, and miscellaneous topics.

Brown (1977), author of the Delta Pi Epsilon Teaching Guide Teaching General Business, believes the following topics should be included: an understanding of how the business system operates; the role of business and government; the interdependence of consumers, business firms, and government; plus the typical units previously listed: money and banking, the wise use of money, credit, insurance, saving and investment, forms of business organizations, career information, and rights and responsibilities

of ~~the~~ individual in the consumer marketplace and in the economic system. (p. 8)

Duff presents in the National Business Association Yearbook, 1982, relevant content of general business courses (p. 89):

The following list of content topics is representative of the topics which are included in general business courses in the early 1980s. No attempt has been made to prepare a priority ranking. The topics are listed in the general order presented in one textbook, but the outline is not an exact outline from any of the current texts:

THE PRIVATE ENTERPRISE ECONOMY

- The Nature of Economics and Economic Systems
- Our Private Enterprise Economy (Features, Performance, Problems)

- The Nature of Business
- Production and Marketing in Business
- Government in Our Economy

MONEY, BANKING AND CONSUMER CREDIT

- The Purpose of Money
- Banking and Bank Services
- Getting and Using Credit

CONSUMER DECISION MAKING AND MONEY MANAGEMENT

- The Consumer in Our Economy; Making Consumer Decisions
- Consumer Spending in the Marketplace
- Sources of Consumer Information
- Protecting Consumer Rights

BUILDING FINANCIAL SECURITY

- Protecting Against Economy Loss
- Insurance (Auto, Life, Health, Property, Income Security)
- Savings and Investing

PLANNING YOUR CAREER

- Careers and Your Career Potential (Preparing for a Career)
- Finding and Keeping a Job
- Labor Unions and Collective Bargaining

He writes:

A comparison of the content of general business textbooks over the years reveals the switch in emphasis to studying topics from an economic point of view rather than a skills development point of view. Instead of teaching facts and spending time developing skill in preparing business forms, innovative approaches to teaching economic concepts and understanding become the concern of the good general business teachers. In the classrooms of these teachers, students spent little or no time on activities such as telephoning, writing checks, planning travel itineraries and other busy work. (p. 84)

In keeping with the custom of assessing content through an analysis of textbooks, the researcher conducted a study of the content for the general business courses of the Newfoundland and Labrador curriculum.

The content for the General Business 1101 course includes five units. The units and topics covered are: Business and You; Office Personnel; Employee/Employer Relations; Communication Skills, including internal/external communications, introduction to shorthand, telephone duties, machine dictation, telex machine usage, and processing incoming/outgoing mail; and Other Office Skills, including introduction to data processing, filing, receptionists' duties, and duplication methods.

It would appear the major emphasis for this course is studying topics from a skills development rather than an economic point of view.

The content for the General Business 2101 course includes six units. The units and topics covered are: Your Career in Business; Forms of Business Organization; Financial Records,

including introduction to the balance sheet and income statement, money management, and banking in business; Business Management, including functions and business activities; Computers, including the role, parts, and features and computer applications; and Business Law, including types, components, and breach of contract. It would appear that the major emphasis for this course is studying topics from an economics point of view.

Instructional Materials and Methods

Instructional materials consist of textbooks, workbooks, supplementary materials, and multimedia used to assist students to develop business knowledge, skills, and understanding necessary for successful personal-business living. The textbook provides a coordinating link between student and teacher. Workbooks, materials, and multimedia expand this link.

Liguori (1969) points out that the textbook is only one basis for learning. He states:

It provides the tool for arousing student interest and thinking, promoting student judgement, presenting basic facts, and opening new avenues of study. (p. 144)

The Dlabay (1980) study found there were two philosophies regarding instructional materials and methods. One stressed the more traditional approach of the use of a textbook and workbook; the other stressed the more contemporary approach of use of pretests, value exercises, and competency-based education. Malsbary (1974) in an examination of studies (Cooper, 1969; Nelson, 1970; and Brown, 1971) reported that the general business

teacher should not restrict his teaching solely to the use of a textbook but that his instruction must be enriched through the use of multimedia and materials and through exposing students to business and economic real-life experiences and activities.

(p. 12)

A wide range of instructional materials is recommended by business education authorities because business knowledge is too broad, skills too varied, and understanding too important for instruction to be limited to one source of information only.

An examination of the course materials outlined in the course descriptions for the General Business 1101 and General Business 2101 courses reveals that both courses have the same stipulated textbook, teacher's guide, and student workbook. However, classroom sets only are provided by the Department of Education. The content of the General Business 2101 course is not fully covered in the stipulated textbook. Reference must be made for some topics to additional textbooks. Supplementary instructional materials for both courses are of a limited number.

Teacher Preparation

The importance of the teacher in helping students to develop business knowledge, skills, and understanding is well recognized. The Task Force on the Integration of Academic and Vocational Education in their Final Report (1975) comment:

If we are to place the same degree of importance on vocationally oriented subjects as we do on academic subjects in the high school program, it will be just as important to have properly trained persons to teach

the vocational subjects as it is to have them properly trained to teach the academic subjects. (p. 26)

The proper training for business education teachers includes university courses, inservice education, and related work experience. The Task Force considered university courses a vital component of teacher preparation. Their concern is reflected in Recommendation No. 15, which reads:

The Task Force recommends that no further expansion of the pre-vocational program take place until a degree level teacher training program is designed for teachers in the program. (pp. 30-31)

The Newfoundland Teachers Association Committee for the Reorganized High School Program in their Brief to the Newfoundland Department of Education (1984) recommended that the Department of Education assume a greater responsibility for teacher inservice education, particularly for new courses.

The Vaughan (1982) study conducted to develop a comprehensive list of competencies deemed necessary for secondary school business teachers in North Carolina found the competencies that yielded the highest scores by supervisors and teachers were business work experience and business mathematics.

Memorial University of Newfoundland offers a degree and diploma in vocational education. However, admission requirements include occupational training and work experience in an occupational area. The majority of teachers of the business education courses would be unable to meet these requirements.

It would appear that university courses, inservice education, and related work experience are considered by North American

educators to be key factors in contributing to effective teacher preparation of business education teachers.

Typing

The ability to type is a skill that most people will need at some time. Rowe (1976), a prominent business education authority and author, commented on its universality when he wrote "it can be stated with confidence that typing is a skill designed for everyone" (p. 107).

Traditionally, typing has been a vocational subject taught to typists and stenographers to enable them to copy business materials. Originally, the use of the typewriter to prepare personal-use materials was limited. In fact, Tonne, Popham, and Freeman (1965) note that Woodrow Wilson drafted the proposal for the League of Nations on the typewriter "but his ability to do so was so astonishing that the draft is a museum piece" (p. 111).

But times have changed. The editors of Time (October 11, 1982) describe a situation that has implications for the teaching of the universal keyboard:

An eight-year old types (italics mine) instructions that bring forth on the screen a figure of the space shuttle, Columbia." (p. 10)

A "hunt-and-peck" two-finger technique will activate the keyboard, but proper keyboarding skills will assist the student throughout his life. In recognition of this fact, numerous articles have been appearing in business education journals

of late, all addressing the concern of providing touch-system keyboarding instruction for all students at all ages.

The term "keyboarding" is a relatively new word; and since keyboarding and typing courses are not the same, definitions for each will be given here.

Keyboarding is a course that presents only the keyboard to persons who want to use the "touch" system on a machine which has a universally-accepted configuration of alpha-numeric keys. (Dickey-Olson, 1982, p. 1)

Typing is a course that presents a program for developing typing accuracy, speed and productivity. (Rowe, Lloyd and Winger, 1966, p. 3T)

Stainbrook (1984) considers keyboarding a basic skill, because "persons in all walks of life should have some skill with a keyboard whether that of a typewriter or computer" (p. 327).

A perusal of the professional literature (Douglas, Blandford, and Anderson, 1957; Calhoun, 1980) reveals that more students have been and are enrolled in typing than in any other business subject. Rowe, Lloyd, and Winger (1972) support this finding in their textbook, Typing 300, when they inform students that "more than 5 million beginners learn to type each year" (p. 1).

Historically, typing has had increasing enrollments. This fact is applicable to Newfoundland and Labrador schools, as is borne out by the statistics presented by the Department of Education:

Enrollment

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
<u>Course</u>				
Typing 1102	1,438	2,304	4,297	4,467
Typing 2102	-	787	1,433	1,329

(School Services Division, Department of Education, 1984)

Curriculum Structure

As has been previously noted, typing was originally taught as a vocational skill. Gradually, the goal of typing was broadened, so that in 1957, Douglas, Blandford, and Anderson note:

Typing is being identified more and more as general education with the result that the majority of persons now enrolled in the course are interested solely in developing typing skill for personal use. (p. 95)

By 1967, Nolan, Hayden, and Malsbrary were questioning whether typing could be considered as a strictly business subject because of its many personal uses. (p. 19)

Rowe articulated in the National Business Association Yearbook, 1976, two major purposes for typing:

as a tool of literacy where skill acquisition can provide an additional dividend through the language arts, and

as a vocational skill much sought after by both men and women. (p. 107)

Tonne and Nanassy (1970) introduced a third purpose by insisting that provision must be made for those who do not know at the outset what use they will make of typing. They point out the responsibility of teachers to provide career information to assist students in occupational choice. (p. 291)

These three purposes were taken into account by Rowe, Lloyd, and Winger (1972), authors of the authorized textbook for Newfoundland schools, Typing 300. They designed their textbook for the

Personal Use student taking typing to type his own term papers;

Career Education student taking typing to find out about office work; and the

Office Training student taking typing to obtain economically viable skills.

The Program of Studies for the Reorganized High School of Newfoundland and Labrador, 1984-1985, lists two typing courses: Typing 1102 and Typing 2102. An examination of the course descriptions (1982) reveals:

The main objective of Typing 1102 is to develop elementary skills in operating a typewriter for personal use and to provide a foundation for further study in the field of business education. (p. 3)

The course description for the Typing 2102 course states:

The purpose of this course is to continue the development of typing ability and to introduce additional terms and activities related to typing. (p. 3)

It would appear that both these courses are related to the personal-use and career education purposes as outlined by Rowe, Lloyd, and Winger.

Curriculum Content

A study of the professional literature and current typing textbooks reveals that there is a common core within the beginning typing course. Calhoun (1980) states that the content of the

beginning course usually includes learning the keyboard, developing speed and control, applying typing skill to simple situations such as letters or envelopes, centering, writing reports or papers for other courses, proofreading, composing, and learning to take care of the typewriter. (p. 179)

An examination of the course content as prescribed by the course descriptions for Typing 1102 and Typing 2102 and the content of the authorized textbook, Typing 300, reveals a similar content as recommended by Calhoun with the exception of composing at the typewriter, which is not included in the content of these courses. However, it should be noted that the Typing 2102 course does include an objective "to emphasize the importance of proofreading and editing" (p. 3).

Instructional Materials and Methods

Historically, typing instruction has changed as a result of research in the psychology of skill building and changes in technology. Increased attention to number writing, belief in performance goals, need for typewriter composition skills, and individualized instruction are some of the changes that have occurred in the field.

These changes are reflected in business education methods books (Calhoun, 1980; Nanassy, Malsbary, and Tonne, 1977; Tonne and Nanassy, 1970); in teacher guides (Typing 300, Teacher's Service Manual, Rowe, Lloyd, and Winger, 1973); and in research findings.

The Ford (1976) study of selected elements in first-year typing within American high schools found that the major factor in determining the method used for introducing the number keys was one suggested by typing textbooks. It further reported that research was not being disseminated on an extensive basis to classroom teachers. West (1984), in a study of American high school typing teachers, found that about half lacked knowledge of current proven practices of typing instruction.

The findings discussed in Chapter Four of this thesis will indicate that current practices in instructional materials and methods have not been attended to by business educators in the Newfoundland and Labrador educational setting.

Teacher Preparation

The professional duties of a typing teacher include planning units of instruction, selecting instructional techniques, methods and media related to the course, and evaluating performance. The preparation necessary to facilitate these activities is usually provided through university courses and/or inservice education.

The teaching of a skill subject such as typing is based on psychological principles of skill building with classroom procedures built around these principles. Methods of teaching the keyboard, rate of presentation, and detection of behaviors that inhibit development are part of the techniques, methods, and strategies required to teach typing successfully.

Inadequate training and insufficient knowledge can lead to feelings of frustration as evidenced by the comments of a teacher cited by the Newfoundland Teachers Association Brief to the Newfoundland Department of Education (1984):

I am getting tired of teaching courses in the program that I have no training for simply because the schedule demands it. This year I am slated to teach Business Education 2101 in which I have an adequate background but linked to the course is Typing 2102 and I don't know how to type! (p. 4)

Typing has become a universal method of communication. Properly trained teachers are required so that this medium can be used successfully.

Related Business Education Courses
Offered in Other Provinces

In order to examine curricula of the other provinces and to determine its correlation with related contemporary research, a concerted effort was made by the researcher to obtain provincial course outlines for the business education courses under study. This effort involved writing a request letter on August 14, 1984, to the nine other provinces, which elicited four replies; writing a follow-up letter on October 15, 1984, which elicited two additional replies; and placing telephone calls on October 22, 1984, which resulted in receipt of the remaining course outlines by November 10, 1984.

An examination of the curricula reveals the following facts:

1. Nine provinces offer business education courses as part of their program of studies.

2. Nine provinces offer job training for business education courses and eight provinces offer general business education courses.
3. Five provinces offer the general business course to all students on an elective basis.
4. Eight provinces offer the typing course to all students on an elective basis and one province offers the typing course as part of their job training for the business education program.

A unified structure for business education is adhered to by the Departments of Education across Canada. An example of the recognition given the major goals of business education is evident in the Curriculum Guide (1982) of the Province of Saskatchewan.

Business Education is an integral part of the total education program encompassing the objectives of self-realization, human relationships, economic efficiency and civic responsibility. (p. 1)

The Business Education Curriculum Guide (1979) for the Province of British Columbia specifically refers to the two major purposes of business education.

In teaching students about business, teachers are preparing them to handle their own affairs and to function as informed consumers and citizens. In educating students for business, teachers are assisting students to develop the concepts applicable to all forms of organization: government, institutions, labour, and community agencies, as well as preparing them for entry into and advancement in jobs and careers. (p. 2)

The Public School Program Guide (1984) for the Province of Nova Scotia indicates the delivery system by which this type of education is achieved.

There are two phases of business education: individual business courses and business sequences. Each has

a definite purpose and each may play an important part in the achievement of the general aims of education. Individual business courses are designed to contribute to basic education for all students, regardless of career plans, and business sequences are intended to prepare students for business and office occupations. (p. 11)

An examination of the curricula received revealed that the curriculum structure of the general business and typing courses is in accord with contemporary research in the field. Emphasis is placed on the socio-economic structure of the general business course by the five provinces offering the course. The Curriculum Guide (1982) for the Province of Manitoba notes that their General Business 101 course

provides insights into principles and practices commonly encountered not only in vocational business but also in personal consumer situations. (p. 1)

Mr. Thomas E. Tidey, Education Officer, Curriculum Branch, Ministry of Education, Ontario, and immediate past president of the Canadian Association of Business Education Teachers, points out in his letter dated September 10, 1984, that

We are presently revising our entire secondary school program in business studies. Final curriculum documents will not be available until the fall of 1985.

He did, however, forward rough drafts for that province's Introduction to Business course, noting that the document reflects the general direction the province is proceeding.

The curriculum structure of this course has a socio-economic emphasis as can be recognized by the following general objective.

This course gives students an understanding of the interaction of business, government and the individual in our economic system. Students are introduced to

the personal and business related skills, knowledge, attitudes and concepts that will help them to become successful participants in our economy. (p. 1)

The curriculum structure for the typing course is linked at the interprovincial level with the current trends in the field. The Curriculum Guide (1981) of the Province of New Brunswick for the Typewriting 102 course states the personal-use and career education purposes suggested by textbook authors.

This course will provide students outside the Business Education Program with a lifetime skill to serve their personal typewriting needs and to provide a decision-making aid as to whether or not to pursue a vocational career. (p. 1)

The Curriculum Guide (1984) for this province's Typewriting 103 course also makes note of the emerging role of the typewriter as a communication tool and the subsequent compatibility of typing skill and literacy.

Today the typewriter is a basic tool of communication and a tool of literacy. The competent typist is not a mere robot but a thinking individual who is skilled in the use of language and in forms of communication. (p. 2)

An examination of the curriculum content of general business and typing courses revealed that there is a definite connection between the topics as outlined in the curriculum guides and the topics as recommended in the professional literature.

The Curriculum Guide (1984) of the Province of Alberta for their Basic Business 20 course has the following topic headings, Canadian business, consumer credit, insurance, economic concepts, small business management, managing techniques, and personal financing planning. The Curriculum Guide (1982) of the Province

of Manitoba for their General Business 101 course has a similar basic core of socio-economic concepts.

The curriculum content of the typing course for the nine provinces was found to be similar to that recommended by textbook authors and typing authorities. The researcher noted two curriculum trends in the content of the other provinces. The first was the wide use of the term "keyboarding" rather than "typing." The second was the inclusion of composition skills at the typewriter as part of the course content. The reason for the first trend can be found in the introduction of the Pilot Curriculum Guide (1984) of the Province of Prince Edward Island for their new Keyboarding/Personal Typing course.

Keyboarding is a skill that almost everyone must use at one time or another - in school, on the job, and increasingly in the home. Keyboarding skills are fundamental to using a typewriter, a microcomputer, or a word data processing machine. The ability to operate the keyboard by "touch" is rapidly becoming a fundamental education skill. (p. 1)

The subsequent need for the second trend is covered in the specific objectives of the course:

perform proofreading/editing and composition tasks at the keyboard in an on-going effort to improve these skills.

The instructional materials and methods presented in the Business Education Manuals and Curriculum Guides for general business and typing by the other nine provinces are in the opinion of the researcher of a very good quality. The Business Education Manuals would be particularly helpful for administrators, counsellors, and teachers in providing a schematic overview of business.

education, a plan for implementation of the courses, and a brief description of specific courses. The Curriculum Guides are prepared not only to help and guide teachers, but also to promote professional creativity and judgement. A decided effort has been made to provide teachers with extensive listings of print and non-print instructional materials and a comprehensive synopsis of methods for presenting course content.

The researcher found two references to the importance of teacher preparation in the curricula received from other provinces. Both these references were made in connection with the typing course. The Curriculum Guide for Division IV Typewriting (1979) for the Province of Saskatchewan made the following pertinent remark:

Teachers assigned typewriting should have a working knowledge of the subject and be capable of demonstrating all typing skills and activities. (p. 3)

Historically, the general business and typing courses have offered basic education to students in Canada. These courses must continue to develop our most valuable natural resource: the skills and abilities of our students as they enter the emerging post-industrial society.

CHAPTER THREE

DESIGN OF THE STUDY

This study was designed to determine and compare the opinions of district coordinators and teachers of business education at the senior high school level in the Province of Newfoundland and Labrador regarding selected general issues of business education in the areas of (1) curriculum structure, (2) curriculum content, (3) instructional materials and methods, (4) teacher preparation, and (5) evaluation of specific courses.

The Instrument

The development of the instrument or questionnaire used in this study involved three main procedures. These procedures consisted of Identification of Issues, Validation of Issues, and Reliability of the Instrument.

Identification of Issues

The first procedure involved a review of professional literature and research findings. The review of professional literature was conducted to obtain an overview of business education from the perspectives of textbook and method book authors, curriculum authorities, and educators. The basis for the literature search was the "General Business" and "Typing" entries in the Canadian Business Education Index, 1979, and the ERIC data base for the years 1965-1983.

The review of research findings was undertaken to identify issues of interest to business education researchers. The basis for the search was the "General Business" and "Typing" entries in the Research Summaries in Canadian Business Education Index, 1979, and the Comprehensive Dissertations Index for the years 1954-1984.

From the various readings, issues were identified and narrowed by the researcher for the final selection process.

Validation of Issues

The second procedure was the selection of issues. Issues were arbitrarily judged by the researcher to be the most applicable to the business education program of studies in Newfoundland and Labrador high schools.

This method of decision-making was used because Kerlinger (1973) points out that "content validation consists essentially in judgement. Alone or with others, one judges the representativeness of the items" (p. 458).

Fifteen issues were finally selected. This number was considered to be the maximum because it was important to keep the questionnaire short in light of the workshop agenda and the need to cover the issues adequately.

The general format of the questionnaire was then arranged. For ease of completion, the questionnaire was comprised of two components. The first consisted of Characteristics of the Respondents, and the second consisted of the Current Issues in Business

Education. An agree-disagree arrangement was utilized because it was judged to be an efficient method of obtaining information. Respondents were asked to circle a number from 1 (strongly agree) to 4 (strongly disagree) that represented their opinion of the issue.

Having selected the issues and format for the questionnaire, a concerted effort was made to achieve reliability.

Reliability of Instrument

Finally, the consistency of measurement or reliability of the questionnaire was addressed. Kerlinger (1973) suggests that unambiguously written items and clear instructions increase the consistency of an instrument. (p. 454)

Two procedures were initiated to make the instrument more reliable. First, to bolster reliability the researcher adapted a study by Dlabay (1980) entitled "Identification and Comparison of the Opinions of Basic Business Authorities, State Curriculum Supervisors, and High School Teachers Regarding Selected Basic Business Issues."

Second, the researcher conducted a pilot study to ensure that the items on the questionnaire were unambiguous and the instructions were clear. The instrument was field-tested by administering it to a jury representing district coordinators and teachers. Two school administrators and four teachers of business education and/or related subjects at Holy Trinity School, Torbay, were requested on September 25, 1984, to complete the

questionnaire. The jury was also asked to indicate whether or not the instructions and items were clear.

The purpose of having the members of the jury answer the questionnaire and make comments on its wording was to assist the researcher in reducing errors of measurement. As a result of the pilot study, two minor deletions were made in the Characteristics of Respondents component and question number 5 in the Current Issues component was reworded. A copy of the pilot study questionnaire has been included in Appendix A.

Collection and Treatment of Data

Source

This study was conducted in the Province of Newfoundland and Labrador with district coordinators and teachers of business education courses in the senior high school program. Because the researcher was requested to make an hour-long presentation at three Business Education Regional Workshops in Newfoundland, it was deemed advantageous to administer the questionnaire during the workshops.

Accordingly, the instrument was administered successively at St. John's, October 1, 1984; Gander, October 3, 1984; and Corner Brook, October 4, 1984. The agenda for the workshops permitted (under similar conditions) administration of the instrument between the opening remarks by the Chairman at 9:30 a.m. and the presentation scheduled for the researcher at 10:00 a.m. The questionnaire was easily completed and returned by the workshop

participants within this time frame. A copy of the questionnaire has been included in Appendix B.

A positive attitude towards the questionnaire was evident during its administration. In fact, it was noted by the chairman that it probably helped the scheduled group discussions because the participants were placed in a position of thinking about current issues and courses of business education.

As a result of the interest in the questionnaire, a relatively high response rate was realized. Table 1 gives details regarding the total number of questionnaires administered, the number returned and the percentage rate.

TABLE 1

NUMBER OF QUESTIONNAIRES ADMINISTERED TO
DISTRICT COORDINATORS AND TEACHERS OF BUSINESS EDUCATION,
NUMBER RETURNED AND PERCENTAGE RATE

Occupation	Questionnaires Administered	Questionnaires Returned	
		Number	Percentage
District Coordinators	17	16	94.1
Teachers	84	82	97.6
Total	101	98	97.0

A disadvantage of any questionnaire previously cited by Kerlinger was that of a low response rate. He recommends that "every effort should be made to obtain returns of at least 80

- 90 percent or more" (p. 414). The 97.0 response rate of this study is well within his recommended range.

Following the collection of data, procedures were commenced for their statistical analysis.

Data Treatment Procedures

For the purposes of drawing conclusions regarding the research questions, the following procedures were undertaken.

Since the questionnaire consisted of two components, Characteristics of Respondents and Current Issues in Business Education, each component was analyzed separately.

The first component, Characteristics of Respondents, was divided into two sections: Occupation and Experience. From the Occupation section, the numbers of district coordinators and teachers were totalled to determine the percentage rate of the questionnaire. The results of this analysis have been presented in this chapter.

From the Experience section, the teaching experience of teachers was totalled for their Major Subject Area, Specific Business Education Course Taught (Typing 1102 and Typing 2102 and General Business 1101 and General Business 2101) to determine the teaching background of the respondents. The results of the statistical analysis for this section are presented in Chapter Four.

The second component, Current Issues in Business Education, comprised the major portion of the questionnaire. It was divided

into sections relating to the five areas under study. The procedures followed included the preparation of a frequency distribution for each item, the conversion of the raw data to percentages for simplification of reporting, the formation of a conclusion criteria rating scale, and the development of tables to show the rating assigned to each item. The results of the statistical analysis for this component are presented in Chapter Four.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

The purpose of this chapter is to present a descriptive analysis of the data gathered from a questionnaire administered on October 1, 3, and 4, 1984, to district coordinators and teachers of business education courses in the senior high school program for the Province of Newfoundland and Labrador.

The design of the questionnaire incorporated two components: Characteristics of Respondents and Current Issues in Business Education. The format of the components will be outlined, followed by the findings for the specific courses under study: General Business and Typing.

Format

Characteristics of Respondents

The first component was divided into two sections: Occupation and Experience. Utilizing the "Occupation" heading, data were totalled to obtain the number of district coordinators and teachers completing the questionnaire. This procedure was used in order to obtain the percentage rate for the questionnaire. The results of this calculation have been presented in Table 1 in Chapter Three.

Utilizing the "Experience" heading, data were totalled in order to obtain an overview of the respondents' teaching assignments for the 1984-85 school year. This procedure was used in order to present the major teaching assignments and

the specific business education teaching experience as expressed in years.

For ease of format, major teaching assignments were grouped in accordance with the Program of Studies for the Reorganized High School Program for the Province of Newfoundland and Labrador, 1984-1985. (p. iv)

For ease of reporting, subjects were grouped under their departmental headings. For example, teachers reporting "History," "Geography," "Social Studies," and "Consumer Studies" as their major subject area were grouped under the heading "Social Studies." Likewise, the entry "Business Education" includes responses such as "Business Education," "Prevocational," and "General Business." Teachers with a dual teaching assignment were listed separately with a diagonal used to indicate a dual teaching role. For example, "Mathematics/Science" indicates a person teaching both Mathematics and Science. The subjects were rank-ordered from the greatest number to the least.

The specific business education teaching experience for the general business and typing courses were grouped according to the number of years teachers have had experience in teaching these courses. The "one to three years" category was used because the courses have been implemented into the high school curriculum for three years. It was also deemed necessary to include the "over three" category because prevocational teachers have taught the courses prior to their inception into the high school curriculum.

Current Issues in Business Education

An inspection of the professional literature on the development of the general business and typing courses reveals differences of opinions concerning fundamental issues in the areas of (1) curriculum structure, (2) curriculum content, (3) instructional materials and methods, (4) teacher preparation, and (5) evaluation of specific courses.

The second component of the questionnaire, Current Issues in Business Education, sought to obtain the opinions of professional educators in Newfoundland and Labrador concerning fifteen selected issues. The format of the questionnaire was arranged with the dual concerns of completion practicability and reporting simplicity in mind.

For ease of completion, a rating scale was used. The choices for each issue were assigned values. For example, 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree. In this manner, individual issues were scored in such a way that the higher the score the more positive the opinion and the lower the score the more negative the opinion. Because respondents did not make a choice on some of the issues, a "No Opinion" entry is included in the findings.

The criteria used for purposes of drawing conclusions regarding the research questions are presented in Table 2.

TABLE 2
CONCLUSION CRITERIA

Percentage	Conclusion
75 - 100	Substantial agreement existed among the groups
50 - 74	Definite agreement existed among the groups
25 - 49	Some agreement existed among the groups
0 - 24	Little agreement existed among the groups

For ease of reporting, the questionnaire was divided into the five areas under study, percentages were derived from the responses to the rating scale, and the results were tabulated for presentation purposes.

The results of the questionnaire for each subject will be discussed in detail.

General Business

Characteristics of the Respondents

The results for the calculations of the experience of the respondents are presented in Table 3.

Findings

The findings of the Summary of Actual Teachers of General Business will be discussed in sequence following the headings of the table.

Major Teaching Assignment(s)

The results of the tabulations for this heading indicate that 52 general business teachers completed the questionnaire.

The majority had a background in Business Education (10), English (9), and Social Studies (9), followed by Mathematics (6), and Religious Education (3). The remaining seven teachers had a wide teaching background.

General Business 1101 Teaching Experience

The total number of teachers of this course completing the questionnaire was 47, of which 21 had one year of experience and 9 had three years of experience.

General Business 2101 Teaching Experience

The total number of teachers of this course completing the questionnaire was 33, of which 18 had one year of experience and 2 had three years of experience.

These statistics would appear to be in line with the fact that this course is gradually being introduced into the curriculum. Teachers with lack of experience would be more likely to attend a workshop.

The diversity of teaching experience and the limited experience in teaching General Business 1101 and General Business 2101 will be also reflected in the "Teacher Preparation" section of the Current Issues in Business Education component.

TABLE 3

SUMMARY: ACTUAL TEACHERS OF GENERAL BUSINESS

1. Major Teaching Assignment(s)
2. General Business 1101 Teaching Experience
3. General Business 2101 Teaching Experience

Characteristics	Number of Teachers
<u>1. Major Teaching Assignment(s)</u>	
Business Education	10
English	9
Social Studies	9
Mathematics	6
Religious Education	3
English/Business Education	1
French	1
French/Business Education	1
Librarian	1
Mathematics/Science	1
Physical Education/French	1
Social Studies/Science	1
Science	1
Incomplete	7
Total Number of Teachers	<u>52</u>
<u>2. General Business 1101 Teaching Experience</u>	
One Year	21
Two Years	13
Three Years	9
Over Three Years	3
Incomplete	1
Total Number of Teachers	<u>47</u>
<u>3. General Business 2101 Teaching Experience</u>	
One Year	18
Two Years	9
Three Years	2
Over Three Years	3
Incomplete	1
Total Number of Teachers	<u>33</u>

Current Issues in Business Education

The first priority of curriculum planners is to decide the overall purpose, write the specific objectives, and designate the status (elective/core) of a course.

Curriculum Structure

Three research questions (Numbers 1 - 3) were incorporated into the questionnaire in order to determine the structural concerns of educators. Each research question will be treated separately.

Issue No. 1 - The course should service the educational needs of all students.

The goal of the general business course has been a subject of controversy for a number of years. Frequently, this course is believed to serve best the educational needs of low-ability students. Traditionally, there has been a "dumping ground" image associated with business education in general and the general business course in particular. While it is true that low-ability students will require basic business knowledge, it is equally true that basic business knowledge will be required by all students as they assume their place in society as consumers, workers, and citizens.

The first research question was designed to determine whether the traditional image of business education is still applicable to the Newfoundland and Labrador educational setting.

Table 4 indicates the opinions of the respondents concerning this issue.

The results reveal that the two groups were on the "Agree" end of the scale: 81 percent of district coordinators and 75 percent of teachers agreed with the goal of the general business course.

It is interesting to note, however, that 13 percent of district coordinators and 25 percent of teachers disagreed with the statement. This could indicate the belief concerning business education as a dumping ground for low-ability students still exists in the minds of some educators.

TABLE 4
RESEARCH QUESTION NO. 1

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	25	35
Agree	56	40
Disagree	13	21
Strongly Disagree	0	4
No Opinion	6	0

Issue No. 2 - The course should contribute to the general education of students.

One of the major aims of the educational system is to provide students with a general education. As previously noted in Chapter Two, general education is helping students to obtain the basic

knowledge, understanding, and attitudes that will enable them to become consumers, workers, and citizens.

The second research question was included to determine whether the general purpose of the general business course was recognized by the respondents.

Table 5 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups are supportive of the general educational aim of the course, with 94 percent of district coordinators and 90 percent of teachers replying in the affirmative. In fact, 33 percent of the teachers elected "Strongly Agree" as their choice. One can readily see that the general educational purpose of the general business course is recognized by the respondents.

TABLE 5
RESEARCH QUESTION NO. 2

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	19	33
Agree	75	57
Disagree	0	6
Strongly Disagree	0	4
No Opinion	6	0

Issue No. 3 - The course should be required of all students.

The general business course is a part of the business education curriculum across Canada. The emphasis on this course has run the gamut from being considered a nice, easy course for preparing students for the world of work to being considered a vital component of instruction for a large population in our schools.

This issue was addressed in the third research question in an attempt to determine the status respondents assign to this course.

Table 6 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups disagree substantially (69 percent and 73 percent respectively) with the concept that this course should be a required subject. This finding is in accordance with the status of the course across Canada. At the interprovincial level it is offered as an elective course.

TABLE 6
RESEARCH QUESTION NO. 3

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	4
Agree	19	21
Disagree	19	44
Strongly Disagree	50	29
No Opinion	6	2

In summary, there would appear to be substantial agreement among the groups concerning the curriculum structure of the general business course. The consensus was that the course serves the educational needs of all students, contributes to the general education of all students, and should not be a required course in the senior high school.

The day-to-day reality of the classroom revolves around the question: What did you learn in school today? Teachers and district coordinators are, therefore, concerned about the skills and/or knowledge to be learned by students.

Curriculum Content

Four research questions (Numbers 4 - 7) were incorporated into the questionnaire in order to determine the content concerns of educators.

Issue No. 4 - "Daily Survival Skills" (e.g., writing a cheque, answering the telephone) should be included in the general business course.

In order to function effectively and efficiently in the world of work, certain basic skills are required. These skills are usually labelled "daily survival skills" and include writing a cheque, answering the telephone, and "getting along" with others. Sometimes these skills are more important than job employment skills, since frustration and disharmony in the work place can cause loss of employment.

The fourth research question was selected to determine

the respondents' opinions concerning the inclusion of personal living skills in the general business course content.

Table 7 indicates the opinions of the respondents concerning this issue.

The inclusion of "daily survival skills" as part of the course content received substantial support from both groups. This issue recorded two of the highest percentage scores for the questionnaire: the highest affirmative percentage from both groups (100 percent and 92 percent, respectively) and the highest "Strongly Agree" category score from the teachers - 59 percent. A possible reason for this strong support could be that the respondents feel more comfortable with this aspect of the course because of their own personal use of business survival skills.

TABLE 7
RESEARCH QUESTION NO. 4

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	37	59
Agree	63	33
Disagree	0	4
Strongly Disagree	0	4
No Opinion	0	0

Issue No. 5 - Emphasis should be on the education of students as consumers, workers and citizens rather than on the development of basic consumer skills (e.g., budgeting, purchasing insurance).

Historically, the emphasis of the general business course has been centered on economic content. As has been noted in Chapter Two, the social and economic factors influencing business have been implemented recently into the course. This shift in emphasis has apparently provoked an ongoing debate among business educators.

The fifth research question was designed to determine the respondents' opinions concerning the inclusion of socio-economic concepts into the general business course content.

Table 8 indicates the opinions of the respondents concerning this issue.

The results reveal that there was definite agreement among the respondents with the shift in emphasis for the general business course (69 percent and 67 percent respectively). It should be noted, however, that 31 percent of the district coordinators and 31 percent of the teachers disagreed with the statement. It would appear that the shift in emphasis has not been perceived by a number of educators.

This is understandable because the respondents likely would have had little contact with course guidelines of other provinces that would keep them abreast of new developments in the field.

TABLE 8

RESEARCH QUESTION NO. 5

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	21
Agree	56	46
Disagree	31	23
Strongly Disagree	0	8
No Opinion	0	2

Issue No. 6 - The course should be restructured to eliminate overlapping content (e.g., money management) being taught in other courses.

One of the tasks of the curriculum developer is to have as little overlapping content as possible. This is difficult in introducing business education courses because these courses are interrelated and cover a wide range of topics. An examination by the researcher of the course outlines for the province's consumer economics course revealed content overlapping could be an issue.

The sixth research question was designed to determine whether content overlapping was a concern of the respondents.

Table 9 indicates the opinions of the respondents concerning this issue.

The results reveal there was substantial agreement among the groups that the course should be restructured to eliminate overlapping content (75 percent and 79 percent respectively). There was a greater reaction from the teachers - 58 percent

strongly agreed with the research question. This would seem quite logical because they have to cope with students saying "we did that last year." There are two philosophies concerning this issue. One is that similar content can be given a different perspective by each course and that repetition can aid student learning of important topics. The other is that with the ever-expanding content, available courses can be strengthened by adding new topics. It would appear that the majority of the respondents would elect to help students acquire a wider understanding of the various aspects of the business world by restructuring the present content.

TABLE 9
RESEARCH QUESTION NO. 6

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	25	58
Agree	50	21
Disagree	25	19
Strongly Disagree	0	2
No Opinion	0	0

Issue No. 7 - Language and communication skills should be evaluated as part of the course.

Proper spelling, grammar, and sentence structure have long been stressed by business educators. This is so because it is generally recognized that the ability to express oneself,

clearly in written and verbal form is a desirable asset in the world of work.

The seventh research question was designed to determine the respondents' opinions concerning the inclusion of language and communication skills in the evaluation of the general business course.

Table 10 indicates the opinions of the respondents concerning this issue.

There was substantial agreement among the groups (82 percent and 75 percent respectively) that language and communication skills should be evaluated as part of the course. This finding has important implications for students since much of their career success and life satisfaction are based on how well they can communicate.

TABLE 10
RESEARCH QUESTION NO. 7

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	38	17
Agree	44	58
Disagree	6	19
Strongly Disagree	12	6
No Opinion	0	0

In summary, there would appear to be substantial agreement among the groups concerning the curriculum content of the general

business course. The opinions of the respondents for this section was that "daily survival skills" should be included as part of the course content; emphasis should be on the education of students as consumers, workers, and citizens; the course content should be restructured to eliminate overlapping content; and that language and communication skills should be evaluated as part of the course.

Instructional materials and methods used to deliver a course play a key role in how receptive administrators are to its implementation and how enthusiastic teachers are to its continuation. The judicious selection of textbooks, student workbooks, evaluation strategies, and reference materials constitute an integral part of curriculum development.

Instructional Materials and Methods

Four research questions (Numbers 8 - 11) were incorporated into the questionnaire in order to determine the instructional materials concerns of educators.

Issue No. 8 - A textbook should be the primary instructional resource.

While all courses have a stipulated textbook, there are conflicting opinions as to its use as a primary instructional resource. There are those who believe in the unity of presentation that the use of a textbook can facilitate. Conversely, there are those who believe in the flexibility and originality offered by the use of diverse instructional materials.

The eighth research question was selected to determine the respondents' opinions concerning the use of a textbook as the primary instructional resource.

Table 11 indicates the opinions of the respondents concerning this issue.

At first glance there would appear to be a consensus among the groups on this research question, with both groups indicating they feel that the textbook should be the primary instructional resource, thus placing themselves on the affirmative end of the scale (69 percent and 69 percent respectively). However, a closer examination indicates that the result is not at all straightforward. Approximately one-third of the respondents (31 percent and 31 percent respectively) preferred the more flexible approach as opposed to the practical and convenient method of using a textbook.

TABLE 11
RESEARCH QUESTION NO. 8

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	0	21
Agree	69	48
Disagree	25	27
Strongly Disagree	6	4
No Opinion	0	0

Issue No. 9 - A student workbook should be the primary source of class activities and assignments.

There has been a trend lately by authors to supplement textbooks with student workbooks. Their purpose is to save teacher preparation time and provide students with ready-made class activities and assignments.

The ninth research question was designed to determine the respondents' opinions concerning the use of a student workbook as the primary source of class activities and assignments.

Table 12 indicates the opinions of the respondents concerning this issue.

There was a 22 percent difference of opinion between the groups on this issue. Thirty-seven percent of the district coordinators and 59 percent of the teachers were on the "Agree" end of the scale. There appear to be two philosophies regarding this issue. The district coordinators tended to favour a more theoretical, contemporary approach, while the teachers tended to favour a more practical, convenient approach. This might be expected, as both groups are viewing the research question from different perspectives.

TABLE 12
RESEARCH QUESTION NO. 9

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	9
Agree	31	50
Disagree	50	31
Strongly Disagree	13	6
No Opinion	0	4

Issue No. 10 - Short answer tests (e.g., multiple-choice, true-false) should receive greater emphasis in assigning grades than other evaluation (e.g., essay questions, research projects).

The classroom test acts as an evaluation device, teaching device, and guidance device. To achieve these purposes, careful construction of tests requires a selection between short and longer-type test items. Knowledge of facts and determination of learning progress may be achieved by choosing multiple-choice and true-false test items. Organization of thinking and clarity of expression may be achieved by choosing essay-type items.

The tenth research question was selected to determine the respondents' preference in the use of test items.

Table 13 indicates the opinions of the respondents concerning this issue.

The most important fact to be reported here is that in an era when teachers are often considered less work-oriented than their predecessors, the majority of the respondents (63

percent and 63 percent respectively) selected the more time-consuming evaluation-type test item. This is noteworthy because the majority of the respondents are teaching in other subject areas. This result is also in line with Research Question No. 7 where the majority of the respondents favoured language evaluation as part of the course.

TABLE 13
RESEARCH QUESTION NO. 10

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	10
Agree	25	27
Disagree	56	50
Strongly Disagree	13	13
No Opinion	0	0

Issue No. 11 - Course materials (e.g., reference materials)
are appropriate.

The course descriptions for the two general business courses under study outline course materials suggested for class use. Availability of reference materials, adaptability to student use, and relevance to students' needs are important factors to be considered in selecting appropriate course materials.

The eleventh research question was selected to determine the respondents' opinions concerning the appropriateness of course materials for the general business courses.

Table 14 indicates the opinions of the respondents concerning this issue.

While this topic received an overall affirmative response (50 percent and 54 percent respectively), a significant portion of the teachers (46 percent) disagreed with the statement. This issue emerged as one of the major concerns of teachers during the workshops' group discussions and will be further noted under the heading "State-of-the-Art" at the conclusion of this chapter.

TABLE 14
RESEARCH QUESTION NO. 11

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	12	8
Agree	38	46
Disagree	31	19
Strongly Disagree	0	27
No Opinion	19	0

In summary, there would appear to be general agreement among the groups concerning instructional materials and methods of the general business course. The district coordinators and teachers tended to agree on the use of a textbook as a primary instructional resource, the use of a student workbook as a primary source of class activities and assignments, and the type of test item to be utilized. However, there was a definite difference

of opinion concerning the appropriateness of the textbook as a resource material.

Much has been written concerning what constitutes the proper procedures for teacher preparation. Many business education authorities believe that the person who has an awareness of the methods and practices in teaching business courses and practical experience in business work has an added advantage in teaching students about business.

Teacher Preparation

Two research questions (Numbers 12 - 13) were incorporated into the questionnaire in order to determine the teacher preparation concerns of educators.

Issue No. 12 - Non-teaching work experience in business increases teacher effectiveness.

The background of a teacher can play a key role in his/her teaching effectiveness. The teacher who has gained business experience either through a summer job or volunteer work can rely on personal experiences to enrich teaching.

The twelfth research question was selected to determine the respondents' opinions concerning the effectiveness of non-teaching work experience in teaching the general business course.

Table 15 indicates the opinions of the respondents concerning this issue.

The fact that business work experience can be beneficial

to general business teachers was recognized by the majority of the respondents (75 percent and 84 percent respectively).

TABLE 15
RESEARCH QUESTION NO. 12

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	44
Agree	69	40
Disagree	6	14
Strongly Disagree	6	2
No Opinion	13	0

Issue No. 13 - University methods courses in the field should be available.

It is generally acknowledged that methods courses can prove to be advantageous to prospective and practicing teachers.

Each subject area, including business education, has special techniques and strategies for presenting content. Methods courses in the field meet a practical need of showing what, why, and how to teach pertinent topics.

The thirteenth research question was selected to determine the respondents' opinions concerning the practicability of university methods courses in the field.

Table 16 indicates the opinions of the respondents concerning this issue.

This issue had a significant level of support with 100 percent of the district coordinators and 90 percent of the teachers

believing that university methods courses should be available. This reaction is understandable, considering the fact that the majority of respondents have had limited experience teaching the general business course and that their expertise is in other subject areas.

TABLE 16
RESEARCH QUESTION NO. 13

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	56	34
Agree	44	56
Disagree	0	6
Strongly Disagree	0	4
No Opinion	0	0

In summary, there was substantial agreement among the groups concerning the teacher preparation issues. Both groups supported the concept that teacher effectiveness is increased with practical experience in business work and that university methods courses should be available.

The foregoing sections have been concerned with general issues concerning business education. The remaining section is concerned with the specific evaluation of the courses under study - General Business 1101 and General Business 2101.

Conclusions

Two research questions (Numbers 14 - 15) were incorporated into the questionnaire in order to obtain a rating by the respondents of the overall quality of the general business courses and to determine their opinions whether changes should be made. Because of the close relationship between the two research questions, each course will be treated individually.

GENERAL BUSINESS 1101

Issue No. 14 - Overall, the quality of the course is very good.

Table 17 indicates the opinions of the respondents concerning this issue.

The respondents indicated definite agreement on the quality of the General Business 1101 course with an affirmative selection (68 percent and 54 percent respectively). Teachers were less favourably inclined towards the course, with 24 percent selecting the "Strongly Disagree" category. The possible reasons of this result will be revealed under the "State-of-the-Art" heading of this chapter.

A fact that should be noted is the emergence of a 13 percent percentage of "No Opinion" rating by district coordinators. In fact, the "No Opinion" rating for this section is higher than the previous sections. A possibility that could account for this fact is a comment written by a district coordinator on his questionnaire in explaining why he did not complete Numbers 14 and 15:

I regret that I cannot complete this questionnaire since I just assumed responsibility for this curriculum area and I am not thoroughly familiar with the course material.

TABLE 17
RESEARCH QUESTION NO. 14

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	4
Agree	62	50
Disagree	13	18
Strongly Disagree	6	24
No Opinion	13	4

Issue No. 15 - Changes should be made in the course.

Table 18 indicates the opinions of the respondents concerning this issue.

Only limited agreement existed among the groups regarding the question of course changes. Fifty percent of the teachers felt changes should be made, but only 38 percent of the district coordinators felt the same way.

As previously noted in this section, a higher "No Opinion" rating has occurred - 50 percent by district coordinators.

As suggested earlier, lack of familiarity with the course curriculum area could be the reason for this high rating.

TABLE 18
RESEARCH QUESTION NO. 15

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	28
Agree	25	22
Disagree	12	30
Strongly Disagree	0	11
No Opinion	50	9

GENERAL BUSINESS 2101

Issue No. 14 - Overall, the quality of the course at present is very good.

Table 19 indicates the respondents' opinions concerning this issue.

The quality of the course was considered to be very good by a slight majority of the respondents (62 percent and 52 percent respectively). Teachers were less favourably inclined towards the course, with 15 percent strongly disagreeing with the statement.

TABLE 19
RESEARCH QUESTION NO. 14

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	0
Agree	56	52
Disagree	19	33
Strongly Disagree	6	15
No Opinion	13	0

Issue No. 15 - Changes should be made in the course.

Table 20 indicates the respondents' opinions concerning this course.

The results reveal a 26 percent difference of opinions between the groups. Forty-four percent of the district coordinators and 70 percent of the teachers were on the affirmative end of the scale. The 50 percent "No Opinion" rating recorded by district coordinators concerning General Business 1101 has reappeared for the General Business 2101 course.

The lack of correlation between research questions Numbers 14 and 15 has also occurred for this section. Sixty-two percent of the district coordinators rated the course as very good, but only 6 percent felt there should be no changes in the course. Once again, it would appear the 50 percent "No Opinion" rating has skewed the rating. The correlation of the teachers is, likewise, skewed with 52 percent rating the course as very good and 21 percent believing no changes should be made.

TABLE 20
RESEARCH QUESTION NO. 15

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	37
Agree	31	33
Disagree	6	15
Strongly Disagree	0	6
No Opinion	50	9

In summary, there was definite agreement among the groups that the overall quality of the General Business 1101 and General Business 2101 courses was very good.

There was some agreement among the district coordinators and definite agreement among the teachers that changes should be made in the General Business 1101 and General Business 2101 courses.

Typing

The descriptive analysis of the data gathered concerning the typing course for the senior high school program for the Province of Newfoundland and Labrador will be presented next.

The same questionnaire was used for both the general business and typing courses. The format for reporting the first component, Characteristics of Respondents, will be identical. The format for presenting the second component, Current Issues in Business Education, will be identical, with the exception of the number of selected issues. Three curriculum content research questions (Numbers 3, 4 and 5) and two instructional materials and methods research questions (Numbers 9 and 10) were eliminated because they were not considered applicable to the typing course.

Characteristics of Respondents

The results of the calculations of the experience of the respondents are presented in Table 21.

TABLE 21

SUMMARY: ACTUAL TEACHERS OF TYPING

1. Major Teaching Assignment(s)
2. Typing 1102 Teaching Experience
3. Typing 2102 Teaching Experience

Characteristics	Number of Teachers
1. Major Teaching Assignments	
Business Education	14
Social Studies	10
English	7
Mathematics	7
French	4
Science	3
Religious Studies	2
Consumer Studies/Science	1
English/Business Education	1
Home Economics	1
Industrial Arts/Mathematics	1
Mathematics/French	1
Mathematics/Science	1
Religious Studies/Science	1
Social Studies/Mathematics	1
Special Education	1
Typing/English	1
Typing/Principal	1
Incomplete	9
Total Number of Teachers	<u>67</u>
2. Typing 1102 Teaching Experience	
One Year	28
Two Years	14
Three Years	15
Over Three Years	3
Incomplete	1
Total Number of Teachers	<u>61</u>
3. Typing 2102 Teaching Experience	
One Year	24
Two Years	11
Three Years	6
Over Three Years	8
Incomplete	1
Total Number of Teachers	<u>50</u>

Findings

The findings of the Summary of Actual Teachers of Typing will be discussed in sequence, following the headings of the table.

Major Teaching Assignment(s)

The results of the tabulations for this heading indicate that 67 typing teachers completed the questionnaire. The majority had a background in Business Education (14), Social Studies (10), followed by English (7), Mathematics (7), French (4), Science (3), and Religious Studies (2). The remaining eleven teachers had a wide teaching background. There were nine teachers who did not complete this section.

Typing 1102 Teaching Experience

The total number of teachers of this course completing the questionnaire was 61, of which 28 had one year of experience and 15 had three years of experience.

Typing 2102 Teaching Experience

The total number of teachers of this course completing the questionnaire was 50, of which 24 had one year of experience and 6 had three years of experience.

These statistics would appear to be in line with the fact that these courses are gradually being introduced into the curriculum.

Current Issues in Business Education

Prior to implementation into a curriculum, the overall purpose, specific objectives, and designated status of a course are ascertained.

Curriculum Structure

Three research questions (Numbers 1 - 3) were incorporated into the questionnaire in order to determine the structural concerns of educators.

Issue No. 1 - The course should service the education needs of all students.

Historically, the typing course has been associated with either a vocational image of training students for employment purposes or with an "easy course" image for students of low ability. Currently, it is recognized in the professional literature that the typewriter keyboard has become a key communication tool and that all students should develop basic typing skills.

The first research question was designed to determine whether the historical or the current image of typing is applicable to the Newfoundland and Labrador educational setting.

Table 22 indicates the opinions of the respondents concerning this issue.

The results reveal that the two groups were on the "Agree" end of the scale: 69 percent of the district coordinators and 87 percent of the teachers agreed that the typing course should service the educational needs of all students. It is interesting

to note, however, that 31 percent of the district coordinators either disagreed or had no opinion compared to only 13 percent of the teachers. This could indicate the historical image of the typing course still exists in the minds of some educators.

TABLE 22
RESEARCH QUESTION NO. 1

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	38	48
Agree	31	39
Disagree	25	10
Strongly Disagree	0	2
No Opinion	6	1

Issue No. 2 - The course should contribute to the general education of students.

One of the major aims of the educational system is to provide students with a general education. As previously noted in Chapter Two, the goal of general education is to help students obtain not only basic knowledge but also skills and abilities that will enable them to assume their place in society as consumers, workers, and citizens.

The second research question was included to determine whether the general purpose of the typing course was recognized by the respondents.

Table 23 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups agree with the general educational aim of the course, with 69 percent of the district coordinators and 90 percent of the teachers replying in the affirmative. However, while the teachers are highly supportive of the general educational aim, the district coordinators are apparently less sensitive to the issue.

TABLE 23
RESEARCH QUESTION NO. 2

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	38	48
Agree	31	42
Disagree	25	6
Strongly Disagree	0	3
No Opinion	6	1

Issue No. 3 - The course should be required of all students.

Enrollments in typing courses across Canada reveal that it is one of the most popular business education courses. Two reasons may be presented for this fact. The first is that it is perceived by many to be a fundamental skill necessary to function in the business world of electronic typewriters, word processors, and microcomputers. The second is that it is considered as a tool facilitating personal communication. These reasons raise a pertinent question: Does business education have the obligation to require all students to learn typing?

This issue was addressed in the third research question in an attempt to determine the status respondents place on this course.

Table 24 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups disagreed with the concept of having this course be a required subject, with 69 percent of the district coordinators and 67 percent of the teachers voting negatively towards the concept. These results suggest that the course should continue to be offered on an elective basis.

TABLE 24
RESEARCH QUESTION NO. 3

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	6	15
Agree	19	16
Disagree	19	42
Strongly Disagree	50	25
No Opinion	6	2

In summary, there would appear to be general agreement among the groups concerning the curriculum structure of the typing course. However, the level of agreement was different between the groups concerning two questions: Whether the course services the educational needs of all students, and whether

it contributes to the general education of all students. Both groups were in agreement that it should not be a required course for senior high school students.

The content of the typing course calls for students not only to type but also to proofread and correct errors. These objectives raise an important question: What interdisciplinary knowledge is relevant to the typing course?

Curriculum Content

One research question (Number 7) was incorporated into the questionnaire in order to determine the content concerns of educators.

Issue No. 7 - Language and communication skills should be evaluated as part of the course.

As previously noted in Chapter Two, there is a consensus among business educators as to what should constitute the basic skills to be developed in a typing course.

The seventh research question was designed to determine the respondents' opinions concerning the inclusion of language and communication skills in the evaluation of the typing course.

Table 25 indicates the opinions of the respondents concerning this issue.

The results reveal that a relatively low percentage (57 percent and 38 percent respectively) of the two groups agreed with the inclusion of language and communication skills in the evaluation of the typing course. Two possibilities may account

for this low rating. The first is that the majority of the teachers have only one year of experience teaching the course and have an insufficient acquaintanceship with typing practices in the field. The second is the research question was positioned following three "N/A" items (Numbers 4 - 6). This may have caused confusion, resulting in the high "No Opinion" vote (37 percent and 30 percent respectively).

TABLE 25
RESEARCH QUESTION NO. 7

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	16
Agree	44	22
Disagree	0	21
Strongly Disagree	6	11
No Opinion	37	30

In summary, there was some agreement among the groups that language and communication skills should be evaluated as part of the course.

Teacher discussions in staff rooms and district coordinators' presentations around meeting tables quite often revolve around the topic of the availability, usefulness, and suitability of instructional materials.

Instructional Materials and Methods

Two research questions (Numbers 8 and 11) were incorporated into the questionnaire in order to determine the instructional materials concerns of educators.

Issue No. 8 - A textbook should be the primary instructional resource.

Student dependence upon a textbook varies from course to course and teacher to teacher. Some courses allow greater flexibility than others. However, the typing course at the beginning stages of skill development relies quite heavily on textbook use.

The eighth research question was selected to determine the respondents' opinions concerning the use of a textbook as a primary instructional resource.

Table 26 indicates the opinions of the respondents concerning this issue.

The results reveal a definite lack of agreement between the groups concerning this issue (44 percent and 71 percent respectively). A fact which should be noted here is the commencement of a trend of a relatively high (31 percent) "No Opinion" score by the district coordinators. A possible explanation for this trend is that the implementation of the typing course into the curriculum has been gradual. The district coordinators may not, as yet, have had an opportunity to become thoroughly familiar with the methodology, practices, and resources of the typing course.

TABLE 26
RESEARCH QUESTION NO. 8

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	34
Agree	31	37
Disagree	25	21
Strongly Disagree	0	8
No Opinion	31	0

Issue No. 11 - Course materials (e.g., reference materials) are appropriate.

The course descriptions for the typing courses under study recommend the use of the textbook, Typing 300; a student workbook, Learning Guides and Working Papers for Parts 1-6; and supplementary material for student and teacher reference. In fact, the Typing 300 textbook and its related Learning Guides are being used by five provinces to assist in the teaching/learning process.

The eleventh research question was selected to determine the respondents' opinions concerning the appropriateness of course materials.

Table 27 indicates the opinions of the respondents concerning this issue.

The results reveal a significant difference of opinion (36 percent) between the two groups, with 31 percent of the district coordinators and 67 percent of the teachers agreeing that the course materials are appropriate. A 50 percent "No

Opinion^m score has been recorded by the district coordinators. There would appear to be a link between their not being thoroughly familiar with the methodology of typing, as mentioned in Research Question No. 8, and this particular research question.

TABLE 27
RESEARCH QUESTION NO. 11

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	12	18
Agree	19	49
Disagree	19	13
Strongly Disagree	0	6
No Opinion	50	14

In summary, there would appear to be general agreement among the groups concerning the instructional materials and methods of the typing course. However, the level of agreement was different concerning the use of a textbook as a primary instructional resource and the appropriateness of the resource materials for the course.

The two senior high school typing courses are taught at the district vocational schools by prevocational teachers and at the high schools primarily by academic teachers. A condition of employment for a prevocational teacher includes three years of business work experience and professional educational training.

A condition of employment for an academic teacher is professional educational training.

Teacher Preparation

Two research questions (Numbers 12 and 13) were incorporated into the questionnaire in order to determine the teacher preparation concerns of educators.

Issue No. 12 - Non-teaching work experience in business increases teacher effectiveness.

The influence of the teacher can be lasting for students of typing. Correct posture, eyes on book, and proper keystroking are habits that will enable students to utilize the typewriter keyboard efficiently for a lifetime. The teacher who has had business work experience could be in a better position to stress the importance of these skill development techniques.

The twelfth research question was selected to determine the respondents' opinions concerning the effectiveness of non-teaching work experience in teaching the typing course.

Table 28 indicates the opinions of the respondents concerning this issue.

The fact that business work experience can be beneficial to teachers of typing was recognized by the majority of the respondents (69 percent and 86 percent respectively). Teachers were more supportive of the concept, with 37 percent strongly agreeing. They may more readily realize the short-term effects that practical experience could have on their daily teaching

tasks. It should be noted, however, that the district coordinators would more readily understand the long-term problems of staffing, financial restraint, and teacher/pupil ratio. These factors may have influenced their thinking.

TABLE 28
RESEARCH QUESTION NO. 12

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	37
Agree	56	49
Disagree	6	9
Strongly Disagree	6	2
No Opinion	19	3

Issue No. 13 - University methods courses in the field should be available.

It is widely recognized that methods courses can assist prospective and practicing teachers to demonstrate typing techniques, reinforce skill development, and evaluate learning.

The thirteenth research question was selected to determine the respondents' opinions concerning the benefit of university methods courses in the field.

Table 29 indicates the opinions of the respondents concerning this issue.

This issue showed substantial agreement among the groups, with 94 percent of the district coordinators and 83 percent of the teachers believing that university methods courses should

be available. This reaction is logical, considering the academic background of the respondents and their lack of opportunity to avail of business education methods courses at the provincial level.

TABLE 29
RESEARCH QUESTION NO. 13

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	50	37
Agree	44	46
Disagree	0	9
Strongly Disagree	0	3
No Opinion	6	5

In summary, there was general agreement among the groups concerning teacher preparation issues. Both groups supported the concept that teacher effectiveness is increased with practical experience in business work and that university methods courses should be available.

The foregoing sections have been concerned with general issues concerning business education. The remaining section is concerned with the specific evaluation of the courses under study - Typing 1102 and Typing 2102.

Conclusions

Two research questions (Numbers 14 - 15) were incorporated into the questionnaire in order to obtain a rating by the respondents

of the overall quality of the typing courses and to determine their opinions whether changes should be made.

TYPING 1102

Issue No. 14 - Overall, the quality of the course is very good.

Table 30 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups rate the course highly (75 percent and 91 percent respectively). The 19 percent "No Opinion" score of the district coordinators has skewed the rating. Perhaps a more realistic interpretation of this result is that only 6 percent of both groups disagreed with the quality of the course.

TABLE 30
RESEARCH QUESTION NO. 14

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	15
Agree	62	76
Disagree	6	5
Strongly Disagree	0	1
No Opinion	19	3

Issue No. 15 - Changes in the course should be made.

Table 31 indicates the opinions of the respondents concerning this issue.

The positive rating for the course is consistent with the correspondingly low rating (13 percent and 35 percent respectively) for changes in the course. The trend of a high "No Opinion" score by the district coordinators has continued (56 percent).

TABLE 31
RESEARCH QUESTION NO. 15

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	0	5
Agree	13	30
Disagree	31	45
Strongly Disagree	0	11
No Opinion	56	9

TYPING 2102

Issue No. 14 - Overall, the quality of the course is very good.

Table 32 indicates the opinions of the respondents concerning this issue.

The results reveal that both groups rate the course highly (75 percent and 90 percent respectively). The scoring for both groups for this question is approximately a duplication as for Typing 1102. In fact, the district coordinators' scoring is replicated.

TABLE 32
RESEARCH QUESTION NO. 14

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	13	15
Agree	62	75
Disagree	6	4
Strongly Disagree	0	4
No Opinion	19	2

Issue No. 15 - Changes in the course should be made.

Table 33 indicates the opinions of the respondents concerning this issue.

The affirmative rating of the course is consistent with the correspondingly low rating for changes (13 percent and 42 percent respectively). Again, the scoring for both groups for this question is approximately the same as for Typing 1102, with the district coordinators' scoring replicated.

TABLE 33
RESEARCH QUESTION NO. 15

Rating Scale	District Coordinators' Percentage	Teachers' Percentage
Strongly Agree	0	4
Agree	13	38
Disagree	31	42
Strongly Disagree	0	10
No Opinion	56	6

In summary, there was substantial agreement among the groups that the quality of the Typing 1101 and Typing 2102 courses at present is very good. There was little agreement that changes should be made in these courses.

State-of-the-Art

Permission was obtained from the chairman of the three regional workshops to tape-record the group discussions. The presentation of the transcript of these discussions may provide an opportunity to probe beneath the brevity of the responses of the questionnaire.

The respondents clearly express their concerns, resourcefulness, and humor. As a result, the only editing that has been carried out is to eliminate repetition of remarks. Additional comments by the researcher are limited to providing a caption for each excerpt to highlight the problem being discussed. Thus, the easy, flowing style of the conversations is preserved. A script format of typing has been chosen to identify different speakers. The connotation "Chairman" refers to the Chairman of the regional workshops; "Leader" refers to the leader of the group discussions; and capital letters, for example "A," refer to individual speakers.

Three group discussions were held. Each group had the same mutual concerns, primarily regarding instructional resources and methods for the business education courses. In order to maintain the unity of the three groups, the excerpts will be presented separately.

Group Discussions - St. John's, Newfoundland, October 1, 1984

The group was divided into three sections to discuss specific concerns. Following the initial discussion period, the groups reconvened. A brief summary was presented of each group's discussion. Because of logistics, a recording of the summaries only was obtained.

Group One - Problems with General Business 1101 and 2101

Group Leader: There are problems with not having student texts and problems with trying to use classroom sets. There are problems with duplicating a lot of the materials that are in the Learning Module and other places for students, but I don't think we came to a solution rather than it would be very nice if we had a good student text that would suit the courses and that students could take home for studying and getting ready for class.

The duplicating problem really didn't come up with a solution rather than asking Printing Services to do it and sell them to students, but which they are unwilling to do.

Group Two - Problems with Typing 1102 and 2102 - Techniques

Group Leader: We were talking about typing and the problem of getting through the keyboard. One of the recommendations we are making is that the course be semesterized so that you could get one typing course for the first term and the other for the second term.

We also looked at the problem of double periods, especially at the beginning stages.

Group Three - Problems with Typing 1102 and 2102 - Equipment

Group Leader: We discussed the equipment and resource requirements for the courses. We decided that each classroom should be provided with the proper equipment; the class size should be 25; stop watches, typing desks, wall charts, and chairs are an integral

part of the course; and that a service fund for typewriter repairs be set up.

Group Discussion - Gander, Newfoundland, October 3, 1984

The group discussion at Gander took place around a large rectangular table enabling the participants to speak in a relaxed atmosphere and the researcher to record the entire discussion. An examination of the questionnaires reveals that the majority of those present were typing teachers. The transcript is, therefore, almost exclusively devoted to comments on this course. The topics are presented in order as they arose during the discussion.

Student Inequalities

A: I think the message here is that either the department is going to have to come up with some more money or our typing program will be in serious trouble. I happen to be a principal of the school and I am teaching typing. It is the only way it can be offered. Last year we had 12 students. This year we have 24. The interest is there.

Leader: The way I feel about it personally is that if you are going to offer the course, you should have the materials and that is simplifying it.

B: If you are in a small school with a hundred high school students in it and you want to offer that option, you have to be flexible. I thought the idea behind the reorganized high school was to offer lots of options to lots of students. If you are going all of a sudden say you have to have a neat little typing desk and typewriter, and a proper chair, all these sort of things you are going to prejudice a lot of students. They just won't have the opportunities.

Purchase of Equipment

C: We found just to get ten typewriters very difficult. The school board regulations say you are not

allowed to sell chocolate bars, whatever, door to door.

D: We eventually raised \$900 that way and bought four.

E: We collected beer bottles.

F: It doesn't seem fair.

G: I mean you can't learn to play a piano without a piano.

Coordination of Typing Equipment

H: One of the things I ran into what I was at . . . was that the vocational school had about 30/40 typewriters that had been sitting in the stock room for 4/5 years. No one was using them. Now here we are at a high school 40 miles away and when I went to the principal at the vocational school, he quoted me several hundred regulations which had to be gone through. I wonder if there is some way to facilitate the transfer of those things where possible out of the vocational schools into the high schools. I really think someone should be looking at that.

I: One story that was told to me - as a matter of fact the principal told me this. They turned in these Olivettis - I believe they are a beautiful typewriter - they turned them in on some IBMs or something the year before and they got \$35 a machine. It was totally ridiculous. Better to give them to the schools or at least let us know that we could have them for \$35. Pay them \$50. I am sure that there should be some coordination.

Doubling-Up of Classes

(Note: The two levels in one classroom referred to in this conversation involves the teaching of two courses in a classroom at the same time).

J: I have two levels in one class. Does anybody else have that problem? I have twenty-one in one class; ten Level Ones and eleven Level Twos. They are working all over the place and I am

doing twenty-one different things. By the time the class is over I am mesmerized. But it is not me so much, it is them. When I am working with Level Ones, Level Twos need me to go on to something new. I find it really frustrating and they find it even more so.

Lack of Information on Evaluation Strategies

- K: A problem I have is the evaluation at the beginning. The school board wants a mark for the first report in November and it is so difficult to mark them. How can I give them a percentage? I do it, but the percentage I give them in November has no bearing at all on the final mark.
- L: I was frightened to death in June because some of the ones who had 95 percent in November turned out with 50 percent maybe in June; and some of those with 60 percent, all of a sudden got 95 percent. I was just scared someone would come back and say what's going on here? All I can say is I gave you a mark because you wanted one.

Lack of Teaching Materials

- M: I am just wondering what other teachers do about ribbons. Does the school buy it? Ask the students to buy it?
- Leader: I know in the vocational system we supply the ribbons and the paper.
- N: That would be heaven.
- O: The only problem with that is we don't have the money for it.
- P: It is crazy to have stuff around in one institution and desperately needed in another. Maybe something will come out of this.

Group Discussion - Corner Brook, Newfoundland, October 4, 1984

The group discussion at Corner Brook involved a talkative group assembled in a small conference room. The researcher

was able to tape-record the entire discussion. Both courses were considered. The transcript is arranged, therefore, so that the remarks pertaining to the two business education courses are presented separately. Otherwise, the topics appear in order as they occurred during the discussion.

GENERAL BUSINESS

The leader for the group discussion opened with a brief explanation of the problems suggested at the two prior workshops. Her remarks are included, for clarification purposes.

Leader: People say it is not suitable and not enough materials for that course. There are copying problems. There are other problems, but the text is one.

This course is not intended to be an employment course. It is an introduction to give the students an overall view of general business. They get a little bit of bookkeeping, filing, computers, and shorthand. It is not intended as an employable skill. Therefore, it is difficult to get a textbook that covers a little bit of this and that.

Textbook Appropriateness

A: I don't find the text all that bad. I mean it covers quite a few of the areas.

Leader: It was the best one we could come up with.

A: I mean if you are teaching another subject. It is quite often you are going to use another textbook as another resource material. I don't know how many teachers stick to just the one book. They probably use all the reference material. Basically that is what we have been doing.

Leader: I think the problem is getting that material into the students' hands. The copying of it.

If we could have a book to pass to the students to take it home and study from it.

- B: The biggest problem I have is with the telephone, telex and the data processing . . . I don't have the practical equipment. The only thing I can do is to give them written information.

Teacher Resourcefulness

- C: I haven't had too much luck with the telephone company in the last two or three years. I tried all last year to have someone come. I phoned . . . They said they couldn't do anything about it and referred to me St. John's. I wrote the company and they said they had nothing. After I was turned down by the NF Telephone Company, I wrote Bell Telephone Company. They said they had no longer anything available because people didn't return films and things.

Administration/Teacher Communications

- D: I have an evaluation scheme that came from the Department of Education that tells exactly what you should give for what.
- E: That's the first knowledge I have had of that.
- F: I have never seen it before.
- Chairman: They went to the school boards, and the principals of the schools may not necessarily have gotten them.
- Leader: It is a communication gap. It got as far as the coordinating principals. It didn't get down to the working grass roots.

Duplication of Resource Material

(Note: The Module referred to in this conversation is the 175-page Learning Module for Business Education 1101, a copy of which is given to each classroom teacher only).

- G: They present the module to you, and it is a wonderful module, and it says at the beginning photocopy these pages and give it to your students. But

like in the school I am in we are not allowed to do it because we don't have the paper and photocopy services. So, as a result, I had to get the board to do it, or type it on overheads. I am spending all my time giving them notes, which to me is wasting my time and their time.

H: I approached a local business office to take them off and they agreed to do the module for somewhere between \$9/10 each one.

I: I had (Name of Provincial Department) take it off for nothing.

J: I typed mine on stencils, ran off the copies, and kept the stencils.

K: The way they present it and the way you have to do it is another story.

TYPING

"Dumping Ground" Image

L: We get students poked into our classroom, who can't fit where they want to go.

M: I think they end up in typing because they got a silly idea somewhere that you are going to get a credit.

Student Motivation

N: You get a 16-year-old in your class who is really good with wood and saws and hammers and whatever. He is going to be like a bull in a china shop. How do you get him geared up to clue on a typewriter and stick with it for a full year? You probably got 14 girls who are really in typing because they want to go on in business and this one guy is in there and is doing nothing but disturbing the class.

If he skips the class you got the high school principal on your back because he is down in the mall and the superintendent's office is down there. What do you do?

Leader: I assign him as an assistant to help the teacher.

O: I have a guy in my class who is not coordinated and he is the only boy in the classroom. He didn't want to be there. So I told him that I had worse girls than he was and now he is trying to prove me right. He is trying. He hasn't given up.

P: To make you feel better I am teaching typing with students who bring their own typewriters and we work in the cafeteria without a blackboard. I think you should feel good.

The purpose of the group discussions was to give business educators a forum to express their concerns and problems with the courses. While this exchange can have a negative effect, the excerpts reveal ingenious teachers attempting with goodwill to reach their students, sometimes under difficult working conditions. The answer to what keeps them trying may be found in a statement made by a teacher in discussing community support of the typing course:

One parent cut two cords of wood after his regular day so that his daughter could have a typewriter. He thought she should practice at home.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

Summary

Statement of the Problem

This study was undertaken to identify and select current issues in business education; to obtain the opinions of district coordinators and teachers in the Province of Newfoundland and Labrador at the senior high school level concerning selected general issues of business education in the areas of (1) curriculum structure, (2) curriculum content, (3) instructional materials and methods, (4) teacher preparation, and (5) evaluation of specific business education courses; to discover the areas of agreement and disagreement among the professional groups; and to develop an awareness of the similarities and differences of opinion regarding business education among district coordinators, teachers, teacher educators, and curriculum specialists. The study is an attempt to illuminate some discussion which may be weighed when planning, implementing, and monitoring the business education program at the senior high school level.

More specifically, the study attempted to determine the opinions of business educators concerning the following areas and issues:

<u>Area</u>	<u>Issue</u>
Curriculum Structure	1. Should the course service the educational needs of all students?
	2. Should the course contribute to the general education of students?
	3. Should the course be required of all students?
Curriculum Content	4. Should "Daily Survival Skills" (e.g., writing a cheque, answering the telephone) be included in the general business courses?
	5. Should the emphasis be on the education of students as consumers, workers, and citizens rather than on the development of basic consumer skills (e.g., budgeting, purchasing insurance)?
	6. Should the course be restructured to eliminate overlapping content (e.g., money management) being taught in other courses?
	7. Should language and communication skills be evaluated as part of the course?
Instructional Materials and Methods	8. Should a textbook be the primary instructional resource?
	9. Should a student workbook be the primary source of class activities and assignments?
	10. Should short-answer tests (e.g., multiple choice, true-false) receive greater emphasis in assigning grades than other evaluation (e.g., essay questions, research projects)?
	11. Are course materials (e.g., reference materials) appropriate?
Teacher Preparation	12. Does non-teaching work experience in business increase teacher effectiveness?
	13. Should university methods courses in the field be made available?

Conclusion

14. Is the quality of the course at present very good overall?
15. Should changes in the course be made?

Procedures

A questionnaire was developed to determine the opinions of district coordinators and teachers of the business education courses at the senior high school level on the foregoing questions. The design of the questionnaire resulted from a review of professional literature and research findings to identify current issues in business education, a selection of fifteen issues considered applicable to the Newfoundland and Labrador educational setting, and a choice of a format to incorporate two components: Characteristics of the Respondents and Current Issues in Business Education.

A pilot study was conducted in an attempt to ensure that the specific items on the questionnaire were unambiguous and the instructions were clear. Minor modifications were subsequently made to improve face validity.

The questionnaire was personally administered during three Regional Business Education Workshops at St. John's, October 1, 1984; Gander, October 3, 1984; and Corner Brook, October 4, 1984. A 97.0 percentage return rate was realized.

Statistical procedures were undertaken following the collection of data. The first component, Characteristics of Respondents, was analyzed to determine the percentage rate of the questionnaire and the teaching background of the respondents.

The second component, Current Issues in Business Education, was analyzed to determine the opinions of the groups concerning the selected issues. An agree-disagree arrangement was utilized wherein respondents were asked to circle a number from 1 (strongly agree) to 4 (strongly disagree) that represented their opinion for each issue. The raw data were converted to percentages for reporting simplicity. Tables were developed to show the rating assigned to each item.

An arbitrary decision was made by the researcher to use a conclusion criteria rating scale for drawing conclusions concerning the areas of agreement and disagreement among the respondents. The findings were presented in tabular form accompanied by a descriptive interpretation of the more salient points.

Major Findings - General Business

The affirmative percentage scores for the district coordinators ranged from 100 percent (No. 4 - inclusion of survival skills) to 31 percent (No. 10 - type of test item). District coordinators displayed greatest agreement in the areas of curriculum structure, curriculum content, and teacher preparation. They had least agreement in the areas of instructional materials and methods and evaluation of the specific courses.

The affirmative percentage scores for the teachers ranged from 92 percent (No. 4 - inclusion of survival skills) to 37 percent (No. 4 - type of test item). Teachers, likewise, displayed greatest agreement in the areas of curriculum structure, curriculum

content, and teacher preparation. They, also, had least agreement in the areas of instructional materials and methods and evaluation of the specific courses.

The majority of the teachers of the general business courses had an academic background and limited experience in teaching these courses.

The analysis of the opinions of the district coordinators and teachers revealed the following specific findings:

Curriculum Structure

1. There was substantial agreement among the groups that the course should service the educational needs of all students.
2. There was substantial agreement among the groups that the course should contribute to the general education of students.
3. There was definite agreement among the groups that the course should not be required of all students.

Curriculum Content

4. There was substantial agreement among the groups that daily survival skills should be included in the general business courses.
5. There was definite agreement among the groups that the emphasis should be on the education of students as consumers, workers, and citizens rather than on the development of basic consumer skills.
6. There was substantial agreement among the groups that the course content should be restructured to eliminate overlapping content.
7. There was substantial agreement among the groups that language and communication skills should be evaluated as part of the course.

Instructional Materials
and Methods

8. There was definite agreement among the groups that a textbook should be the primary instructional resource.
9. There was some agreement among the district coordinators and definite agreement among the teachers that a student workbook should be the primary source of class activities and assignments.
10. There was some agreement among the groups that short-answer tests should receive greater emphasis in assigning grades than other evaluation.
11. There was definite agreement among the groups that the course materials are appropriate.

Teacher Preparation

12. There was substantial agreement among the groups that non-business work experience increases teacher effectiveness.
13. There was substantial agreement among the groups that university methods courses in the field should be available.

Conclusion

14. There was definite agreement among the groups that the overall quality of the General Business 1101 and General Business 2101 courses was very good.
15. There was some agreement among the district coordinators and definite agreement among the teachers that changes should be made in the General Business 1101 and General Business 2101 courses.

Major Findings - Typing

The affirmative percentage scores for the district coordinators ranged from 94 percent (No. 11 - university methods courses) to 13 percent (No. 15 - desirability of course changes). Except for issues No. 7 - role of language and communication skills and No. 14 - desirability of course changes, the percentage

ratings of the district coordinators were lower than were the teachers'. A consensus of opinion was not revealed among the district coordinators for any of the specific areas of the study.

The affirmative percentage scores for the teachers ranged from 91 percent (No. 14 - rating for the Typing 1101 course) to 31 percent (No. 3 - desirability of course being required). Teachers displayed greatest agreement in the areas of curriculum structure and teacher preparation. They had least agreement with the desirability of course changes.

The majority of the teachers of the typing courses had an academic background and limited experience in teaching these courses.

The analysis of the opinions of the district coordinators and teachers revealed the following specific findings:

Curriculum Structure

1. There was definite agreement among the district coordinators and substantial agreement among the teachers that the course should service the educational needs of all students.
2. There was definite agreement among the district coordinators and substantial agreement among the teachers that the course should contribute to the general education of students.
3. There was some agreement among the groups that the course should not be required of all students.

Curriculum Content

7. There was definite agreement among the district coordinators and some agreement among the teachers that language and communication skills should be evaluated as part of the course.

Instructional Materials
and Methods

8. There was some agreement among the district coordinators and definite agreement among the teachers that a textbook should be the primary instructional resource.
11. There was some agreement among the district coordinators and definite agreement among the teachers that course materials are appropriate.

Teacher Preparation

12. There was definite agreement among the district coordinators and substantial agreement among the teachers that non-teaching work experience in business increases teacher effectiveness.
13. There was substantial agreement among the groups that university methods courses in the field should be available.

Conclusion

14. There was substantial agreement among the groups that the quality of the Typing 1102 and Typing 2102 courses at present is very good.
15. There was little agreement among the groups that changes in the Typing 1102 and Typing 2102 courses should be made.

The research reviewed in Chapter Two of this thesis reported on the areas of curriculum structure, curriculum content, instructional materials and methods, and teacher preparation that business education authorities believe form an integral part of the general business and typing courses at the senior high school level. Included was information about these courses as offered by other provinces. This section will, where possible, compare the most noticeable differences and similarities of the research with the findings of this study.

Findings Related to Other Research - General Business

In the area of curriculum structure, the Dlabay (1980) study found that business educators thought the general business course should service the educational needs of all students and contribute to the objectives of general education. The Graz (1972) study found that business education leaders believed this course should not be required of all students. An examination of the program of studies for the other provinces revealed that the general business course is offered as an elective in five provinces. The findings of this study concur with these findings.

In the area of curriculum content, Daughrey (1982) stressed the content should enable students to base their personal and economic decisions on sound reasoning. Duff (1982) in a study of the content of general business textbooks found the emphasis was on socio-economic concepts. The theoretical aspect promoted in the literature was not substantiated to such a degree by the findings of this study.

In the Dlabay (1980) study teachers, rather than administrators, were in most agreement with the role of language and communication skills as part of the course. In this study both groups appear to have a commitment to develop these skills.

The Jones (1973) study of content for the commonly offered basic business courses found there was an extensive overlap among the courses. It would appear this problem still exists because there was agreement in this study that the course content should be restructured to eliminate overlapping content.

In the area of instructional materials and methods, Malsbary (1974) concluded from an examination of research findings that a textbook should not be used to the exclusion of other educational materials and that instruction should be enriched through the use of multimedia and supplementary instructional materials. This study found that the more traditional textbook approach to instruction was favoured.

In the area of teacher preparation, the Task Force on the Integration of Academic and Vocational Education (1975) recommended the establishment of a teacher training program to prepare teachers of prevocational subjects. The Vaughan (1980) study found that business work experience was rated highest by supervisors and teachers as the competency deemed most necessary for secondary business teachers. The findings of this study concur with these research studies.

Findings Related to Other Research - Typing

In the area of curriculum structure, the Featheringham (1965) study on the validity of the personal-use typing course concluded that the course held a prominent position in the field of business education and that there was a definite need for it in the school curriculum. The findings of this study concur with the research results.

In the area of curriculum content, composition skills at the typewriter are an integral part of the content of eight

provinces. The role of language in the typing course was not perceived to the same degree by the respondents of this study.

In the instructional materials and methods area, the Ford (1976) study found that the major factor in determining the methods used for introducing the numeric keyboard were those suggested by typing textbooks. This result was supported by an examination of the current typing textbooks by the researcher, who found that the recommended methods of teaching typing were similar. However, the current materials and methods for typing instruction were not recognized by some of the respondents of this study to the extent suggested by textbook authors.

In the area of teacher preparation, as previously noted, the Task Force (1975) felt that there was a need for training of teachers for prevocational subjects. The respondents of this study expressed a similar need for this type of training.

Conclusions

In keeping with the limitations and delimitations of this study, the following conclusions can be made.

1. The majority of the teachers of the business education courses at the senior high school level have an academic background and limited experience in teaching these courses.
2. While there was definite agreement among district coordinators and teachers that the overall quality of the general business courses was very good, there was a consensus that changes should be made in these courses.

3. There was substantial agreement among the district coordinators and teachers that the overall quality of the typing courses was very good and that there was little need for changes to be made in these courses.
4. There was agreement among the district coordinators and teachers that problems are being encountered in the areas of curriculum content and instructional materials and methods for the general business course and in the area of instructional materials and methods for the typing course.
5. There is a need to develop an increased awareness of curriculum structure, curriculum content, instructional materials and methods, and evaluation techniques in business education courses not only among district coordinators and teachers but also the educational community at large.
6. There is a need for improved preparation of teachers of business education courses at the senior high school level.
7. There was interest and support among district coordinators and teachers for the past implementation, present continuation, and future development of business education courses at the senior high school level.

Recommendations

From the findings and conclusions of this study, the following recommendations are made.

Recommendations for Implementation

1. Based on the opinions of the district coordinators and teachers of this study, a consensus of agreement existed on the majority of issues concerning the business education courses. The Department of Education, Vocational Education Consultant, and Provincial Curriculum Committee for Business Education should be complimented on the implementation of the business education courses into the reorganized high school program.
2. To the extent possible, high schools in the Province of Newfoundland and Labrador should offer as many of the business education courses as possible to meet the general educational needs of students.
3. Department of Education officials, district coordinators, and teachers are encouraged to establish a unified direction for the business education courses. Interaction among the groups is particularly important in resolving the problems of the general business courses. The problems for the General Business 1101 course are: duplication of resource material, particularly the learning module, overemphasis on skills development content, insufficient development of socio-economic content, lack of individual student textbook for study and assignment purposes, lack of sufficient supplementary instructional resource material, and lack of a listing of print- and non-print instructional resource materials. The problems of the General Business 2101 course

are: duplication of resource material, overlap of course content, lack of individual student textbook for study and assignment purposes, lack of sufficient supplementary instructional resource material, and lack of a listing of print- and non-print instructional resource materials. Interaction among the groups is also particularly important in resolving the following problems of the typing course: coordination and purchase of typing equipment and furniture, doubling-up of typing classes, lack of teaching materials considered an integral part of the course, and inadequate facilities to teach the course.

4. To the extent possible, all business education courses should be taught by a teacher who has non-teaching work experience and/or a business education background.
5. The Division of Special Programmes, Memorial University of Newfoundland, should give consideration to the creation of a methods course in the field for the preparation of teachers of business education courses at the senior high school level.
6. The Department of Education, Vocational Education Consultant, and Provincial Curriculum Committee for Business Education should provide a vehicle for dissemination of information on developments in curriculum content and instructional materials and methods to educators with an interest in the field.

7. The Department of Education should continue to provide teacher inservice education to help improve teacher effectiveness in the field of business education. The preservice curriculum should involve depth of content and practical experiences.
8. Reaction, interaction, and action should be encouraged among those in the field of business education. Those interested in this field must continue to react to current issues in business education, interact to coordinate and influence course offerings, and act to promote business education courses at the senior high school level. These efforts should result in a business education program that will assist students in learning about business.

Recommendations for Further Study

The following are suggested areas that the researcher feels need further study.

1. A study to determine the extent a methods course in the field is required by teachers, the extent to which teachers would elect to take the course, and the ways and means of delivering the course.
2. A study of schools not offering business education courses to determine the specific reasons for the non-availability of these courses and to suggest procedures for their implementation.

3. A study of business education courses in other provinces to determine new offerings and topics that could be introduced into Newfoundland and Labrador schools.
4. A study to determine the specific changes that district coordinators and teachers feel should be made in the general business courses.
5. A study to determine students' opinions and level of satisfaction or dissatisfaction with the business education courses.

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APPENDIX A

QUESTIONNAIRE

Subject: Current Issues in Business Education
To: Participants
Business Education Regional Workshops
From: Barbara C. Fitzgerald
Master's Candidate, Memorial University
Date: October, 1984

Your helpfulness in answering this questionnaire is appreciated.
The questions are general and are related to the Typing and
General Business courses at the senior high school program.

Directions: Please answer the questions by checking or completing
the blank space provided.

Occupation: _____ District Coordinator
_____ Teacher

Experience:	No. of Years
_____ Typing 1102	_____
_____ Typing 2102	_____
_____ General Business 1101	_____
_____ General Business 2101	_____
_____ Major Subject Area	_____
_____ Business Work Experience	_____
_____ Post-Secondary Business Education Teaching	_____

CURRENT ISSUES QUESTIONNAIRE

2

Directions: Below are statements about the Business Education Courses. Please indicate the extent to which you agree or disagree by circling the number you believe to be appropriate for both the Typing Courses and General Business Courses.

R A T I N G S C A L E :

- 4 Strongly Agree
3 Agree
2 Disagree
1 Strongly Disagree

CURRICULUM STRUCTURE	TYPING	GENERAL BUSINESS
1. The course should service the educational needs of all students.	1 2 3 4	1 2 3 4
2. The course should contribute to the general education of students.	1 2 3 4	1 2 3 4
3. The course should be required of all students.	1 2 3 4	1 2 3 4
CURRICULUM CONTENT	TYPING	GENERAL BUSINESS
4. "Daily Survival Skills" (e.g., writing a cheque, answering the telephone) should be included in the General Business Courses.	N/A	1 2 3 4
5. Emphasis should be on the education of students as consumers, workers, and citizens, rather than as consumers in the General Business Courses.	N/A	1 2 3 4
6. Language and communication skills should be evaluated as part of the course.	1 2 3 4	1 2 3 4
7. The course should be restructured to eliminate overlapping content (e.g., money management) being taught in other courses.	N/A	1 2 3 4

CURRENT ISSUES QUESTIONNAIRE

RATING

- 4 Strongly Agree
 3 Agree
 2 Disagree
 1 Strongly Disagree

SCALE:

INSTRUCTIONAL MATERIALS AND METHODS		TYPING	GENERAL BUSINESS
8.	A textbook should be the primary instructional resource.	1 2 3 4	1 2 3 4
9.	A student workbook should be the primary source of class activities and assignments.	N/A	1 2 3 4
10.	Short answer tests (e.g., multiple choice, true-false) should receive greater emphasis in assigning grades than other evaluation (e.g., essay questions, research projects).	N/A	1 2 3 4
11.	Course Materials (e.g., reference materials) are appropriate.	1 2 3 4	1 2 3 4

TEACHER PREPARATION		TYPING	GENERAL BUSINESS
12.	Non-teaching work experience in business increases teacher effectiveness.	1 2 3 4	1 2 3 4
13.	University methods courses in the field should be available.	1 2 3 4	1 2 3 4

CONCLUSION		TYPING	GENERAL BUSINESS
14.	Overall, the quality of the course at present is Very Good.	Typing 1102	1 2 3 4
		Typing 2102	1 2 3 4
		General Business 1101	1 2 3 4
		General Business 2101	1 2 3 4
15.	Changes in the course should be made.	Typing 1102	1 2 3 4
		Typing 2102	1 2 3 4
		General Business 1101	1 2 3 4
		General Business 2101	1 2 3 4

APPENDIX B

Q U E S T I O N N A I R E

Subject: Current Issues in Business Education
To: Participants
Business Education Regional Workshops
From: Barbara C. Fitzgerald
Master's Candidate, Memorial University
Date: October, 1984

Your helpfulness in answering this questionnaire is appreciated.

The questions are general and are related to the TYPING and
GENERAL BUSINESS COURSES at the Senior High School Program.

Directions: Please answer the questions by checking or completing
the blank space provided.

Occupation: District Coordinator
Teacher

Experience: Subject

No. of Years

Typing 1102
Typing 2102
General Business 1101
General Business 2101
Major Subject Area:

CURRENT ISSUES QUESTIONNAIRE

2

Directions: Below are statements about the Business Education Courses. Please indicate the extent to which you agree or disagree by circling the number you believe to be appropriate for both the Typing Courses and/or the General Business Courses.

R A T I N G S C A L E:

4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

CURRICULUM STRUCTURE	TYPING	GENERAL BUSINESS
1. The course should service the educational needs of all students.	1 2 3 4	1 2 3 4
2. The course should contribute to the general education of students.	1 2 3 4	1 2 3 4
3. The course should be required of all students.	1 2 3 4	1 2 3 4
CURRICULUM CONTENT	TYPING	GENERAL BUSINESS
4. "Daily Survival Skills" (e.g., writing a cheque, answering the telephone) should be included in the General Business Courses.	N/A	1 2 3 4
5. Emphasis should be on the education of students as consumers, workers, and citizens, rather than on the development of basic consumer skills (e.g., budgeting, purchasing insurance).	N/A	1 2 3 4
6. The course should be restructured to eliminate overlapping content (e.g., money management) being taught in other courses.	N/A	1 2 3 4
7. Language and communication skills should be evaluated as part of the course.	1 2 3 4	1 2 3 4

CURRENT ISSUES QUESTIONNAIRE

RATING

4 Strongly Agree

3 Agree

SCALE:

2 Disagree

1 Strongly Disagree

INSTRUCTIONAL MATERIALS AND METHODS	TYPING	GENERAL BUSINESS
8. A textbook should be the primary instructional resource.	1 2 3 4	1 2 3 4
9. A student workbook should be the primary source of class activities and assignments.	N/A	1 2 3 4
10. Short answer tests (e.g., multiple choice, true-false) should receive greater emphasis in assigning grades than other evaluation (e.g., essay questions, research projects).	N/A	1 2 3 4
11. Course Materials (e.g., reference materials) are appropriate.	1 2 3 4	1 2 3 4

TEACHER PREPARATION	TYPING	GENERAL BUSINESS
12. Non-teaching work experience in business increases teacher effectiveness.	1 2 3 4	1 2 3 4
13. University methods courses in the field should be available.	1 2 3 4	1 2 3 4

CONCLUSION	TYPING	GENERAL BUSINESS
14. Overall, the quality of the course at present is Very Good.	Typing 1102 Typing 2102	1 2 3 4 1 2 3 4
	General Business 1101 General Business 2101	1 2 3 4 1 2 3 4
15. Changes in the course should be made.	Typing 1102 Typing 2102	1 2 3 4 1 2 3 4
	General Business 1101 General Business 2101	1 2 3 4 1 2 3 4

