This is to certify that the

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EVALUATION OF THE APPROPRIATENESS
OF A SELECTED SET OF
FORMS TYPEWRITING INSTRUCTIONAL MATERIALS

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Gloria Hewitt Kielbaso

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EVALUATION OF THE APPROPRIATENESS

OF A SELECTED SET OF

FORMS TYPEWRITING INSTRUCTIONAL MATERIALS

By

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ABSTRACT

EVALUATION OF THE APPROPRIATENESS
OF A SELECTED SET OF
FORMS TYPEWRITING INSTRUCTIONAL MATERIALS

By

Gloria Hewitt Kielbaso

The study was an evaluation of a set of instructional
materials in forms typewriting by business educators and
business employees whose forms were represented in the
instructional materials. The purpose of the study was:
(1) To determine what content is appropriate for teaching
forms typewriting based on responses made by business
teachers and business employees. (2) To determine if there
is general agreement between teachers and employees on the
types of instructional materials utilized in teaching forms
handling and typewriting. (3) To determine if the changes
that are occurring in the world of work today need to be
considered in evaluation of instructional materials.
(4) To compare the evaluations of the instructional
materials with four groups: (a) users of the current
materials, (b) non-users of the materials, (c) employers
who hire or supervise clerical employees, and (d) employees
currently working in clerical positions.

Questionnaires were mailed to 204 participants, yield-
ing a response rate of 60.7 percent. Information regarding
appropriateness/intention, content/methodology, organization
and evaluation of the materials was obtained. Responses for

all four groups were analyzed and cross-tabluations were performed to show comparisons.

The following conclusions were: Content is appropriate for high school office practice courses, clerical training programs in business, and adult refresher courses. Materials teach valuable concepts, help attain objectives, represent real world, and only one known that concentrates on forms. Change in work world, such as terminology, equipment, and new and emerging businesses should be considered in revisions. Content needs diversity, clearer directions, challenging assignments, and wider variety of business forms. As a result, evaluation of instructional materials through a systematic process may provide a better rationale for preparing materials for students making the transition from school to work.

DEDICATED

to

My husband, Jim, and children, Julie and Jimmy,
for their patience, understanding,
and constant encouragement.

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

During the 1970's, a number of innovative activities
and exemplary programs and projects in vocational education
were developed at the federal, state, and local levels.
Personnel associated with these programs are becoming
increasingly aware of the need for information related to
accountability and needed improvements. Review of the lit-
erature indicates that there is a wide variety of approaches
to evaluating programs and materials; however, the real need
is for educators to become acquainted with evaluation models
and materials available for assessing particular programs.

Educators often view their primary role as teaching or
"dispensing knowledge," while evaluation is viewed as a much
lower priority. Others feel that they do not have the
necessary skills in research and evaluation. Still others
look at evaluation as a protection of "self-interest" and as
a subjective assessment.

It is true that some evaluations do not address the
questions that specific audiences are most interested in
finding the answers, and in some cases, comparisons are not
made to determine if the program or materials have really
effected change. The need for evaluating is very real

because both programs and materials are necessary for effective teaching and learning.

Classroom materials generally exert a great deal of influence over the content and methodology used in the course. These materials should be adopted only after careful evaluation. Even though subjective judgments do occur in evaluation, a checklist of elements to be considered may establish minimal criteria and help organize an examination process. If the selection is to be made by a committee, criteria and organization are essential if the process is to appear systematic.

Local conditions and other variables also influence the criteria used for selection. Some school systems have a standard guide to be used by all departments. Business education departments or committees may devise a guide. Textbook evaluation guides such as those suggested by Daughtrey (1974) and Seldon (1960) provide business education teachers with pre-established criteria on which to base a judgment of a textbook. According to Stake (1975), content is the primary criterion for evaluating a textbook. Under some conditions, physical features, authorship, cost, publisher, and adaptability to local conditions have been known to outrank content.

Trends are forcing school administrators to examine their budgets and to identify areas where cost-saving practices can be put into effect. The outcomes are to produce the best possible results for the least possible expense.

Gaff (1975) says, "Unless we evaluate our programs and demonstrate that they produce results in terms of better courses or better educated students . . . we will all be out of business" (p. 4).

There are a number of considerations which should apply to any evaluation scheme. Instructional materials share a number of characteristics. First, instructional materials are chosen in a variety of different ways, i.e., state boards, department chairpersons, one teacher, several teachers, parent groups, concerned citizens. Second, instructional materials serve a number of different audiences, especially business education instructional materials; namely, high school typewriting courses, office procedures courses, community college courses, four-year programs, training programs in business, and adult refresher courses. All of these courses could select the same textbook for a particular purpose. Third, instructional materials are highly competitive today. Similar products abound from various teacher-made products to those produced by publishers. Fourth, instructional materials are usually not evaluated by data that would indicate what impact they have had on the teaching-learning system.

Statement of the Problem

During the past ten years, a variety of clerical instructional materials have been utilized for vocational settings, i.e., individualized instruction, laboratory programs, computer-assisted instruction, and televised

instruction. Employment for the 1980's indicates a growing need for clerical office employees whose duties include typewriting and handling of forms (Occupational Outlook Quarterly, 1980).

Research for this study was conducted to determine if forms typewriting instructional materials utilized in these vocational settings are relevant and useful for developing those clerical skills needed for entry-level positions today. The purpose of this study was:

(1) To determine what content is appropriate for teaching forms typewriting based on responses made by business teachers and business employees.

(2) To determine if there is general agreement between teachers and employees on the types of instructional materials utilized in teaching forms handling and typewriting.

(3) To determine if the changes that are occurring in the world of work today need to be considered in evaluation of instructional materials, i.e., terminology, other businesses and equipment.

(4) To compare the evaluations of the instructional materials with four groups: (1) users of the current instructional materials, (2) non-users of the materials, (3) employers who hire or supervise clerical employees, and (4) employees currently working in clerical positions.

In the literature review, four major themes of evaluation were observed. They were: (1) determine relevant evaluation criteria, (2) negotiate with various publics to establish these criteria, (3) design an internal evaluation process, and (4) determine ways of displaying and presenting evaluative data.

When determining relevant evaluation criteria, it is important to identify those individuals who have a vested interest in the product; namely, the teacher, employer, employees, publishers, school boards, and other individuals who are likely to influence the use of the materials. These individuals are asked to determine what their expectations are of the product. The responses are then compiled, edited, and categorized. Secondly, according to Eash (1975), negotiation of evaluative criteria should define changes to be made, bring together "conflicting viewpoints," and involve "constituents" early in the evaluation process, thus giving them a "vested interest" in the project. Next, an internal evaluation process should be designed to fit the setting. As noted in Chapter II, Review of Related Literature, methods and models for conducting evaluation studies are stated in the professional literature, and no one approach will fit every situation.

Finally, strategies for displaying and presenting evaluative data have been subject to debate. Regardless of what criteria or methods are used or emphasized, a comprehensive evaluation scheme is likely to call for complex

arrays of data, surveys, or interview findings, statistics, diaries, etc. According to Scheyer and Stake (1976, p. 1), "the key is to establish a file or collection of records and materials which broadly represents the program."

As a case in point, the researcher selected a set of instructional materials used in business education with implications for making classroom teachers aware of the value and limitations of textbooks. As a result of this study, evaluation of instructional materials through a systematic process will hopefully provide a better rationale for preparing materials for students making the transition from school to work. The objectives of this evaluation were: (1) to develop a questionnaire based on input from educators and business employees for the purpose of evaluating the selected instructional materials, (2) to distribute the questionnaire to business teachers who are currently using the instructional materials and to business teachers who are not using the materials, as well as to employers and employees of businesses appearing in the selected materials for the purpose of gathering information regarding the current status of forms instructional materials, (3) to analyze the results of the questionnaires by providing a descriptive analysis of the responses utilizing the Statistical Package for the Social Sciences, and (4) to provide recommendations for a set of instructional materials in forms typewriting based on an analysis of the data gathered.

Questions

This study provides information to respond to the following research questions:

1. Is the material appropriate for programs in education and business/industry?

2. Can respondents who are not currently using the materials identify ways to incorporate the materials into their classroom/training program?

3. Does a relationship exist between the responses of educators and business employees in terms of content/methodology and organization of the instructional materials?

4. Does a relationship exist between the responses of teachers currently using the materials and teachers not using the materials?

5. Does a relationship exist between the responses of employees who hire or supervise clerical employees and the clerical employees?

6. Do respondents evaluating instructional materials in forms typewriting emphasize the importance of the subject matter and offer suggestions for improvement?

7. Is there a relationship between the demographic characteristics of business teachers (users and non-users) and business employees (employers and clerical employees) in terms of number of years of teaching, number of years work experience, size of class/department, and place of employment?

Background of the Study

In 1953, a study by Vern Allen Frisch, "An Analysis of Clerical Business Typing Papers and Forms for the Improvement of Instructional Materials," was undertaken at New York University for the requirements for the Ed.D. in business education. As a result of the study, a set of instructional materials was developed in 1955 for high school clerical typewriting classes known as Applied Office Typewriting (see Appendix A). Since 1955, the materials have undergone four revisions. Current trends in office work; implications of new technology; social changes, teaching methods; and various types of institutions, methods, and materials necessitate evaluation of business education instructional materials. These instructional materials are used in classroom settings for the purpose of preparing students to handle forms and perform other clerical duties on the job.

Since the early 1960's, typewriting has been one of the top electives in secondary schools in the United States. Most typewriting courses include instruction on forms typewriting. Forms typing and handling is a skill every typist needs to know, and should know, for an entry-level position. Teachers, too, should have knowledge of forms, their nature, use, and handling in order to provide more effective instruction. According to Quible (1980):

> The purpose of the form must be defined in order to determine the type of information to be included on a form, the number of copies that will be needed, the routing of each copy, and the nature of the directions or instructions for completing the form. (p. 531)

Most forms are not set up to typewriting line spacing. The typist needs to know how to make the necessary machine adjustments on the typewriter in order to type properly on the form. Quible (1980) further states that much employee time and effort is expended in aligning forms, and therefore alignment of items should be a major factor to consider in designing the form.

Most forms also require typing of numbers. Students should have adequate skill in typing numbers and symbols before entering the office. They should be able to total dollar amounts on forms, and know how to compute the interest rates, shipping charges, etc. According to Quible (1980), adequate identification is another major factor to consider in forms design and handling. Students should be able to recognize forms by title, such as wills, medical records, personnel forms, and income tax forms, invoices, purchase orders, and other data accounting forms. Grossman (1976) suggests that even in day-to-day activities, people complete forms on births, health records, driver's licenses, applications for jobs and memberships, bank accounts, exams, income tax forms, postal forms--all an important part of our society. Quible (1980) states that "As more organizations are installing extensive printing and duplicating departments with the necessary specialized equipment to print forms, the forms are more frequently being printed internally" (p. 526). This suggests that as more forms are developed, the need for knowledge in handling forms and

using the basic equipment to type forms is even more
crucial.

Significance of the Problem

Studies in the past serve as a prologue for the future.
Prior to the 1953 study in which Frisch analyzed business
forms for the purpose of developing instructional materials
for high school clerical typewriting classes, there were few
studies conducted to analyze the work of clerical employees
and the papers that were handled by those employees.
Because of advanced technology and changes in the labor
force, new materials and standards will be developed that
were not even possible in the past. As more sophisticated
hardware is developed to assist in handling office work, it
is probable that office jobs will become even more special-
ized. Specialization could also mean that the general
office clerk of today may be extinct in the 1990's, and
there will be a need for more short-term training to prepare
students to operate equipment or to handle a variety of
papers such as forms. On-the-job training is currently being
provided in the private sector as jobs become more special-
ized. The possibility of an instructional packet that can
be used in the classroom, as well as for on-the-job training,
is unlimited.

Definition of Terms

The following definitions of key terms used in this study are provided:

Applied Office Typewriting (AOT) - the instructional materials evaluated for this study. See also "instructional materials packet" and "kit."

Business Clerical Employees - clerical personnel who have been identified by the business supervisors as those employees who spend a large part of their working day typing on forms and who work in the firms represented in Applied Office Typewriting.

Business Supervisory Employers - personnel who hire or supervise clerical workers in the firms represented in Applied Office Typewriting.

Evaluation - a process of assessing instructional materials.

Form - a piece of paper that contains some data that is printed, and blank spaces in which other data is collected by the typist and recorded, using a typewriter.

Forms Typewriting - printed specimens of forms used in the classroom to teach student typists how to handle, prepare, and type on forms for the purpose of developing employability skills.

Instructional Materials Packet - the existing packet of forms materials known as Applied Office Typewriting currently being evaluated (also referred to as "AOT" or "kit").

<u>Non-Users</u> - a sample of high school business education
teachers identified by the current users as teachers
who are not using <u>Applied Office Typewriting</u>, but are
qualified to assess the materials.

<u>Users</u> - a sample of high school business education teachers
who have been identified by Gregg/McGraw-Hill as
currently using <u>Applied Office Typewriting</u>.

Delimitations of the Study

The study was an analysis of a set of instructional
materials designed to teach students how to type on forms.
No attempt was made to evaluate other textbooks or supple-
mentary teaching materials used in typewriting. The forms
were limited to those forms that appear in the instructional
materials packet. A questionnaire was developed for the
purpose of assessing <u>Applied Office Typewriting</u>. The
assessment was based on a sample of teachers currently using
the materials, teachers who are not using the materials but
are business education teachers, and business employees who
hire or supervise clerical employees, and clerical workers
in those businesses that are identified in the current
instructional materials.

Assumptions

The following basic assumptions are made in this study:

It was assumed that a panel of experts could assist in
developing an instrument for evaluating instructional materi-
als in forms typewriting based on ranking a list of

questions concerning content/methodology, organization, and evaluation of instructional materials.

It was assumed that a sample of teachers would be identified and selected from McGraw-Hill Publishing Company's list of current users of <u>Applied Office Typewriting</u>.

It was assumed that a sample of teachers known as non-users would be identified by the current users of <u>Applied Office Typewriting</u> as business teachers not currently using the materials but qualified to assess materials for that area.

It was assumed that those businesses represented in the current instructional materials would cooperate in identifying supervisory and clerical employees who would evaluate the materials.

It was assumed that on the basis of this study, recommendations could be made for developing an up-to-date instructional materials packet in forms typewriting based on an assessment of the evaluations.

<u>Organization of the Study</u>

The study will be organized as follows:

Chapter 1 - Introduction to the Study

Chapter 2 - Review of Related Literature

Chapter 3 - Procedures for Data Collection

Chapter 4 - Findings

Chapter 5 - Summary of Findings, Conclusions, and
             Recommendations

CHAPTER 2

REVIEW OF RELATED LITERATURE

The collection of information and materials for this
dissertation was completed in March, 1981. An ERIC search,
dissertation abstract search, and manual search of the
Business Education Index was conducted to determine what is
available in evaluation of instructional materials in busi-
ness education and in forms typewriting. The National
Institute for Education in Washington, DC, arranged an on-
site visitation at the resource center and provided copies
of several publications on evaluation of materials and pro-
grams in education. The National Network for Curriculum
Coordination in Vocational-Technical Education (NNCCVTE),
as well as the National Center for Research in Vocational
Education at Columbus, Ohio, and the Maryland Curriculum
Center in Vocational Education conducted a search for cur-
riculum materials in forms typewriting. Inquiries to pub-
lishers of typewriting materials requesting information on
typewriting kits and a study of Phi Delta Kappa's evaluation
of evaluation models was useful for this study.

While there appears to be a limited quantity of
instructional materials in business education that have been
evaluated as a result of a formal research study (many of

which are done on syllabic intensity, word count, termin-
ology), other forms of textbook evaluations do take place.
One problem is the extent to which evaluation data is used
by decision makers. Through this study, it is anticipated
that feedback from this evaluation could have a substantial
impact on evaluation of other instructional materials in
business education.

In this section, the reseacher has reviewed and
synthesized the available current literature concerning the
following:

- What has been done to indicate the need for the study.

- What supports doing a study.

- Earlier studies justifying need for further research.

- Forces that promote evaluation.

What Has Been Done to Indicate a Need for This Study

> Systems changed, attitudes changed. In all of
> office history, there has never been a decade as
> astounding as the one just past. (Kleinschrod,
> 1980, p. 26)

It was as early as 1924 that office workers used a
typewriter to prepare business forms. In 1953, Frisch's
study, "An Analysis of Clerical Business Typing Papers and
Forms for the Improvement of Instructional Materials,"
recommended that materials be developed to simulate office
tasks such as forms handling and typewriting.

Most of the research in business education during the
'50's was in the form of descriptive studies of traits of
office workers, effectiveness of teaching methods, and

follow-up studies of graduates of office education programs.
The purpose of Frisch's research was to analyze actual busi-
ness papers and forms in order to develop instructional
materials for high school clerical typewriting classes that
would adequately prepare students for entry-level clerical
positions. Frisch taught a clerical practice laboratory
terminal course in New Rochelle, New York, for fourteen
years. It was through this course that he saw the need to
upgrade skills of those students who did not take shorthand
but expected to become clerical typists, filing clerks,
machine operators, receptionists, telephone operators, and
any other type of clerical office work that did not include
shorthand. In this course, Frisch observed that students
needed skill in typing all kinds of forms (sales and purchase
invoices, order forms, checks, financial statements, mail
cards, labels, ruled forms, etc.) and that the transition
from this course to work was not only easy for these stu-
dents, but a bonus to employers because of their high produc-
tivity rate so early in the new job.

Frisch was aware of the need for even better materials
to be produced in order to make his course more effective
and students more employable. His dissertation recommenda-
tions on new materials using real-world specimens of forms
from all types of businesses across the United States
assisted a clerical laboratory approach with on-the-job simu-
lation in the 1950's. Today, as a result of researchers
like Frisch, we have many materials that help develop

students' employability skills. These simulated or real-world specimens used in the classroom are typical of what one would encounter on the job.

As a result of his study, a set of instructional materials known as Applied Office Typewriting was developed in 1955. To date, there has not been a study to determine if the materials are still fulfilling the objectives of the current courses and if the content is current and consistent with today's business practices. Frisch had the foresight to know that simulated materials would make a difference in the learner's behavior. These outcomes make it possible for this researcher to carry on a goal which Frisch and others felt was very important for students in order for them to be better prepared for the world of work.

What Supports Doing the Study

Administrative managers looking back at the 1980's from the perspective of 1991 will know how they and their colleagues handled the big challenges of energy, executive productivity, information processing, and office automation. The one outcome that seems certain even now is that the changes of the next ten years will outpace those of the astonishing ten we sped through and now call history. (Kleinschrod, p. 75.)

Technological advances in business machines make it possible for even a beginning worker to produce products that have a professional look. According to Quible (1980), it is possible to develop a form on an office machine today that looks as if it came from a printer. Business may or may not expect clerical workers to type on forms. Initial contact with the businesses represented in the set of

instructional materials being reviewed indicated that office workers are still typing on forms, although many of the forms and equipment have changed considerably in the past three to five years. The current instructional materials to be reviewed represent twenty-four actual businesses located all over the United States (Appendix B). Considering the changes that have taken place since 1953, a formal study is needed to analyze the opinions of teachers and business workers who have a general knowledge of typewriting and forms handling. The Gregg Division of McGraw-Hill Book Company has indicated that while the market for this product is sound, business and education should be utilized to assist with revision. The staff at Gregg Division implied that Frisch had made great advances in determining what students needed in order to be better prepared for the world of work, and a similar study in the 1980's could evaluate earlier conclusions and possibly address some new considerations.

Earlier Studies Justifying Need for Further Research

In 1949, Tyler stressed the basic principles of curriculum and instruction in the form of four questions. What purposes should the school seek? What experiences are provided to attain these purposes? Can experiences effectively be organized? Can we determine if purposes are being attained? During that time, the purpose of business education was to provide education to individuals in order to "seek gainful employment."

In the early 1950's, the military identified tasks. An analysis of tasks determined the desired skill at the conclusion of a unit. A sequence of tasks were performed to attain a predetermined terminal performance. It was suggested that learning was incremental. Through this idea, the concept of programmed learning and computer-assisted instruction (CAI) evolved.

The most prominent and potentially effective movement in years was the result of Mager's developing vocational instruction and preparing performance objectives. The age of accountability soon came in the early 1970's. Objectives were required as an integral part of planning and evaluation. In an attempt to satisfy the public's interest and demand to know more about the educational programs, accountability was the key word (NBEA Yearbook, 1978).

In the November-December 1971 issue of Business Education World, several objectives of career education for business education were established by the U.S. Office of Education. Some of these objectives parallel Frisch's study. For example: (1) Make educational subject matter more meaningful; focus it around a career development theme. Frisch (1953) stated this same concern in his doctoral dissertation. (2) Provide an opportunity to gain a marketable skill before the student leaves school. (Frisch's study was intended for this purpose.) (3) Provide an education system which utilizes and coordinates its activities with all community resources. (Frisch advocated a strong liaison with

business and education.) (4) Increase educational and occupational options to all through a flexible education system which facilitates entry into the world of work and re-entry into the educational system. (Frisch's materials and textbook analysis were one of the earliest addressing this objective.)

To synthesize the objectives from the U.S. Office of Education, it is clear that instructional materials should meet the needs of today's entry-level workers for business education, and that through the use of up-to-date instructional materials, a student will most likely increase his/ her options and prepare for an occupation in a variety of learning situations that continue to develop marketable skills and provide for "gainful employment."

In 1978, the national outlook for employment of clerical typists was estimated to be about 1,044,000. An average of 59,000 annual job openings are well expected through 1990. Employment is expected to grow about as fast as the average for all occupations as business expansion results in increased paperwork. There are very good opportunities for typists, particularly those who are familiar with word processing equipment and are able to perform other office jobs as well as typing (MOIS, Moiscript 65). The forms instructional kit provides many of these experiences not encountered routinely in a basic typewriting textbook.

In 1977, the Policies Commission for Business and Economic Education stated "if we are to develop materials

for business we should include in our training, materials about business." The mission of business education was education "For and About business." The Policies Commission made twelve statements, three of which are applicable to the current discussion. Statement 10 is to design programs to develop communication; Statement 11 is to provide programs that respond to current societal issues--computation, skills, sex role stereotyping, bilingual, special needs, and bicultural; and Statement 12 is to form an alliance with business firms, associations, labor, or legislative groups. Through the use of a kit such as is being considered in this study, the classroom teacher could provide/arrange cooperative work experience for the student, arrange for out-of-class resource speakers from the businesses represented in the kit, and provide for job shadowing experiences at these businesses for their students.

Comparison of Similar Kits

Several kits in business education are similar, but none are exact duplications of the kit Applied Office Typewriting. For the purpose of analysis, the following have been reviewed as having similar qualities to the kit:

- Office Simulation Activities, North Carolina State Department of Education, consists of nineteen task simulations designed for use in developing the office skills of business education students. Task simulations make it different from the real tasks listed in Applied Office Typewriting.

- (The) Gregg Office Job Training Program (OJT), Margaret
Andrews (editor), Gregg/McGraw-Hill, 1973, has similar
resource materials, but is not a forms typewriting kit.
It provides individual self-paced office job training
sequences for fifteen most common entry-level jobs.

- Lester Hill Office Simulation, M. Krawitz, Gregg/
McGraw-Hill, 1979, includes a variety of jobs in a fic-
titious company for the purpose of developing and
applying a wide range of clerical skills.

- Modular Competency-Based Curriculum: Secretary Skills,
HEW, Washington, DC, prepares an individual to perform
all duties that might be expected of an entry-level
clerical employee.

- Office Simulation/Integrated Projects for Clerical
Office Practice, Business Education Department, Univer-
sity of Southern Mississippi, 1972, provides a simu-
lated set of clerical occupations containing masters of
forms needed for learning activities.

- Shadow Mountain Lodge, O. Church, Gregg/McGraw-Hill,
1978, a typewriting practice set including some forms
typing in several sections.

- (The) American Wholesale Grocery and the Tennessee
Supermarket Integrated Clerical Project, Memphis State
University, includes handling forms, but does not
devote its entire kit to typewriting forms.

- Clerical or Secretarial Vocational Office Education,
Dade County Public Schools, Miami, Florida, includes a

section on forms, but includes many other office pro-
cedures. Designed to help students acquire basic
skills needed to perform office jobs.

- <u>Clerical Techniques for a Business Career</u>, Allyn and
  Bacon, Inc., a one-year course for 10th, 11th, and 12th
  grades provides an understanding of basic clerical
  techniques.

- <u>Tower Typing: Using Sears, Roebuck & Co., Business
  Forms</u>, T. Ivarie, Gregg/McGraw-Hill, 1978, designed to
  teach the student/typist about Sears forms and clerical
  typing skills needed to work at Sears.

- <u>A La Carte Enterprises Office Simulation</u>, M. Ruehy,
  Gregg/McGraw-Hill, 1976, integrates secretarial and
  clerical skills and general office procedures,
  includes forms.

- <u>Clerk-Typist Exploration</u>, Portsmouth City School Board,
  Portsmouth, Virginia, presents exercises designed to
  simulate the job performed by a clerk-typist.

- (<u>The</u>) <u>Clerk/Typist</u>, <u>Indio Paper Company, Inc.</u>, Shinn,
  Southwestern Publishing Company, 1974, includes a set
  of materials which simulates a clerk/typist position
  for a period of five work days.

- <u>Better Office Skills & Service: Student Manual</u>, Civil
  Service, Communications and Office Skills Training
  Center, Washington, DC, workbook (refresher course)
  designed to provide practical applications for govern-
  ment clerical assistants.

- <u>Competency-Based Clerk Typist Program</u>, Career Aids,
  Inc., contains 150 self-contained lessons in a two-
  semester program which includes business forms in first
  semester.

- <u>Aaron Insurance Company</u>, Lee and McDonnell, South-
  western Publishing Co., 1981, designed to provide
  student with skill needed to work in clerical positions
  in insurance companies.

- (<u>The</u>) <u>Legal Secretary</u>, Freeman, Southwestern Publishing
  Co., 1977, simulates legal secretary's position, duties
  include working with documents.

- <u>Serendipity</u>, <u>Inc</u>., A. Warren and B. Radcliff, South-
  western Publishing Company, 1975, a simulated office of
  a cosmetics firm. Includes forms used by reception-
  ists, office managers, sales managers, accounting, and
  shipping departments.

- <u>Clerical Office Procedures</u>, Pasework and Oliverio,
  Southwestern Publishing Co., 1978, includes discussion
  of modern office procedures, job opportunities avail-
  able in word processing and micrographics.

A textbook analysis in Frisch's study indicated that
over seventy percent of the copy in a typing text was
straight copy typing, and that the other sources were still
too clear and legible (Frisch, 1953, p. 51):

> It is one thing to train our pupils to type
> straight copy material and quite another to
> train them to PRODUCE work comparable to that
> required in the business office . . . if we are
> to develop a real program . . . in our class-
> room, it means that we must have first-hand

information on the type of work performed by
typists in the business office.

Textbooks today, such as those listed on the preceding
pages, are found with many examples of rough drafts and
copies of materials that are not straight-copy typing, i.e.,
tables, financial statements, manuscripts, centering
projects. A review of the above-mentioned materials testi-
fies to the fact that since Frisch's study in 1953, pub-
lishers have been offering more than straight-copy typing
in instructional materials.

Today, office standards are often difficult to deter-
mine and are different for every business. Frisch's plea to
educators, industry, and business was that if we are to con-
tinue to grow, business and education ought to provide
office production standards.

> Regardless of the status of testing and
> standards, every effort should be made to give
> the kinds of training needed in typing business
> forms and papers, and to recognize that busi-
> ness offices need and require various degrees
> and kinds of production abilities. (Frisch,
> 1953, p. 54)

Frisch did an exhaustive review of related literature prior
to his 1953 study. His review demonstrated a need for
instructional materials in clerical typing training utiliz-
ing business papers. In 1974, Scott Ober, in "An Analysis
of the Business Working Papers Typed by Beginning Office
Workers," studied a random sample of one hundred beginning
office workers (from businesses throughout the United States
stratified by industry) who supplied copies of over 500
items they had typed. These sample items formed the basis

of his study. This study is the most recent similar study
comparable to Frisch's 1953 study (Ober, 1974).

Forces That Promote Evaluation

> The value one puts on education does not
> reveal their way of evaluating education.
> (Stake, 1967)

Stake suggests that _informal_ evaluation is recognized
by its dependence on casual observation, "implicit goals,
intuitive norms, and subjective judgment." _Formal_ evalu-
ation, according to Stake, is recognized by its dependence
on "checklists, structured visitation by peers, controlled
comparisons, and standardized testing of students."

Instructional materials are being evaluated by a wide
variety of existing models. Depending on the model, the
method can take anywhere from one hour to one year. Schools
have checklists for evaluating textbooks before deciding
which to include in their curriculum. Some publishers pro-
vide checklists to consumers before they decide on a product.
State departments determine what should be included in their
curriculum management systems before deciding on materials
to be included in that system. Workshops are provided to
colleges and school districts to provide for a systematic
means of analyzing instructional materials. Educational
practitioners at state and local levels are called upon to
monitor the development of pupil progress and to evaluate
instructional materials. Even representatives of special
interest groups, as well as parents, demand that materials

be accountable in both management of activities and outcomes of student participation.

In the past ten years, numerous training packages have been developed to help general or specific audiences of users gain the background or skills they will need to respond to the demand for evaluation. Some of these training packages are well known and widely used, others are inadequately disseminated, or too new. In the preparation of research on the evaluation of forms instructional materials in typewriting, it was imperative to determine what evaluation instruments were available, what these instruments were intended to do and for whom, and what resources in terms of time, cost, and commitment were required by use of these evaluation materials. It was also important to determine how the materials were developed, tested, and used.

When the Elementary and Secondary Education Act of 1965 (Public Law 89-10) was passed, schools receiving funds through this Act were required to submit evaluations of their projects to state and federal agencies. After the first reports were submitted, it was clear that personnel were lacking in evaluation techniques. Evaluation centers were established in several parts of the country. Dr. Daniel L. Stufflebeam was director of one of the centers at Ohio State University. He noted that personnel were not trained in evaluation or evaluative theory and that there was a lack of understanding of decision processes and information

requirements in programs of educational change. There was
also a lack of appropriate evaluation models for personnel
to use in order to evaluate programs (Stufflebeam, p. 5).

Since the passage of the 1965 Act (PL 89-10), a
variety of evaluation models have been developed. In a paper
by Wayne E. Carter given at the annual meeting of the Ameri-
can Educational Research Association in Washington, 1975, a
taxonomy of evaluation models for use in evaluating educa-
tional practices, programs, and materials was prepared for
the purpose of comparing and identifying those models that
would be beneficial for evaluating one's program. The
models were based on the Phi Delta Kappa National Study
Committee on Evaluation definition of educational evaluation
as the "process of delineating, obtaining, and providing
useful information for judging decision alternatives (Carter,
1975). The models that were presented are as follows:

(1) Context-Input-Process-Product (CIPP) model developed by
    Stufflebeam.

(2) Differential Evaluation Model developed by Tripodi,
    Fellin, and Epstein.

(3) Discrepancy Evaluation Model (DEM) developed by Provus.

(4) Developmental Evaluation such as the IPI Formative
    Evaluation Model by Lindvall and Cos and the New Start
    Evaluation System by Lamrock, Smith and Warren.

(5) Priority Decisions Model by Boyle.

(6) Materials Evaluation Models such as the Trade-Off and
    Comparative Cost Approach by Crane and Abt.

(7) Participant Reaction Approach by Steele.

(8) Cost Effectiveness Model by Alkin.

(9) Decision Oriented Classification Schema by Alkin and Wooley.

(10) Comprehensive Management Model for Title III projects.

(11) Ontological Evaluation Model by Pepr.

(12) Systems Approach Model by Yost and Monnin.

(13) Apex Model by Morgan.

(14) Cost Utility Models by Costa and Tanner.

(15) Synergistic Model by Hunter and Schooley.

(16) New Eclectic Model by Alkin and Kisecoff.

(17) Ott Model.

Since Carter (1975) has elaborated on each of the above models, it is not the intent of this dissertation to discuss the models but to indicate that a fair representation of models based on Phi Delta Kappa's definition of educational evaluation is available for the purpose of aiding an evaluator in developing a tailor-made evaluation model for his/ her instructional materials program.

The Trade-Off and Comparative Cost Approach model was identified by the researcher as a foundation for developing an evaluation instrument for evaluating forms instructional materials (Glass, p. 13). The areas considered in this model are:

(1) product description - a detailed description should be provided;

(2) goals evaluation - to determine the goals of the
     product and their appropriateness;

(3) clarification of point of entry of the evaluator - to
     determine the reversible and irreversible decisions to
     be served;

(4) trade-offs - to determine the kinds of trade-offs;

(5) comparative cost analysis - to examine the product
     cost and compare the cost with the cost of alternative
     products;

(6) intrinsic evaluation - to assess the technical quality,
     content, and uniqueness of the medium involved, and to
     survey the availability of resources needed for use of
     the product;

(7) outcome evaluation - to assess the learning rate and
     methods used, the knowledge acquired and rationale
     used, and the retention of knowledge;

(8) summative judgments and recommendations - to judge the
     quality and effectiveness of the product and to make
     recommendations for potential consumers, current
     developers or sponsors;

(9) circumstances modifying the summative judgments - to
     examine the scope of the "value claims" and to test
     conditions that could cause modification of the
     recommendations; and,

(10) evaluate the evaluator - to explore possible motives,
     biases, and considerations that may have influenced
     the evaluator (Carter, 1975).

The <u>Weighted</u> <u>Criteria</u> <u>Approach</u> was founded on cost effectiveness techniques and then applied to curriculum materials to analyze components, quality, and cost of the product or material under consideration. The components of the model are weighted by relative importance. The components are:

(1) coverage in terms of scope and quality;

(2) appropriateness;

(3) motivational effectiveness for both the student and teacher; and,

(4) cost in terms of dollar amounts and time.

The National Institute of Education (NIE) developed an NIE Product Rating Form in 1974 to facilitate review of the quality of educational products. This form was developed to indicate dimensions of apparent quality even when evidence was not available to confirm the ratings. Following the development of a product rating form, the National Institute of Education and Far West Laboratory for Educational Research and Development began an effort to meet evaluation needs by preparing a <u>Guide</u> <u>to</u> <u>Evaluation</u> <u>Training</u> <u>Materials</u>, which was developed by federally funded R&D laboratories and centers in 1976. In the <u>Guide</u>, the NIE states that it does not advocate a definition of evaluation but suggests that the concept of evaluation is "the function of 'judging value' or 'worth.'" For the purpose of this study, research designed for providing objective, valid, reliable, and relevant data to better carry out this function of

"judgment" would be rather idyllic. According to NIE, "evaluation is dependent upon the disciplined inquiry of generating, analyzing, interpreting, applying data, and making appropriate use of the findings." The analysis of forms instructional materials will strive to emulate the recommendation of NIE.

Benjamin Bloom (1971) provides an overview of the use of evaluation in education in his Handbook on Formative and Summative Evaluation of Student Learning. Formative evaluation takes place during product or program development and is intended to improve a program or product that is currently in operation. Denton, W. T. (1976), in a paper given at the AECT Convention in Anaheim, California, discussed the role and methodology of process and interim product evaluation, and contends that formative is the MOST important form of evaluation. Summative evaluation takes place after a product or program has been completed and put into operation, the purpose being to determine the worth of the product or program and to provide information for the decision as to whether to continue or terminate it. The research evaluation for this study will be in the form of summative evaluation. The instructional materials package was developed in 1955, and has undergone four revisions. A summative evaluation of these instructional materials has not been done.

Throughout the literature review, the researcher has identified another type of evaluation emphasized in

materials by Far West Laboratory and the NIE <u>Guide</u> <u>to</u>
<u>Evaluation</u> known as <u>preformative</u> <u>evaluation</u>. Preformative
evaluation involves a needs assessment, which provides pro-
gram planning activities that take place before or early in
the development of a product or program. If a summative
evaluation of an instructional materials packet will be
undertaken in this study, it is desirable for performative
evaluation to take place in the preparation of the study.
Preformative evaluation allows for data to be gathered from
a questionnaire, identification of users and potential users
of the product, and content to be assessed. Summative
evaluation then takes place because the product has been on
the market for several years.

Komoski, K. (1975), in an article "Instructional
Materials: Do They Or Don't They?" describes a means for
providing a systematic flow of information to help teachers
and schools evaluate and select those teaching/learning
materials that are most likely to work well with specific
programs and students. Komoski was responsible for prepar-
ing the final report on the development of a system for an
Educational Products Information Exchange (EPIE) for the
EPIE Institute in November, 1967. The EPIE Institute has
developed EPIE kits that include techniques for evaluating
and sources of information for selecting instructional
materials and equipment.

Richard L. Peterson, Director of Research and Develop-
ment at Gregg Division of McGraw-Hill Publishing Company,

states that a "reviewer be asked only to assess the congru-
ence between the needs of a given audience and the likely
success of the manuscript in meeting those needs" (Memoran-
dum to Carole O'Keefe, 1980, p. 3). Peterson suggests that
the "intended audience and course be specifically described"
and "By specifying at the outset the prerequisites and
intentions, the problems of reviewing the materials with
the wrong audience in mind will be avoided." Peterson sug-
gests that by making those specifications up front helps the
author "clarify the intended audience, the specific needs
that audience has, how those needs will be addressed in the
manuscript, and how those needs will be met." Peterson
further suggests information that is necessary when review-
ing a manuscript, i.e., grade level of students, reading
level, skill level, background courses, required prerequi-
sites, course in which materials are used, length of course,
objectives of course, teaching style used, level of rigor,
sophistication of instructor, equipment needed. Next,
Peterson suggests that the evaluation reveal the reviewer's
(evaluator's) experience with the intended materials,
biases, and qualifications. Peterson's suggested format for
reviewing materials covers the intentions, content, method-
ology, and evaluation of the material. This strategy allows
for reviewing Stake's model of evaluation.

Stake (1967) suggests that too little effort is made to
spell out "antecedent conditions and classroom transaction,"
and no effort is made to couple those two with the various

outcomes. Stake recognized that in order to evaluate materials or programs, an educator has to gather certain data. The data are likely to be gathered from several different sources and in different ways. Whatever the method, Stake noted that three types of information should be utilized:

(1) Antecedent - "condition existing prior to teaching and learning which may relate to outcomes."

(2) Transactions - "countless encounters of students with teacher, student with student, author with reader, parent with counselor, the presentation of a film, a class discussion, or working on a homework problem."

(3) The Outcomes - "impact of instruction, applications, transfer, and relearning effects of the learning environment.

Stake's model was later expanded to increase information derived from analyzing educational products. There is a link between Stake's model and the analysis of products done by EPIE. In the EPIE system, four constructs of instructional design are noted: intents, contents, methodology, and means of evaluation (EPIE Report, No. 71).

In Chapter 3, the researcher will indicate how the use of these four constructs were used in the development of the design of the study.

CHAPTER 3

PROCEDURES FOR DATA COLLECTION

Introduction

The purpose of this descriptive study was:

1. To determine the appropriateness of the content for teaching forms typewriting based on responses made by high school business education teachers and office employees.

2. To determine if there is general agreement between teachers and employees on the types of instructional materials utilized in teaching forms handling and typewriting.

3. To determine if the changes that are occurring in the world of work today need to be considered in evaluation of instructional materials, i.e., terminology, other businesses, and equipment.

4. To compare the evaluations of the instructional materials with four groups: (1) users of the current instructional materials, (2) non-users of the materials, (3) employers who hire or supervise clerical employees, and (4) employees currently working in clerical positions.

Population

The population selected for this study included high school business education teachers currently using Applied Office Typewriting, referred to as users; high school

business education teachers who are not currently using the instructional materials, referred to as non-users; employers whose forms are currently included in <u>Applied Office Type-writing</u>, referred to as supervisory employers who hire or supervise clerical employees; and employees whose forms are currently included in the text, referred to as clerical employees.

Users

Gregg Division/McGraw-Hill Publishing Company indicated that large quantities of the instructional materials are sold each year. The kits are for individual student use and cannot be re-used. Schools purchase them for distribution to each student. A complete list of those school districts using the instructional materials was available. To protect the privacy of a customer list, a ten percent random sample of those schools using the instructional materials was requested. From that list, sixty-two (62) names were randomly selected as users of the instructional materials that would be requested to perform the evaluation. The users were contacted by letter requesting that they evaluate the instructional materials and circulate the other set to a business teacher in the school or district who is (1) currently using <u>Applied Office Typewriting</u>, or (2) not using the text but could make use of it in their school, or (3) a previous user of the materials.

Non-Users

Non-users were business education teachers employed in the same school district as the users, but not currently using the instructional materials being evaluated.

Employees

The researcher contacted every business that was represented in the instructional materials packet requesting the name of a contact person who would circulate the questionnaires and materials to be evaluated (Appendix C). Of the twenty-four businesses represented, two businesses could not be located, two did not wish to participate at the time of the study, and eighteen indicated by phone or letter that they would participate in the evaluation. Twelve businesses supplied a name of a contact person who would circulate the questionnaires and materials to employers who hire or supervise clerical employees and to clerical employees currently handling forms in their daily work. Four businesses indicated that they would circulate as many questionnaires as requested. A total of eighty (80) questionnaires were distributed to the businesses whose forms are included in the current instructional materials.

Businesses

The companies were a representation of large and reputable businesses throughout the nation. They represented: petroleum, food, chemical, steel, carpet, shipping, newspapers, finance, insurance, wood products, and clothing.

Since there was a broad-base representation of businesses included in the materials being evaluated, the researcher did not include businesses not represented in the instructional materials.

Preparation of the Questionnaire

A panel of experts was consulted to rank a list of questions appropriate for developing an instrument to evaluate instructional materials in forms typewriting. The first priority was to establish criteria for selecting the members of the panel. Individuals and criteria for selecting a panel of experts were: business teachers who currently teach clerical typewriting courses; teacher educators who are experienced in identifying and classifying competencies and writing performance objectives and goal statements; employers who hire or supervise clerical personnel to handle and type forms, and who are familiar with the types of forms used in their company; professional forms control persons who design and establish criteria for developing forms for an organization; and clerical employees who type and handle forms on a daily basis.

The second priority was to develop a tentative list of questions with which the panel could work. In accomplishing the task of developing a list, several practioners were interviewed, related literature was reviewed, and appropriate methods of evaluation were analyzed. The list contained examples of major areas for evaluating forms typewriting training materials such as content, intent, methodology, and

evaluation. The panel was asked to rank on a scale from 1 to 10 those questions that were valuable for evaluating an instructional materials packet in forms typewriting, and to indicate by a minus (-) those questions that were least valuable for evaluating instructional materials in forms typewriting. Suggestions for improving the questions were also requested. Upon the recommendation of the panel, questions were modified or altered slightly, several were eliminated, three were combined, and three new questions were added. The researcher developed a proposed list of questions suitable for evaluating forms instructional materials for clerical typewriting classes. The list was prepared in questionnaire form using partially open-ended statements, and submitted to four university faculty members who were knowledgeable in the subject area or in research design.

The questionnaire was divided into four major sections. Section One contained questions that had to do with the intention of the instructional materials, whether or not it was appropriate for certain courses, i.e., high school typewriting, office procedures, community college. Respondents were to indicate if they were currently using the materials and for what reason(s); or if they were not using the materials, in what way could they possibly make use of them. The intent of the material aids the developer in providing a rationale for producing the materials. If the responses reflect certain attitudes or reasons why the materials could be utilized in a classroom setting, it assists the developer

in providing specific goals and objectives for the learner. Section One was clearly related to the purpose of the assessment and designed for the respondent to answer with ease and rapidity. Answer choices were provided, but respondents had the option of creating their own responses, thus not forcing a choice.

Section Two and Section Three contained information on the content, methodology, and means of evaluating the instructional materials, i.e., scope, sequence, accuracy, fairness, values, presentation, and performance. A Likert scale was added to help the respondents rate the appropriateness. The scale allowed respondents to select one of the five following responses:

1. Strongly Agree

2. Agree

3. Uncertain

4. Disagree

5. Strongly Disagree

Section Four included demographic information. Respondents were asked to indicate the statements which most accurately described their profession, the number of years teaching experience and/or office work experience, size of class or department, location of employment, and for business the type of firm represented.

All questions in the questionnaire were ordered according to what the respondent was most likely to see as useful and easy to answer; questions that required the same kind of

answer; questions that created a sense of flow and continu-
ity based on the principle of building on cognitive ties;
and questions regarding demographic information for the pur-
pose of comparing responses with employers and business edu-
cation teachers. After all modifications, corrections, and
changes were made, a final draft was submitted to members of
the guidance committee and a representative of a publishing
company. The questionnaire was printed in booklet form and
distributed in April, 1981.

A cover letter was developed to encourage respondents
to participate in the study. The letter included the fol-
lowing: purpose of the study, usefulness of the study, who
should complete the questionnaire, explanation of the cod-
ing, a promise of anonymity, and appreciation. Copies of
the instructional materials were sent with the cover letter
and questionnaire.

Data Collection

The questionnaire(s), cover letter, and instructional
materials were mailed to 204 participants (Appendix C).
Questionnaires were coded for the purpose of facilitating
the sending of follow-ups. The cover letter requested a
four-week return date. Questionnaires were prestamped and
contained the researcher's return address to encourage a
prompt return.

After one month, a follow-up letter (Appendix C) and a
questionnaire were mailed to the non-respondents indicating
that the usefulness of the study was dependent on the return

of the questionnaire. If the second attempt to secure a completed questionnaire failed, the researcher contacted each non-respondent by telephone to determine if the individual would participate.

The initial mailing produced a return rate of fifty-one percent. Subsequent follow-up attempts secured additional returns which brought the total response to 60.7 percent. The map in Appendix D indicates the geographic areas represented in the study. Table 1 displays population forming the study.

Table 1. Users, Non-Users, and Employees Forming Population for the Study (N = 204).

Group	Initial Number Contacted	Number Responded	Group Percent	Total Percent
Users	62	33	53	27
Non-Users	62	35	58	28
Supervisory Employers	40	24	60	19
Clerical Employees	40	32	80	26
Total	204	124		60.7

Respondents returned the questionnaire to the researcher during a nine-week period. Upon receipt of the completed questionnaires, a code book was prepared and the questionnaires were keypunched.

Method of Analysis

In order to provide research answers, the following statements were proposed for analysis:

1. Is the material appropriate for programs in education and business/industry?

2. Can respondents who are not currently using the materials identify ways to incorporate the materials in their classroom/training program?

3. Does a relationship exist between the responses of educators and business employees in terms of content/ methodology, organization and evaluation of the instructional materials?

4. Does a relationship exist between the responses of teachers currently using the materials and teachers not using the materials?

5. Does a relationship exist between the responses of employees who hire or supervise clerical employees and the clerical employees?

6. Do respondents evaluating instructional materials in forms typewriting emphasize the importance of the subject matter and offer suggestions for improvement?

7. Is there a relationship between the demographic characteristics of business teachers (users and non-users) and business employees (supervisory and clerical employees) in terms of number of years of teaching, number of years work experience, size of class/department, and place of employment?

This study dealt principally with the data that was collected by the questionnaire and with a specific population at a specific point in time. No attempt was made to generalize the results. Frequencies and percentages were shown for all respondents. The Statistical Package for the Social Sciences utilizing the Michigan State University Cyber 750 computer was used for this descriptive study. The findings are reported in Chapter Four.

CHAPTER 4

FINDINGS

Introduction

The purpose of this chapter is to present in descrip-
tive form response data from business education teachers
and business employees as well as provide a breakdown of
responses from the questionnaire, which was designed to
evaluate instructional materials in forms typewriting.
Tables present the number of responses (N), frequencies (f),
and percentages (%), and are arranged to follow, in
sequence, the questions researched. Response rates are
shown in Table 2. Percentages may not always total 100%
due to rounding off of numbers.

Table 2. Response Rate of Mailed Questionnaires
          (N = 204)

Mailing	Number of Returned Questionnaires	Percent Returned
First	105	51.
Second	9	4.7
Third/Telephone	10	5.0
Total	124	60.7

Of a possible 204 questionnaires, 124 were returned, yielding a response rate of 60.7 percent. The percentage rate at which the questionnaires were returned is shown above in Table 2. Though high response rates are desirable, according to Leslie (1972), when surveying populations with a common identity (i.e., teachers from one school or teachers teaching same types of subjects, employers and employees working in similar firms), response differences among respondents, late respondents, and non-respondents are unlikely. Yet exceptions may occur when the topic overrides the importance to group membership or concerns a sensitive area or highly personal situation. Questions asked in this study were not of a personal nature or about a sensitive issue; therefore, responses of non-respondents are likely to be similar to those of the respondent group.

Respondents were composed of the following groups: 33 teachers (users of the material) and 35 non-users; 24 employers who supervise clerical employees in firms represented in the instructional materials being evaluated; and 32 clerical employees, also whose firms were represented.

Research Question No. 1

IS THE MATERIAL APPROPRIATE FOR PROGRAMS IN EDUCATION AND
BUSINESS/INDUSTRY?

Table 3 gives the number of responses (N), frequencies,
(f), percentages (%), and totals of data requested for
Research Question #1. Respondents were asked to indicate
how appropriate the instructional materials were for a high
school typewriting course, a high school office practice
course, a clerical training course, an adult refresher
course, a two-year community college course, and a four-year
college secretarial course, as well as to give suggested
other courses. Degrees of appropriateness for each group
were defined by the following descriptive phrases with cor-
responding numerical values: (1) highly appropriate,
(2) appropriate, (3) uncertain, (4) inappropriate, and
(5) highly inappropriate.

The study consisted of 124 respondents; 27% were teach-
ers currently using the instructional materials, and 28%
were teachers not using the materials and known as non-
users. Nineteen percent of the responses were from
employers who supervised clerical employees, and 26% were
from clerical employees. In many instances, respondents
chose to indicate degree of appropriateness for only some
of the variables listed.

Fifty-three percent indicated the materials were
appropriate for a high school office practice course, and
52% indicated the materials were appropriate for a clerical

Table 3. Respondents' Indications of Appropriateness of Instructional Materials for Secretarial Courses. (N = 124)

Variable		Highly Appropriate	Appropriate	Uncertain	Inappropriate	Highly Inappropriate	No Response
High School Typing Course	f	34	44	16	11	3	16
	%	27	36	13	9	2	13
High School Office Procedures Course	f	40	66	2	5	0	11
	%	32	53	2	4	0	9
Clerical Training Program in Public/Private Sector	f	29	64	13	0	0	18
	%	23	52	11	0	0	15
Adult Refresher Course	f	15	61	16	14	0	18
	%	12	49	13	11	0	15
Two-Year Community College Secretarial Course	f	29	38	18	16	2	21
	%	23	31	15	13	2	17
Four-Year College Secretarial Course	f	17	27	18	30	7	25
	%	13	22	15	24	6	20
Other	f	5	5	0	0	0	114
	%	4	4	0	0	0	92

training course. For the adult refresher course, 49% cir-
cled appropriate, while 11% circled the materials inappro-
priate. Thirty-six percent of the respondents stated that
the materials were appropriate for a high school typewriting
course. A total of 39% were uncertain as to the appropri-
ateness of the above-mentioned courses. Thirty-one percent
of the respondents indicated the materials were appropriate
for a two-year community college, whereas 2% thought them
highly inappropriate. Conversely, 24% thought the instruc-
tional materials were inappropriate for a four-year college,
and 13% thought them highly appropriate. Most respondents
did not volunteer other possible uses for the materials. Of
those who did, 4% indicated the materials were appropriate
for private business colleges, 2% for vocational-technical
centers, and 2% for cooperative work/experience programs.

Table 4 shows the total number and percentages of
respondents who rated the instructional materials' appropri-
ateness in terms of highly appropriate and appropriate. A
total of 106, or 85% of the respondents, ranked the appro-
priateness of using the kit in an office practice course as
first. Second-ranked for 75% of the respondents was a cleri-
cal training program in public/private sector. The use of
the materials in a high school typewriting course ranked
third, with 78 of the respondents (62%) indicating the
materials highly appropriate or appropriate. The adult
refresher course was rated as appropriate for the use of the
forms typewriting materials by 61%, or 76 out of 124

Table 4. Respondents' Indications of Highly Appropriate and Appropriateness of Instructional Materials for Secretarial Courses by Rank Order. (N=124)

Variable		Highly Appropriate	Appropriate	Total
High School Office Procedures Course	f	40	66	106
	%	32	53	85
Clerical Training Program in Public/Private Sector	f	29	64	93
	%	23	52	75
High School Typing Course	f	34	44	78
	%	27	35	62
Adult Refresher Course	f	15	61	76
	%	12	49	61
Two-Year Community College Secretarial Course	f	29	38	67
	%	23	30	53
Four-Year College Secretarial Course	f	17	27	44
	%	14	22	36
Other	f	11		113
	%	10		90

respondents. Ranking fifth and sixth were the two-year community college and four-year college secretarial courses. Although over half (53%) of the respondents indicated the materials were appropriate for a two-year community college secretarial course, only 36% stated that the materials were appropriate for a four-year college secretarial course.

Table 5 further elaborates on the appropriateness and intention of the instructional materials by profession, indicating number and percent of teachers and employees responding. Total teachers responding were 68; employees responding were fifty-six. While the table shows a similar pattern in the responses of teachers and employees, it is interesting to note some of the dissimilarities. For instance, teachers showed a higher percent of non-response than did the employees. The percent of teachers and employers indicating inappropriate or highly inappropriate with any of the statements was less than 13%, the exception being the two- and four-year college courses. Eighteen per-cent of the employees indicated the materials were inappro-priate for a two-year community college secretarial course and 46% of the employees indicated inappropriate for a four-year college secretarial course. No one indicated that the materials were inappropriate for a clerical training program in the public/private sector.

Responses from both groups were quite similar in the highly appropriate category, with the exception of 21% of the teachers indicating the materials were highly appropriate

Table 5. Indications of Appropriateness of Instructional Materials for Secretarial Courses by Profession (Teachers/Employees). (Teachers, N=68; Employees, N=56; Total, N=124)

Variable		Highly Appropriate T/E	Appropriate T/E	Uncertain T/E	Inappropriate T/E	Highly Inappropriate T/E	No Response T/E
High School Typing Course	f	15/19	20/24	10/6	5/6	3/0	15/1
	%	23/34	29/43	15/11	9/11	4/0	22/2
High School Office Procedures Course	f	19/21	35/31	1/1	2/3	0/0	11/0
	%	28/38	51/55	2/2	3/5	0/0	16/0
Clerical Training Program in Public/Private Sector	f	14/15	28/36	8/5	0/0	0/0	18/0
	%	21/9	41/64	12/9	0/0	0/0	27/0
Adult Refresher Course	f	5/10	25/36	11/5	9/5	0/0	18/0
	%	7/18	37/64	16/9	13/9	0/0	27/0
Two-Year Community College Secretarial Course	f	15/14	15/23	10/8	6/10	2/0	20/1
	%	22/25	22/41	15/14	9/18	3/0	29/2
Four-Year College Secretarial Course	f	8/9	15/12	10/8	8/22	3/4	24/1
	%	12/16	22/21	15/14	12/39	4/7	35/2
Other	f	4/1	3/2	0/0	0/0	0/0	61/53
	%	6/2	4/3	0/0	0/0	0/0	90/95

for a clerical training program in the public/private sector while only 9% of the employees indicated the same. In the appropriate category, percents of responses were similar, with the exception of the adult refresher course. Sixty-four percent of the employees felt the materials were appropriate for an adult refresher course, whereas 37% of the teachers felt they were appropriate. In most instances, approximately 15% of the teachers and employers were uncertain about the appropriateness of the materials for each course, with the exception of the high school office practice course; only 2% of the teachers and employers were uncertain.

Respondents were asked to give as many reasons for using the materials as they felt applied to appropriateness/intention of forms instructional materials. Out of 124 of the respondents who answered this question, 27%, or thirty-three business teachers, are currently using the kit being evaluated, and their reasons are listed in Table 6.

Table 6 shows that more than half of the teachers currently using the materials indicated the reason as "it helps to reach the objectives/standards set for my students/employees." Thirty-six percent stated that it was "better than similar or competitive kit(s)" and the materials "represented the real world." Fifteen percent stated that "cost" was a reason for using the current materials.

There were no instances that the materials were being used because of departmental chairperson requirements.

Table 6.   Business Teachers' Reasons for Using
the Instructional Materials. (N = 33)

Reasons	Teachers	
	f	%
1. It helps reach objectives/ standards I have set for my students/employees.	19	58
2. Better than similar or competitive kit(s).	12	36
3. Represents the real world.	12	36
4. Teaches valuable concepts.	10	30
5. Only one I know that concentrates on forms.	7	21
6. Cost.	5	15
7. Publisher.	2	6
8. District requires it.	1	3
9. Chairperson requires it.	0	0
10. Other*	5	15

*Supplementary materials, review materials,
 drill/skill materials for typewriting classes

Other reasons indicated by 15% of the respondents were:
"valuable supplementary materials in typewriting classes and
office procedures classes," "materials are a good review in
business classes." Some teachers used the materials for
routine drill or skill building exercises in typewriting
courses/classes.

Research Question No. 2

CAN RESPONDENTS THAT ARE NOT CURRENTLY USING THE MATERIALS
INDICATE WAYS TO INCORPORATE THE MATERIALS IN THEIR CLASS-
ROOM/TRAINING PROGRAMS?

Of the respondents not using Applied Office Typewriting,
55 teachers and employees answered that they could make use
of the materials. This represents 60% of the non-users,
while 40% said they could not use them. Table 7 shows the
percentage of non-users' reasons for making use of the kit
in the future. Of those who felt they could use the kit,
60% indicated that the materials represented the real world,
56% that the kit taught valuable concepts, 35% marked their

Table 7.   Non-Users' Reasons for Making Use of
           the Instructional Materials. (N = 55)

Reasons	Non-Users	
	f	%
1. Represents the real world.	33	60
2. Teaches valuable concepts.	31	56
3. It would help reach objectives/ standards I have set for my students/employees.	19	35
4. My training program needs this kind of material.	17	31
5. Other*	1	2

*Supplementary materials

reason as it would help reach objectives/standards set for students/employees, and 31% that their training program needs this kind of material. Less than 2% provided other reasons for making use of the instructional materials.

Table 8 indicates the percentage of respondents who do not now nor perceive that in the future they can make use of Applied Office Typewriting. Seventy-two percent of the current non-users indicated that their company does not have a clerical training program and therefore cannot make use of the instructional materials. Thirty-three percent gave other reasons for not being able to utilize the materials, such as: "forms were out of date," "inappropriate for their company's sophisticated equipment." Some schools were on a limited budget and indicated they could not afford to buy consumable materials. Others indicated there was not enough "variety" in the kit, "the teacher's manual was poor," and "forms were too vague." Eight percent stated the kit was too short, whereas 6% stated the kit was too long.

Table 8.   Reasons Current Non-Users Cannot Make
            Use of the Instructional Materials.
            (N = 36)

Reasons	Non-Users	
	f	%
1. My company does not have a clerical training program.	26	72
2. Content is inappropriate for my course.	10	28
3. Kit too basic for my classes.	3	8
4. Kit is too short.	3	8
5. My company does not use the type of forms illustrated in the kit.	3	8
6. Kit is too advanced for my class.	2	6
7. Kit is too long.	2	6
8. Other*	12	33

*Forms outdated, inappropriate for word processors,
 too vague, company has too sophisticated equip-
 ment for such a basic kit, teacher's manual poor,
 limited budget, not enough variety.

Research Question No. 3

DOES A RELATIONSHIP EXIST BETWEEN THE RESPONSES OF EDUCATORS
AND BUSINESS EMPLOYEES IN TERMS OF CONTENT/METHODOLOGY AND
ORGANIZATION OF THE KIT?

Tables 9 through 14 indicate the response rate to
questions regarding content/methodology and organization of
Applied Office Typewriting. For questions relevant to
these categories, respondents were asked to indicate levels
of agreement defined by the following phrases with corres-
ponding numerical values: Strongly Agree (1), Agree (2),
Uncertain (3), Disagree (4), and Strongly Disagree (5).

Content/Methodology

The variables considered for content/methodology were
as follows:

(1) The kit is appropriate for office education classes.

(2) The kit will help develop work habits that lead to
efficiency in office work.

(3) The materials in the kit should familiarize students/
employees with the application of forms to business
situations.

(4) Having completed the kit, the student/employee should
have entry-level skills sufficient for a clerical job.

(5) The content is clear.

(6) The content is representative of forms used in today's
offices.

(7) Materials in the kit will provide good foundation for other higher level units in business courses.

(8) The kit includes business terms and/or expressions that are current.

(9) Content represents current business practices of a majority of companies.

(10) The kit is designed to provide simulated work experience in several different companies. Continue same format.

(11) Adequate background information about each company is provided for each company represented in the kit.

(12) The content is sufficiently varied.

A total of 91% indicated the materials were appropriate for an office education class, and 76% of the respondents thought the kit would help develop good work habits. Ninety-seven percent further agreed that the materials would familiarize students or employees with the application of forms to business situations. Over three-fourths of the individuals (85%) indicated that the content was clear. Eighty-three percent thought the content represented current office forms, though 13% were uncertain and 2% disagreed.

The majority of respondents (78%) thought terms and expressions were current. For the variable regarding foundation for other higher level business courses, 72% of the individuals agreed that the kit would do so. Sixty-six percent indicated content as representative of current business practices,though there was disagreement from 8%

of the respondents. On the premise that the kit provided simulated work experience with various companies, 88% concurred that the format should be continued in any possible revision. Further, 77% of the respondents thought the background information for companies represented in Applied Office Typewriting was appropriate. Regarding variety, 87% noted that the content was sufficiently varied; however, 9% disagreed (see Table 9).

The relationship of these responses between educators and business employees is shown in Table 10. A similar pattern exists between the percentage of responses for teachers and employees. Of the twelve items concerning content and methodology, non-response rates were low, with four (8%) of the teachers not responding to four items and three (5%) of the employees not responding to one item; namely, the content is representative of forms used in today's offices. Both groups did not show strong disagreement with most of the items.

Teachers were uncertain about answering the items: having completed the kit, the student/employee should have the entry-level skills sufficient for a clerical job (24%); the kit will help develop work habits that lead to efficiency in office work (21%); materials in the kit will provide good foundation for other higher level units in business courses (29%); and content represents current business practices of a majority of companies (29%).

Table 9. Respondents' Appraisals of Content/Methodology of Applied Office Typewriting by Several Criteria. (N = 124)

Variable		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
1. Kit is appropriate for office education classes.	f	38	74	10	2	0	0
	%	31	60	8	2	0	0
2. Kit will help develop work habits that lead to efficiency in office work.	f	23	71	25	4	1	0
	%	19	57	20	3	1	0
3. Materials in kit should familiarize students/employees with application of forms to business situations.	f	32	81	3	1	0	0
	%	32	65	2	1	0	0
4. Having completed the kit, the student/employee should have entry-level skills sufficient for clerical job.	f	16	62	28	16	1	1
	%	13	50	23	13	1	1
5. Content is clear.	f	14	92	7	10	0	1
	%	11	74	6	8	0	1
6. Content is representative of forms used in today's offices.	f	22	80	16	3	0	3
	%	18	65	13	2	0	2
7. Materials in kit will provide good foundation for other higher level units in business courses.	f	15	74	28	6	0	1
	%	12	60	23	5	0	1
8. Kit includes business terms and/or expressions that are current.	f	15	82	19	8	0	0
	%	12	66	15	7	0	0
9. Content represents current business practices of a majority of companies.	f	11	70	33	10	0	0
	%	9	57	27	8	0	0
10. Kit is designed to provide simulated work experience in several different companies. Continue same format.	f	35	74	11	4	0	0
	%	28	60	9	3	0	0
11. Adequate background information about each company is provided for each company represented in kit.	f	16	79	17	11	0	1
	%	13	64	14	9	0	1
12. Content is sufficiently varied.	f	19	89	5	11	0	0
	%	15	72	4	9	0	0

Table 10. Comparison of Teacher and Employee Appraisals of Content and Methodology of Applied Office Typewriting by Several Criteria. (Teachers, N=68; Employees, N=56; Total, N=124)

Variable		Strongly Agree T/E	Agree T/E	Uncertain T/E	Disagree T/E	Strongly Disagree T/E	No Response T/E
1. Kit is appropriate for office education classes.	f	19/19	44/30	5/5	0/2	0/0	0/0
	%	28/34	65/54	7/9	0/4	0/0	0/0
2. Kit will help develop work habits that lead to efficiency in office work.	f	11/12	41/30	14/11	1/3	1/0	0/0
	%	16/21	60/54	21/20	2/5	2/0	0/0
3. Materials in kit should familiarize students/employees with application of forms to business situations.	f	24/15	41/40	2/1	1/0	0/0	0/0
	%	35/27	60/71	3/2	2/0	0/0	0/0
4. Having completed the kit, the student/employee should have entry-level skills sufficient for clerical job.	f	8/8	33/29	16/12	10/6	0/1	1/0
	%	12/14	49/52	24/21	15/11	0/2	2/0
5. Content is clear.	f	5/9	46/46	7/0	9/1	0/0	1/0
	%	7/16	68/62	10/0	13/2	0/0	2/0
6. Content is representative of forms used in today's offices.	f	11/11	46/34	8/8	3/0	0/0	0/3
	%	16/20	68/61	12/14	4/0	0/0	0/5
7. Materials in kit will provide good foundation for other higher level units in business courses.	f	7/8	37/37	20/8	3/3	0/0	1/0
	%	10/14	54/66	29/14	4/5	0/0	2/0
8. Kit includes business terms and/or expressions that are current.	f	8/7	44/38	13/6	3/5	0/0	0/0
	%	12/13	65/68	19/11	4/9	0/0	0/0
9. Content represents current business practices of a majority of companies.	f	6/5	39/31	20/13	3/7	0/0	0/0
	%	9/9	57/55	29/23	4/13	0/0	0/0
10. Kit is designed to provide simulated work experience in several different companies. Continue same format.	f	23/12	34/40	8/3	3/1	0/0	0/0
	%	34/21	50/71	12/5	4/2	0/0	0/0
11. Adequate background information about each company is provided for each company represented in kit.	f	10/6	35/44	13/4	9/2	0/0	1/0
	%	15/11	52/79	19/7	13/4	0/0	2/0
12. Content is sufficiently varied.	f	13/6	43/46	5/0	7/4	0/0	0/0
	%	19/11	63/82	7/0	10/7	0/0	0/0

It should be noted that on all of the twelve items listed in Table 10, over 60% of the teachers and employees were in agreement with the statements. Only one item (Item 4, Having completed the kit, the student/employee should have the entry-level skills sufficient for a clerical job) showed the lowest percentage of agreement (61%) by teachers, and the item that showed the highest percentage of disagreement (15%) by teachers.

Thirteen percent of the teachers disagreed with Item 5 (The content is clear) and Item 11 (Adequate background information about each company is provided for each company represented in the kit). Thirteen percent of the employees disagreed with Item 9 (Content represents current business practices of a majority of companies) and 11% disagreed with Item 4 (The student/employee will have entry-level skills sufficient for clerical positions after completing the kit).

Organization

Table 11 indicates combined ratings of educators and business employees for organization of the instructional materials kit for the following variables:

(1) Units are well organized.

(2) As student works from company to company in the kit, the jobs appear to progress from simple to complex.

(3) Directions are clear and easy to understand.

(4) Kit includes an adequate number of forms and worksheets for the student's own use.

Table 11. Respondents' Appraisal of Organization of Applied Office Typewriting by Several Criteria. (N = 124)

Variable		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
1. Units are well organized.	f	13	87	12	12	0	0
	%	11	70	10	10	0	0
2. As student works from company to company jobs appear to progress from simple to complex.	f	11	82	19	12	0	0
	%	9	66	15	10	0	0
3. Directions are clear and easy to understand.	f	12	83	12	14	3	0
	%	10	67	10	11	2	0
4. Kit includes adequate number of forms and worksheets for student use.	f	10	84	13	15	0	2
	%	8	68	11	12	0	2

A total of 124 respondents replied to the first statement of which 81% of those responses agreed that the units were well organized while 10% disagreed and 10% were uncertain. Three-fourths (75%) agreed that as the student works from company to company in the kit, the jobs appear to progress from simple to complex. Seventy-seven percent thought directions were clear and easy to understand; 13% of the individuals disagreed. Seventy-six percent of the respondents indicated that forms and work sheets were adequate in number; 12% disagreed.

The relationship of these responses between teachers and employees is shown in Table 12. This table provides frequencies and percentages of responses on the organization of the instructional materials by teachers and employees. More than 65% of the teachers and employees were in agreement with all of the items listed, and their rates of response were similar. Item 3 (Directions are clear and easy to understand) shows the widest discrepancy between teachers and employees; namely, 65% of the teachers agreed and 91% of the employees agreed.

In the category strongly agree, teachers' and employees' rates of responses are similar, differences ranging from 6% to 14 percent. The highest rate of uncertainty about an item was shown in Item 2 (As student works from company to company in the kit, the jobs appear to progress from simple to complex). Fifteen percent of the teachers were uncertain about this item, while 16% of the employees were

Table 12. Comparison of Teacher and Employee Appraisals of Applied Office Typewriting Organization by Several Criteria. (Teachers, N=68; Employees, N=56; Total, N=124)

Variable		Strongly Agree T/E	Agree T/E	Uncertain T/E	Disagree T/E	Strongly Disagree T/E	No Response T/E
1. Units are well organized.	f	7/6	45/42	8/4	8/4	0/0	0/0
	%	10/11	66/75	12/7	12/7	0/0	0/0
2. As student works from company to company jobs appear to progress from simple to complex.	f	6/5	44/38	10/9	8/4	0/0	0/0
	%	9/9	65/68	15/16	12/7	0/0	0/0
3. Directions are clear and easy to understand.	f	4/8	40/43	8/4	13/1	3/0	0/0
	%	6/14	59/77	12/7	19/2	4/0	0/0
4. Kit includes adequate number of forms and worksheets for student use.	f	6/4	43/41	6/7	12/3	0/0	1/1
	%	9/7	63/73	9/13	18/5	0/0	2/2

uncertain. Nineteen percent of the teachers disagreed that the directions were clear and easy to understand in the kit, whereas only 2% of the employees disagreed. Eighteen percent of the teachers disagreed that the kit included an adequate number of forms and worksheets for student use; 5% of the employees disagreed. Only 4% of the teachers strongly disagreed with the statement, "Directions are clear and easy to understand," while no other statement showed strong disagreement. While three items out of four elicited 100% response, one teacher and one employee (2%) did not respond to the item concerning adequate number of forms and worksheets for student use.

Evaluation

Two additional variables, (1) This kit provides sufficient evaluative information to appraise a student's performance, and (2) The teacher or trainer should develop his/her own evaluative materials to assess student performance, were rated regarding evaluation. Table 13 depicts the extent to which total numbers of respondents agreed/disagreed.

Fifty-three percent of the respondents agreed there was sufficient student performance evaluative information and 10% strongly agreed. Yet 23% were uncertain and 2% strongly disagreed with this statement. In response to the teacher/trainer developing his/her own evaluative materials, 35% agreed that (s)he should do so (14% strongly agreed), 32% were uncertain, and 13% of the individuals answering did

Table 13. Respondents' Appraisal of Evaluative Methods of Applied Office Typewriting (N = 124)

Variable		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
1. Kit provides sufficient evaluative information to appraise a student's performance.	f	12	66	29	13	2	2
	%	10	53	23	10	2	2
2. The teacher or trainer should develop his/her own evaluative materials to assess student performance.	f	18	44	39	15	4	4
	%	14	35	32	13	3	3

not support this method for providing assessment of student performance.

Table 14 shows the relationship of these two variables between teachers and employees. Over half of the employees (68%) as well as 59% of the teachers agreed that the kit includes sufficient evaluative information to appraise a student's performance. Three percent of the teachers strongly disagreed with this statement, and 2% of the teachers and employees chose not to respond. While 48% of the teachers and 52% of the employees felt that the teacher/trainer should develop his/her own evaluation materials, a similar percentage of teachers (34%) and employees (29%) were uncertain.

Approximately 16% of both groups disagreed that the teacher/trainer should develop his or her own evaluation materials. Five percent of the employees and 2% of the teachers chose not to respond to this item.

Table 14. Comparison of Teacher and Employee Appraisals of Evaluative Methods of Applied Office Typewriting. (Teachers, N=68; Employees, N=56; Total, N=124

Variable		Strongly Agree T/E	Agree T/E	Uncertain T/E	Disagree T/E	Strongly Disagree T/E	No Response T/E
1. Kit provides sufficient evaluative information to appraise a student's performance.	f	6/6	34/32	16/13	9/4	2/0	1/1
	%	9/11	50/57	24/23	13/7	3/0	2/2
2. The teacher or trainer should develop his/her own evaluative materials to assess student performance.	f	9/9	24/20	23/16	8/7	3/1	1/3
	%	13/16	35/36	34/29	12/13	4/2	2/5

Research Question No. 4

DOES A RELATIONSHIP EXIST BETWEEN THE RESPONSES OF TEACHERS

USING THE MATERIALS AND TEACHERS NOT USING THE MATERIALS?

Tables 15 through 17 show the response rate of teachers currently using the forms instructional materials and teachers who are not using the materials in terms of content/ methodology, organization, and evaluation of Applied Office Typewriting. There are 68 teachers; 33 are users of the materials and 35 are non-users. Employees did not indicate that they or their company were using the kit.

Content/Methodology

In Table 15, 94% of the users agreed that the materials were appropriate for office education classes, i.e., 27% strongly agreed and 67% agreed; and non-users unanimously agreed that the materials were appropriate for office education classes, i.e., 46% strongly agreed and 54% agreed.

Seventy-eight percent of the users agreed that the kit will help develop work habits that lead to efficiency in office work; while non-users did not strongly agree with the statement, 54% did agree. A high response rate (97% users and 94% non-users) agreed that the materials in the kit will familiarize students/employees with the application of forms to business situations--30% users strongly agreed and 67% agreed, while 40% non-users strongly agreed and 54% agreed. Sixty-seven percent of the users and 54% of the non-users agreed that the student/employee will have suffi- cient entry-level skills for clerical jobs, while uncertainty

Table 15. Comparison of Teacher Users' and Teacher Non-Users' Appraisals of Content and Methodology of Applied Office Typewriting by Several Criteria. (Users, N=33; Non-Users, N=35; Total, N=68)

Variable		Strongly Agree U/N	Agree U/N	Uncertain U/N	Disagree U/N	Strongly Disagree U/N	No Response U/N
1. Kit is appropriate for office education classes.	f	9/16	22/19	2/0	0/0	0/0	0/0
	%	27/46	67/54	6/0	0/0	0/0	0/0
2. Kit will help develop work habits that lead to efficiency in office work.	f	6/10	20/19	7/13	0/0	0/2	0/1
	%	17/29	61/54	21/37	0/0	0/6	0/3
3. Materials in kit should familiarize students/employees with application of forms to business situations.	f	10/14	22/9	0/2	1/0	0/0	0/0
	%	30/40	67/54	0/6	3/0	0/0	0/0
4. Having completed the kit, the student/employee should have entry-level skills sufficient for clerical job.	f	4/4	18/15	8/8	3/7	0/0	0/1
	%	12/11	55/43	24/23	9/20	0/0	0/3
5. Content is clear.	f	2/3	24/22	0/7	6/3	0/0	1/0
	%	6/9	73/63	0/20	17/9	0/0	3/0
6. Content is representative of forms used in today's offices.	f	4/7	25/21	3/5	1/2	0/0	0/0
	%	12/20	76/60	9/14	3/6	0/0	0/0
7. Materials in kit will provide good foundation for other higher level units in business courses.	f	4/3	19/18	8/12	2/1	0/0	0/1
	%	12/9	58/51	24/34	6/3	0/0	0/3
8. Kit includes business terms and/or expressions that are current.	f	4/4	25/19	2/11	2/1	0/0	0/0
	%	12/11	76/54	6/31	6/3	0/0	0/0
9. Content represents current business practices of a majority of companies.	f	3/3	23/16	7/13	0/3	0/0	0/0
	%	9/9	70/46	21/37	0/9	0/0	0/0
10. Kit is designed to provide simulated work experience in several different companies. Continue same format.	f	13/10	15/19	2/6	3/0	0/0	0/0
	%	39/29	45/54	6/17	9/0	0/0	0/0
11. Adequate background information about each company is provided for each company represented in kit.	f	7/3	18/17	4/9	3/6	0/0	1/0
	%	21/9	55/49	12/26	9/17	0/0	3/0
12. Content is sufficiently varied.	f	9/4	22/21	0/5	2/5	0/0	0/0
	%	27/11	67/60	0/14	6/14	0/0	0/0

was expressed by 24% of the users and 23% of the non-users, and 20% of the non-users disagreed while only 9% of the users disagreed.

Eighty-eight percent of the users agreed that the content is representative of forms used in today's offices, and similarly, 80% of the non-users agreed. Regarding Item 8 (Kit includes business terms and/or expressions that are current) 88% of the users agreed, while only 65% of the non-users agreed, and 31% of the non-users were uncertain. While 79% of the users agreed that the content represents current business practices of a majority of companies, only 55% of the non-users agreed, 37% were uncertain, and 9% disagreed.

Regarding adequate background information about each company represented in the kit, 76% of the users indicated there was sufficient background information about each company. Only 58% of the non-users agreed, 26% were uncertain, and 17% of the non-users disagreed that there was sufficient background information about each company provided in the kit. The content was indicated by 94% of the users as being sufficiently varied, while only 77% of the non-users agreed with this statement.

Of the twelve items regarding content/methodology, users and non-users were in agreement with the statements over 53% of the time. The widest range of dissimilarity in the agreement category was in response to the statement regarding the content representing current business practices of a

majority of companies where 79% of the users agreed with this statement but only 55% of the non-users agreed.

While there was not a high rate of disagreement between the two groups about any one item, those that showed some disagreement were most often non-users. Twenty percent of the non-users did not agree that the kit will help develop sufficient skill for entry-level positions; 17% did not agree there was sufficient information provided about each company, 14% did not agree there was enough variety in the content, while 17% of the users disagreed with the statement that the content is clear. Only one statement had a response in the strongly disagree category, 6% of the non-users strongly disagreed that the kit will help develop work habits that lead to efficiency in office work. Two users and three non-users chose not to respond to an item, leaving five items with one no-response.

Organization

Table 16 indicates the rate of response of the teachers currently using the instructional materials versus those teachers not using them. This table indicates the ratings of users and non-users for organization of the instructional materials kit for the following variables:

(1) Units are well organized.

(2) As student works from company to company in the kit, the jobs appear to progress from simple to complex.

(3) Directions are clear and easy to understand.

Table 16. Comparison of Teacher Users' and Teacher Non-Users' Appraisals of Applied Office Typewriting, Organization by Several Criteria. (Users, N=33; Non-Users, N=35; Total, N=68)

Variable		Strongly Agree U/N	Agree U/N	Uncertain U/N	Disagree U/N	Strongly Disagree U/N	No Response U/N
1. Units are well organized.	f	5/2	24/21	0/8	4/4	0/0	0/0
	%	15/6	73/60	0/23	12/11	0/0	0/0
2. As student works from company to company jobs appear to progress from simple to complex.	f	3/3	26/18	1/9	3/5	0/0	0/0
	%	9/9	79/51	3/26	9/14	0/0	0/0
3. Directions are clear and easy to understand.	f	1/3	16/24	5/3	8/5	3/0	0/0
	%	3/9	48/69	15/9	24/14	9/0	0/0
4. Kit includes adequate number of forms and worksheets for student use.	f	4/2	17/26	4/2	8/4	0/0	0/1
	%	12/6	52/74	12/6	24/11	0/0	0/3

(4) Kit includes an adequate number of forms and worksheets

    for the student's own use.

    A total of 68 respondents replied to the first vari-

able, of which 88% of the users and 66% of the non-users

agreed that the units were well organized, while 23% of the

non-users were uncertain. Eighty-eight percent of the

users agreed that the jobs appear to progress from simple to

complex as the student works from company to company; only

60% of the non-users agreed. While 51% of the users indi-

cated that the directions were clear, 33% disagreed with the

statement.

    Although 64% of the users agreed that there were ade-

quate numbers of forms and worksheets available for student

use, 24% of the users indicated there were not enough forms

and worksheets available.

Evaluation

    Table 17 shows the relationship between users and non-

users for the two variables: (1) The kit provides sufficient

evaluative information to appraise a student's performance,

and (2) The teacher/trainer should develop his/her own evalu-

ative materials to assess a student's performance. Seventy

percent of the users agreed that the kit includes enough

evaluative information to assess student performance, and a

total of 15% of the users were in disagreement. Non-users

indicated uncertainty about this variable (31%) and 17% dis-

agreed. While both groups stated it was appropriate to

develop one's own evaluative materials, 21% of the users

Table 17. Comparison of Teacher Users' and Teacher Non-Users' Appraisal of Evaluative Methods of Applied Office Typewriting. (Users, N=33; Non-Users, N=35; Total, N=68)

Variable		Strongly Agree U/N	Agree U/N	Uncertain U/N	Disagree U/N	Strongly Disagree U/N	No Response U/N
1. Kit provides sufficient evaluative information to appraise a student's performance.	f	6/0	17/17	5/11	3/6	2/0	0/1
	%	18/0	52/49	15/31	9/17	6/0	0/3
2. The teacher or trainer should develop his/her own evaluative materials to assess student performance.	f	5/4	11/13	10/13	4/4	3/0	0/1
	%	15/11	33/37	30/37	12/11	9/0	0/3

disagreed. The degree of uncertainty was similar with
regard to developing one's own evaluative materials--30% of
the users were uncertain and 37% of the non-users were
uncertain.

Research Question No. 5

DOES A RELATIONSHIP EXIST BETWEEN RESPONSES OF EMPLOYERS WHO
HIRE OR SUPERVISE CLERICAL EMPLOYEES AND CLERICAL EMPLOYEES?

Tables 18 through 20 show the relationship between the
responses of employers who hire or supervise clerical
employees and the responses of the clerical employees. Both
groups are employed in companies whose forms are represented
in Applied Office Typewriting. The number of employers who
indicated they are employed in a supervisory capacity was
24, and 32 individuals indicated they are clerical employees,
together totaling 56 business employees evaluating the
instructional materials. The following tables display the
ratings of employers and employees regarding content/
methodology, organization, and evaluation of the kit.

Content/Methodology

Table 18 describes the variables related to content/
methodology. In the category of strongly agree/agree, a
total of 84% of the employers and 91% of the employees agreed
that the materials are appropriate for office education
courses. Employers unanimously agreed that the materials in
the kit should familiarize students/employees with the
application of forms to business situations; 97% of the
clerical employees agreed and 3% were uncertain. In terms
of the content being clear, 96% of the employers agreed that
the content was clear while complete agreement (100%) was
indicated by clerical employees.

Table 18. Comparison of Supervisory and Clerical Evaluations of Content and Methodology of Applied Office Typewriting by Several Criteria. (Supervisory, N=24; Clerical, N=32; Total, N=56)

Variable		Strongly Agree S/C	Agree S/C	Uncertain S/C	Disagree S/C	Strongly Disagree S/C	No Response S/C
1. Kit is appropriate for office education classes.	f	10/9	10/20	3/2	1/1	0/0	0/0
	%	42/28	42/63	13/6	4/3	0/0	0/0
2. Kit will help develop work habits that lead to efficiency in office work.	f	8/4	10/20	6/5	0/3	0/0	0/0
	%	33/13	42/63	25/16	0/9	0/0	0/0
3. Materials in kit should familiarize students/employees with application of forms to business situations.	f	7/8	17/23	0/1	0/0	0/0	0/0
	%	29/25	71/72	0/3	0/0	0/0	0/0
4. Having completed the kit, the student/employee should have entry-level skills sufficient for clerical job.	f	5/3	12/17	4/8	3/3	0/1	0/0
	%	21/9	50/53	17/25	13/9	0/3	0/0
5. Content is clear.	f	4/5	19/27	0/0	1/0	0/0	0/0
	%	17/16	79/84	0/0	4/0	0/0	0/0
6. Content is representative of forms used in today's offices.	f	6/5	12/22	3/5	0/0	0/0	3/0
	%	25/16	50/69	13/16	0/0	0/0	13/0
7. Materials in kit will provide good foundation for other higher level units in business courses.	f	5/3	15/22	4/4	0/3	0/0	0/0
	%	21/9	63/69	17/13	0/9	0/0	0/0
8. Kit includes business terms and/or expressions that are current.	f	4/3	19/19	0/6	1/4	0/0	0/0
	%	17/9	79/59	0/19	4/13	0/0	0/0
9. Content represents current business practices of a majority of companies.	f	3/2	13/18	7/6	1/6	0/0	0/0
	%	13/6	54/56	19/19	4/19	0/0	0/0
10. Kit is designed to provide simulated work experience in several different companies. Continue same format.	f	7/5	15/25	2/1	0/1	0/0	0/0
	%	29/16	63/78	8/3	0/3	0/0	0/0
11. Adequate background information about each company is provided for each company represented in kit.	f	4/2	20/24	0/4	0/2	0/0	0/0
	%	17/6	83/75	0/13	0/6	0/0	0/0
12. Content is sufficiently varied.	f	4/2	19/27	0/0	1/3	0/0	0/0
	%	17/6	79/84	0/0	4/9	0/0	0/0

The terms and expressions were rated as current by most of the employers (96%), but only 68% of the employees agreed, 19% were uncertain, and 13% disagreed. A total of 92% of the employers suggested that the same format should be continued in any possible revision; 94% of the clerical employees agreed as well, though 3% disagreed.

Complete agreement of employers (100%) was given to the variable suggesting that adequate background information about each company was provided in the kit; 81% of the clerical employees agreed, 6% disagreed. In terms of whether there was sufficient variety in the content, 96% of the employers agreed, 90% of the employees agreed. Of the twelve variables, one clerical employee strongly disagreed with Item 4 (Having completed the kit, the student/employee should have the entry-level skills sufficient for a clerical job), and three employers did not choose to respond to Item 6 (The content is representative of forms used in today's offices).

Employers and employees were uncertain as to whether or not the kit would develop work habits that lead to efficiency in office work, i.e., 25% of the supervising employers and 16% of the clerical employees were uncertain. Twenty-nine percent of the employers were uncertain that content represents current business practices of a majority of companies, and 17% were uncertain as to whether the student/employee will have entry-level skills sufficient for a clerical job upon completion of the kit. Clerical

employees (19%) were uncertain if the terms and/or expressions used in the kit were current, whereas employers showed no uncertainty about this variable.

All of the twelve variables elicited response rates over 60% in agreement by both groups.

Organization

Table 19 indicates the ratings of employers and employees with regard to organization of the instructional materials in forms typewriting. Ninety-two percent of the employers agreed that the units are well organized and the directions are clear and easy to understand. Ninety percent of the clerical employees also concurred that directions are clear and easy to understand, while 18% were uncertain and disagreed that the units in the kit are well organized.

Eighty-four percent of the employers agreed that the jobs appear to progress from simple to complex as the students work from company to company, and 72% of the clerical employees agreed while 13% disagreed. Both employers and employees (87% and 75% respectively) agreed that the kit includes an adequate number of forms and worksheets for the student's use, but 19% of the clerical employees were uncertain about this variable. No one group strongly disagreed with the four variables, and only one employer chose not to respond to Item 4.

Table 19. Comparison of Supervisory and Clerical Employees' Evaluation of Organization of Applied Office Typewriting by Several Criteria. (Supervisory, N=24; Clerical, N=32; Total, N=56)

Variable		Strongly Agree S/C	Agree S/C	Uncertain S/C	Disagree S/C	Strongly Disagree S/C	No Response S/C
1. Units are well organized.	f	4/2	18/24	1/3	1/3	0/0	0/0
	%	17/6	75/75	4/9	4/9	0/0	0/0
2. As student works from company to company jobs appear to progress from simple to complex.	f	3/2	17/21	4/5	0/4	0/0	0/0
	%	13/6	71/66	17/16	0/13	0/0	0/0
3. Directions are clear and easy to understand.	f	5/3	17/26	1/3	1/0	0/0	0/0
	%	21/9	71/81	4/9	4/0	0/0	0/0
4. Kit includes adequate number of forms and worksheets for student use.	f	2/2	19/22	1/6	1/2	0/0	1/0
	%	8/6	79/69	4/19	4/6	0/0	4/0

Evaluation

Table 20 considers the statements on evaluation methods preferred by respondents. Statement 1 (The kit provides sufficient evaluative information to appraise a student's performance) had a response rate of 76% employers in agreement and 62% employees agreeing, whereas 31% of the clerical employees were uncertain. Item 2 (The teacher or trainer should develop his/her own evaluative materials to assess student performance) shows that over half of the users and non-users agree, while there was some uncertainty and disagreement by both groups; 25% of employers and 31% of employees were uncertain about the statement, 13% of both groups disagreed, and 3% of the clerical employees strongly disagreed. Two employers and one employee did not respond to this item.

Table 20. Comparison of Supervisory and Clerical Employees' Appraisal of Evaluative Methods of Applied Office Typewriting. (Supervisory, N=24; Clerical, N=32; Total, N=56)

Variable		Strongly Agree S/C	Agree S/C	Uncertain S/C	Disagree S/C	Strongly Disagree S/C	No Response S/C
1. Kit provides sufficient evaluative information to appraise a student's performance.	f	3/3	15/17	3/10	2/2	0/0	1/0
	%	13/9	63/53	13/31	8/6	0/0	4/0
2. The teacher or trainer should develop his/her own evaluative materials to assess student performance.	f	4/5	9/11	6/10	3/4	0/1	2/1
	%	17/16	38/34	25/31	13/13	0/3	8/3

Research Question No. 6

DO RESPONDENTS EVALUATING INSTRUCTIONAL MATERIALS IN FORMS TYPEWRITING EMPHASIZE THE IMPORTANCE OF THE SUBJECT MATTER AND OFFER SUGGESTIONS FOR IMPROVEMENT?

Business teachers and business employees supplied many suggestions for improving Applied Office Typewriting. These suggestions will be highlighted in the following tables (21 through 25) describing the importance of the subject matter for beginning office workers, other business forms that would be appropriate to include in a possible revision, terms or expressions that should be included, adequacy of the illustrations, and supplementary materials to make the kit a more valuable teaching/learning aid.

In Table 21, respondents ranked the importance of the subject matter of the instructional materials for beginning office workers. Forty-eight percent indicated the subject matter was important for beginning office workers, and 32% thought it very important. Sixteen percent indicated that the materials were only somewhat important. Three individuals did not answer the question, and of those who did, no one felt the subject matter not important for beginning office workers.

Business forms currently included in Applied Office Typewriting covered petroleum, food, chemical, steel, carpet, shipping, newspapers, finance, insurance, wood products, and clothing. In view of the wide variety of businesses covered, respondents were asked to indicate

Table 21.   Respondents' Appraisal of Importance of
            Subject Matter for Beginning Office Workers.
            (N = 124)

Importance	Number of Respondents	
	Frequency	Percent
Very Important	40	32
Important	60	48
Somewhat Important	20	16
Not Important	0	0
No Response	4	3
Total	124	99

additional business forms they considered should be included in any future instructional materials kit.

Table 22 displays, by rank, forms respondents felt necessary in future kits. Of the categories listed in the questionnaire, 44% of the respondents indicated government as the primary category for which forms should be represented, followed by finance (40%), law (36%), medicine (30%), transportation (27%), and education (20%). Other areas suggested by 14% answering this question were real estate; insurance; travel agencies; local, state, and federal governments; electronics; hotels; restaurants; and utilities.

In addition to suggesting other forms, respondents were also asked to identify other terms and expressions that should be included in the kit. Terms/expressions listed in the questionnaire included office management, to which 34% circled its necessity, reprographics (31%), micrographics (21%), word processing (73%), and telecommunications (35%), while 15% were satisfied that the terms and expressions already in use were adequate. Seven percent proposed the addition of computer programming and data processing, filing, financial, statistical, and informational processing (see Table 23).

Another aspect of <u>AOT</u> which respondents rated was illustrations in the text as being clear, recent, relevant, large enough, irrelevant, outdated, too numerous, not enough, or other (see Table 24). Seventy-three percent of the respondents indicated that the illustrations were clear,

Table 22. Respondents' Opinions of Other Forms That
           Should Be Included in Future Revision.
           (N = 124)

Types of Forms	Number of Respondents	
	Frequency	Percent
Government[a]	54	44
Finance	49	40
Law	45	36
Medicine	37	30
Transportation	34	27
Education	25	20
Other[b]	18	14
Total	124	100

[a]Government through Education offered as choices.

[b]Real estate; insurance; travel agencies; local, state, and
federal government; electronics; hotels; restaurants;
utilities

Table 23. Respondents' Appraisal of Other Terms or
           Expressions That Should Be Included in a
           Future Revision.   (N = 124)

Terms/Expressions	Number of Respondents	
	Frequency	Percent
Word Processing	90	73
Telecommunications	43	35
Office Management	42	34
Reprographics	38	31
Micrographics	26	21
Currently Adequate	19	15
Other*	9	7

*Computer programming, data processing, filing, financial,
 statistical, information processing.

Table 24.   Respondents' Ratings of Illustrations in the
            Current Forms Instructional Materials.
            (N = 124)

Criteria	Number of Respondents	
	Frequency	Percent
Clear	90	73
Recent	36	29
Large Enough	59	48
Relevant	77	62
Irrelevant	1	1
Out of Date	10	8
Too Many	1	1
Not Enough	14	11
Other*	8	7
Total	124	

*Change size of existing forms, need wider variety, revise
 same forms, place full-size facsimiles in teacher's manual.

20% thought them recent, 48% large enough, and 62% indicated the illustrations relevant. Less than 1% felt the examples were irrelevant, while 8% stated they were out of date.

Regarding numbers of illustrations, 11% thought there were not enough and 1% thought there were too many. Seven percent made other observations as follows: stay with basic forms but use different sized stationery, need a wider variety of forms, inappropriate for word processors, illustrations need to be revised, and need full-size facsimile in teacher's manual.

Table 25 illustrates, in order of preference, which of the supplementary materials respondents felt the most valuable. Respondents were subsequently requested to identify three out of seven types of supplementary materials that would potentially make the kit a more valuable teaching/learning aid. Of these seven variables, goals and performance indicators to aid the learner ranked highest (38%), and the use of overhead transparencies of forms was indicated by 33 percent. Other suggestions were: include a reference book of forms, develop motivational materials, and provide forms used in accounting.

Finally, because of the current efforts to eliminate bias or stereotyping in instructional materials, respondents were asked if they had encountered any in their review of Applied Office Typewriting, and if so, was the bias or stereotyping ethnic, sexual, racial, religious, all of the above, or other in origin. Out of the 124 respondents,

Table 25. Respondents' Opinions of Supplementary
Materials in Future Revision. (N = 124)

Supplementary Materials	Number of Respondents	
	Frequency	Percent
Goals and Performance Indicators	47	38
Tapes Providing More Company Background	21	17
Overhead Transparencies of Forms	41	33
Filmstrips Showing Examples of Forms	21	17
Slide/Tape Instructions	17	14
None of Above	18	15
Other*	8	7

*Reference book of forms, motivational materials,
 accounting setups.

123, or a total of 99.2%, indicated that they had not encountered any; .8% did not respond.

<u>Research Question No. 7</u>

IS THERE A RELATIONSHIP BETWEEN THE DEMOGRAPHIC CHARACTER-
ISTICS OF BUSINESS TEACHERS (USERS AND NON-USERS) AND
BUSINESS EMPLOYEES (EMPLOYERS AND CLERICAL EMPLOYEES) IN
TERMS OF NUMBER OF YEARS OF TEACHING, NUMBER OF YEARS OF
WORK EXPERIENCE, SIZE OF CLASS/DEPARTMENT, AND PLACE OF
EMPLOYMENT?

The purpose of this question was to obtain demographic
data to present in table form information regarding the
respondent's profession, number of years employed, size of
class/department currently working, and location of place of
employment. There were 124 respondents answering this sec-
tion; 68 were teachers and 56 were business employees. Of
the 68 teachers, 33 were users of the instructional materi-
als, and 35 were non-users. Of the 56 business employees,
24 were in supervisory positions and 32 were in clerical
positions.

Table 26 shows the number of years teaching experience
of the business education teachers evaluating the kit who
were users and non-users of the materials. Forty-five per-
cent of the users have been teaching for more than 10 years,
whereas 26% of the non-users have taught more than 10 years.
Only 9% of the users and 17% of the non-users have been
teaching for one year or less. Approximately the same num-
ber of users and non-users (39% and 31% respectively) have
been teaching between six and ten years. Six percent of

Table 26. Years Teaching Experience of Business Education
Teachers by Users and Non-Users of Instructional
Materials. (N = 68)

Years Teaching	Users		Non-Users	
	f	%	f	%
0 - 1	3	9	6	17
2 - 5	2	6	9	26
6 - 10	13	39	11	31
10+	15	45	9	26
Total	33		35	

Table 27. Number of Years Office Work Experience of
Business Education Teachers: Users and Non-Users
Compared. (N = 68)

Years Work Experience	Users		Non-Users	
	f	%	f	%
Less than 1	1	3	0	0
1 - 5	2	6	10	29
6 - 10	21	64	19	54
10+	5	15	4	11
None	4	12	2	6
Total	33	100	35	100

the users and 16% of the non-users have between 2 and 5
years teaching experience.

In Table 27, the number of years of office work
experience for business education teachers shows that the
percentage is similar between users and non-users for office
experience of 6 to 10 years and over 10 years; namely, 64%
users and 54% non-users (6-10 years), and 15% users and 11%
non-users with more than 10 years office work experience.
It was also observed that 12% of the users have had no
office experience, while 6% of the non-users have had no
previous work experience.

Table 28 shows the number of students enrolled in the
business education departments of the teachers using the
instructional materials and teachers not using them. Non-
users (18%) indicated having less than 20 students enrolled
in their departments, 29% have between 100 and 199 students,
and 24% have 400 or more. Users have a small percentage of
students in the first three categories: 3% less than 20,
none in the 20-49 range, and 9% have 50-99 students. A
larger percentage exists in the last three categories;
namely, 29% of the users have 100-199 students, 34% have
between 200-399 enrolled, and 25% teach in departments
greater than 399 students.

In terms of the number of years employers and employees
have been working in the business world, Table 29 depicts
this information. It is noted that a large percentage of
employers (54%) have 10 or more years of office experience,

Table 28.   Number of Students in Business Education
            Department of Teachers: Users and Non-Users
            Compared.   (N = 66)

Number of Students	Users		Non-Users	
	f	%	f	%
Less than 20	1	3	6	18
20 - 49	0	0	2	6
50 - 99	3	9	4	12
100 - 199	9	28	10	29
200 - 399	11	34	4	12
Greater than 399	8	25	8	24
Total	32	100	34	100

Table 29.   Number of Years Work Experience of Employers and
            Employees in Firms Represented in Instructional
            Materials.   (N = 56)

Years Working	Employers		Employees	
	f	%	f	%
0 - 1	0	0	5	16
2 - 5	7	29	12	38
6 - 10	4	17	9	28
10+	13	54	6	19
Total	24	100	32	100

as compared with 19% of the employees with 10 or more years. All employers indicated more than one year office experience, while 16% of the employees have one year or less. In the categories 2-5 years and 6-10 years, 11 (46%) employers and 21 (66%) clerical employees are shown as having work experience in these two categories.

Business employees indicated that they have had some teaching experience. Table 30 shows that 37% of the employers have had between 1 and 10 years of teaching experience; 41% of the employees have taught between 1 and 10 years. Sixty-four percent of employers and 55% of employees showed no teaching experience.

The number of employees working in the same department as the employer and employee evaluating the instructional materials is shown in Table 31. Twenty-three percent of the business employees work in departments with less than 10 other employees. Thirty-two percent indicated there are 10-19 employees in their department, while 30% stated they work with 20-49 employees. A total of 14% of the employees work in departments that have 50 or more employees. Table 31 shows that all 56 employees evaluating the instructional materials responded to this statement.

In Table 32, respondents were asked to identify the type of location of their firm, i.e., urban, suburban, rural, or other description of location. Forty-four percent of the total respondents were located in an urban setting of which 26% were teachers and 66% employees. Another large

Table 30. Years of Teaching Experience of Employers/
          Employees in Firms Represented in Instructional
          Materials. (N = 51)

Years Teaching Experience	Employers		Employees	
	f	%	f	%
Less than 1	0	0	1	3
1 - 5	5	23	8	28
6 - 10	1	5	3	10
10+	2	9	1	3
None	14	64	16	55
Total	22	100	29	100

Table 31. Number of Employees Working in Same Department as
          Employers and Employees in Firms Represented in
          Instructional Materials. (N = 56)

Number of Employees	Employers/Employees	
	f	%
1 - 9	13	23
10 - 19	18	32
20 - 49	17	30
Greater than 49	8	14
Total	56	100

Table 32.   Respondents' Places of Employment.
            (N = 124)

Location	Teachers		Employees**		Total Response	
	f	%	f	%	f	%
Urban	18	26	37	66	55	44
Suburban	34	50	15	27	49	40
Rural	10	15	0	0	10	8
Other*	3	4	3	5	6	5
No Response	3	4	1	2	4	3
Total	68	100	56	100	124	100

*"Pleasant," "city," "metropolitan"

**Includes employers and clerical employees

percentage (40% of total respondents) were located in suburbs, of which 50% were teachers and 27% were employees. None of the employees indicated they were located in a rural setting while 15% of those teaching said that they were. Other responses were: "pleasant," "metropolitan," and "city." Four respondents chose not to answer this item.

Table 33 shows the types of businesses that were represented by supervisory employers and clerical employees evaluating the instructional materials. A large percentage were in finance, insurance, and real estate firms (34%), and 29% were in manufacturing. Five percent of the employees reported that they were in service firms. Others included chemical, petroleum, steel, and food.

In Chapter 5, the researcher will summarize the results presented in this chapter.

Table 33. Types of Business Represented by Employers/
          Employees. (N = 56)

Business	Respondents	
	f	%
Finance/Insurance/ Real Estate	19	34
Manufacturing	16	29
Wholesale/Retail	6	11
Transportation/ Public Utilities	6	11
Services	3	5
Other*	6	11
Total	56	100

*Chemicals, petroleum, steel, food

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter will present a summary of the study, conclusions that were derived from the reported findings, recommendations for improving the materials that were evaluated, and recommendations for further research in evaluation of instructional materials in forms typewriting.

Summary

The study was conducted to determine if instructional materials used in teaching forms typewriting are relevant and useful for developing those clerical skills needed for current entry-level positions, and to make recommendations for teaching forms typewriting based on responses made by business education teachers and business employees.

In order to develop a closer link with business and education, both groups (employees and teachers) were surveyed to determine if there was general agreement on what should be included in instructional materials for teaching forms handling and typewriting. The material selected for this study was Applied Office Typewriting by Vern Allen Frisch. McGraw-Hill Publishing Company assisted in providing the kits for evaluation and a ten percent random sample

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of current users of the instructional materials. A questionnaire was developed by the investigator, with input from a panel of reviewers, and distributed to four groups; namely, current users of the materials, non-users of the materials who were in teaching positions, employers who hire or supervise clerical employees whose firms are represented in the materials, and clerical employees working in firms that are represented in the materials being evaluated.

The questionnaire consisted of four sections with the first section designed to assess the intention and appropriateness of the materials. Section Two was designed to obtain information on content, organization, methodology, and means of evaluating the instructional materials. Section Three was developed for the purpose of asking participants for suggestions for improvements of the materials, and Section Four asked the respondents to provide information regarding their teaching/work experience, location, number of students/employees in their classroom/department, and types of firms represented in the study.

The questionnaire, cover letter, and instructional materials were sent to 62 users; 62 non-users identified by the users; and 18 companies represented in the materials who consented to participate and distribute the questionnaires, cover letter, and instructional materials to two supervisory employers and two clerical employees in their firms. A total of 204 questionnaires were distributed, and 124 were returned giving a response rate of 60.7 percent.

Questionnaires were coded, data was keypunched, and the Statistical Package for the Social Sciences utilizing the Cyber 750 computer was used to develop the findings.

The researcher selected the materials with the intention of making classroom teachers aware of the value of textbooks, the limitations of textbooks, and the impact that evaluation can have on the selection of instructional materials in business education.

The study demonstrates in Chapter 2, Review of Related Literature, that a wide variety of evaluation models exists for evaluating programs, but a limited number of evaluations exists for the purpose of selecting a textbook for a particular course, department, or program. The findings reported in Chapter 4 reveal the following information based on seven research questions developed for the purpose of determining the relevancy of instructional materials in forms typewriting.

Question #1:   Is the material appropriate for programs in education and business/industry?

The findings indicated that the materials were highly appropriate for an office procedures course, high school typewriting course, clerical training program in school or industry, and an adult refresher course. Lower percentages of response rates for appropriateness for two-year and four-year college secretarial courses were indicated. Materials for these two courses could be supplementary for review or additional coverage of subject matter. When comparing the

appropriateness of the materials for the above courses with teachers and employees, the areas of highest agreement were clerical training program in the public/private sector. Areas that showed most disagreement between the two groups were the four-year college secretarial course, with only 16% of the teachers rating the materials as inappropriate, while 46% of the employees felt the materials were inappropriate for a four-year college secretarial course. Approximately 16% of both groups showed uncertainty about the appropriateness of the materials for all courses mentioned.

Question #2: Can respondents who are not currently using the materials identify ways to incorporate the materials in their classroom/training programs?

The findings showed that the main reason for using the materials was that it helped to attain the objectives or standards which high school teachers had set for their students. If non-users could use the kit, they would do so because the materials represented the real world and taught valuable concepts. The main reason for not using the materials was that companies did not have a clerical training program. Non-user teachers indicated that the content was inappropriate for their courses. Many non-users could have been teaching courses that would not lend themselves to utilizing the materials, hence the content was inappropriate. Some indicated the kit was too short, others said the kit was too long. It could be that types of schedules would not allow a kit of this nature to fit into some classes. Thirty-three percent of the non-users indicated that they

could not now nor in the future make use of the kit. Some of their reasons were: "forms were out of date, too vague, not enough variety, limited budget, company has too sophisticated equipment for such a basic kit."

Question #3:   Does a relationship exist between the responses of educators and business employees in terms of content, methodology, and organization of the kit?

The findings of this research study revealed that teachers and employees were generally in agreement with the appropriateness of the materials for office education courses. Employees were more satisfied with content than were teachers. The areas of highest agreement were: (a) the materials would familiarize students or employees with the application of forms to business situations, (b) the materials were appropriate for an office education class, (c) the content was representative of forms used in today's offices, and (d) the kit will help develop work habits that lead to efficiency in office work. Areas showing most disagreement by both groups were: (a) student will have entry-level skills sufficient for a clerical job having completed the kit, (b) units are well organized, and (c) as student works from company to company, jobs appear to progress from simple to complex. Areas that showed intergroup differences were: (a) materials in the kit will provide good foundation for other higher level units in business courses, (b) adequate background information about each company is provided for in the kit, and (c) the directions are easy and

clear to understand. The area showing most uncertainty by both groups was that the teacher or trainer should develop his/her own evaluative materials to assess student performance.

Question #4: Does a relationship exist between teachers currently using the materials and teachers not using the materials?

Current users had the benefit of using the materials in a real classroom setting, but they tended to agree more favorably with some of the items than did the non-users. Non-users were more uncertain about the clarity of the content, whether or not the terms and/or expressions in the kit were current, and if the content was sufficiently varied. Areas of most agreement between the two groups were: (a) the content is appropriate for office education classes, (b) the materials should familiarize students/ employees with application of forms to business situations, (c) the kit is designed to provide simulated work experience in several different companies, and (d) the format should be continued in any revision. Areas that both groups showed most disagreement were: (a) the directions were clear and easy to understand, and (b) the kit includes adequate numbers of forms and worksheets for student's own use. Intergroup differences appeared in statements regarding whether the kit will help develop work habits that lead to efficiency in office work, content represents current business practices of majority of companies, adequate background information about each company is provided for in the kit,

and the content is sufficiently varied. Fewer teacher non-users agreed with the statements that the units in the kit were well organized and that as the student works from company to company the jobs appear to progress from simple to complex. Users felt the kit provided sufficient evaluative information to appraise a student's performance and did not react favorably to the statement that the teacher/trainer should develop his/her own evaluative materials.

Question #5: Does a relationship exist between the responses of employers who hire or supervise clerical employees and the clerical employees?

While both groups are hired in companies whose firms are represented in the materials evaluated, the findings in this study show that the two groups were not in agreement as often as the teacher users and teacher non-users. Clerical employees tended to disagree with the statements more often than did the supervisory employees. Those areas were: (a) the kit included business terms and/or expressions that are current, (b) the content represents current business practices of a majority of companies, (c) as student works from company to company, jobs appear to progress from simple to complex, and (d) the kit will help develop work habits that lead to efficiency in office work. The areas of highest agreement were: (a) the materials should familiarize students/employees with application of forms to business situations, (b) the content is clear, (c) the format should be continued, and (d) the directions were clear and easy to understand.

Areas that showed most intergroup differences were:
(a) as the student works from company to company, jobs
appear to progress from simple to complex, (b) having com-
pleted the kit, the student should have sufficient entry-
level skills for clerical positions, (c) the kit includes
business terms and/or expressions that are current,
(d) adequate background information about each company is
provided, and (e) the kit includes adequate number of forms
and worksheets for the student's use.

Question #6:   Do respondents evaluating instructional
               materials in forms typewriting emphasize the
               importance of the subject matter and offer
               suggestions for improvement?

The findings indicate that 80% of the respondents
rated the subject matter of forms typewriting as important
or more important. Respondents gave suggestions for improv-
ing the instructional materials such as, "offer more variety
of forms," and forms in federal, local, and state govern-
ments, law, finance, medicine, transportation, education,
restaurants, hotels, travel agencies, and electronics were
suggested. Word processing terminology was rated by over
73% of the respondents as the most important terminology to
add to any future revision. Computer terminology, data
processing, office management, reprographics, micrographics,
and telecommunications terms were also suggested.

Respondents rated the illustrations as clear, relevant,
and large enough. While they did not criticize the current
illustrations, they did make suggestions such as, "change

the size of existing forms," "provide for a wider variety
of illustrations," "revise some of the forms," and "place
full-size facsimiles in the teacher's manual." The findings
indicated that goals and performance indicators would help
make the kit a better teaching/learning aid. Overhead
transparencies of forms would also be beneficial. Sugges-
tions for developing a reference book of forms, explaining
how calculations are made on invoices, and providing more
company background information, etc., were also indicated.
Respondents did not indicate any bias or stereotyping in
the materials.

Question #7:   Is there a relationship between the demographic
               characteristics of business teachers (users
               and non-users) and business employees (employ-
               ers and clerical employees) in terms of number
               of years of teaching, number of years of work
               experience, size of class/department, and
               place of employment?

The findings in this research study show that the
majority of users and non-users had between six and ten years
of teaching experience. Similarly, the majority of employers
had between six and ten years of work experience, while the
clerical employees had less than one year to five years of
office work experience. Both users and non-users (teachers)
have had office work experience, 88% and 94%, respectively.
Conversely, 64% of the employers and 55% of the clerical
workers have had no teaching experience. It should be noted
that both groups include respondents who have had both
teaching and office experience. The data show that employers
and employees worked mainly in urban settings, while
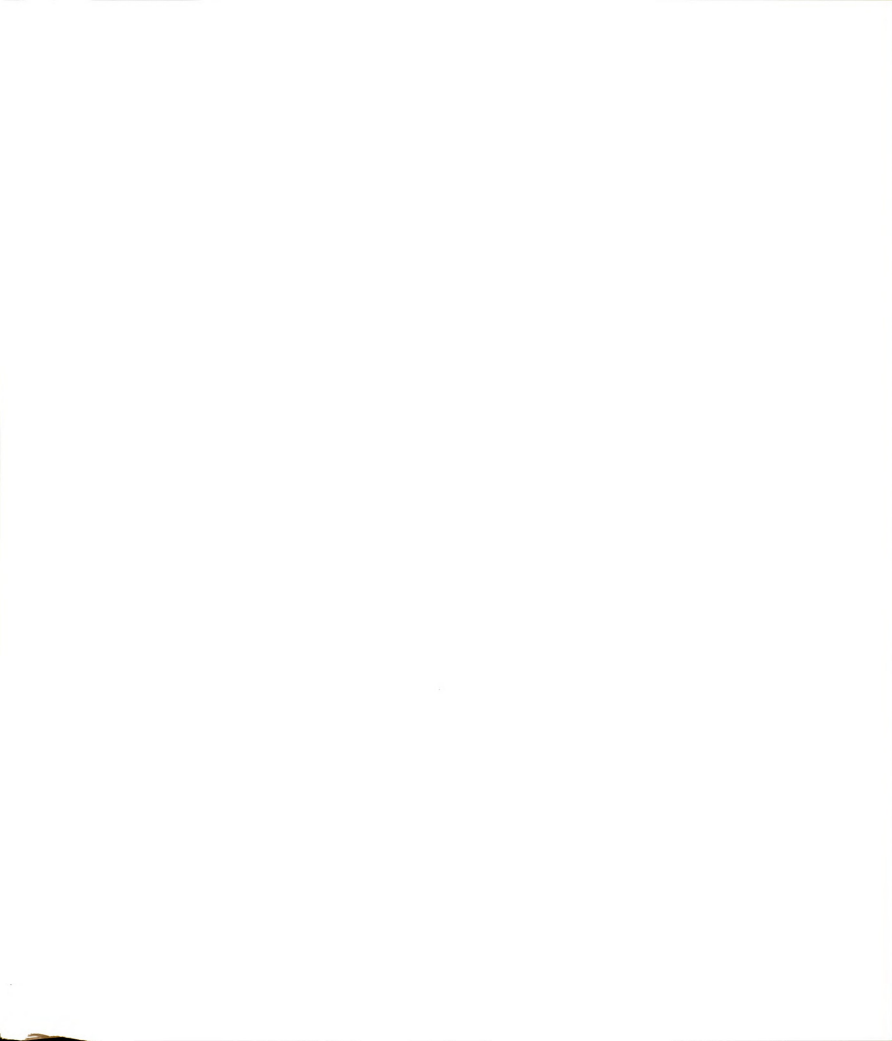
teachers were working in suburban settings, and a small percentage of both groups worked in rural settings.

Conclusions

The data collected for this descriptive study provided the basis for a wide variety of comparisons of the instructional materials based on the responses of business education teachers and business employees. The findings support the following conclusions:

1. The content for teaching forms typewriting is both appropriate and important for high school office procedures courses, clerical training courses in public and private sectors, and adult refresher courses. While it can be used in high school typewriting courses and two-year community college secretarial programs, it is more appropriate to use the kit in high school office procedures, clerical training, and adult refresher courses.

2. The instructional materials teach valuable concepts related to entry-level positions and help reach objectives/ standards that teachers establish for their students. These responses were indicated by current users of the materials and non-users who could make use of the materials in their courses.

3. The changes that are occurring in the world of work today, such as terminology related to word processing, tele- communications, micrographics, reprographics, and computers, should be considered in future revisions of the

instructional materials in forms typewriting. Responses relating to these items were supported by both teachers and employees.

4. The instructional materials need a wider variety of forms, more supplementary materials to aid the learner, additional company background, and clearer directions in future revisions. Both groups (teachers and employers) have similar responses concerning the support materials to aid the teaching/learning process.

5. The instructional materials need to be more diversified and challenging. Assignments similar to on-the-job assignments should include rough drafts, long-hand writing, notes written in margins, and different sizes of stationery. Responses relating to these items were open-ended suggestions made by business employees.

6. Teachers will select this set of instructional materials because it teaches valuable concepts, represents the real world, is better than similar or competitive kits, and is the only one known that concentrates on forms. Employees will select the instructional materials, if the company has a training program, because it represents the real world, teaches valuable concepts, and would help reach objectives/standards set for employees.

Recommendations

Based on the findings and conclusions derived from the findings of this research study, the following recommendations are made for revising the current instructional materials, and for further research on evaluation of these materials:

1. Because of the large percentage of available positions in clerical office work in the 1980's and 1990's, there is still a need for materials similar to AOT. It is recommended that a revision be done incorporating the suggestions from business educators and business employees in this research study.

2. Because of the new and emerging companies that have developed in the past fifteen years, i.e., microcomputers, fast-food chains, electronics, travel, and transportation, it is recommended that a broader base of companies be consulted in order to obtain new forms, formats, terminology, and expressions so as to have a wider diversity of forms for future revision.

3. It is recommended that a list of performance objectives and achievement indicators be developed based on tasks of clerical workers in business today. In this competency-based format, the materials can be easily adapted/adopted for several courses in business education.

4. While business education has made great progress in producing simulated materials for classroom use, it is recommended that actual real-world specimens of forms be

continued in sets of instructional materials. This makes a kit unique and allows for students to have actual on-the-job experience while still in a learning environment.

5. With all four groups responding in a constructive manner to the intent, content, and methodology of the materials, the results should be utilized by publishers and authors of new materials developed for forms typewriting and handling.

6. Based on the findings, it is recommended that the scope of business forms includes law, government, transportation, public utilities, electronics, medicine, and education, in addition to those forms already included in the kit.

7. Based on the findings, new instructional materials developed for forms typewriting should include overhead transparencies of a wide variety of forms to be utilized for instruction. A reference booklet consisting of the same forms could be included in the students' materials.

8. It is recommended that a resource section be included after each unit to: (1) know more about the company the student is employed in, (2) opportunities for a career in the company, and (3) other duties that can be performed if the student were to take a full-time position with that firm.

9. It is recommended that teachers using the materials contact personnel in the branch offices of these large

firms, arrange for company visits, or resource speakers for job shadowing experiences.

10. The materials could be included in a career exploration program or work-experience program in a high school in order to provide more real-world training before graduation.

11. Because of the importance of selecting materials for students to gain the most knowledge, another study could test the impact of learning and what has been gained by students using the materials.

12. Follow-up studies of students that have used the materials and are working in clerical positions could also test the adequacy of the materials and allow for another form of evaluation based on student input.

13. Another study to test the time period students need to finish a job in the class as compared to the actual time it takes or should take employees to complete the same task on the job could be researched.

14. Further research on packaging, color, type of paper, forms used in business today, could be done to determine if cost would be prohibitive, if materials in forms typewriting would be more appealing or less appealing to users.

The researcher has tried to demonstrate that effective evaluation of instructional materials should reflect the nature of the course and its importance to the teaching/ learning system. It would be most gratifying if a

significant change in the selection of textbooks in business education, as well as areas outside of business education, would take place due partly to the efforts undertaken in this study.

While there will always be problems in evaluation, a questionnaire designed to obtain the opinions of concerned groups does show a commitment to evaluation and would potentially have some impact on textbook selection. It is important that evaluation remains flexible so that the requirements of different circumstances can be met and that institutions and personnel will react favorably to evaluation as a form of improvement.

APPENDICES

APPENDIX A

APPLIED OFFICE TYPEWRITING

Applied Office
TYPEWRITING

This practice set contains these business papers:

JOB 1 *Training*—Skill Practice Sheets

JOBS 2-4 *Administration*—Signature Card, Notice of Change Form (for personnel), Letterhead, Interoffice Correspondence (memo)

JOBS 5-9 *Purchasing*—Purchase Order, Request for Quotation, Purchase Requisition/Order (combined), Office Supplies Requisition, Requisition for Duplicating Work, Summary Memorandum of Justification (for expenditure)

JOBS 10-18 *Sales and Shipping*—Office Order Memo, Invoice, Request for Shipment, Bill of Lading, Uniform

Airbill, Insurance Form Letters, Standard Form for Presentation of Loss and Damage Claim, Classified Ad Order, New Account Information, Securities Receipt

JOBS 19-21 *Accounting*—Expense Report, Check Request, Form, Service Department Operation Comparison (table), Interoffice Clearings Cash Letter, Interoffice Clearings Entry Letter, General Debit/Credit Letter

JOBS 22-25 *Purchasing, Shipping, Sales*—Purchase Order, Shipment Contract, Marine Insurance Application, Consumption Entry (importing), Carrier's Certificate and Release Order, Invoice

JOB 26 *Skill Checkup in Accounting and Purchasing*—Statement, Request for Purchase, Purchase Requisition

Employment in Different Departments

At first you will work in the personnel and training divisions of several companies. Then you will proceed to the purchasing departments of other companies. After you have gained experience in purchasing, you will be assigned to sales departments, including the classified advertising department of a newspaper. You will work in a statistical department and in a securities office, and you will type from cards used with computers. Since banks employ many high school graduates each year, you will be given the opportunity to work in a bank. Then you will move on to a company that must buy raw materials from another country, and you will prepare the papers needed to import goods. Finally you will work in a billing department.

Administration, purchasing, sales, finance, and accounting—these are major functions of an office. Each function requires special forms to make it easy to circulate and act on the information given on the forms. Forms get results; they authorize employees to take action. The typist who prepares the forms is indispensable in business.

AOT
4/e
JOB 4

TIME SHEET

Date		Job. No.	Office No.

Employee Name

Employee No.

Company Name

	AM		PM		DAILY TOTAL
	IN	OUT	IN	OUT	
MON					
TUE					
WED					
THU					
FRI					
SAT					
SUN					

EMPLOYEE SIGNATURE	TOTAL HOURS	REG. TIME
		OVERTIME

Put a check by the statement if it correctly describes your work; otherwise place a minus sign beside it.

☐ Instructions regarding the style of letter were followed.

☐ The letter is centered on the letterhead stationery.

☐ The memo was carefully proofread; all errors on the draft were corrected.

I rate my work:
☐ excellent   ☐ good   ☐ fair

Supervisor's Rating of Employee's Work
Improvement Needed ☐ Satisfactory ☐

Comments _____

_____

SIGNATURE CARD – VITAL RECORDS PROTECTION PROGRAM

COMPANY
ADDRESS
DEPARTMENT
AUTHORIZED REPRESENTATIVE
NAME
SIGNATURE
ALTERNATE
NAME
SIGNATURE
EFFECTIVE DATE

FORWARD TO: ADMINISTRATOR, VITAL RECORDS PROTECTION PROGRAM EXXON CORPORATION, ADMINISTRATIVE SERVICES DEPARTMENT 1251 AVENUE OF THE AMERICAS, NEW YORK, N. Y. 10020

APPENDIX B

APPENDIX B

LIST OF FIRMS REPRESENTED IN
<u>APPLIED</u> <u>OFFICE</u> <u>TYPEWRITING</u>

Olsten Temporary Services

Exxon Corporation

Prudential Insurance Company of America

Levi Strauss and Company

Peters International, Inc.

Olin Corporation

Union Carbide Corporation

Pet Incorporated

Bethlehem Steel Corporation

Hershey Foods

Mobil Oil Corporation

Sears, Roebuck, and Company

Simmons Company

Eastern Airlines

Metropolitan Life Insurance Company

W. R. Grace and Company

New York Times Company

Merrill Lynch Pierce Fenner and Smith, Inc.

Boise Cascade Corporation

Parker Pen Company

Irving Trust Company

Bigelow-Sanford

D. J. Powers Company, Inc.

Solina, Inc.

_____Company is currently represented in the textbook APPLIED
OFFICE TYPEWRITING, which I am evaluating for a research project at
Michigan State University to determine what improvements need to be
made in forms typewriting. With your help, I would like to send a
copy of the textbook and an evaluation questionnaire to:

(1) two of your employees who hire or supervise clerical personnel;
(2) two of your clerical employees who spend a large part of their
    work day typing on forms.

I am asking each person to briefly examine the textbook, then answer
the questionnaire. They may keep the book, but I would like the
questionnaire returned to me.

_____ is represented in Unit ___, and it would be extremely
useful to have evaluations of the material currently in the text
from yours and other companies illustrated. Would you please direct
this letter to the person you think most appropriate to circulate
the text and questionnaires, and have him/her fill in the information at
the bottom of this letter? I will then send future correspondence to
that contact person.

Thank you for your assistance in this regard. With your company's
help, we can all provide a more meaningful instructional tool for
tomorrow's student.

Gloria Kielbaso,
Coordinator

Our company will assist in evaluating the forms instructional text-
book. Send necessary information to:

Name: _____   Company: _____

Dept: _____   Address: _____

GK/jkt

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APPENDIX C

LETTERS AND QUESTIONNAIRE

MICHIGAN VOCATIONAL EDUCATION RESOURCE CENTER
301-D ERICKSON HALL ● MICHIGAN STATE UNIVERSITY ● EAST LANSING, MICHIGAN 48824 ● PHONE 517/353-4397

April 5, 1981

TO: Contact Persons Interested in Evaluating Forms
          Instructional Materials

FROM: Gloria Kielbaso, Coordinator

SUBJECT: Evaluation of APPLIED OFFICE TYPEWRITING Textbook

Thank you for consenting to evaluate the forms typewriting textbook,
APPLIED OFFICE TYPEWRITING.

With your input the results will provide data for developing current
instructional materials as a result of suggestions from business and
education.

Enclosed you will find a copy of my original letter to you, a copy of
the kit, APPLIED OFFICE TYPEWRITING, and copies of the questionnaire.
You may keep the kit(s), and it would be extremely helpful if you could
return the completed questionnaires by MAY 15, 1981.

Information will be kept confidential and used only for the purpose of
analyzing data for this project. Codes in the upper right-hand corner
are only to keep an account of respondents in order to follow up or
inform them of the progress of this study.

It is a pleasure to know that a firm of your stature and reputation is
willing to take the time and effort to link the educational world with
the world of work.

Enclosures
    APPLIED OFFICE TYPEWRITING
    Questionnaires

MICHIGAN VOCATIONAL EDUCATION RESOURCE CENTER

301-D ERICKSON HALL ● MICHIGAN STATE UNIVERSITY ● EAST LANSING, MICHIGAN 48824 ● PHONE 517/353-4397

April 5, 1981

TO: Business Education Departments Using APPLIED OFFICE TYPEWRITING

FROM: Gloria Kielbaso, Coordinator

SUBJECT: Evaluation of Instructional Materials in Forms Typewriting

Your school district has been identified by Gregg Division/McGraw-Hill Publishing Company, as a user of the textbook, APPLIED OFFICE TYPEWRITING.

I am currently evaluating this textbook for a research project at Michigan State University. The purpose of the evaluation is to determine what improvements are needed for instructional materials in forms typewriting.

With your help, I would like for you to review the text and answer the questionnaire for the project and/or to circulate the questionnaire(s) and text to:

> (1) a teacher who is currently using APPLIED OFFICE TYPEWRITING
>
> (2) a teacher who has used it previously, or
>
> (3) a teacher who has never used the text

Thank you for your assistance. Any input from current users, past users, and non-users will be extremely beneficial. Information will be kept confidential and used only for the purpose of analyzing data for this project. Codes in the upper right-hand corner are only to keep an account of respondents in order to follow up or inform them of the progress of this study. With your school's help, we can all provide more meaningful instructional materials for tomorrow's student.

Enclosures
    APPLIED OFFICE TYPEWRITING kit
    Questionnaires

P. S. You may keep the kit(s), and I look forward to receiving your completed questionnaire(s) by MAY 15, 1981.

MICHIGAN VOCATIONAL EDUCATION RESOURCE CENTER
301-D ERICKSON HALL ● MICHIGAN STATE UNIVERSITY ● EAST LANSING, MICHIGAN 48824 ● PHONE 517/353-4397

DATE: May 28, 1981

TO: Contact Persons Evaluating <u>Applied Office Typewriting</u>

FROM: Gloria Kielbaso, Coordinator

SUBJECT: Follow-up of Evaluations

In April I wrote to you asking for your assistance in evaluating
the instructional materials packet, <u>Applied Office Typewriting</u>.
The responses have been coming in extremely well, but it is still
very important to have input from all of those schools that have
been identified by Gregg Division/McGraw-Hill Publishing Company
as users of <u>Applied Office Typewriting</u>.

I am writing to you again because of the significance each ques-
tionnaire has to the usefulness of this study. In order for the
results to be truly representative of the opinions of business
teachers, and for any revisions to be improved based on your rec-
ommendations, it is essential that each questionnaire be returned.

Enclosed is a copy of the original letter sent to you and an extra
copy of the questionnaire. If you need any other assistance please
feel free to write or call me. May I look forward to receiving
your reply soon? Your cooperation is greatly appreciated.

GK/ec

MICHIGAN VOCATIONAL EDUCATION RESOURCE CENTER
301-D ERICKSON HALL ● MICHIGAN STATE UNIVERSITY ● EAST LANSING, MICHIGAN 48824 ● PHONE 517/353-4397

DATE: May 28, 1981

TO: Contact Persons Evaluating <u>Applied Office Typewriting</u>

FROM: Gloria Kielbaso, Coordinator

SUBJECT: Follow-up of Evaluations

In April I wrote to you asking for your assistance in evaluating
the instructional materials packet, <u>Applied Office Typewriting</u>.
The responses have been coming in extremely well, but it is still
very important to have input from all of those companies that
agreed in December to participate in the study.

I am writing to you again because of the significance each ques-
tionnaire has to the usefulness of this study, and because your
company is currently represented in the text, <u>Applied Office
Typewriting</u>. Since we are making plans for revising these ma-
terials, your contribution now would be most beneficial.

Enclosed is a copy of the original letter sent to you and an extra
copy of the questionnaire. If you need any other assistance
please feel free to write or call me. May I look forward to re-
ceiving your reply soon? Your cooperation is greatly appreciated.

GK/ec

This questionnaire is designed to evaluate the enclosed instructional materials, **Applied Office Typewriting**. The purpose of the evaluation is to determine what employers, employees and teachers consider important for forms typewriting instructional materials. Please review the questionnaire first to determine what type of information is needed, examine the instructional materials, then answer the questionnaire. Your input is sincerely appreciated.

		Highly Appropriate	Appropriate	Uncertain	Inappropriate	Highly Inappropriate
Q-1	Now that you have reviewed **Applied Office Typewriting**, please circle the number that most accurately describes the kit's appropriateness for each instructional purpose:					
	High School Typing Course	1	2	3	4	5
	High School Office Procedures Course	1	2	3	4	5
	Clerical Training Program in Public/Private Sector	1	2	3	4	5
	Adult Refresher Course	1	2	3	4	5
	Two-Year Community College Secretarial Course	1	2	3	4	5
	Four-Year College Secretarial Course	1	2	3	4	5
	Other _____	1	2	3	4	5

Q-2   Are you currently using **Applied Office Typewriting?**

    1   YES (go to Question 3)
    2   NO (go to Question 4)

Q-3   If yes, please circle the reason(s) you are using the kit.

    1   Only one I know that concentrates on forms
    2   Better than similar or competitive kit(s)
    3   It helps reach objectives/standards I have set for my students/
       employees
    4   Department chairperson requires it
    5   District requires it
    6   Cost
    7   Represents the real world
    8   Teaches valuable concepts
    9   Publisher
    10 My training program needs this kind of material
    11 Other _____

Q-4   If you are not using **Applied Office Typewriting**, could your firm/school make use of it?

    1   YES (go to Question 5)
    2   NO (go to Question 6)

Q-5   For what reason(s) could you use this kit?

    1   It would help reach objectives/standards I have set for my
       students/employees
    2   Represents the real world
    3   Teaches valuable concepts
    4   My training program needs this kind of material
    5   Other _____

Q-6   If you cannot make use of this kit, why not? (Circle as many as apply)

    1   My company does not have a clerical training program
    2   Content is inappropriate for my course
    3   Kit too advanced for my classes
    4   Kit too basic for my classes
    5   Kit is too long
    6   Kit is too short
    7   My company does not use the type of forms illustrated in the kit
    8   Other _____

The next set of questions has to do with content, methodology, and organization of the kit. Please circle the number that most closely represents your answer to each statement.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Q-7	The kit is suitable for a high school typewriting course.	1	2	3	4	5
Q-8	The kit is appropriate for office education classes.	1	2	3	4	5
Q-9	The kit will help develop work habits that lead to efficiency in office work.	1	2	3	4	5
Q-10	The materials in the kit should familiarize students/employees with the application of forms to business situations.	1	2	3	4	5
Q-11	Having completed the kit, the student/employee should have the entry-level skills sufficient for a clerical job.	1	2	3	4	5
Q-12	The content is clear.	1	2	3	4	5
Q-13	The content is representative of forms used in today's offices.	1	2	3	4	5
Q-14	Materials in the kit will provide good foundation for other higher level units in business courses.	1	2	3	4	5
Q-15	The kit includes business terms and/or expressions that are current.	1	2	3	4	5
Q-16	Content represents current business practices of a majority of companies.	1	2	3	4	5
Q-17	The kit is designed to provide simulated work experience in several different companies. This format should be continued in any potential revision.	1	2	3	4	5
Q-18	Adequate background information about each company is provided for each company represented in the kit.	1	2	3	4	5
Q-19	The content is sufficiently varied.	1	2	3	4	5
Q-20	Units are well organized.	1	2	3	4	5
Q-21	As student works from company to company in the kit, the jobs appear to progress from simple to complex.	1	2	3	4	5
Q-22	Directions are clear and easy to understand.	1	2	3	4	5
Q-23	Kit includes an adequate number of forms and worksheets for the student's own use.	1	2	3	4	5
Q-24	This kit provides sufficient evaluative information to appraise a student's performance.	1	2	3	4	5
Q-25	The teacher or trainer should develop his/her own evaluative materials to assess student performance.	1	2	3	4	5

Q-26   How important is the subject matter of this kit for beginning office workers?

1 Very Important
2 Important
3 Somewhat Important
4 Not Important

Q-27   What other business terms or expressions should be included in the kit? (Please circle as many as apply)

1 Office Management
2 Reprographics
3 Micrographics
4 Word Processing
5 Telecommunications
6 Other _____
7 Terms and expressions are currently adequate

Q-28   What other business forms should be included in the kit?
(Please circle as many as apply)

1 Law
2 Medicine
3 Government
4 Education
5 Transportation
6 Finance
7 Other _____

Q-29   How do you rate the illustrations in the text? (Circle as many as apply)

1 Clear
2 Recent
3 Relevant
4 Large Enough
5 Irrelevant
6 Outdated
7 Too Numerous
8 Not Enough
9 Other _____

Q-30   Which of the following supplementary materials would make the kit a more valuable teaching/learning aid? (Please circle not more than three)

1 Filmstrips showing examples of forms and typist handling forms
2 Slide/Tape Instructions
3 Overhead Transparencies of Forms
4 Tapes which provide more company background
5 Goals and performance indicators to aid learner
6 None of the above
7 Other _____

Q-31   Did you encounter bias or stereotyping in the kit? (Check box)

☐ YES (Please circle areas) ───────────➤
    1 Ethnic
    2 Sexual
    3 Racial
    4 Religious
    5 All of Above
☐ NO
    6 Other _____

Q-32   Please circle the statements which most describe your profession and experience.
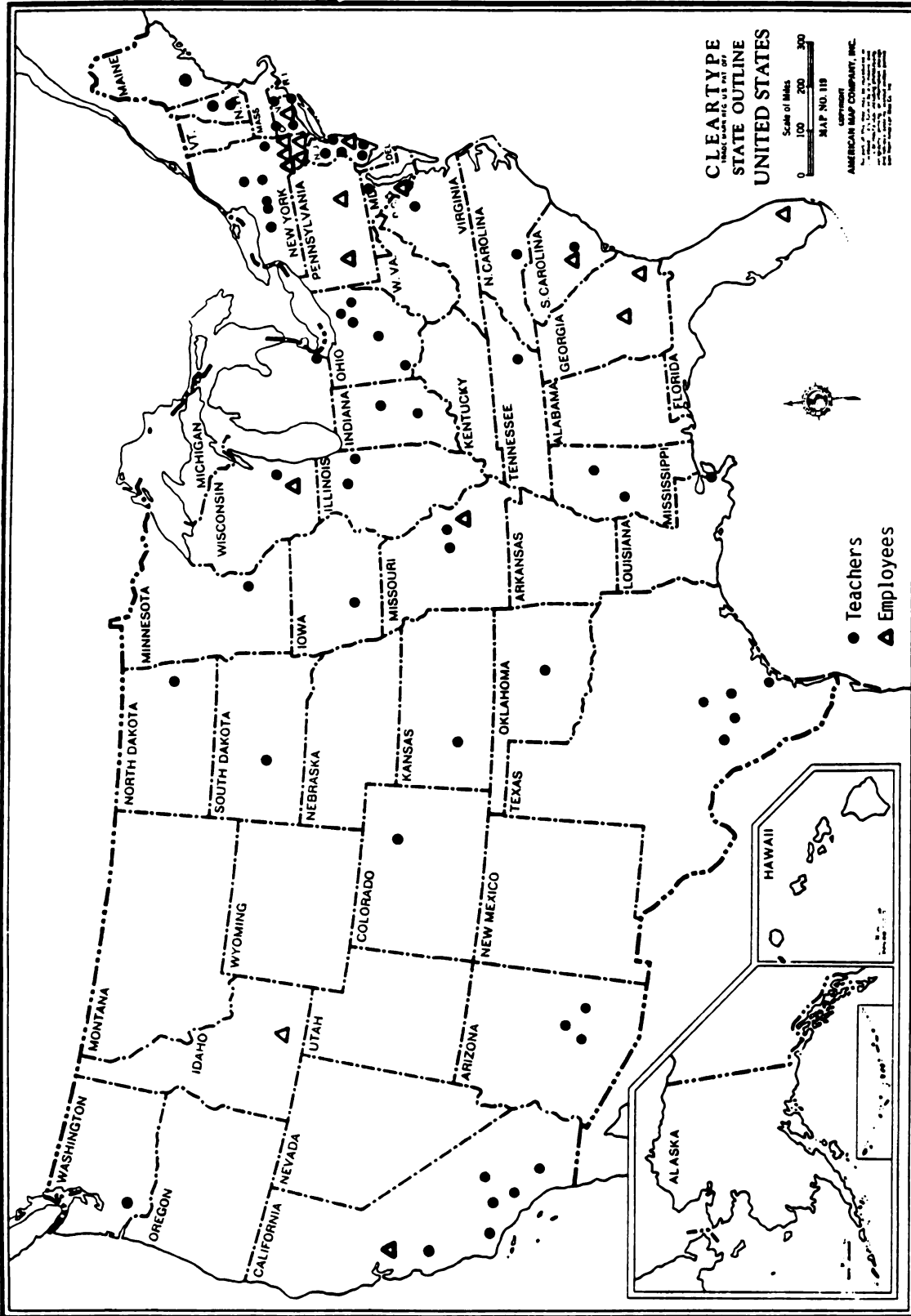
Teachers	Employers/Employees
1 Teaching High School	2 Employed in Business as Supervisor
	3 Clerical Employee

Q-33   How many years have you been teaching? (Circle one)

1 0-1
2 2-5
3 6-10
4 10+

Q-34   How many years have you been working? (Circle one)

1 0-1
2 2-5
3 6-10
4 10+

Q-35   How many years of office work experience do you have?

1 Less than 1
2 1-5
3 6-10
4 10+
5 None

To Q-37

Q-36   How many years of teaching experience do you have?

1 Less than 1
2 1-5
3 6-10
4 10+
5 None

To Q-38

Q-37 Approximately how many students are enrolled in your business department?

1 Less than 20
2 20-49
3 50-99
4 100-199
5 200-399
6 Greater than 399

Q-38 Approximately how many clerical employees are in your department?

1 1-9
2 10-19
3 20-49
4 Greater than 49

To Q-39

Q-39 I regard my place of employment as:

1 Urban
2 Suburban
3 Rural
4 Other _____

Q-40 For employees: Type of business my firm most nearly represents.

1 Agriculture/Forestry/Fishing
2 Mining
3 Construction
4 Manufacturing
5 Transportation/Public Utilities
6 Wholesale-Retail Trade
7 Finance/Insurance/Real Estate
8 Services
9 Other _____

Q-41 For employees: I like the way our company is represented in the kit and would like to see it in the next revision.

1 YES
2 NO
3 Other Comments _____

_____

Q-42 It would be beneficial to include the following companies in any revision of the kit:

Name: _____

_____

_____

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APPENDIX D

MAP

CLEARTYPE
image scanned u.s. out. of
STATE OUTLINE
UNITED STATES

Scale of Miles
0   100   200   300

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MAP NO. 119

● Teachers
▲ Employees

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