

To the Graduate Council:

I am submitting herewith a thesis written by Wilma Cox Boy entitled "Career Development of Office Administration Certificate Holders and Graduates of 1967-1969." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

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Patty G. Campbell, Major Professor

We have read this thesis and
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Graduate Studies and Research

Thesis

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CAREER DEVELOPMENT OF OFFICE ADMINISTRATION
CERTIFICATE HOLDERS AND GRADUATES
OF 1967-1969

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Wilma Cox Boy

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ABSTRACT

The problem of this study was to determine the (1) career patterns that had been developed, (2) factors that had influenced the development of those career patterns, and (3) evaluation of training received by Office Administration certificate holders and graduates of the University of Tennessee ten years after their training had been completed. Questionnaires were completed by 55 (75.3 percent) of the 73 persons included in the survey population.

Major findings and conclusions of the study were:

1. The majority of the certificate holders and graduates had been employed in jobs for which they were trained.

2. The majority of the certificate holders and graduates expected to be in the labor force a minimum of ten to more than 20 additional years.

3. The career patterns of the participants in the study could be classified into five of the seven career pattern groups defined by Donald E. Super and into the four career pattern groups defined by Eli Ginzberg.

4. Positive factors in the career development of the participants were: level of skills and knowledge acquired, training received on the job, the need for income provided by the job, and personal goals relating to career development.

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CHAPTER I

INTRODUCTION

"The nature of the woman's role is not static: It will ultimately bear no distinction from that of men."

—Zytowski¹

Until recent years, the modal role of women as homemakers was the only women's role which was given much attention. Even though women were in the work force in large numbers, "To the young single woman of the earlier era work was a prelude to marriage and children, and once she left the working world she seldom returned."² The career development of women, if they did establish a career outside of the home, was considered to be the same as that of men. Research projects on career development did not distinguish between male and female or included only males in the population of the study.

In recent years, however, changes in opportunity and value systems have taken place within society; and attention has been given to additional developmental tasks which must be faced by women who wish to develop a career. The nature of women's role may or may not ultimately

¹Donald G. Zytowski, "Toward a Theory of Career Development for Women," Personnel and Guidance Journal, March, 1969, pp. 660-664.

²Juanita Kreps, Sex in the Marketplace (Baltimore: The Johns Hopkins Press, 1971), p. 4.

be the same as that of men, but change in career patterns has taken place and will probably continue.

A. STATEMENT OF THE PROBLEM

The problem of this study was to determine the (1) career patterns that had been developed, (2) factors that had influenced the development of those career patterns, and (3) evaluation of training received by Office Administration certificate holders and graduates of the University of Tennessee ten years after their training had been completed.

B. QUESTIONS TO BE ANSWERED

Some of the questions that were to be answered by the data collected in this study were:

1. Had the certificate holders and graduates been employed in jobs for which they were trained?
2. What did the certificate holders and graduates think their future career patterns would be?
3. Did the order of work experiences suggest patterns such as those defined by Super or Ginzberg?
4. Are there differences between the career patterns of the certificate holders and the graduates?
5. What factors had influenced the career patterns of the certificate holders and graduates?

6. How did the certificate holders and graduates evaluate the training that they had received in the Office Administration Department at the University of Tennessee, Knoxville?

C. SCOPE AND LIMITATIONS OF THE STUDY

The population of this study was limited to those persons who had completed the two-year certificate program or the four-year baccalaureate degree program in Office Administration at the University of Tennessee during the years 1967, 1968, and 1969.

The data collected from participants were limited to information that related to the training that the certificate holders and graduates had received, the experiences the certificate holders and graduates had in employment, the factors that they thought had influenced their employment experiences, and the expectations they had about future career development.

The participants of the study had been out of school approximately ten years; therefore, a limitation of this study was that their career patterns were not completed. Some data were collected about the number of additional years they expected to be in the labor force; however, that data may not be sufficient for use in the classification of career patterns.

Generalizations from the data collected in the study may be limited because no person who was an out-of-state resident when enrolled at the University of Tennessee participated in the study.

D. DEFINITION OF TERMS

Important terms used in this study are defined below:

Career patterns. Occupational experiences ordered in such a way as to reveal parallels and differences in the direction, progression, and continuity of job experiences.³

Certificate holder. A person who completed the two-year program in the Office Administration Department of the College of Business Administration.

Employed. Engaged in an occupation for which a wage or a salary is received.

Four-year program. A curriculum that fulfilled the requirements for a baccalaureate degree in Business Administration with a major in Office Administration.

Graduate. A person who completed the four-year program.

Training-related employment or career. Any of the clerical, secretarial, or administrative jobs associated with business offices. Also any other jobs for which secretarial skills are a prerequisite, such as teaching office occupational skills.⁴

Two-year secretarial program. A curriculum designed to meet the needs of students who want to prepare for secretarial work but do not

³Eli Ginzberg and John L. Herma, Talent and Performance (New York: Columbia University Press, 1964), p. 68.

⁴The University of Tennessee General Catalog 1962-1964. Vol. 64, No. 6 (Knoxville: The University of Tennessee, 1961), pp. 107-108.

plan to complete four years of training and earn a baccalaureate degree.⁵

Unemployed. Not engaged in an occupation for which a wage or a salary is received.

University of Tennessee (The). The main campus at Knoxville unless otherwise stated.

E. BENEFITS OF THE STUDY

This study would provide information relating to the work experiences of certificate holders and graduates, their evaluation of training received and suggestions for changes, and their anticipated future career development. The information provided should be helpful to the staff and faculty in the Office Administration Department at the University of Tennessee in making an evaluation of the two-year and the four-year curricula.

F. PROCEDURES FOR THE STUDY

The procedures that were followed in this study are outlined below:

1. The names of the certificate holders and graduates were obtained from the Office Administration Department and the Academic Records Office of the University of Tennessee.

2. Copies of the transcripts were secured from the Academic Records Office.

⁵ Ibid.

3. Several women who had completed the two-year program in 1972 were called on the telephone, and the projected study was explained to them. They expressed a cooperative attitude as they told about their employment histories since completing the two-year program.

4. The decision was made to continue this project and to develop a proposal to be submitted to the research committee.

5. An application for research involving human subjects was prepared and submitted to the Research Participation Committee.

6. A questionnaire for the collection of data was developed.

7. The questionnaire was submitted to three certificate holders, one graduate student, and the faculty in Office Administration and Business Education for their review and suggestions. Some changes were then made in the questionnaire.

8. Parents' names and their addresses of ten years ago were taken from the transcripts. An attempt was made to telephone those who lived in the Knoxville area to request current addresses of the certificate holders and graduates.

9. A mailing that included a letter, consent form, questionnaire, and return envelope was sent to 73 persons. The current addresses were used for 33 of these persons, and the last known addresses of the parents were used for 40.

10. Sixteen mailings were returned with Post Office notations of (1) Addressee Unknown, or (2) Moved, Not Forwardable.

11. An effort was made to locate current addresses of these parents by checking listings in city directories and telephone directories. Eight of the returned questionnaires were re-mailed.

12. Before a second mailing was made, a letter of inquiry was sent to the parents. The current address of their daughter was requested, and a return postal card was enclosed.

13. A second mailing was sent to 27 persons who had not replied within three weeks of the first mailing.

14. From the total population of 73, current addresses were not located for eight former students or their parents.

15. Fifty-five completed questionnaires were received, and one person replied that she did not wish to participate in the study.

16. The data were tabulated and analyzed, and the career patterns of the participants were compared with the career pattern definitions of Donald Super and Eli Ginzberg.

17. The report of the study was written.

G. ORGANIZATION OF THE STUDY

The report of the study is presented in the following order: Chapter I includes the statement of the problem, questions to be answered, the scope and limitations of the problem, the benefits of the study, and the procedures for the study. Chapter II includes a review of literature on women's career theory and related research. Chapter III includes an analysis of the data collected in the study; and Chapter IV presents the findings, conclusions, and recommendations of the study. The Appendixes include copies of the questionnaire and the three letters used in the study.

CHAPTER II

RELATED LITERATURE

Related Literature is divided into two parts: Career Development Theory for Women and Related Research.

Career Development Theory for Women includes summaries of materials by Donald Super, Donald Zytowski, and Eli Ginzberg; all have made significant contributions to the field of career theory for women.

Related research studies are reviewed in the second part of this chapter and include research that collected data about employment experiences and that evaluated curricula.

A. CAREER DEVELOPMENT THEORY FOR WOMEN

The development of a career theory for women that was different from that of men has taken place within the last two decades. In the Preface to Emerging Woman: Career Analysis and Outlooks, Samuel Osipow stated that:

As recently as a decade ago, little interest and knowledge existed to enable anyone to describe and understand the vocational behavior and development of women.¹

In the Introduction, he further stated that:

The concepts and theories [of vocational development] were designed to understand the career development of a middle class, probably white, American male. Thus, application of

¹Samuel H. Osipow, Ed., Emerging Woman: Career Analysis and Outlook (Columbus, Ohio: Charles E. Merrill Publishing Company, 1975), p. ix.

the concepts, let alone derived data, to such groups as women is clearly problematical.²

In 1969, John Crites included women in a list of special groups of workers and explained why the literature on special groups had not been utilized in his book entitled Vocational Psychology. Crites gave two reasons for the exclusion:

First, it is a disparate body of knowledge, which does not meaningfully lend itself to any one organizational scheme and hence is better treated separately; and, second, it is marked by many lacunae in both research and theory, which indicate that it is not ready for review at this time.³

Among psychologists and researchers who gave some attention to the career development of women were Donald Super, Donald Zytowski, and Eli Ginzberg.

Super's Theory

One of the earliest statements of career theory for women that differed from career theory for men was by Donald Super at Columbia University in 1957 in his publication The Psychology of Careers.⁴ Super named and defined four dominant career patterns for men and seven patterns for women.

²Ibid., p. 2.

³John O. Crites, Vocational Psychology (New York: McGraw-Hill Book Co., 1969), p. 24.

⁴Donald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), pp. 77-78.

The women's career patterns Super presented were:

The stable homemaking career pattern. The women included in the stable homemaking career pattern had no goals for working outside the home, were married soon after or while in school, and "had no significant work experience"⁵ outside the home.

The conventional career pattern. Women in the conventional career pattern group began work after having received a general education or brief vocational training and continued to work for a few months or several years. Although this work might have appeared to be a career at first, the women later married and became full-time homemakers.

The stable working career pattern. Although the women may not have intended to develop the stable working career pattern originally, the pattern was one of leaving school, entering the work force, and remaining to develop a career that became the life work.

The double-tract career pattern. The double-tract career pattern was a pattern in which homemaking and family responsibilities were combined with a career outside of the home. Some time may have been taken out for childbearing.

The interrupted career pattern. The interrupted career pattern was a pattern of a woman's working after completing school; dropping out for homemaking; then after a period out for family responsibilities, returning to work. The work may have been the same type or different type of work from that which the woman had before dropping out.

⁵ Ibid.

The unstable career pattern. The unstable career pattern occurred when the woman worked for a while, dropped out to become a full-time homemaker, returned to work, dropped out again, and continued in this way.

The multiple-trial career pattern. The multiple-trial career pattern consisted of a series of unrelated jobs. Stability was not developed in any of them.

In 1975, Super presented a lecture at the University of Tennessee on the topic of Career Development Theory.⁶ He discussed his theory of career development and stated that four patterns exist for men and seven patterns for women. He named and defined five of the seven women's patterns and used essentially the same categories he had proposed in 1957. Those patterns for women named in 1975 were stable, unstable, interrupted, dual-track, and conventional homemaking.

Zytowski's Postulates

In 1968, Donald Zytowski, Counseling Psychologist and Associate Professor at Iowa State University, presented nine postulates concerning women's work life, developmental states, vocational patterns, and some of the determinants of women's patterns. The postulates were stated as listed below.⁷

⁶Donald E. Super, A Lecture on Career Development Theory, "Decisions Ahead in Vocational-Technical Education," Second Annual Conference, University of Tennessee, 1975. (Videotape available at Non-Print Department of Undergraduate Library.)

⁷Donald Zytowski, "Toward a Theory of Career Development for Women," Personnel and Guidance Journal, March, 1969, pp. 660-664.

- I. The modal life role for women is described as that of the homemaker.
- II. The nature of the woman's role is not static: it will ultimately bear no distinction from that of men.
- III. The life role of women is orderly and developmental, and may be divided into sequences according to the preeminent task in each.
- IV. Vocational and homemaker participation are largely mutually exclusive. Vocational participation constitutes departure from the homemaker role.
- V. Three aspects of vocational participation are sufficient to distinguish patterns of vocational participation: age or ages of entry; span of participation; and degree of participation.
- VI. The degree of vocational participation represented by a given occupation is defined as the proportion of men to the total workers employed in the performance of that job.
- VII. Women's vocational patterns may be distinguished in terms of three levels, derived from the combination of entry age(s), span, and degree of participation, forming an ordinal scale.

Zytowski stated that "the most potent single determinant of a woman's actual pattern of vocational participation is her preference."⁸ He further stated that her actual pattern would be influenced by additional factors, both external and internal.

A need for additional research to support or disprove his postulates was pointed out by Zytowski.

Ginzberg's Research

At least three publications resulted from studies done at Columbia University under the Conservation of Human Resources Project conducted by economist Eli Ginzberg and others beginning in the early 1960's.

The problem of their research was to make a systematic study of the careers of talented individuals who had been in graduate school ten

⁸ Ibid.

years earlier. The subjects of the study were selected from persons who had been offered a graduate fellowship in one of several colleges at Columbia University.⁹

When the questionnaires were returned, the researchers became aware that the questionnaire was not a satisfactory instrument for the collection of data from female subjects. The female members of the population were taken out of the study, and the results of the career study with 342 male subjects were published in a volume entitled Talent and Performance.¹⁰

A second questionnaire was developed and submitted to a female population that included some of the original subjects. Additional women were included in order to enlarge the population of the study, and the results of this study with 311 women were reported in Life Styles of Educated Women.¹¹

When the results of the second study were analyzed, the women's career patterns were classified into four groups: straight, broad, changed, and variant.¹²

Straight. The careers of the women in the straight career pattern group were marked by consistency, continuity, and progression within the same field.

⁹Eli Ginzberg and John L. Herma, Talent and Performance (New York: Columbia University Press, 1964), pp. 11-25.

¹⁰Ibid.

¹¹Eli Ginzberg and others, Life Styles of Educated Women (New York: Columbia University Press, 1966), p. xii.

¹²Ibid., pp. 89-91.

Broad. The women in the broad career group remained within their original area of work but shifted either in terms of field or function.

Changed. The persons in the changed career group changed fields and/or functions, and their later choices had no direct relation to their previous ones.

Variant. The persons in the variant career group had difficulty in getting started or had difficulty in advancing in their careers.

From the early attempt at the study of talented people, the researchers learned that focusing on preparation for work and on experiences at work was not a satisfactory method of study of women's career development.¹³ The interrelations among their roles as homemakers, workers, and members of the community were important factors that must be considered. Each aspect seemed to interact with many other facets of the women's lives.

Women were seen by Ginzberg and associates as having more opportunities than men to express options in marriage and parenthood, in the work arena, and in community activities. Important constraints that women may experience are family responsibilities, opportunities of the labor market, social climate, and effects of earlier decisions.¹⁴

The third volume that resulted from this series of studies was Educated American Women: Self-Portraits.¹⁵ Life histories of 26 of

¹³Ibid., p. 4.

¹⁴Ibid., pp. 49-54.

¹⁵Eli Ginzberg and Alice M. Yohalem, Educated American Women: Self-Portraits (New York: Columbia University Press, 1966), pp. vii-ix.

the 311 talented women were presented in groups based on the personality and values of the individuals. A wide range of life experiences was reported.

Summary

Super, Zytowski, and Ginzberg were among the first psychologists and researchers to recognize that different career patterns existed for women and for men.

Super developed a theory that women had seven career patterns and men had four patterns. Zytowski postulated concerning characteristics of women's careers and he recognized a need for research to test the postulates. Ginzberg and associates conducted a research project in which they identified four patterns of careers for women.

The writings of Super, Zytowski, and Ginzberg were related to the present study because the present study attempted to determine what patterns had been developed by the women in the population of the study.

B. RELATED RESEARCH

Related research studies that are reviewed in this section are studies completed by Mary Ellen Adams, Donald B. Bergerstock, Lois Smith Cofield, and Margaret J. Hilton.

The Adams Study

A study was conducted by Adams¹⁶ in which she surveyed graduates of the Business Education and Office Management programs at Indiana University in the years 1950 through 1966 to determine if the graduates thought that their training had met their office occupational needs. She also wanted to know if their occupational experiences had been commensurate with their academic preparation.

An attempt was made to reach all graduates of the two programs to ask preliminary questions concerning the study, but only those who had been employed in office work for at least one year were included in the study. Teachers were not included if they had not worked in an office. Of the 114 persons in the population of the study, 9 were males and 105 were females.

Data relating to the work experiences of the graduates and their evaluation of their training programs were collected by questionnaires. Approximately 25 percent of the graduates were also interviewed in an attempt to establish that the questionnaires were supplying the information needed for the study.

Other data considered necessary to the study were those which related to the curricula. This information was obtained by a study of bulletins and other publications of the Business Education and Office

¹⁶Mary Ellen Adams, "A Study of the Relevancy of the Indiana University Business Education and Office Management Curricular Programs to the Occupational Experiences of the Graduates" (unpublished PhD dissertation, Indiana University, 1969).

Management Departments, by interviews with the faculty, and by observations made of the departments by the researcher.

Adams wanted to know if the graduates used and drew on the background of knowledge, understandings, and skills that they had developed in their college training; and she identified 74 factors that related to these areas. She used a value scale of zero to three in the analysis of data relating to these areas. A similar rating scale was used to analyze the replies relating to adequacy of preparation for work experience.

One of the questions which Adams wished to answer was "Had the occupational experience of the graduates been commensurate with the academic preparation?" Sixty-two percent of the respondents felt that it had been commensurate with their training. Of the respondents who felt that their occupational experiences had not been commensurate with their academic preparation, 52 percent replied that it had been influenced by the fact that they had to give family responsibilities priority when considering their own availability to accept occupational opportunities.

The relation of the Adams study to the present study is that Adams was interested in their evaluation of the curriculum which they had followed in their college experience, and she asked for information relating to other factors which had influenced their occupational experiences.

The differences in the Adams study and the present study were that Adams did not attempt to determine patterns in career development, and

she was concerned only with office work experience. The persons included in the study were all four-year graduates, and Business Education graduates were included if they had office experience.

The present study attempted to identify patterns in the occupational experiences and included all work experience. Persons who completed either two-year or four-year Office Administration curricula were included in the population.

The Bergerstock Study

A follow-up study of the 1969-1973 graduates of three curricula at the Williamsport Area Community College in Pennsylvania was completed by Bergerstock¹⁷ in 1975. The three curricula used in the study were accounting, business management, and secretarial.

The purpose of the Bergerstock study was to find the attitudes of the graduates and the employers of those graduates relating to the Williamsport Area Community College. He was interested to know how well the Community College was meeting the needs of the graduates and the needs of the business community served by the Community College. A secondary purpose was to identify the needs of the students and of the employers.

The data were collected by the use of questionnaires mailed to the graduates and to their employers, and the respondents were divided into

¹⁷Donald B. Bergerstock, "A Follow-Up Study of Graduates and Employers Relating to the Business Administration Curricula of Williamsport Area Community College" (unpublished EdD dissertation, Pennsylvania State University, 1975).

groups by curriculum. In the secretarial group, 69 out of 96 graduates replied; and 50 out of 63 of their employers replied.

The data were divided into four sections in order to analyze and report it. The employers' responses were all considered as one group, but the students' responses were divided by the curriculum followed at the Community College. The student sections were further divided by year of graduation, sex of the graduate, and place of residence of the graduate at the time of the study. Some of the information provided by the study by year of graduation and by curricula included the number of employer changes, the job locations, the salary levels, and the occupations classified as job related or non-job related (to training).

Data were analyzed to provide information concerning the helpfulness of courses included in the curricula, the attitudes of graduates toward the helpfulness of the instructor, and the extent to which the graduates used specific course information and skills in their work. Information collected from the employers included data that related to the graduates' ability to get along with fellow employees, the employers' rating of employees' qualifications to assume managerial or responsible positions, and the employees' ability to make suggestions or decisions that were helpful to the business.

Some of the conclusions of the study were:

1. The graduates were satisfied with their training and the skills they had received.
2. The employers felt that the graduates had received adequate training.

3. In each curriculum included in the study, females received a smaller average salary than males.
4. Persons who resided in the districts that supported the Community College received smaller average salaries than those who resided in other districts or out of state.

The Bergerstock study is related to the present study because Bergerstock collected data about the employment history of persons in the population of the study, and evaluation of curricula of the Community College was a part of the study. Employment history of certificate holders and graduates and evaluation of Office Administration curricula were included in the present study.

Some of the differences in the Bergerstock study and the present study were that all former students in the Bergerstock study had completed two-year programs; participants had completed accounting, business management, or secretarial curricula; and employers of former students were included. The present study included persons who completed a two-year program and graduates of a baccalaureate degree program, included only persons who completed Office Administration curricula, and did not include employers.

The Cofield Study

A study was completed by Cofield¹⁸ in 1974 in which a follow-up was done with 1967-1971 graduates of Hampton Institute, a college

¹⁸Lois Smith Cofield, "An Evaluative Follow-Up Study of Hampton Institute Business Graduates of 1967-1971" (unpublished EdD dissertation, Northern Illinois University, 1974).

serving Black students and located at Hampton, Virginia. The purposes of the study were to obtain data to evaluate the business program of the college and to study the relationships between undergraduate performance and later performance in the areas of job-related, political, and civic or social activities.

Two questionnaires were used to collect data, the second being mailed to the graduates after the first one was returned. The data collected related to the undergraduate preparation of the graduate, the graduate's evaluation of training received at Hampton Institute, employment data about the first job after graduation and the present job, post-baccalaureate study, and professional and community activities since leaving Hampton Institute.

Among the conclusions made by Cofield were the following:

1. The graduates had participated only to a limited degree in activities outside of school environment and the classroom.
2. Few had continued formal education, participated in political activities, or been members or officers of professional, civic, or social organizations.
3. The salary range for females was significantly lower than the salary range for males in the study.

Cofield made some recommendations for consideration of changes in the curricula at Hampton Institute.

The similarities of the Cofield study to the present study were that both studies included women who had completed a business curriculum and had taken jobs in secretarial and office related occupations; and

both studies were interested in the employment history of graduates, the evaluation of the curricula, and the additional educational activities since graduation.

Some of the differences in the Cofield study and the present study were that the Cofield study did not attempt to determine the career patterns of the graduates; both males and females were included in the Cofield study; and, finally, the major areas included in the Cofield study were accounting, business education, management, and marketing. In the present study, however, career patterns were an important part of the study; only females were included in the study; and Office Administration was the only major area included.

The Hilton Study

The purposes of Hilton's¹⁹ study were to determine if women and men graduates experienced equal employment opportunities and to find the status of the graduates of the University of Tennessee College of Business Administration at the time of the study.

Although differences existed in the questionnaires used for men and women, both utilized open-ended and checklist responses, and both collected data about training and employment experiences and opinions about the necessary conditions and factors for women to advance in business.

¹⁹Margaret J. Hilton, "The Employment Status of Men and Women Baccalaureate Graduates from the College of Business Administration at the University of Tennessee from 1969 to 1973" (unpublished EdD dissertation, the University of Tennessee, Knoxville, 1974).

Hilton found no significant differences in the male and female perception of their own job titles, salaries, or ratings they would receive from their supervisors. Also, she found no significant differences in the male and female rates of turnover in employment.

Hilton found a significant difference between male and female groups in several items. Male graduates received more promotions, worked more overtime hours, were absent for personal sickness less, had higher salary levels, were more satisfied with their jobs, and received more company-paid training opportunities than the female graduates.

The factors that were considered most beneficial for women who wished to advance in business were discussed; and the factors listed by men as beneficial to women in order from highest to lowest were competence, personal drive, and education. The factors listed by women as beneficial to women in order from highest to lowest were personal drive, competence, the Equal Employment Opportunity Commission, and federal legislation.

Differential treatment on the basis of the sex of the employee had been observed by 26 percent of the males and had been experienced by 43 percent of the females.

Factors which were listed by male respondents as hindering women's advancement in business were lack of ambition, lack of ability, and tradition. The factors which were listed by the females in the study as hindering advancement in business were marriage and/or family, sex, and tradition.

Sixty-three percent of the females in Hilton's study checked self-fulfillment as a primary reason why they worked; however, 42 percent

of those who checked self-fulfillment also checked support self or supplement family income as another reason they worked.

The relationship of the Hilton study to the present study is that Hilton collected information concerning factors that influence the employment status of women. One part of the problem of the present study is to determine what factors have influenced the career development of the persons included in the study.

One difference between the Hilton study and the present study is in the composition of the populations of the studies. Hilton included males in the population and excluded graduates of the Office Administration Department. The persons in the population of the present study were certificate holders and graduates of the Office Administration Department and were all females.

Summary

The studies that have been reviewed are related to the present study because three of the studies evaluated business curricula, and all of the studies collected data about employment experiences of graduates.

Adams and Bergerstock evaluated business and office curricula and determined that the training programs were meeting the needs of graduates.

Cofield evaluated the business program and studied the relationships between undergraduate performance and later performance in areas of job-related, political, and civic or social activities.

Hilton collected data from men and women graduates of business curricula and compared the employment experiences of women with those of men.

Some of the differences between the studies reviewed and the present study are:

Studies reviewed. All four of the studies reviewed included both males and females in the study; all of the studies included majors other than Office Administration, but two of the studies did not include Office Administration; and all of the studies asked for data about the employment experiences of persons in the studies, but none included career patterns such as those proposed by Donald Super.

Present study. The present study did not include males in the population, did not include a major area other than Office Administration, and reported career patterns of persons in the study.

CHAPTER III

RESULTS OF THE STUDY

The problem of the study was to determine the career patterns that had been developed, factors that had influenced the development of those career patterns, and evaluation of training received by Office Administration certificate holders and graduates of the University of Tennessee ten years after their training had been completed.

Questions that were to be answered by the data collected in this study were:

1. Had the certificate holders and graduates been employed in jobs for which they were trained?
2. What did the certificate holders and graduates think their future career patterns would be?
3. Did the order of work experiences suggest patterns such as those defined by Super or Ginzberg?
4. Are there differences between the career patterns of the certificate holders and the graduates?
5. What factors had influenced the career patterns of the certificate holders and graduates?
6. How did the certificate holders and graduates evaluate the training that they had received in the Office Administration Department at the University of Tennessee, Knoxville?

Data for the study were collected by questionnaires from the persons who had received certificates or degrees with a major in Office

Administration from the University of Tennessee in the years 1967, 1968, and 1969. Names of the persons completing the two programs were collected from departmental records, and additional information was obtained from transcripts of the persons included in the population of the study. Course titles and statements of the purposes of the curricula were taken from The University of Tennessee General Catalogs, 1962-64, and 1964-66.

The data needed to answer the three parts of the problem are interrelated and will be presented in the following order: First, a description of the population of the study will be taken from departmental records, transcripts, and from Question 1 in the questionnaires. Next, all other data that were collected by questionnaires will be presented in the order followed in the questionnaires. Information from Question 23 was used to subdivide certificate holders and graduates into groups by employment status at the time of the study for presentation of some of the data.

After all data have been presented, relationships will be developed in order to classify the career patterns of the certificate holders and graduates into career pattern groups.

A. POPULATION OF THE STUDY

Seventy-three persons completed requirements for a certificate or a B.S. degree with a major in Office Administration in the College of Business Administration at the University of Tennessee in the years 1967, 1968, and 1969. An attempt was made to contact every person who

completed one of the Office Administration curricula in those three years to ask them to participate in the study. The numbers in each curriculum and the distribution of replies are shown in Table I.

Fifty-five replies were received from persons in the survey, and the rate of return from the total population of the survey was 75.3 percent. Eight questionnaires could not be delivered by the Post Office Department; therefore, the maximum number of persons contacted to participate in the study was 65. The rate of return of the questionnaires assumed to have been delivered was 84.6 percent.

B. INFORMATION DERIVED FROM TRANSCRIPTS

One of the reasons for securing the transcripts from the Records Office was to find the addresses of parents of the survey members as a step toward finding the present address of the certificate holders and graduates. Some other usable information was available from the transcripts and was not collected by questionnaires. Information taken from the transcripts for use in the study included the following:

1. Verification of the curriculum completed and year the requirements were completed
2. Birthdate
3. Grade Point Average at the time requirements for certification or degree were completed
4. Enrollment in other majors
5. Time of entry into Office Administration Curricula
6. Transfer data
7. Entrance conditions

TABLE I
DISTRIBUTION OF SURVEY POPULATION AND REPLIES

	Certificate Holders			Graduates			Totals		
	Completed No.	Replied No.	%	Completed No.	Replied No.	%	Completed No.	Replied No.	%
1967	11	9	81.8	9	7	77.8	20	16	80.0
1968	6	5	83.3	18	14	77.8	24	19	79.2
1969	14	10	71.4	15	10	66.7	29	20	69.0
Totals	31	24	77.4 ^a	42	31	73.8 ^a	73	55	75.3 ^a

^aThese amounts are not totals of columns.

Characteristics of Participants

By using the parents' addresses ten years ago and the current addresses of the participants in the study, the researcher ascertained information about the mobility of the participants.

Twenty-one (87.5 percent) of the certificate holders and 26 (83.9 percent) of the graduates included in the study had home addresses in Knoxville or in other East Tennessee communities while they were students at the University of Tennessee. Two (8.3 percent) certificate holders and five (16.1 percent) graduates had home addresses in Middle or West Tennessee, but no person included in the study had a home address in another state at the time she was enrolled at the University of Tennessee. The home address of one participant was not known.¹

At the time of the study, 20 (83.3 percent) certificate holders and 15 (48.4 percent) graduates included in the study were residing in Knoxville and in East Tennessee; and one (4.2 percent) certificate holder and four (12.9 percent) graduates were residing in Middle or West Tennessee. Three (12.5 percent) certificate holders and 12 (38.7 percent) graduates were living in other states, including five in Georgia, two in South Carolina, and one each in Alabama, Indiana, Missouri, New Jersey, New York, North Carolina, Rhode Island, and Virginia.

The ages in 1978 of the persons included in the study ranged from 28 years to 36 years. The range in ages of the certificate holders was

¹Transcript data were not available for one participant because she did not give her name on her return; therefore, it could not be matched with a transcript.

28 years to 31 years, and the average age was 30.2 years. The range in ages in 1978 of the graduates was 31 years to 36 years, and the average age was 32.2 years.

The certificate holders average Grade Point Average (GPA) when they completed certificate requirements was 2.473, and the graduates average GPA at the time of graduation was 2.595. Twenty-eight (90.3 percent) of the graduates were Office Administration-Secretarial majors, and three (9.7 percent) of the graduates were Office Administration-General majors.

Of the 24 certificate holders included in the study, 19 (79.2 percent) were enrolled in at least one Office Administration course during their first quarter of college work; three (12.5 percent) took their first Office Administration courses in the second quarter of work; and information was not available for one person (4.2 percent). One other certificate holder (4.2 percent) who entered as a liberal arts major took her first Office Administration course during the fourth quarter of college work.

Of the 31 graduates included in the study, 15 (48.4 percent) were enrolled in Office Administration courses during their first quarter of college work, and four (12.9 percent) took their first Office Administration courses in the second or third quarter. Twelve graduates (38.7 percent) took their first Office Administration courses in their fourth quarter of college work, or later.

Three certificate holders (12.5 percent) and nine graduates (29.0 percent) transferred to the University of Tennessee at Knoxville from

other University of Tennessee campuses or other colleges. Of 24 certificate holders, 21 (87.5 percent) were admitted to the Office Administration Department without entrance conditions, two (8.3 percent) needed more units (including one math unit each); and, for one student, information was not available. Of 31 graduates, 29 (93.5 percent) were admitted to the Office Administration Department without entrance conditions; and two (6.5 percent) needed more units (including one mathematical unit each).

Characteristics of Nonparticipants

Eight certificate holders and ten graduates of Office Administration curricula in 1967, 1968, and 1969 were not included in the study. The following information was taken from the transcripts of those persons who did not respond to the questionnaire or who were not reached to participate in the study. One certificate holder's questionnaire could not be matched with a transcript because the name of the respondent was not given; therefore, 19 transcripts were used in computing data about nonparticipants.

The average Grade Point Average (GPA) of the certificate holders not included in the study at the time of the completion of requirements for the certificate was 2.652. The average GPA of the graduates not included in the study at the time of the completion of requirements for the B.S. degree was 2.515.

One of the certificate holders continued in school at the University of Tennessee and received a B.S. degree with a major in marketing. One graduate received a M.S. degree in business education

from the University of Tennessee. All of the graduates were Office Administration-Secretarial majors.

Seven certificate holders and six graduates (68.4 percent of the nonparticipants) were residents of Knoxville or other East Tennessee communities while they were in school at the University of Tennessee; one certificate holder (5.3 percent of nonparticipants) was a resident of Middle Tennessee; and five graduates (26.3 percent of the nonparticipants) were residents of other states. Information was not available on the current residences of persons not included in the study.

None of the certificate holders and four of the graduates (21.1 percent of the nonparticipants) transferred to the University of Tennessee at Knoxville from other University of Tennessee campuses or other colleges. Seventeen (89.5 percent) of the nonparticipants were admitted to the Office Administration Department without entrance conditions, and two (10.5 percent) of the nonparticipants needed more units in mathematics.

Some relationships can be made between the characteristics of the participants and the nonparticipants, but the only one that might limit the generalizations of the study was the factor of their residences. The relationships were:

1. All of the participants of the study were Tennessee residents at the time they were enrolled in the University of Tennessee; however, five nonparticipating graduates (26.3 percent of the nonparticipants) were residents of other states when they were students.

2. The participants' average GPA was 2.473 for certificate holders and 2.595 for graduates; the nonparticipants' average GPA was 2.652 for certificate holders and 2.525 for graduates.

3. Of the participating graduates, three were Office Administration-General majors and 28 were Office Administration-Secretarial majors; however, all of the nonparticipating graduates were Office Administration-Secretarial majors.

4. Of the participants, three certificate holders and nine graduates transferred to the University of Tennessee from other colleges; and of the nonparticipants, four graduates transferred to the University of Tennessee.

C. DATA COLLECTED BY QUESTIONNAIRES

The data presented in this section were available from questionnaires completed by persons included in the study and are presented in the same order as on the questionnaires. For presentation of some of the data, the classifications of certificate holders and graduates were subdivided into employed and unemployed at the time of the study. Table II shows the employment status (available from question 23) of persons included in the study.

At the time of the study, 14 (58.3 percent) of the certificate holders and 17 (54.8 percent) of the graduates were employed; and 10 (41.7 percent) of the certificate holders and 14 (45.2 percent) of the graduates were unemployed. Some of the unemployed answered the questions which related to present employment in terms of their last employment, and others left those questions unanswered.

TABLE II
EMPLOYMENT STATUS OF PARTICIPANTS OF STUDY

Employment Status	Certificate Holders		Graduates		Totals	
	No.	%	No.	%	No.	%
Employed	14	58.3	17	54.8	31	56.4
Unemployed	10	41.7	14	45.2	24	43.6
Totals	24	100.0	31	100.0	55	100.0

Comments that were given in question 25 and in the margins or on the back of the questionnaires related to plans for future education and employment, changes in and evaluation of curricula, job satisfaction, employment conditions, and career patterns. Those comments were included with data from related questions throughout this section of the report of the study.

College Major

Table III shows the responses to question 2 which asked, "How did you decide on your major area in college?"

Some of the 55 persons included in the study checked more than one item that was listed on the questionnaire, four wrote in other responses, and no one left the question blank. The largest number of responses was to "interest in that area," which was marked by 18 (75.0 percent) of the certificate holders and by 26 (83.9 percent) of the graduates. "Family influence" and "obtained highest grades in that area" received the next largest numbers of responses from the participants of the study with 11 (20.0 percent) and six (10.9 percent), respectively.

TABLE III

FACTORS WHICH INFLUENCED DECISION ON COLLEGE MAJOR

Factor ^a	Certificate Holders N = 24		Graduates N = 31		Totals N = 55	
	No.	%	No.	%	No.	%
Chance	1	4.2	2	6.5	3	5.5
Family influence	7	29.2	4	12.9	11	20.0
Influence of a friend	1	4.2	1	3.2	2	3.6
Influence of guidance department	0	-	4	12.9	4	7.3
Influence of a teacher	3	12.5	1	3.2	4	7.3
Interest in that area	18	75.0	26	83.9	44	80.0
Obtained highest grades in that area	4	16.7	2	6.5	6	10.9
Other	2	8.3	2	6.5	4	7.3
No answer given	0	-	0	-	0	-

^aSome persons marked more than one response.

Two certificate holders and two graduates (7.3 percent of the population) marked the response "other" and wrote in the following influences:

Job opportunities
Rapid employment
Scholarship
Desired personnel work and Office Administration was closest curriculum at that time

Table IV shows the distribution of other majors considered by the certificate holders and graduates when they were in high school and when they entered college. Twenty-one persons (38.2 percent) did not report that they had considered a major other than office administration when they were in high school, and 21 persons did not report that they had considered another major when they entered college.

Areas in business administration that were considered in addition to office administration were business education (by one certificate holder), accounting, banking, economics, and finance. Liberal arts majors were considered by 15 persons (27.3 percent) while they were in high school and by 18 persons (32.7 percent) when they entered college. The areas of study in the Liberal Arts College which were named were art, computer science, English, history, language, math, music, political science, premedicine, psychology, and speech therapy. One certificate holder listed a graduate school major (law), and one graduate listed an interest that suggested a non-college, vocational area (modeling, stewardess).

TABLE IV
MAJORS OTHER THAN OFFICE ADMINISTRATION CONSIDERED BY PARTICIPANTS

Other Major Areas of Study ^a Considered	Certificate Holders N = 24				Graduates N = 31			
	In High School	%	When Entered College	%	In High School	%	When Entered College	%
None or No Answer	8	33.3	9	37.5	13	41.9	12	38.7
Architecture	-	-	-	-	1	3.2	-	-
Business Administration (other)	1	4.2	5	20.8	1	3.2	4	12.9
Communication (Journalism)	1	4.2	1	4.2	2	6.5	1	3.2
Education (excluding Bus. Ed.)	5	20.8	8	33.3	6	19.4	4	12.9
Home Economics	2	8.3	-	-	4	12.9	1	3.2
Liberal Arts	8	33.3	6	25.0	7	22.6	12	38.7
Nursing	-	-	-	-	1	3.2	-	-
Non-College Vocational	-	-	-	-	1	3.2	-	-
(Pre) Law	1	4.2	-	-	-	-	-	-

^aSome participants listed more than one other major considered.

Additional Educational Work

Additional educational work completed by the certificate holders and graduates is shown in Table V.

Twelve (50 percent) certificate holders had done extra work for college credit after completing certificate requirements. One person had earned B.S. and M.S. degrees, and three others had earned B.S. degrees. Of those who had not already earned a baccalaureate degree, three reported that they were presently enrolled in a degree program; and five others plus one who is also presently enrolled reported that they had earned credit above the two-year certificate.

"Non-degree training program or programs" was marked by three (12.5 percent) persons who did not report other educational work and by two persons who reported other educational work. Nine certificate holders (37.5 percent) did not report having done additional educational work of any kind.

Three certificate holders made comments on the questionnaire concerning their education. Those comments were:

Wish I had been able to complete four years instead of just two, since I'm now working toward that goal.

I am presently working on my Certified Professional Secretary Certificate.

I am currently enrolled for Spring Quarter at . . . State University. I will be able to apply 80 quarter hours from UT toward a degree in Business Administration.

Five graduates (16.1 percent) supplied the following information concerning additional training experiences. One person had earned a M.S. degree in business education and was presently enrolled in a

TABLE V

ADDITIONAL EDUCATIONAL WORK COMPLETED

Additional Educational Work ^a	Certificate Holder				Graduate				Totals N = 55	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		No.	%
	No.	%	No.	%	No.	%	No.	%		
Course work for college credit above two-year certificate	4	28.6	2	20.0	-	-	-	-	6	10.9
Baccalaureate degree in area other than office administration ^b	3	21.4	1	10.0	-	-	-	-	4	7.3
Graduate degree or degrees	1	7.1	-	-	1	5.9	-	-	2	3.6
Presently enrolled in degree program	2	14.3	1	10.0	4	23.5	1	7.1	8	14.5
Non-degree training program or programs	3	21.4	2	20.0	6	35.3	4	28.6	15	27.3
No answer	4	28.6	5	50.0	8	47.1	9	64.3	26	47.3

^a Some persons marked more than one response; therefore, totals of the columns do not equal 100 percent.

^b Questionnaire stated "other than Office Administration." Actual distribution was as follows: Office administration, 1; accounting, 1; and business education, 2.

doctoral program. Four other graduates were presently enrolled in degree programs that they described as follows: M.B.A. (2), Master's (1), and not specified (1).

Ten graduates (32.3 percent), one of which was presently enrolled in a degree program, had participated in non-degree training programs; and 17 graduates (54.8 percent) did not report participation in additional educational activities. One graduate who did not mark "non-degree training program" added in Question 25 that she had a four-week, company-sponsored training program.

Information concerning employee educational expenses paid by employers is shown in Table VI. Of the total of 55 persons in the study, 36 persons (65.5 percent) reported that their employers had not paid for special training or education needed for them to advance on the job; 18 persons (32.7 percent) reported that they had received educational benefits; and one person did not respond to the question.

Of the 18 persons who had received educational benefits, 14 (77.8 percent) were presently employed.

Marital Status

The marital status of the certificate holders and graduates is shown in Table VII. Forty-one (74.5 percent) of the 55 persons in the study reported that they were presently married, 9 (16.4 percent) reported that they were presently divorced, and five (9.1 percent) persons reported that they were presently single. No person in the study reported that she was presently engaged, separated, or widowed; and no one left the question unanswered.

TABLE VI
EDUCATIONAL EXPENSES PAID BY EMPLOYER

Educational Expenses Paid by Employer	Certificate Holders				Graduates				Totals	
	Employed		Unemployed		Employed		Unemployed			
	No.	%	No.	%	No.	%	No.	%	No.	%
No	8	57.1	8	80.0	9	52.9	11	78.6	36	65.5
Yes	6	42.9	2	20.0	8	47.1	2	14.3	18	32.7
No Answer Given	-	-	-	-	-	-	1	7.1	1	1.8
Totals	14	100.0	10	100.00	17	100.00	14	100.00	55	100.0

TABLE VII
MARITAL STATUS OF PARTICIPANTS OF STUDY

Marital ^a Status	Certificate Holders				Graduates				Totals	
	Employed No.	%	Unemployed No.	%	Employed No.	%	Unemployed No.	%	No.	%
Single	1	7.1	-	-	4	23.5	-	-	5	9.1
Engaged	-	-	-	-	-	-	-	-	-	-
Married	8	57.1	9	90.0	10	58.9	14	100.0	41	74.5
Separated	-	-	-	-	-	-	-	-	-	-
Divorced	5	35.7	1	10.0	3	17.6	-	-	9	16.4
Widowed	-	-	-	-	-	-	-	-	-	-
Totals	14	100.0	10	100.0	17	100.0	14	100.0	55	100.0

^aOf four certificate holders who earned degrees, one was single and three were divorced.

Additional data relating to marital status supplied by the questionnaires but not shown in the table are discussed below. The number of years married ranged from four to ten years for the certificate holders and from one-half year to 14 years for the graduates. The average years married was 7.6 years for the certificate holders and 7.9 years for the graduates.

Six (60 percent) unemployed certificate holders and nine (64.3 percent) unemployed graduates were married before or within one year after completing their curricula. One (10 percent) employed certificate holder and one (5.9 percent) employed graduate were married before, or within one year after, completing their curricula.

The number of years divorced ranged from two years to ten years for the six certificate holders with the average being five years divorced. Of the three graduates who reported they were divorced, one did not give the time in that status, one reported the time as one-half year, and one reported the time as seven years.

Participants of Study Who Are Parents

Table VIII shows the number of certificate holders and graduates who reported that they have children and the number of children. Of the population of the study, five (35.7 percent) employed certificate holders and 12 (70.6 percent) employed graduates reported that they have no children; however, two of the graduates reported that they were expecting their first children and that they plan to return to work after a short leave.

TABLE VIII
PARTICIPANTS OF STUDY WHO ARE PARENTS AND SIZES OF THEIR FAMILIES

Number of Children in Family	Certificate Holders				Graduates				Totals	
	Employed No.	%	Unemployed No.	%	Employed No.	%	Unemployed No.	%	No.	%
None	5	35.7	-	-	12 ^a	70.6	-	-	17	30.9
1	7	50.0	3	30.0	4	23.5	4	28.6	18	32.7
2	2	14.3	6	60.0	1	5.9	8	57.1	17	30.9
3	-	-	1	10.0	-	-	2	14.3	3	5.5
Totals	14	100.0	10	100.0	17	100.0	14	100.0	55	100.0

^aTwo employed graduates reported that they were expecting their first children and plan to remain employed.

Eleven employed and seven unemployed (32.7 percent of the participants) reported that they have one child each; three employed and 14 unemployed (30.9 percent) reported that they have two children each; and no employed and three unemployed (5.5 percent) reported that they have three children each.

Fourteen (25.5 percent) persons had one or two children and were employed. All 17 (30.9 percent) persons who had no children were employed; however, all 24 (43.6 percent) who were unemployed had children.

Age Ranges of Children of Participants

The age ranges of the children of the participants in the study are shown in Table IX. Some participants in the study had children in two age groups, and one person had children in the three age groups listed on the questionnaire.

Of the employed persons in the study, 54.8 percent had no children; 29.0 percent had children under five years of age; 19.4 percent had children five to twelve years of age; and 3.2 percent did not give the ages of their children. Of the unemployed persons in the study, 91.7 percent had children under five years of age; 45.8 percent had children five to twelve years of age; and 4.2 percent had children thirteen years of age or older.

Salary and Fringe Benefits

Questions 9 and 10 asked for information about the compensation received by persons in the study. Table X shows the salary data, and

TABLE IX
AGE RANGES OF CHILDREN OF PARTICIPANTS IN STUDY

Age Ranges of Children of Participants in Study ^a	Certificate Holders				Graduates				Totals			
	Employed		Unemployed		Employed		Unemployed		Employed		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	5	35.7	-	-	12	70.6	-	-	17	54.8	-	-
Under 5 years	5	35.7	9	90.0	4	23.5	13	92.9	9	29.0	22	91.7
5 to 12 years	5	35.7	5	50.0	1	5.9	6	42.9	6	19.4	11	45.8
13 and above	-	-	-	-	-	-	1	7.1	-	-	1	4.2
Did not give age	-	-	-	-	1	5.9	-	-	1	3.2	-	-

^aSome have children in two age groups, and one person has children in three age groups.

TABLE X
SALARY RANGES OF PARTICIPANTS IN STUDY

Salary Range ^a	Certificate Holders				Graduates				Totals	
	Employed No.	%	Unemployed No.	%	Employed No.	%	Unemployed No.	%	No.	%
Under \$5,000	-	-	1	10.0	-	-	-	-	1	1.8
\$5,000 to \$7,499	1	7.1	-	-	1	5.9	-	-	2	3.6
\$7,500 to \$9,999	3	21.4	1	10.0	1	5.9	1	7.1	6	10.9
\$10,000 to \$12,499	6	42.9	-	-	3	17.6	-	-	9	16.4
\$12,500 to \$14,999	1	7.1	-	-	6	35.3	-	-	7	12.7
\$15,000 to \$17,499	-	-	-	-	3	17.6	-	-	3	5.5
\$17,500 or above	2	14.3	-	-	3	17.6	-	-	5	9.1
No Answer	1	7.1	8	80.0	-	-	13	92.9	22	40.0
Totals	14	100.0	10	100.0	17	100.0	14	100.0	55	100.0

^aSome unemployed persons answered in terms of their last job.

Table XI shows information about fringe benefits. Some of the 24 persons who were unemployed at the time of the study answered the questions in terms of the last job they had held.

The salary ranges most frequently reported by the presently employed were \$10,000 to \$12,499 by six certificate holders (42.9 percent) and \$12,500 to \$14,999 by six graduates (35.3 percent). The median incomes were \$11,042 for certificate holders and \$13,000 for the graduates.

All of the 14 certificate holders who were presently employed indicated that they had retirement benefits; 13 (92.9 percent) indicated that they had company health plans; 13 marked personal and/or sick leave benefits; and 11 (78.6 percent) marked paid vacation time. Eight employed certificate holders (57.1 percent) who reported other benefits did not explain what those benefits were.

Health plans, retirement plans, and personal and/or sick leave benefits were each marked by 16 of the 17 presently employed graduates (94.1 percent). Fifteen employed graduates (88.2 percent) reported that they had paid vacation time, and eight (47.1 percent) reported other benefits. Four of the eight employed graduates who reported other benefits named thrift-incentive plan, one-half education expenses-paid plan, dental plan, stock buying plan, profit sharing plan, and a credit union.

Primary Reason for Working

Even though Question 11 asked for the "primary reason" they worked, many persons marked more than one response. The data collected in

TABLE XI
FRINGE BENEFITS

Fringe Benefits ^a	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		Employed Only N = 31	
	No.	%	No.	%	No.	%	No.	%	No.	%
Company health plan	13	92.9	2	20.0	16	94.1	1	7.1	29	93.5
Company retirement plan	14	100.0	2	20.0	16	94.1	-	-	30	96.8
Paid vacation time	11	78.6	2	20.0	15	88.2	-	-	26	83.9
Personal and/or sick leave	13	92.9	2	20.0	16	94.1	1	7.1	29	93.5
Others	8	57.1	1	10.0	8	47.1	-	-	16	51.6
No answer	-	-	8	80.0	1	5.9	13	92.9	1	3.2

^aSome unemployed persons answered in terms of their last job, and many persons marked three or more responses.

answer to this question are shown in Table XII. The responses given most frequently by those who were presently employed were "supplement family income" by eight (57.1 percent) of the employed certificate holders and "self-fulfillment" by ten (58.8 percent) of the employed graduates.

Twenty-three persons (41.8 percent of the population) marked "self-fulfillment" as one reason they worked, but only four of that 23 (7.3 percent of the population) marked "self-fulfillment" as their only response to the question. One graduate marked "other" and added the information that she had worked while her husband finished school.

Time in the Labor Force

Data on the number of additional years that the certificate holders and graduates expected to be in the labor force is given in Table XIII.

Eleven (45.8 percent) certificate holders (including four who earned degrees) and 11 graduates (35.5 percent) expected to be in the labor force more than 20 additional years; and five certificate holders (20.8 percent) and nine graduates (29.0 percent) expected to work ten to twenty more years. Two certificate holders (8.3 percent) and three graduates (9.7 percent) expected to work five to ten more years, three certificate holders (12.5 percent) and two graduates (6.5 percent) expected to work less than five more years, and three certificate holders (12.5 percent) and six graduates (19.4 percent) did not answer the question. All of the nine who left the question blank were presently unemployed, and one certificate holder and four graduates who left the question blank added comments on the questionnaires that indicated they plan to consider employment when their children are older.

TABLE XII

PRIMARY REASONS FOR WORKING

Primary Reasons for Working ^a	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
	No.	%	No.	%	No.	%	No.	%	No.	%
Support self	3	21.4	-	-	5	29.4	-	-	8	14.5
Support self and children	3	21.4	1	10.0	2	11.8	-	-	6	10.9
Supplement family income	8	57.1	4	40.0	7	41.2	4	28.6	23	41.8
Self-fulfillment	7	50.0	2	20.0	10	58.8	4	28.6	23	41.8
Temporary arrangement	-	-	-	-	1	5.9	2	14.3	3	5.5
Other	-	-	-	-	-	-	1	7.1	1	1.8
No answer	-	-	4	40.0	-	-	6	42.9	10	18.2

^aMany persons marked more than one response.

TABLE XIII

ADDITIONAL YEARS EXPECTED TO BE IN LABOR FORCE

Range in Years	Certificate Holders				Graduates				Totals			
	Employed		Unemployed		Employed		Unemployed		Employed		Population	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than five	2	14.3	1	10.0	2	11.8	-	-	4	12.9	5	9.1
Five to ten	1	7.1	1	10.0	-	-	3	21.4	1	3.2	5	9.1
Ten to twenty	3	21.4	2	20.0	5	29.4	4	28.6	8	25.8	14	25.5
More than twenty	8 ^b	57.1	3 ^b	30.0	10	58.8	1	7.1	18	58.1	22	44.0
No answer ^a	-	-	3	30.0	-	-	6	42.9	-	-	9	16.4
Totals	14	100.0	10	100.0	17	100.0	14	100.0	31	100.0	55	100.0

^aComments on questionnaires indicated five of the nine persons who did not answer question 12 will consider employment when children are older.

^bOne unemployed certificate holder and three employed certificate holders had earned degrees and reported that they expected to be in the labor force more than 20 additional years.

Job Satisfaction

The job satisfaction data of the certificate holders and graduates are shown in Table XIV. Some of the 24 persons who were unemployed at the time of the study answered in terms of their last jobs.

Of the 31 who were presently employed, nine (29.0 percent) reported that they were highly satisfied; 15 (48.4 percent) reported that they were satisfied; five (16.1 percent) reported that they were neither satisfied nor dissatisfied; one (3.2 percent) reported that she was dissatisfied and was changing jobs within a few weeks; and one (3.2 percent) reported that she was very dissatisfied.

Of the 24 who were presently unemployed, ten (41.7 percent) did not respond to the question about job satisfaction; eight (33.3 percent) reported that they were either satisfied or highly satisfied in their last jobs; four (16.7 percent) reported that they were neither satisfied nor dissatisfied; and two (8.3 percent) reported that they were dissatisfied.

Three certificate holders (including one who earned a degree) added comments that related to job satisfaction.

I was not dissatisfied with my work. It became very boring and routine, however, and I felt I needed something a little more challenging. [Marked neither satisfied or dissatisfied]

Dissatisfied in relation to being unable to progress any higher with the company other than head secretary. [Marked dissatisfied]

It goes back and forth between satisfied and dissatisfied. [Marked neither satisfied or dissatisfied]

TABLE XIV
JOB SATISFACTION IN PRESENT JOB

Rating of Job Satisfaction ^a	Certificate Holders				Graduates				Totals			
	Employed No.	Employed %	Unemployed No.	Unemployed %	Employed No.	Employed %	Unemployed No.	Unemployed %	Employed No.	Employed %	Unemployed No.	Unemployed %
High satisfied	4 ^b	28.6	-	-	5	29.4	3	21.4	9	29.0	3	12.5
Satisfied	7	50.0	3	30.0	8	47.1	2	14.3	15	48.4	5	20.8
Neither satisfied or dissatisfied	2 ^c	14.3	2	20.0	3	17.6	2	14.3	5	16.1	4	16.7
Dissatisfied	1	7.1	1	10.0	-	-	1	7.1	1	3.2	2	8.3
Very dissatisfied	-	-	-	-	1	5.9	-	-	1	3.2	-	-
No answer	-	-	4	40.0	-	-	6	42.9	-	-	10	41.7
Totals	14	100.0	10	100.0	17	100.0	14	100.0	31	100.0	24	100.0

^aSome unemployed persons answered in terms of their last job.

^bIncludes two certificate holders who had earned degrees.

^cIncludes one certificate holder who had earned a degree.

Job Satisfaction and Future Labor Force Participation

Table XV shows the combined data relating to job satisfaction and the number of additional years that the persons in the study expected to be in the labor force.

Twenty-seven of the 32 (84.4 percent) persons who rated their job satisfaction in their present job as either "highly satisfied" or "satisfied" reported that they expected to be in the labor force from ten to more than twenty additional years. No person who reported that she was highly satisfied expected to be in the labor force less than five more years, and no person who reported that she was very dissatisfied expected to be in the labor force more than twenty additional years.

Overtime Work

Question 14 asked, "Do you ever work overtime?" The data from this question are reported in Table XVI.

Eight (57.1 percent) of the employed certificate holders (including three who earned degrees) and nine (52.9 percent) of the employed graduates reported that they work overtime. Two (20.0 percent) of the unemployed certificate holders and three (21.4 percent) of the unemployed graduates reported that they had worked overtime. Thirty-three persons (60.0 percent of the population) either did not answer the question or reported that they did not work overtime.

Question 14 also asked how many hours overtime the respondents worked per month. The answers given ranged from "varied—sometimes

TABLE XV
RELATIONSHIPS BETWEEN JOB SATISFACTION AND ANTICIPATED LABOR FORCE PARTICIPATION

Rating of Job Satisfaction (N = 55)	Years Expect to Remain in Labor Force											
	0 - 5		5 - 10		10 - 20		20 +		No. Ans.		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Highly satisfied	-	-	1	1.8	3	5.5	8	14.5	-	-	12	21.8
Satisfied	2	3.6	2	3.6	9	16.4	7	12.7	-	-	20	36.3
Neither satisfied or dissatisfied	3	5.5	1	1.8	1	1.8	4	7.3	-	-	9	16.4
Dissatisfied	-	-	1	1.8	-	-	2	3.6	-	-	3	5.4
Very dissatisfied	-	-	-	-	1	1.8	-	-	-	-	1	1.8
No answer	-	-	-	-	-	-	1	1.8	9	16.4	10	18.2
Totals	5	9.1	5	9.0	14	25.5	22	39.9	9	16.4	55	99.9

TABLE XVI
EXTENT OF OVERTIME WORK BY PARTICIPANTS

Overtime Work	Certificate Holders				Graduates				Totals	
	Employed No.	%	Unemployed No.	%	Employed No.	%	Unemployed No.	%	No.	%
No	6	42.9	4	40.0	7	41.2	5	35.7	22	40.0
Yes	8 ^a	57.1	2	20.0	9	52.9	3	21.4	22	40.0
No Answer	-	-	4	40.0	1	5.9	6	42.9	11	20.0
Totals	14	100.0	10	100.0	17	100.0	14	100.0	55	100.0

^aIncludes three certificate holders who later earned degrees.

none" to "30-35 paper grading." Three persons answered the question as follows: 8-10, 20-40, and 30-35 hours; these were counted as 9, 30, and 32.5 hours when computing average time and median time. The average overtime worked by the five (35.7 percent) employed certificate holders (including three who earned degrees) and the nine (52.9 percent) employed graduates who supplied the information was 11.96 hours per month and the median time was 9.5 hours per month.

Out-of-Town Travel

Table XVII shows the data about out-of-town travel requirements of the present jobs of certificate holders and graduates as requested in Question 15.

One presently employed certificate holder who had earned a degree and five employed graduates (10.9 percent of the population) answered that they did travel out of town. Forty-nine (89.1 percent) either marked "no" or left the question unanswered. One certificate holder who indicated that her present job did not require out-of-town travel added, "At one time I did some travel." Of the six who do travel and the one who had traveled, four were presently married; three were divorced; and none had children.

Opportunities for Advancement

Question 16 in the questionnaire asked, "What opportunities for advancement do you think you have in your present employment within the next year?" Table XVIII shows the data relating to that question. Eighteen of the 24 presently unemployed did not answer the question, and

TABLE XVII
OUT-OF-TOWN TRAVEL REQUIREMENTS OF JOBS

Job Requires Out-of-Town Travel	Certificate Holders				Graduates				Totals	
	Employed No.	%	Unemployed No.	%	Employed No.	%	Unemployed No.	%	No.	%
No	13	92.9	6	60.0	12	70.6	8	57.1	39	70.9
Yes	1 ^a	7.1	-	-	5	29.4	-	-	6	10.9
No Answer Given	-	-	4	40.0	-	-	6	42.9	10	18.2
Totals	14	100.0	10	100.0	17	100.0	14	100.0	55	100.0

^aThis certificate holder had earned a degree.

TABLE XVIII

OPPORTUNITIES FOR ADVANCEMENT IN PRESENT EMPLOYMENT

Opportunity for Advancement in Present Employment ^a	Certificate Holders				Graduates				Totals			
	Employed		Unemployed ^a		Employed		Unemployed		Employed		Unemployed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Regular increases in pay	12	85.7	2	20.0	13	76.5	3	21.4	25	80.6	5	20.8
A move to new job title; same duties	1	7.1	-	-	4	23.5	-	-	5	16.1	-	-
A move to a new job with more prestigious title, higher level of responsibility, and more income	4	28.6	-	-	6	35.3	2	14.3	10	32.3	2	8.3
No significant oppor. in present employment	3	21.4	2	20.0	6	35.3	-	-	9	29.0	2	8.3
Am satisfied with present job; do not wish to change	1	7.1	-	-	1	5.9	-	-	2	6.5	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
No answer	-	-	7	70.0	-	-	11	78.6	-	-	18	75.0

^aSome unemployed answered in terms of their last job, and some persons marked more than one response.

six unemployed answered in terms of their last job. Some persons marked more than one response.

Of the 31 who were employed at the time of the study, 25 (80.6 percent) thought that they had an opportunity for "regular increases in pay" in their present job; ten (32.3 percent) thought that they had an opportunity to "move to a new job with a more prestigious title, higher level of responsibility, and more income"; and five (16.1 percent) thought that they had an opportunity to move to a "new job title with the same duties" as their present job.

"No significant opportunity for advancement" in their present employment was marked by nine (29.0 percent) of the presently employed, and two employed persons (6.5 percent) reported that they were satisfied and did not wish to change.

Related comments given by one certificate holder and one graduate who marked "no significant opportunity" were:

Have presently gone as high in advancement as possible

Am losing job in September, 1978, due to a move to different locale. However, there still would not be much opportunity for advancement if I continued with the company. [Declined a transfer]

Career Factors

Question 17 asked the participants to rate the ten items listed as "negative factor influencing their careers," "positive factor," or "does not apply or no influence." Space was provided for additional factors to be added to the list by the respondents. The ratings given for the factors are shown in Table XIX. As Table XIX indicates, many of the unemployed persons left all or part of this question unanswered.

TABLE XIX

RATINGS OF CAREER FACTORS

Career Factors	Ratings ^a	Certificate Holders				Graduates				Totals N = 55	
		Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		No.	%
		No.	%	No.	%	No.	%	No.	%		
Level of skills and knowledge acquired by you	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	-	-	2	11.8	1	7.1	3	5.5
	+	14	100.0	6	60.0	15	88.2	8	57.1	43	78.2
Training received on the job	No answer	-	-	4	40.0	-	-	5	35.7	9	16.4
	-	-	-	-	-	1	5.9	-	-	1	1.8
	NA	2	14.3	-	-	1	5.9	2	14.3	5	9.1
Personal goals relating to career development	+	12	85.7	7	70.0	15	88.2	7	50.0	41	74.5
	No answer	-	-	3	30.0	-	-	5	35.7	8	14.5
Need for income provided by the job	-	-	-	-	-	2	11.8	-	-	2	3.6
	NA	2	14.3	-	-	1	5.9	2	14.3	5	9.1
	+	12	85.7	6	60.0	13	76.5	7	50.0	38	69.1
Discrimination in employment practices	No answer	-	-	4	40.0	1	5.9	5	35.7	10	18.2
	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	1	10.0	2	11.8	5	35.7	8	14.5
Need for income provided by the job	+	14	100.0	6	60.0	15	88.2	4	28.6	39	70.9
	No answer	-	-	3	30.0	-	-	5	35.7	8	14.5
Discrimination in employment practices	-	3	21.4	-	-	7	41.2	1	7.1	11	20.0
	NA	9	64.3	5	50.0	9	52.9	7	50.0	30	54.5
	+	2	14.3	1	10.0	1	5.9	1	7.1	5	9.1
Discrimination in employment practices	No answer	-	-	4	40.0	-	-	5	35.7	9	16.4

TABLE XIX (continued)

Career Factors	Ratings ^a	Certificate Holders				Graduates				Totals N = 55	
		Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		No.	%
		No.	%	No.	%	No.	%	No.	%		
Affirmative action in employment practices	-	-	-	-	-	3	17.6	-	-	3	5.5
	NA	4	28.6	2	20.0	8	47.1	7	50.0	21	38.2
	+	9	64.3	3	30.0	5	29.4	1	7.1	18	32.7
	No answer	1	7.1	5	50.0	1	5.9	6	42.9	13	23.6
Care of dependents	-	-	-	-	-	1	5.9	2	14.3	3	5.5
	NA	5	35.7	4	40.0	12	70.6	3	21.4	24	43.6
	+	8	57.1	3	30.0	3	17.6	4	28.6	18	32.7
	No answer	1	7.1	3	30.0	1	5.9	5	35.7	10	18.2
Care of another person	-	-	-	-	-	3	17.6	1	7.1	4	7.3
	NA	7	50.0	5	50.0	12	70.6	6	42.9	30	54.5
	+	6	42.9	1	10.0	2	11.8	2	14.3	11	20.0
	No answer	1	7.1	4	40.0	-	-	5	35.7	10	18.2
Support and assis- tance of another person in your family	-	-	-	-	-	2	11.8	-	-	2	3.6
	NA	8	57.1	2	20.0	10	58.8	6	42.9	26	47.3
	+	6	42.9	5	50.0	5	29.4	3	21.4	19	34.5
	No answer	-	-	3	30.0	-	-	5	35.7	8	14.5
Support and assis- tance of another person at your place of employment, as a sponsor	-	-	-	-	-	1	5.9	-	-	1	1.8
	NA	11	78.6	5	50.0	14	82.4	7	50.0	37	67.3
	+	3	21.4	1	10.0	2	11.8	2	14.3	8	14.5
	No answer	-	-	4	40.0	-	-	5	35.7	9	16.4

TABLE XIX (continued)

Career Factors	Ratings ^a	Certificate Holders				Graduates				Totals	
		Employed		Unemployed		Employed		Unemployed		N = 55	
		No.	%	No.	%	No.	%	No.	%	No.	%
Others	-	-	-	1	10.0	-	-	-	-	1	1.8
	NA	-	-	-	-	-	-	-	-	-	-
	+	-	-	-	-	1	5.9	-	-	1	1.8
	No answer	14	100.0	9	90.0	16	94.1	14	100.0	53	96.4

^aRating scale: - = a negative factor
+ = a positive factor
NA = does not apply or no influence

One certificate holder added another negative factor, and one graduate added two positive factors. The negative factor which was added was "conflict with a co-worker"; and the positive factors which were added were "advisor in college" and "regional supervisor for VOE program."

Figure 1 shows the total ratings of the factors listed in the table for comparative purposes. The ten factors received a total of 241 positive ratings, 189 "does not apply, or no influence" (NA) ratings, and 28 negative ratings.

The highest frequency of ratings was "positive" for four factors, and "does not apply, or no influence" for the other six factors. The four factors which each received a positive rating by 69 percent or more of the population were "level of skills and knowledge acquired by you" (78.2 percent), "training received on the job" (74.5 percent), "the need for income provided by the job" (70.9 percent), and "personal goals relating to career development" (69.1 percent).

For the other six factors listed on the questionnaires, the highest frequency of ratings was to "does not apply or no influence." Those six factors and the percentage of the population of the study that marked NA were "support and assistance of another person at your place of employment, as a sponsor" (67.3 percent), "discrimination in employment practices" (54.5 percent), "the career of another person in your family" (47.3 percent), "the care of dependents" (43.6 percent), and "affirmative action in employment practices" (38.2 percent).

Of the ten factors, the only factor that received more negative ratings than positive ratings was "discrimination in employment

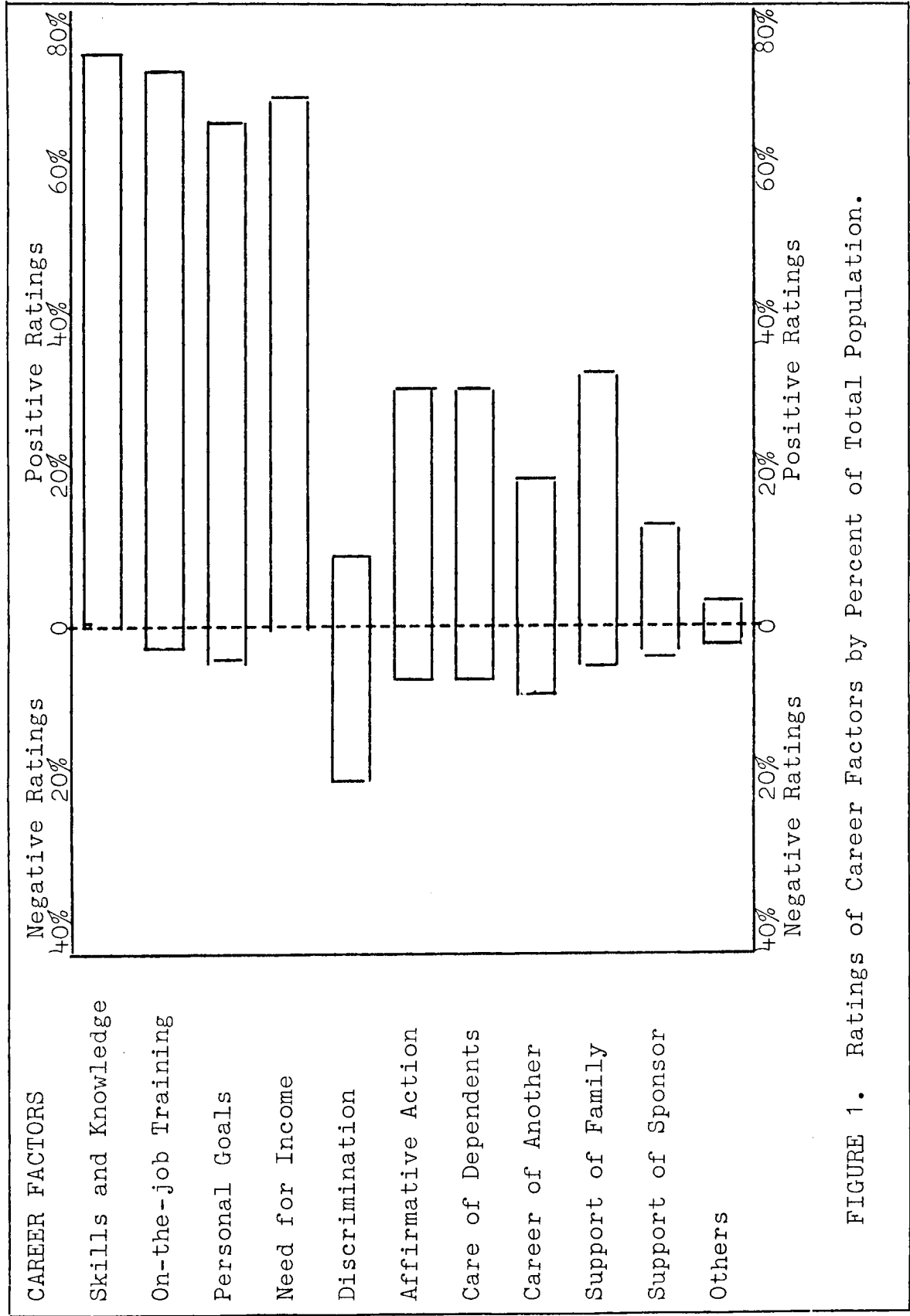


FIGURE 1. Ratings of Career Factors by Percent of Total Population.

practices" (rated negative by 20.0 percent, NA by 54.5 percent, and positive by 9.1 percent of the participants).

Professional Organizations

Questions 18 and 19 asked the participants to supply data as follows: "Professional organizations in which you hold membership," and "Leadership positions you have held in those organizations." Table XX and the list below show the data collected in these two questions.

Sixteen persons (29.1 percent of the population) reported present membership in 28 professional organizations. One organization, The National Secretaries Associated, was listed by three persons; three organizations, Delta Pi Epsilon, East Tennessee Education Association, and Phi Kappa Phi, were listed by two persons each; and all other organizations were listed one time each.

Eight persons (14.5 percent of the population) reported they had held one or more leadership positions in the organizations listed. The positions held and the frequency named were: committee chairman (1), committee member (1), corresponding secretary (1), historian (1), news editor (1), president (1), secretary (4), and treasurer (1).

The participants in the study reported present membership in the following professional organizations.

Business and Secretarial Organizations:

- American Association of University Women
- American Institute of Certified Public Accountants
- American Society of Training Directors
- American Women's Society of Accountants
- East Tennessee Mobile Home Association
- East Tennessee Society of Health Care Social Workers

TABLE XX
MEMBERSHIP AND LEADERSHIP IN PROFESSIONAL ORGANIZATIONS

Membership/Leadership	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
	No.	%	No.	%	No.	%	No.	%	No.	%
Membership in Professional Organizations										
Yes	4 ^b	28.6	3 ^a	30.0	8	47.1	1	7.1	16	29.1
No, or no answer	10	71.4	7	70.0	9	52.9	13	92.9	39	70.9
Leadership positions in Professional Organizations										
Yes	4 ^b	28.6	-	-	4	23.5	-	-	8	14.5
No, or no answer	10	71.4	10	100.0	13	76.5	14	100.0	47	85.5

^a Includes one certificate holder who earned a degree.

^b Includes three certificate holders who earned degrees.

Institute of Financial Education
 International Association Personnel in Employment Security
 National Association of Bank Women
 National Management Association
 National Secretaries Association, Int.
 Poets and Writers, Inc.
 Tennessee Hospital Association
 Tennessee Society of Certified Public Accountants
 Tennessee Society of Health Care Social Workers
 Union [not specific]

Educational Organizations:

American Vocational Association
 BCEA (Blount County Education Association)
 East Tennessee Education Association
 National Education Association
 Parent-Teacher Association

Honorary Societies:

Alpha Delta Kappa
 Alpha Lambda Delta
 Beta Gamma Sigma
 Delta Pi Epsilon
 Phi Kappa Phi
 Pi Lambda Theta
 Omicron Tau Theta

Conditions Necessary for Advancement

Table XXI shows the data supplied by the certificate holders and graduates about the conditions that they considered necessary for advancement to a job with a higher level of responsibility as requested in Question 20. No presently employed person left the question unanswered; however, three (30 percent) of the unemployed certificate holders and seven (50 percent) of the unemployed graduates did not mark the question. Some persons marked more than one response.

Six (42.9 percent) employed certificate holders (including two with degrees) thought they would have to "learn new skills and job-related information" in order to advance; three (21.4 percent) employed

TABLE XXI

CONDITIONS CONSIDERED NECESSARY FOR ADVANCEMENT BY PARTICIPANTS OF STUDY

Conditions Necessary for Advancement ^a	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improve present skills and job-related knowledge	4 ^b	28.6	1	10.0	4	23.5	1	7.1	10	18.2
Learn new skills and job-related information	6 ^c	42.9	3	30.0	5	29.4	1	7.1	15	27.3
Change to another company	3	21.4	1	10.0	5	29.4	5	35.7	14	25.5
Other	5 ^d	35.7	3	30.0	5	29.4	2	14.3	15	27.3
No answer	-	-	3	30.0	-	-	7	50.0	10	18.2

^aSome persons marked more than one response.^bAll four certificate holders had earned degrees.^cIncludes two certificate holders who earned degrees.^dIncludes one certificate holder who earned degree.

certificate holders marked the response "change to another company"; and four (28.6 percent) employed certificate holders (all had earned degrees) thought they have to "improve present skills and job-related knowledge." Five (35.7 percent) employed certificate holders marked the response "other."

Three of the responses, "learn new skills and job-related information," "change to another company," and "other," were each marked by five (29.4 percent) employed graduates. "Improve present skills and job-related knowledge" was marked by four (23.5 percent) employed graduates.

Comments were added by two persons who marked "change to another company." One certificate holder added, "this I have done"; and a graduate added, "Government employees limited to GS-5 at present location." A certificate holder, who marked "learn new skills and job-related information" added "Obtaining a degree will enhance my opportunities of advancing to a management position with"

The "other" conditions necessary for advancement mentioned by people in the study were in the areas of education, opportunity, and desire for advancement. The need for additional education in order to advance was mentioned by five certificate holders (including one who earned a degree) and three graduates. Two persons paired education with other conditions. The comments that indicated the need for more education were:

- Degree in education (Business Education)
- Complete college to obtain degree
- Finish 4-year degree

Obtain B.S. degree
Master's degree and apply for supervisor or principal post
Experience and a Master's would help
Master's degree in social work
Complete Doctor's Degree

Two certificate holders and two graduates indicated the need for an opening. They added the following comments:

A vacancy would have to occur
Retirement of another person
My position was Senior Secretary in my department
An opening—very few openings at certain levels of large organization

The remaining responses indicated that an ambition to advance was needed. One certificate holder and two graduates commented as follows:

Accept supervisor position
Become educational supervisor
Desire to do so

Suggestions for Changes in Curricula

Question 21 asked the certificate holders and graduates what suggestions for changes in Office Administration curricula they had based on the curricula they had completed. The response space was divided into three parts:

1. What courses should be added?
2. What topics should be added?
3. What experiences should be added?

The entire section was left blank by 12 certificate holders and 8 graduates (36.4 percent of the population), and many persons left part of the question unanswered. Five others (9.1 percent of the population) did not give suggestions but made other responses: two certificate holders wrote "none," and three graduates wrote the following comments:

Does not apply. At present job level only courses such as finance, accounting, economics, etc., are applicable.

I do not feel that Office Administration should be a college curriculum.

The courses, topics, and experiences I had at UT all were sufficient for my particular jobs. Other skills, such as use of telephone switchboard and use and maintenance of different types of [name brand copying] machines, were easily learned on the job.

Courses that should be added. Suggestions for courses to be added were made by seven (29.2 percent) of the certificate holders and by ten (32.3 percent) of the graduates. Accounting, math, and psychology were mentioned by both certificate holders and graduates. Management was mentioned by one certificate holder who earned a degree and by five graduates, and computer programming and E.D.P. were mentioned by two certificate holders (including one who earned a degree). The complete list of suggestions for courses to be added is given below. Certificate holders suggested:

- Accounting, easier courses
- Bookkeeping
- Computer programming, should
- Grammar, sentence structure, basic business English
- Math, more
- Math, stronger emphasis

Certificate holders who also earned degrees suggested:

- E.D.P., more
- Management courses, more
- Personnel courses
- Word processing

Graduates suggested:

- Accounting, more
- Administrative training, decision making, problem solving, role playing

Bookkeeping, basic
 Finance courses, more
 Human relations, more
 Math, business, updated and expanded
 Management decision making
 Management field placement
 Management courses, more (three)
 Psychology, a business topic or slant
 Word processing

Topics that should be added. Suggestions for topics to be added were made by five (20.8 percent) of the certificate holders and by six (19.4 percent) of the graduates. Some of the suggestions are similar to the suggestions for courses to be added. The complete list of suggestions for topics to be added follows. Certificate holders suggested:

Public relations
 Interface with all levels of management
 A lecture by someone in personnel work to give tips on job hunting, filling out applications, what salary to expect.

Certificate holders who earned degrees suggested:

Office management
 How to get into jobs besides secretary, how to find these jobs

Graduates suggested:

Secretarial practices
 Communications; word processing
 Present problems in office
 A study of employee-employer relations
 Dealing one-to-one with clients
 Management skills

Experience that should be added. Seven certificate holders (29.2 percent) and 15 graduates (48.4 percent) gave suggestions and comments relating to experiences that should be added. Model office and

on-the-job experiences were mentioned frequently. Certificate holders suggested:

- More office experience
- More on-the-job experience
- More actual office experience
- More telephone techniques, company procedures, government procedures, calculator experiences
- More actual office practice. It is hard to answer that because job experience is so different from formal educational training.

Certificate holders who earned degrees suggested:

- Model office on college level
- More on-the-job training—particularly besides straight secretarial or receptionist

Graduates suggested:

- Technical typing
- Management of and by women in more depth
- More stress on practical practices rather than correct form
- Simulated on-the-job experience
- Office situations
- Intern program
- Actual office experience
- Additional working experience with companies
- Part-time on-the-job training prior to graduation
- Some part-time work experience should be done before receiving certificate or graduating.
- Classroom situation is not realistic. Most jobs are varied duties simultaneously (typing—phone—customers, etc.)
- A "practical working" situation with a company would be helpful in seeing what the real world is really like.
- On-the-job training similar to the student teaching program in education
- On-the-job experience through an off-campus paid, supervised internship in a modern office which would provide the opportunity to integrate skills learned in the program
- More actual job experience—would gain valuable skills, learn to meet the public more effectively. Businesses in Knoxville could work with the O.A. department in providing part-time work experiences for students.

Other comments relating to changes in the curricula were made at the end of the questionnaire by six certificate holders and one graduate.

Those comments, which are included in Appendix D, included suggestions for more on-the-job training; a stronger emphasis on mathematics; more time with office equipment; more emphasis on supervisory qualities; and more bookkeeping, management, personnel and marketing courses.

Ratings of Courses in Curricula

Table XXII shows the ratings made by the certificate holders and graduates of the courses that were included in their curricula as requested in Question 22. One certificate holder and one graduate (3.6 percent of the population) left the section unmarked, and a few others left parts of the questions unmarked.

All persons in the study took Beginning Shorthand and Transcription, Business Letter Writing, Office Equipment Problems, and Typewriting; however, the other four courses listed on the questionnaires were not required in all curricula and not taken by some participants in the study. Office Administration-General graduates (three persons) were not required to take Advanced Shorthand and Transcription; and certificate holders were not required to take Business Report Writing, Office Management, and Office Systems. Two Office Administration courses that were not listed on the questionnaires, but were taken by most of the participants, were Supervised Office Procedures and Punched Card Methods.

Beginning Shorthand and Transcription was required and taken by all persons in the study. Of the total population of the study, 25 (45.5 percent) rated Beginning Shorthand and Transcription very beneficial for career benefit; and 21 (38.2 percent) rated it very beneficial for personal benefit. Eight (14.5 percent) rated it of some career benefit,

TABLE XXII

RATINGS OF OFFICE ADMINISTRATION COURSES

Course	Rating ^a	Certificate Holders				Graduates				Totals ^b	
		Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
		No.	%	No.	%	No.	%	No.	%	No.	%
Beginning shorthand and transcription	NA	2	14.3	2	20.0	-	-	2	14.3	6	10.9
	1	2	14.3	1	10.0	9	52.9	1	7.1	13	23.6
	2	2	14.3	-	-	3	17.6	3	21.4	8	14.5
	3	7	50.0	6	60.0	5	29.4	7	50.0	25	45.5
	1	2	14.3	-	-	5	29.4	3	21.4	10	18.2
	2	2	14.3	2	20.0	8	47.1	4	28.6	16	29.1
	3	8	57.1	5	50.0	3	17.6	5	35.7	21	38.2
	NA	1	7.1	1	10.0	1	5.9	1	7.1	4	7.3
	1	2	14.3	1	10.0	8	47.1	4	28.6	15	27.3
Advanced shorthand and transcription	2	3	21.4	-	-	4	23.5	2	14.3	9	16.4
	3	8	57.1	7	70.0	4	23.5	6	42.9	25	45.5
	1	2	14.3	1	10.0	5	29.4	6	42.9	14	25.5
	2	2	14.3	1	10.0	7	41.2	3	21.4	13	23.6
	3	10	71.4	6	60.0	3	17.6	4	28.6	23	41.8
	NA	1	7.1	1	10.0	1	5.9	1	7.1	4	7.3
	1	2	14.3	1	10.0	8	47.1	4	28.6	15	27.3
	2	3	21.4	-	-	4	23.5	2	14.3	9	16.4
	3	8	57.1	7	70.0	4	23.5	6	42.9	25	45.5
	1	2	14.3	1	10.0	5	29.4	6	42.9	14	25.5
	2	2	14.3	1	10.0	7	41.2	3	21.4	13	23.6
	3	10	71.4	6	60.0	3	17.6	4	28.6	23	41.8

TABLE XXII (continued)

Course	Rating ^a	Certificate Holders				Graduates				Totals ^b	
		Employed		Unemployed		Employed		Unemployed		N = 55	
		No.	%	No.	%	No.	%	No.	%	No.	%
Business letter writing	NA	-	-	-	-	-	-	-	-	-	-
Career benefit	1	1	7.1	-	-	2	11.8	2	14.3	5	9.1
	2	5	35.7	4	40.0	4	23.5	4	28.6	17	30.9
	3	8	57.1	5	50.0	11	64.7	7	50.0	31	56.4
Personal benefit	1	-	-	-	-	-	-	1	7.1	1	1.8
	2	7	50.0	2	20.0	8	47.1	5	35.7	22	40.0
	3	7	50.0	7	70.0	8	47.1	7	50.0	29	52.7
Business report writing	NA	4	28.6	5	50.0	-	-	1	7.1	10	18.2
Career benefit	1	3	21.4	1	10.0	3	17.6	5	35.7	12	21.8
	2	1	7.1	2	20.0	7	41.2	4	28.6	14	25.5
	3	5	35.7	1	10.0	7	41.2	3	21.4	16	29.1
Personal benefit	1	4	28.6	2	20.0	3	17.6	5	35.7	14	25.5
	2	2	14.3	2	20.0	9	52.9	5	35.7	18	32.7
	3	3	21.4	1	10.0	4	23.5	3	21.4	11	20.0

TABLE XXII (continued)

Course	Rating ^a	Certificate Holders				Graduates				Totals ^b	
		Employed		Unemployed		Employed		Unemployed		N = 55	
		No.	%	No.	%	No.	%	No.	%	No.	%
Office equipment problems	NA	2	14.3	2	20.0	-	-	1	7.1	5	9.1
	1	1	7.1	1	10.0	6	35.3	-	-	8	14.5
	2	5	35.7	1	10.0	6	35.3	5	35.7	18	32.7
Career benefit	3	6	42.9	5	50.0	5	29.4	6	42.9	21	38.2
	1	4	28.6	3	30.0	6	35.3	6	42.9	19	34.5
	2	5	35.7	3	30.0	7	41.2	1	7.1	16	29.1
Personal benefit	3	5	35.7	3	30.0	3	17.6	5	37.7	16	29.1
Office management	NA	5	35.7	4	40.0	1	5.9	1	7.1	11	20.0
	1	-	-	1	10.0	6	35.3	1	7.1	8	14.5
	2	3	21.4	1	10.0	3	17.6	5	35.7	12	21.8
Career benefit	3	5	35.7	3	30.0	7	41.2	5	35.7	20	36.4
	1	4	28.6	3	30.0	6	35.3	3	21.4	16	29.1
	2	2	14.3	-	-	4	23.5	2	14.3	8	14.5
Personal benefit	3	3	21.4	2	20.0	5	29.4	6	42.9	16	29.1

TABLE XXII (continued)

Course	Rating ^a	Certificate Holders				Graduates				Totals ^b	
		Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
		No.	%	No.	%	No.	%	No.	%	No.	%
Office systems	NA	5	35.7	2	20.0	3	17.6	3	21.4	13	23.6
Career benefit	1	3	21.4	2	20.0	6	35.3	1	7.1	12	21.8
	2	4	28.6	1	10.0	5	29.4	4	28.6	14	25.5
	3	2	14.3	4	40.0	3	17.6	4	28.6	13	23.6
Personal benefit	1	4	28.6	2	20.0	6	35.3	4	28.6	16	29.1
	2	4	28.6	1	10.0	4	23.5	1	7.1	10	18.2
	3	2	14.3	3	30.0	3	17.6	6	42.9	14	25.5
Typewriting	NA	1	7.1	1	10.0	-	-	-	-	2	3.6
Career benefit	1	-	-	-	-	2	11.8	-	-	2	3.6
	2	1	7.1	-	-	5	29.4	2	14.3	8	14.5
	3	12	85.7	8	80.0	10	58.8	11	78.6	41	74.5
Personal benefit	1	-	-	-	-	1	5.9	-	-	1	1.8
	2	2	14.3	1	10.0	6	35.3	3	21.4	12	21.8
	3	12	85.7	8	80.0	9	52.9	10	71.4	39	70.9

^aRating scale: NA = does not apply; did not take course
 1 = of little or no value to you
 2 = of some benefit to you
 3 = very beneficial

^bSome persons who marked NA left the career benefit section blank but gave a rating for personal benefit. Some persons left either career benefit, personal benefit, or both, unmarked; therefore, totals do not equal 100 percent.

13 (23.6 percent) rated it of little or no career value, and six (10.9 percent) marked "does not apply."

Seven (50.0 percent) of the presently employed certificate holders and 5 (29.4 percent) of the presently employed graduates rated Beginning Shorthand and Transcription very beneficial for career benefit. Six (60.0 percent) unemployed certificate holders and seven (50.0 percent) unemployed graduates rated it very beneficial for career benefit.

The three graduates who were in the Office Administration-General curriculum did not take Advanced Shorthand and Transcription; all other persons in the study were required to take it. Of the total population of the study, 25 (45.5 percent) rated Advanced Shorthand and Transcription very beneficial for career benefit; and 23 (41.8 percent) rated it very beneficial for personal benefit. Nine (16.4 percent) rated it of some career benefit, 15 (27.3 percent) rated it of little or no career value, and four (7.3 percent) marked "does not apply."

Eight (57.1 percent) of the presently employed certificate holders and four (23.5 percent) of the presently employed graduates rated Advanced Shorthand and Transcription very beneficial for career benefit. Seven (70.0 percent) unemployed certificate holders and six (42.9 percent) unemployed graduates rated it very beneficial for career benefit.

All persons in the study took Business Letter Writing. Of the total population of the study, 31 (56.4 percent) rated Business Letter Writing very beneficial for career benefit; and 29 (52.7 percent) rated it very beneficial for personal benefit. Seventeen (30.9 percent) rated

it of some career benefit, five (9.1 percent) rated it of little or no career value, and none marked "does not apply."

Eight (57.1 percent) of the presently employed certificate holders and 11 (64.7 percent) of the presently employed graduates rated Business Letter Writing very beneficial for career benefit. Five (50.0 percent) unemployed certificate holders and seven (50.0 percent) unemployed graduates rated it very beneficial for career benefit.

All graduates took Business Report Writing, but the only certificate holders who took it were those who did additional work after completing requirements for the certificate. Of the total population, 16 (29.1 percent) rated Business Report Writing very beneficial for career benefit; and 11 (20.0 percent) rated it very beneficial for personal benefit. Fourteen (25.5 percent) rated it of some career benefit, 12 (21.8 percent) rated it of little or no career value, and 10 (18.2 percent) marked "does not apply."

Five (35.7 percent) of the presently employed certificate holders and seven (41.2 percent) of the presently employed graduates rated Business Report Writing very beneficial for career benefit. One (10.0 percent) unemployed certificate holder and three (21.4 percent) unemployed graduates rated it very beneficial for career benefit.

All persons in the study took Office Equipment Problems. Of the total population of the study, 21 (38.2 percent) rated Office Equipment Problems very beneficial for career benefit; and 16 (29.1 percent) rated it very beneficial for personal benefit. Eighteen (32.7 percent) rated it of some career benefit, eight (14.5 percent) rated it of little or no career value, and five (9.1 percent) marked "does not apply."

Six (42.9 percent) of the presently employed certificate holders and five (29.4 percent) of the presently employed graduates rated Office Equipment Problems very beneficial for career benefit. Five (50.0 percent) unemployed certificate holders and six (42.9 percent) unemployed graduates rated it very beneficial for career benefit.

All graduates took Office Management but it was not taken by the certificate holders unless they did additional work after completion of requirements for certification. Of the total population of the study, 20 (36.4 percent) rated Office Management as very beneficial for career benefit; and 16 (29.1 percent) rated it very beneficial for personal benefit. Twelve (21.8 percent) rated it of some career benefit, eight (14.5 percent) rated it of little or no career value, and 11 (20.0 percent) marked "does not apply."

Five (35.7 percent) of the presently employed certificate holders and seven (41.2 percent) of the presently employed graduates rated Office Management very beneficial for career benefit. Three (30.0 percent) unemployed certificate holders and five (35.7 percent) unemployed graduates rated it very beneficial for career benefit.

All graduates took Office Systems but certificate holders did not take the course unless they did additional work after completing requirements for the certificate. Of the total population of the study, 13 (23.6 percent) rated Office Systems as very beneficial for career benefit; and 14 (25.5 percent) rated it very beneficial for personal benefit. Fourteen (25.5 percent) rated it of some career benefit, 12 (21.8 percent) rated it of little or no career value, and 13 (23.6 percent) marked "does not apply."

Two (14.3 percent) presently employed certificate holders and three (17.6 percent) presently employed graduates rated Office Systems very beneficial for career benefit. Four (40.0 percent) unemployed certificate holders and four (28.6 percent) unemployed graduates rated it very beneficial for career benefit.

Typewriting was required in all curricula with an Office Administration major. Of the total population of the study, 41 (74.5 percent) rated typewriting as very beneficial for career benefit; and 39 (70.9 percent) rated it very beneficial for personal benefit. Eight (14.5 percent) rated it of some career benefit, two (3.6 percent) rated it of little or no career value, and two (3.6 percent) marked "does not apply."

Twelve (85.7 percent) employed certificate holders and ten (58.8 percent) employed graduates rated Typewriting very beneficial for career benefit. Eight (80.0 percent) unemployed certificate holders and 11 (78.6 percent) unemployed graduates rated it very beneficial for career benefit.

Comments relating to the ratings of the curricula were added by two persons. One certificate holder who rated Office Management very beneficial added "needed more hours on this" (Office Management). One graduate rated both Office Management and Office Systems of little or no value and added that Office Management and Office Systems "courses need improvement."

Other comments that were given in Question 25 and related to the ratings of courses and the participants' satisfaction with the Office Administration major are given in Appendix D.

Employment Data

Question 23 asked for data relating to employment. One certificate holder and one graduate were counted as never employed because they gave no data about employment.

The 14 presently employed certificate holders reported the number of employers ranged from one to four: The average number of employers was 1.9, and the average time in the labor force was 7.2 years. The ten presently unemployed certificate holders reported the number of employers ranged from none to three: The average number of employers was 1.4, and the average time in the labor force was 4.5 years.

The 17 presently employed graduates reported the number of employers ranged from one to four: The average number of employers was 2.4, and the average time in the labor force was 9.3 years. The 14 unemployed graduates reported the number of employers ranged from none to four: The average number of employers was 1.9, and the average time in the labor force was 4.1 years.

The types of organizations in which the graduates and certificate holders had been employed are discussed below. Some of the persons had worked for as many as four employers; therefore, the percentages will not total 100 percent.

Twenty-five (45.5 percent of the total population) had held at least one job as an office employee or a business teacher in schools and colleges. Twenty-three (41.8 percent) had been employed in city, state, and federal governments and agencies. Twenty (36.4 percent) had been employed in various service industries, including public utilities,

airlines, hospitals, and advertising businesses. Seventeen (30.9 percent) had been employed in manufacturing and distribution industries, and ten (18.2 percent) had held one or more jobs in banking and finance corporations. Two (3.6 percent) had held at least one job in the construction industry.

The job titles of the first jobs held by persons in the survey after the completion of requirements for the certificate or degree and the job titles of the last or present jobs are reported in Table XXIII.

The first job titles of 22 (91.7 percent) certificate holders and 27 (87.1 percent) graduates were in the Office Administration area and were one of the following: business teacher, clerk, receptionist, secretary, or stenographer. One (4.2 percent) certificate holder who earned a degree in another area and three (9.7 percent) graduates were included in the "other" classification because of job titles of financial analyst, bank customer service representative, staff assistant, and loan administrator. One (4.2 percent) certificate holder and one (3.2 percent) graduate either had never been employed or did not give the information.

The last or present job titles were in the Office Administration area for 19 (79.2 percent) certificate holders and 18 (58.1 percent) graduates. One (4.2 percent) certificate holder and one (3.2 percent) graduate were counted as never employed, and the job titles of four (16.7 percent) certificate holders and 12 (38.7 percent) graduates were counted as "other" areas. Of the four certificate holders whose last job titles were counted in the "other" category of employment, two had done extra work for college credit and two had earned degrees.

TABLE XXIII

JOB TITLES OF PARTICIPANTS OF STUDY

Job Titles	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
	No.	%	No.	%	No.	%	No.	%	No.	%
First Job After Completion of Certificate or Degree										
Business teacher	1	7.1	-	-	-	-	-	-	1	1.8
Clerk	1	7.1	1	10.0	1	5.9	3	21.4	6	10.9
Office manager	-	-	-	-	-	-	-	-	-	-
Receptionist	1	7.1	-	-	-	-	-	-	1	1.8
Secretary	7	50.0	5	50.0	9	52.9	8	57.1	29	52.7
Stenographer	4	28.6	2	20.0	4	23.5	2	14.3	12	21.8
Other	-	-	1	10.0	3	17.6	-	-	4	7.3
None given	-	-	1	10.0	-	-	1	7.1	2	3.6
Present or Last Job										
Business teacher	2	14.3	-	-	1	5.9	2	14.3	5	9.1
Clerk	-	-	1	10.0	1	5.9	1	7.1	3	5.5
Office manager	1	7.1	-	-	-	-	-	-	1	1.8
Receptionist	-	-	-	-	-	-	-	-	-	-
Secretary	6	42.9	6	60.0	3	17.6	8	57.1	23	41.8
Stenographer	2	14.3	1	10.0	1	5.9	1	7.1	5	9.1
Other	3	21.4	1	10.0	11	64.7	1	7.1	16	29.1
None given	-	-	1	10.0	-	-	1	7.1	2	3.6

The certificate holders' job titles that were counted as "other" in the present or last job were: CPA, contact representative, outside sales representative, and resident sales agent; the present or last job titles of the graduates who were counted in the "other" category were accountant, banking officer, bank branch manager, data processing supervisor, employee development officer, employment interviewer, flight attendant, loan administrator, personnel manager, senior engineer planning, social worker, and supervisory analyst.

Twenty-two certificate holders (91.7 percent) and 28 (90.3 percent) graduates had been employed in at least one job with a job title of business teacher, clerk-typist, secretary, or stenographer. One (4.2 percent) certificate holder who had earned a degree in another area had been employed in that area, and two (6.5 percent) graduates had been employed in areas not related to Office Administration. One (4.2 percent) certificate holder and one (3.2 percent) graduate had not been employed.

Job titles of the three who were counted as never employed in Office Administration training-related jobs were financial analyst and CPA, loan administrator, and staff assistant and senior engineer planning.

One presently employed graduate and one presently unemployed certificate holder listed one part-time job each; all other jobs listed by persons in the study were full-time jobs.

Thirteen (54.2 percent) certificate holders and 23 (74.2 percent) graduates gave information on the rate of pay in their first jobs after

completing requirements for the certificate or degree. Two certificate holders were omitted from the following calculations because they did not report employment until after they had completed requirements for degrees. The average rate of pay per year on the first jobs for the 11 (45.8 percent) certificate holders who earned their certificates in 1967, 1968, and 1969 was \$4,794.18. The average beginning rate of pay for the 23 persons who were graduated in 1967, 1968, and 1969 was \$5,170.43.

Nineteen (79.2 percent) certificate holders were counted in the calculations for the last rate of pay. The average rate of pay per year for the last or present job of the 19 certificate holders (including three employed and one unemployed who had earned degrees) was \$10,956.21. Eleven (78.6 percent) presently employed certificate holders reported an average rate of pay per year of \$12,720.36 in their present jobs, and eight (80.0 percent) presently unemployed certificate holders reported an average rate of pay per year of \$8,530.50 in their last jobs.

Sixteen (94.1 percent) employed graduates and ten (71.4 percent) unemployed graduates gave data on the rate of pay in their last or present employment. The average rate of pay for the 26 graduates (83.9 percent) in their present or last jobs was \$11,653.04. The average rate of pay for the 16 (94.1 percent) employed graduates in their present jobs was \$13,684.91, and the average rate of pay for the ten (71.4 percent) unemployed graduates in their last job was \$8,402.00.

The data given on the last or present rate of pay in Question 23 is consistent with the salary range data collected by Question 9 and reported on pages 46, 48, and 49 in this study.

Also asked for in Question 23 was the reasons for leaving employers. Table XXIV shows the data for this part of the question.

The 14 presently employed certificate holders and the 17 presently employed graduates had left employers a total of 39 times. The reasons given for leaving employers and the frequency given by the presently employed were: better job (13), dissatisfied with job (9), marriage and husband's career (5), moved (4), return to school (3), pregnancy and child care (2), divorce (1), job terminated (1), and declined transfer (1).

The ten presently unemployed certificate holders and the 14 presently unemployed graduates had left employers a total of 43 times. The reasons given for leaving employers and the frequency given by the presently unemployed were: pregnancy and child care (20), marriage and husband's career (14), moved (5), better job (2), neoptism rule (1), and travel (1).

The most frequent reasons given for job terminations were pregnancy and child care, 22 (26.5 percent of the terminations); the second highest was marriage and husband's career, 19 (22.9 percent of the terminations).

The reasons for unemployment given in answer to Question 24 were similar to, but not exactly the same as, reasons given for leaving employers.

Ten (71.4 percent) presently employed certificate holders (including three who earned degrees) and 14 (82.4 percent) presently employed graduates had no periods of unemployment. Maternity leave was

TABLE XXIV
REASONS GIVEN FOR LEAVING EMPLOYERS

Reasons Given for Leaving Employers (N = 83)	Certificate Holders				Graduates				Totals	
	Employed		Unemployed		Employed		Unemployed			
	No.	%	No.	%	No.	%	No.	%	No.	%
Better job	8	9.6	1	1.2	5	6.0	1	1.2	15	18.1
Declined transfer	-	-	-	-	1	1.2	-	-	1	1.2
Did not want to get certified to teach	-	-	-	-	1	1.2	-	-	1	1.2
Dissatisfied with job	3	3.6	-	-	6	7.2	-	-	9	10.8
Divorce	-	-	-	-	1	1.2	-	-	1	1.2
Job terminated	-	-	-	-	1	1.2	-	-	1	1.2
Marriage and husband's career	1	1.2	1	1.2	4	4.8	13	15.7	19	22.9
Moved	-	-	-	-	4	4.8	5	6.0	9	10.8
Nepotism rule	-	-	-	-	-	-	1	1.2	1	1.2
Pregnancy and child care	2	2.4	11	13.3	-	-	9	10.8	22	26.5
Return to school	1	1.2	-	-	2	2.4	-	-	3	3.6
Travel	-	-	1	1.2	-	-	-	-	1	1.2

not counted as unemployment if the person did not terminate employment. The presently employed gave the following reasons for periods of unemployment: family responsibilities (4), couldn't find suitable employment (2), and attending school (1). The 24 presently unemployed gave the following reasons for unemployment: family responsibilities (16), attending school (3), preference (3), husband's employment (2), couldn't find suitable employment (1), and no reason given (3).

Question 24 also asked the certificate holders and graduates if they were looking for work while they were unemployed. Twenty-five (80.6 percent of the 31 who had been unemployed) reported "no," three (9.7 percent) left the section blank, and three (one presently unemployed and two presently employed graduates) reported that they had been looking for work while unemployed.

Five (16.1 percent) presently employed persons and 15 (62.5 percent) presently unemployed persons listed self-improvement activities during periods of unemployment. The activities listed that related to career development were: typing (4), subscribing to The Secretary (1), studying for CPA exam (1), working on degree (1), and working part-time (1). Other activities listed were: religious, social, and civic activities (5), sports (5), reading (2), homemaking and craft activities (1), volunteer service in Red Cross (1), hobbies (1), and art (1).

Question 25 asked for other comments relating to training or careers. Nine (37.5 percent) certificate holders and 16 (51.6 percent) graduates added comments here and on the back of their questionnaires. Some of the comments related to other sections of the questionnaires and

have been reported with the data from other questions where applicable. The remaining comments related to work experiences and were made by graduates.

I am the perfect example of someone who had a good basic educational background, started at the very bottom, and worked her way up.

Presently work for temporary agency—do secretarial work. Am also professional Middle-Eastern dancer.

Each job move has been upward due to past experience on each job.

Enjoyed career—movement upward was available. With all comments against gov't employers, I was proud to work for the . . . and hope to return in a few years, hopefully to

I also wanted to explain why I took the lower paying job at Of course, I had to quit my job at . . . because of their nepotism rules at the time. I went to . . . because it was convenient to where we lived and the working conditions were very nice, even though the pay was low. . . . seemed too far away to drive everyday, and I did not explore other possibilities.

After working as a secretary for one year, I changed professions to become a I have remained in this profession. I did not find secretarial work personally gratifying nor the pay satisfactory. My professional goal while a student at UT was to be an office manager. Obviously, one has to work their way up to such a position. After working as a secretary for a year, I did not feel it worth the time period involved in working up to office manager. As . . . , I have found personal and professional satisfaction. Also, the pay rate seems to be higher than secretarial salaries.

Career Patterns

The data supplied by Questions 12, 23, and 25 and other comments on the questionnaires were used to classify the career patterns of the certificate holders and graduates into career pattern groups. Table XXV

TABLE XXV

CAREER PATTERNS OF PARTICIPANTS

Career Patterns	Certificate Holders				Graduates				Totals	
	Employed N = 14		Unemployed N = 10		Employed N = 17		Unemployed N = 14		N = 55	
	No.	%	No.	%	No.	%	No.	%	No.	%
Super's Patterns ^a										
Stable Homemaking	-	-	-	-	-	-	-	-	-	-
Conventional	1	7.1	2	20.0	2	11.8	2	14.3	7	12.7
Stable Working	4	28.6	-	-	9	52.9	-	-	13	23.6
Double-Track	8	57.1	-	-	6	35.3	-	-	14	25.5
Interrupted	-	-	5	50.0	-	-	5	35.7	10	18.2
Unstable	1	7.1	3	30.0	-	-	7	50.0	11	20.0
Multiple-Trial	-	-	-	-	-	-	-	-	-	-
Ginzberg's Patterns ^b										
Straight	8	57.1	7	70.0	6	35.3	9	64.3	30	54.5
Broad	1	7.1	1	10.0	1	5.9	-	-	3	5.5
Changed	4	28.6	1	10.0	9	52.9	-	-	14	25.5
Variant	1	7.1	1	10.0	1	5.9	5	35.7	8	14.5

^aDonald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), pp. 77-78.

^bEli Ginzberg and others, Life Styles of Educated Women (New York: Columbia University Press, 1966), pp. 89-91.

shows the number in each career pattern group when the data are classified by the career pattern definitions of Super and Ginzberg.

The career pattern of each participant was classified twice: first, into a group defined by Super, and second, into a group defined by Ginzberg. A discussion of each career pattern group and the career data given by the participants follows:

Career pattern groups of Donald E. Super. The pattern groups named and defined by Donald E. Super were stable homemaking, conventional, stable working, double-tract, interrupted, unstable, and multiple-trial.¹

1. Stable homemaking career pattern. Persons in the stable homemaking career pattern group had no goals for working outside the home, were married soon after or while in school, and had "no significant work experience outside" of the home.²

No participant in the study was counted in this pattern group because none of them met all of the criteria of the definition. All persons in the study apparently had goals for working outside the home because they had completed curricula that were designed to prepare them for work outside of the home.

One certificate holder and one graduate were counted as never employed; however, both reported that they expected to be in the labor force. Even though some members of the study had career pattern

¹Donald E. Super, The Psychology of Careers (New York; Harper & Brothers, 1957), pp. 77-78.

²Ibid.

characteristics which met part of the criteria of the definition, none met all of the criteria for this pattern group.

2. Conventional career pattern. Persons in the conventional career pattern group began work after having received a general education or brief vocational training and continued to work for a few months or several years. The work might have appeared to be a career at first; however, the woman later married and became a full-time homemaker.³

Three (12.5 percent) certificate holders and four (12.9 percent) graduates were classified as having a conventional career pattern. Even though the curricula completed by members in the study could not be described as a general educational or brief vocational training, these seven persons met the other criteria of the definition.

Two of the certificate holders and two of the graduates in this group left employment when they were pregnant with their first children and did not report that they expected to re-enter the work force. One other certificate holder and two other graduates in this group who had been employed continuously reported that they expected to work zero to five additional years and gave no reasons for the planned leaving of their employment.

3. Stable working career pattern. Although persons in the stable working career pattern may not have intended to develop this pattern, it was one of leaving school, entering the work force, and remaining to

³Ibid.

develop a career that became the life work.⁴ Four certificate holders (16.7 percent) and nine (29.0 percent) graduates were counted in this pattern group. All the certificate holders (two had earned degrees) were in this group because they have been employed continuously, have no children, and reported that they expected to be in the labor force more than 20 additional years. All the graduates were in this group because they had been employed continuously or had very brief periods of unemployment, they did not have children, and all expected to be in the labor force at least ten more years.

4. Double-tract career pattern. The double-tract career pattern was defined by Super as one of homemaking and family responsibilities combined with a career outside of the home. Some time may have been taken out for childbearing.⁵ Eight (33.3 percent) certificate holders, including one who earned a degree, and six (19.4 percent) graduates were counted in this pattern group.

All persons in this group had employment patterns that would have otherwise been classified as stable working, and they had children. No questions were asked in the questionnaires that would have given information about the amount of time spent with family responsibilities; however, those persons in the study who had children were considered to have some homemaking and family responsibilities.

⁴Ibid.

⁵Donald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), pp. 77-78.

5. Interrupted career pattern. The interrupted career pattern was defined as a pattern of a woman's working after completing school; dropping out for homemaking; then after a period out for family responsibilities, returning to work. The work may have been the same type or a different type of work from that which the woman had before dropping out.⁶

Five (20.8 percent) certificate holders and five (16.1 percent) graduates were counted in this pattern group. All had been employed, had left employment because of family responsibilities, were presently unemployed, and expected to return to the labor force. One certificate holder had earned a degree and two graduates had done additional educational work while unemployed.

6. Unstable career pattern. The unstable career pattern was defined by Super as one that occurred when the woman worked for a while, dropped out to become a full-time homemaker, returned to work, dropped out again, and continued in this way.⁷ Four (16.7 percent) certificate holders and seven (22.6 percent) graduates were counted in this career pattern group.

One presently employed certificate holder was in this group because she had been employed three years and reported that she expected to work less than five more years. Two unemployed certificate holders and six unemployed graduates had some periods of employment and reported that they expected to be in the labor force for no more than ten additional

⁶Ibid.

⁷Ibid.

years. One certificate holder and one graduate in this group did not report employment data but did report that they expected to enter the labor force.

7. Multiple-trial career pattern. The multiple-trial career pattern consisted of a series of unrelated jobs. Stability was not developed in any of them.⁸

No participant in the study was counted in the multiple-trial career pattern. Although one certificate holder and one graduate reported some difficulty and dissatisfaction in their employment, both had advanced as high as was possible in their present employment and both expected to work at least ten additional years; therefore, they were counted in other pattern groups.

Career pattern groups of Eli Ginzberg. The career pattern groups named and defined by Eli Ginzberg and others were straight, broad, changed, and variant.

1. Straight career pattern. The careers of the women in the straight career pattern group were marked by consistency, continuity, and progression within the same field.⁹

Fifteen (62.5 percent) certificate holders and 15 (48.4 percent) graduates were counted in the straight career pattern group because they had remained in the same fields of employment after completing training

⁸Ibid.

⁹Eli Ginzberg and others, Life Styles of Educated Women (New York: Columbia University Press, 1966), pp. 89-91.

and taking their first jobs, and the changes in job titles and salaries indicated that they had progressed in their fields of employment.

2. Broad career pattern. The women in the broad career group remained within their original area of work but shifted either in terms of field or function.¹⁰ Two (16.7 percent) certificate holders, including one who had earned a degree, and one graduate (3.2 percent) were counted in the broad pattern group.

The certificate holders had been employed in offices and had shifted or were in the process of shifting into teaching business subjects. The graduate, who had been employed as a secretary and a teacher, had shifted to personnel clerk.

3. Variant career pattern. The persons in the variant career group had difficulty in getting started or had difficulty in advancing in their careers.¹¹ Two (4.2 percent) certificate holders and six (19.4 percent) graduates were counted in the variant career pattern group.

An employed certificate holder had worked three years and reported that she expected to remain in the labor force zero to five years. An employed graduate reported that she worked for a temporary agency and marked career of another person and discrimination in employment practices as negative factors to her career.

One certificate holder and one graduate did not give employment data but reported that they expected to be in the labor force. Four graduates had been employed, were presently unemployed, and reported

¹⁰Ibid.

¹¹Ibid.

that they expected to be in the labor force again. Two of these four had worked less than one year, and two reported difficulty in finding satisfactory employment and dissatisfaction with their Office Administration majors.

4. Changed career pattern. The persons in the changed career group changed fields and/or functions, and their later choices had no direct relation to their previous ones.¹² Five (20.8 percent) certificate holders and nine (29.0 percent) graduates were counted in the changed career pattern group.

One unemployed certificate holder changed to another training area and completed a degree in that area before becoming employed. Although she was presently unemployed, she expected to be in the labor force more than 20 additional years.

Of the four presently employed certificate holders (including one who completed a degree) in this pattern group, one was changing employers and job titles because of dissatisfaction in her present employment; two were in sales divisions of their companies; and one was a contact representative for a government agency. All of the four had been employed in secretarial jobs.

Seven presently employed graduates who have been employed in secretarial jobs were in the changed career pattern group because they are now in other fields. Some of these persons made comments about their no longer being in the clerical or secretarial fields. Two

¹²Ibid.

presently employed graduates had never been employed in the Office Administration area.

CHAPTER IV

SUMMARY

The problem of the study was to determine the career patterns that had been developed, factors that had influenced the development of those career patterns, and evaluation of training received by Office Administration certificate holders and graduates of the University of Tennessee ten years after their training had been completed.

The data for the study were collected by questionnaires from persons who had received certificates or degrees with a major in Office Administration from the University of Tennessee in the years 1967, 1968, and 1969. The major findings, conclusions, and recommendations of the study will be presented in this chapter. Also included in this chapter is a comparison of some of the findings in this study with related findings in the Adams and Hilton studies.

A. MAJOR FINDINGS

Major findings are presented below:

1. Twenty-three (95.8 percent) certificate holders and 30 (96.8 percent) graduates had been employed in at least one job since completing requirements for the certificate or degree.
2. Fourteen (58.3 percent) certificate holders and 17 (54.8 percent) graduates were employed at the time of the study.

3. The first jobs of the persons in the study were related to their Office Administration training for 22 (91.7 percent) certificate holders and for 27 (87.1 percent) graduates.

4. The present or last jobs of persons in the study were related to their Office Administration training for 19 (79.2 percent) certificate holders and 18 (58.1 percent) graduates.

5. Twenty-two (91.7 percent) certificate holders and 28 (90.3 percent) graduates had been employed in at least one job that was related to their Office Administration training.

6. The anticipated additional time in the labor force was ten to twenty years for five (20.8 percent) certificate holders and nine (29.0 percent) graduates, and the anticipated additional time in the labor force was more than twenty years for 11 (45.8 percent) certificate holders and 11 (35.5 percent) graduates.

7. Twenty-five (80.6 percent) of those employed at the time of the study thought that they had an opportunity for regular increases in pay in their present job within the next year; ten (32.3 percent) thought they had an opportunity to move to a new job with a more prestigious title, higher level of responsibility, and more income; and five (16.1 percent) thought they had an opportunity to move to a new job title with the same duties as their present job. Nine (29.0 percent) of the employed at the time of the study thought they had no significant opportunity for advancement in their present employment.

8. The average annual beginning rate of pay in the first jobs after completion of requirements for the certificate or degree in 1967,

1968, or 1969 was \$4,794.18 for the certificate holders and \$5,170.43 for the graduates. The average annual rate of pay in the present job was \$12,720.36 for the employed certificate holders (including three who earned degrees) and \$13,684.91 for the employed graduates.

9. Fifty percent (12) of the certificate holders had done extra work for college credit after they completed requirements for the certificate. Sixteen percent (5) of the graduates had done extra work for credit toward degrees in other areas or advanced degrees after they had graduated.

10. All persons (17, or 30.9 percent) in the study who had no children were presently employed; however, all (24, or 43.6 percent) who were presently unemployed had children. Fourteen (25.5 percent) had children and were employed.

11. Eighty-four percent (24) of those who rated their job satisfaction in their present job as either highly satisfied or satisfied reported that they expected to be in the labor force from ten to more than twenty additional years.

12. No person who reported that she was highly satisfied in her present job (12, or 21.8 percent of participants) expected to be in the labor force less than five more years, and no person who reported that she was very dissatisfied (1, or 1.8 percent) expected to be in the labor force more than twenty additional years.

13. When classified by the career pattern definitions of Donald E. Super, the distribution of career patterns of the certificate holders was: stable homemaking, none; conventional, three (12.5 percent);

stable working, four (16.7 percent); double-tract, eight (33.3 percent); interrupted, five (20.8 percent); unstable, four (16.7 percent); and multiple-trial, none. When classified by the career pattern definitions of Donald E. Super, the distribution of career patterns of the graduates was: stable homemaking, none; conventional, four (12.9 percent); stable working, nine (29.0 percent); double-tract, six (19.4 percent); interrupted, five (16.1 percent); unstable, seven (22.6 percent); and multiple-trial, none.

14. When classified by the career pattern definitions of Eli Ginzberg, the distribution of career patterns of the certificate holders was: straight, 15 (62.5 percent); broad, two (8.3 percent); changed, five (20.8 percent); and variant, two (8.3 percent). When classified by the career pattern definitions of Eli Ginzberg, the distribution of career patterns of the graduates was: straight, 15 (48.4 percent); broad, one (3.2 percent); changed, nine (29.0 percent); and variant, six (19.4 percent).

15. Factors that were rated as positive influences to their careers by 50 percent or more of the participants were: level of skills and knowledge acquired, 78.2 percent; training received on the job, 74.5 percent; personal goals relating to career development, 69.1 percent; and the need for income provided by the job, 70.9 percent.

16. Discrimination in employment practices was rated as a negative influence by 20.0 percent of the participants.

17. The percentages of the employed certificate holders who rated the courses in the Office Administration curricula as very beneficial for career benefit were: beginning shorthand and transcription, 50.0

percent; advanced shorthand and transcription, 57.1 percent; business letter writing, 57.1 percent; business report writing, 35.7 percent; office equipment problems, 42.9 percent; office management, 35.7 percent; office systems, 14.3 percent; and typewriting, 85.7 percent.

18. The percentages of the employed graduates who rated the courses in Office Administration curricula as very beneficial for career benefit were as follows: beginning shorthand and transcription, 29.4 percent; advanced shorthand and transcription, 23.5 percent; business letter writing, 64.7 percent; business report writing, 41.2 percent; office equipment problems, 29.4 percent; office management, 41.2 percent; office systems, 17.6 percent; and typewriting, 58.8 percent.

B. COMPARISONS OF THE STUDY WITH THE ADAMS STUDY

In the analysis of adequacy of preparation, Adams¹ reported that a substantial proportion of the participants rated their preparation as generally satisfactory or higher. In the present study, all Office Administration courses that were listed on the questionnaires were rated "of some benefit" or "very beneficial" by 49.1 percent to 89.0 percent of the participants.

Adams identified a need in the Secretarial and Office Administration area for more depth and scope in preparation in computer utilization and in office policies and controls functions. In the present study, many of the suggestions by participants for additions to the curricula were

¹Mary Ellen Adams, "A Study of the Relevancy of the Indiana University Business Education and Office Management Curricular Programs to the Occupational Experiences of the Graduates" (unpublished PhD dissertation, Indiana University, 1969).

in the areas of more office work experience and more management courses.

C. COMPARISONS OF THE STUDY WITH THE HILTON STUDY

Some of the data from the present study that can be compared to the findings in the Hilton² study are listed below.

1. Hilton found that 63 percent of the employed females checked self-fulfillment as their primary reason for working. In the present study, 41.8 percent marked self-fulfillment as one reason why they worked; however, only 7.3 percent gave that response as their only reason for working.

2. Hilton found that the highest frequency of job terminations in the first job were for relocation, and the second highest was for a better job. In the present study, the highest frequency of job terminations in all employment listed was pregnancy and child care; and the second highest was marriage and husband's career.

3. The highest percentage of the females in Hilton's study were employed in government jobs. In the present study, the highest percentage had been employed in schools and colleges; and the second largest group had been employed in government jobs.

4. In Hilton's study, opportunities for promotions were thought to be good by 56 percent of the women. In the present study, 32.3 percent of the presently employed thought they had an opportunity to move to a job with more responsibility and more income.

²Margaret J. Hilton, "The Employment Status of Men and Women Baccalaureate Graduates from the College of Business Administration at the University of Tennessee from 1969 to 1973" (unpublished EdD dissertation, the University of Tennessee, Knoxville, 1974).

5. Women in Hilton's study reported that special training needed for advancement had been paid for 43.1 percent by their employers. In the present study, 32.7 percent reported that their employers had paid for special training needed for them to advance on the job.

6. Hilton found that 74.6 percent of the females occasionally worked overtime. In the present study, 57.1 percent of the employed certificate holders and 52.9 percent of the employed graduates reported that they worked overtime.

7. In Hilton's study, 33 percent of the females reported out-of-town travel. In the present study, 19.4 percent of the presently employed reported that they traveled out-of-town in relation to their employment.

8. The females in Hilton's study reported their job satisfaction as follows: highly satisfied, 18.4 percent; satisfied, 34.4 percent; neither satisfied nor dissatisfied, 16.8 percent; dissatisfied, 18.4 percent; very dissatisfied, 12.0 percent. In the present study, job satisfaction of the presently employed was reported as follows: highly satisfied, 29 percent; satisfied, 48.4 percent; neither satisfied nor dissatisfied, 16.1 percent; dissatisfied, 3.2 percent; and very dissatisfied, 3.2 percent.

9. Discriminatory treatment in employment was reported by 43.5 percent of the females in Hilton's study. In the present study, discrimination in employment practices was marked as a negative influence to their career development by 20.0 percent of the population.

D. CONCLUSIONS

The following conclusions are based on the findings of the study:

1. The majority of the certificate holders and graduates had been employed in jobs for which they were trained.
2. The majority of the certificate holders and graduates expected to be in the labor force a minimum of ten to more than 20 additional years.
3. The career patterns of the participants in the study could be classified into five of the seven career pattern groups defined by Donald E. Super and into the four career pattern groups defined by Eli Ginzberg.
4. Positive factors in the career development of the certificate holders and graduates were: level of skills and knowledge acquired, training received on the job, the need for income provided by the job, and personal goals relating to career development.

E. RECOMMENDATIONS

Based on the present study, the researcher recommends that:

1. The Office Administration staff and faculty consider the suggestions given by the participants in the study for more on-the-job training and more management courses to be added to the curricula.
2. The needs of persons who have completed training in Office Administration and are presently in the interrupted, unstable, or variant career pattern groups be considered by the Office Administration Department when programs and workshops are being planned.

3. The same population be surveyed again in approximately ten years for further career pattern study.

4. When checklist responses similar to Questions 17 and 22 in the present study are to be used, the addition of open-ended questions to accompany each part of the question be considered. Brief statements explaining why the items were rated as they were might be helpful in interpreting the data.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

Page 1

PLEASE CHECK THE APPROPRIATE INFORMATION

1. YEAR AND CURRICULUM COMPLETED AT UT IN OFFICE ADMINISTRATION
 TWO-YEAR SECRETARIAL _____ 1967 _____ 1968 _____ 1969
 FOUR-YEAR GENERAL OR SECRETARIAL _____ 1967 _____ 1968 _____ 1969
2. HOW DID YOU DECIDE ON YOUR MAJOR AREA IN COLLEGE (Check as many as apply)
 _____ interest in that area _____ influence of a teacher
 _____ obtained highest grades in that area _____ influence of a friend
 _____ family influence _____ influence of guidance department
 _____ chance _____ other (explain) _____
3. WHAT OTHER MAJORS DID YOU CONSIDER
 _____ while in high school
 _____ when you entered college
4. ADDITIONAL EDUCATIONAL WORK COMPLETED BY YOU
 _____ course work for college credit above two-year certificate
 _____ baccalaureate degree in an area other than Office Administration
 _____ graduate degree or degrees
 _____ presently enrolled in a degree program
 _____ non-degree training program or programs
5. HAS YOUR EMPLOYER EVER PAID FOR SPECIAL TRAINING OR EDUCATION NEEDED FOR YOU TO ADVANCE ON THE JOB
 _____ no
 _____ yes
6. PRESENT MARITAL STATUS AND TIME IN THAT STATUS
 _____ single
 _____ engaged
 _____ married _____ number of years
 _____ separated _____ number of years
 _____ divorced _____ number of years
 _____ widowed _____ number of years
7. NUMBER OF CHILDREN _____ 8. AGES OF CHILDREN _____ Under 5 _____ 5 to 12
 _____ 13 and above
9. WHAT IS YOUR INCOME PER YEAR (FULL-TIME RATE) IF PRESENTLY EMPLOYED
 _____ under \$5,000 _____ \$10,000 to \$12,499 _____ \$15,000 to \$17,499
 _____ \$5,000 to \$7,499 _____ \$12,500 to \$14,999 _____ \$17,500 or above
 _____ \$7,500 to \$9,999
10. WHAT FRINGE BENEFITS DO YOU HAVE
 _____ company health plan _____ personal and/or sick leave
 _____ company retirement plan _____ others
 _____ paid vacation time
11. WHAT IS THE PRIMARY REASON YOU WORK
 _____ support self _____ self-fulfillment
 _____ support self and children _____ temporary arrangement
 _____ supplement family income _____ other (explain) _____
12. HOW MANY MORE YEARS DO YOU EXPECT TO BE IN THE LABOR FORCE
 _____ less than 5 _____ ten to twenty
 _____ five to ten _____ more than twenty
13. HOW WOULD YOU RATE YOUR OVERALL JOB SATISFACTION IN YOUR PRESENT JOB
 _____ highly satisfied _____ dissatisfied
 _____ satisfied _____ very dissatisfied
 _____ neither satisfied or dissatisfied

QUESTIONNAIRE

Page 2

14. DO YOU EVER WORK OVERTIME
 _____ no
 _____ yes How many hours per month _____
15. DOES YOUR PRESENT JOB REQUIRE OUT-OF-TOWN TRAVEL
 _____ no
 _____ yes
16. WHAT OPPORTUNITIES FOR ADVANCEMENT DO YOU THINK YOU HAVE IN YOUR PRESENT EMPLOYMENT WITHIN THE NEXT YEAR? CHECK ALL WHICH APPLY
 _____ regular increases in pay
 _____ a move to a new job title; same duties
 _____ a move to a new job with more prestigious title, higher level of responsibility, and more income
 _____ no significant opportunity for advancement in present employment
 _____ am satisfied with present job; do not wish to change
 _____ other (explain) _____
17. PLEASE RATE THE INFLUENCES TO YOUR CAREER OF THE FOLLOWING FACTORS BY USING THE FOLLOWING RATING SCALE:
 - = a negative factor
 + = a positive factor
 NA = does not apply or no influence
- NA + level of skills and knowledge acquired by you
 - NA + training received on the job
 - NA + personal goals relating to career development
 - NA + the need for income provided by the job
 - NA + discrimination in employment practices
 - NA + affirmative action in employment practices
 - NA + the care of dependents
 - NA + the career of another person
 - NA + the support and assistance of another person in your family
 - NA + the support and assistance of another person at your place of employment, as a sponsor
 - NA + others (explain) _____
 - NA + _____
18. PROFESSIONAL ORGANIZATIONS IN WHICH YOU HOLD MEMBERSHIP _____
19. LEADERSHIP POSITIONS YOU HAVE HELD IN THOSE ORGANIZATIONS _____
20. WHICH OF THE FOLLOWING WOULD BE NECESSARY FOR YOU TO ADVANCE TO A JOB WITH A HIGHER LEVEL OF RESPONSIBILITY
 _____ improve your present skills and job-related knowledge
 _____ learn new skills and job-related information
 _____ change to another company
 _____ other (explain) _____
21. WHAT SUGGESTIONS FOR CHANGE DO YOU HAVE BASED ON THE CURRICULUM WHICH YOU COMPLETED
- What courses should be added _____
- What topics should be added _____
- What experiences should be added _____
- _____

QUESTIONNAIRE
Page 3

22. PLEASE RATE COURSES WHICH WERE INCLUDED IN YOUR CURRICULUM

- NA = does not apply; did not take course
1 = of little or no value to you
2 = of some benefit to you
3 = very beneficial

CHECK ONE IN EACH SECTION						
Career Benefit				Personal Benefit		
NA	1	2	3	1	2	3

- 1) beginning shorthand and transcription
- 2) advanced shorthand and transcription
- 3) business letter writing
- 4) business report writing
- 5) office equipment problems
- 6) office management
- 7) office systems
- 8) typewriting

23. DATA RELATING TO EMPLOYMENT

Please begin with first job after completing training at UT

DATES BEG/END	EMPLOYER NAME & TYPE OF BUSINESS	JOB TITLE & MAIN DUTIES	FULL OR PART TIME	RATE OF PAY	REASONS FOR LEAVING

24. PLEASE GIVE THE FOLLOWING INFORMATION CONCERNING ANY PERIODS OF UNEMPLOYMENT

DATES BEG/END	REASONS FOR UNEMPLOYMENT	WERE YOU LOOKING FOR WORK	SELF-IMPROVEMENT ACTIVITIES, INDEPENDENT STUDY, HOBBIES, ETC.

25. OTHER COMMENTS RELATING TO YOUR TRAINING OR CAREER (CONTINUE ON BACK IF NECESSARY)

APPENDIX B

CONSENT FORM

CONSENT FORM

You are invited to participate in the study dealing with the career development of Office Administration graduates at the University of Tennessee. You were selected because you completed either the two-year or the four-year program in 1967, 1968, or 1969.

The purpose of this study is to determine (1) career patterns which have been developed, (2) factors which have influenced the development of those career patterns, and (3) your evaluation of training received at The University of Tennessee in Office Administration.

The information provided by this study will be helpful to the staff and faculty in the Office Administration Department at The University of Tennessee in evaluation of the two-year and the four-year curricula.

A request is being made that you complete a questionnaire. The questionnaires will be numbered so that follow-up procedures can be made if necessary. However, as soon as data is collected, it will be coded in order to insure that you cannot be identified in the report of the study. The data will be reported as group data.

Your decision whether or not to participate will not prejudice your future relations with The University of Tennessee. If you decide to participate, you are free to withdraw your consent and to discontinue participating at any time without prejudice.

This certifies that the person signing this form has participated of his or her own free will in the study, "Career Development of Office Administration Certificate Holders and Graduates," and is free to withdraw his or her consent and to discontinue participation in this study at any time without prejudice.

Signature

To receive a copy of the results of the study, please check your preference and list any correction in your mailing address.

_____ Yes, send copy of summary.

_____ No

Correction in address _____

APPENDIX C

LETTERS

LETTER TO ACCOMPANY FIRST MAILING

Route 1, Box 117
Harrogate, TN 37752
January, 1978

Dear

Please take some of your time within the next few days to complete the enclosed questionnaire.

Since the career patterns of women are changing, I am interested to know what patterns have been developed by persons like you as you have entered the world of work after completing training at the University of Tennessee.

Working with me on this research project are the following Office Administration personnel: Professor Patty Campbell, Research Committee Chairman; Professor George Wagoner; and Dr. Betty Brown.

To get a summary of the results of the study, please check on the bottom of the Consent Form. I shall be happy to mail it to you.

I shall appreciate your filling out and returning this form.

Sincerely,

Wilma Boy

Enclosures:

Questionnaire
Consent Form
Return Envelope

LETTER TO PARENTS

Route 1, Box 117
Harrogate, TN 37752
February 11, 1978

Dear

Will you please list the current address of _____ on the enclosed postal card and return it to me so that she can receive a questionnaire and participate in a study.

The purpose of the questionnaire is to collect data about the career development of persons who completed training in Office Administration at the University of Tennessee in 1967, 1968, and 1969.

I will greatly appreciate your returning the postal card immediately.

Sincerely,

Wilma Boy

LETTER TO ACCOMPANY SECOND MAILING

Route 1, Box 117
Harrogate, TN 37752
February 24, 1978

Dear

Will you please complete the enclosed questionnaire and return it to me within the next few days.

By doing so, you will be included in a study of the career patterns of Office Administration certificate holders and graduates who completed training approximately ten years ago at the University of Tennessee.

Working with me on this research project are the following Office Administration personnel: Professor Patty Campbell, Research Committee Chairman; Professor George Wagoner; and Dr. Betty Brown.

To get a summary of the results of the study, please check on the bottom of the Consent Form. I shall be happy to mail it to you.

I shall appreciate your filling out and returning this form.

Sincerely,

Wilma Boy

P.S. Since this is the second mailing, you may have already returned a questionnaire. Please accept my thanks and excuse this mailing.

Enclosures:

Questionnaire
Consent Form
Return Envelope

APPENDIX D

OTHER QUOTATIONS FROM THE QUESTIONNAIRES

Some of the comments written on the questionnaires were not quoted in the report of the study. Those comments and the related question numbers are given below:

Question 12: Anticipated Labor Force Participation

A certificate holder commented:

I would definitely consider returning to work in a part-time capacity when my two boys are in school all day (not for another five years).

Graduates commented:

I am not a career woman except at home. Haven't worked since 1969 and don't intend to consider a job till 1979 or 1989, unless circumstances change.

Intend to go to work as soon as children are both in school. Have kept up my office skills in helping my husband in his work.

I would eventually like to go back to work, probably part-time, after the children are in school. Since it will be at least 10 years since I've worked, I'm sure it will be difficult finding a job that is satisfying without too much re-education involved.

Plan to resume career after both children are in grade school.

Question 17: Factors That Influenced Career Development

A certificate holder commented:

The company has never given a female a chance in management. I am satisfied with my work and my abilities and am able to handle most given situations more efficiently than some men—but will not receive a more responsible job. I have had more education, training, experience and am qualified to handle a supervisory position; but a male, younger, less experienced, less educated, received the job and, of course, a higher salary.

My job pretty well kept women in their place of making coffee, serving to guest, running errands, and doing personal favors for the "boss" which if refused went in the personnel file.

Question 21: Changes in the Curricula

Certificate holders commented:

I really feel that on-the-job training is the best method of training. Perhaps Office Practice should be two quarters instead of one.

With more and more women entering the labor force, it is imperative that UT broaden its secretarial program. In the past, good typing and shorthand skills were all that were necessary. The scope of secretarial duties has broadened to include assembling and maintaining reports, working with figures, and other related areas. A graduate of the program should be trained to work in a privately-owned concern with possibly 20 people or in a corporation with 2,000 people.

I believe that I needed more on-the-job experience. I was overwhelmed by the amount of "daily routine" that I was expected to know—and didn't. That's the one area that I thought should have been stressed more strongly.

The area of math is extremely weak. With a stronger background in math, the graduate of the program will have a much better chance of advancing from the secretarial field into other areas of the business world.

I feel that a bookkeeping course would be helpful. More time should be spent with office equipment, especially copying machines and digital calculators.

A certificate holder with degree commented:

I believe there should be more emphasis on supervisory qualities—things which make one a good supervisor. It may not need a whole course devoted to it, but I definitely think it needs more emphasis.

A graduate commented:

My feeling would be to add more management, personnel and perhaps marketing courses to give students some skill to enter business at slightly higher levels if desired. Another change which could help would be more career guidance, especially on

how to find jobs and how to get those jobs with potential for advancement and higher salaries.

Question 22: Ratings of Courses Included in Office Administration Curricula, and Satisfaction with the Office Administration Major

Certificate holders commented:

I believe that the most beneficial course I took in the two-year program was the advanced shorthand—mailable letters course, wherein I learned many of the basic punctuation and grammar skills.

I found that business letter writing and office equipment problems were very beneficial—along with shorthand and typing.

My training at the University was superior and allowed me to start at a very high pay level at . . . in 1969.

I'm glad I had my training at UT but wish I had been able to complete 4 yrs. instead of just 2 since I'm now working toward that goal . . . I've completed 1 yr. at . . . night school so far.

I have used almost all of my training which I received at UT. I am presently working on my Certified Professional Secretary (CPS) Certificate. I feel my training at UT was very good and covered all aspects of Secretarial work as well as other subjects which all secretaries should have a knowledge of.

Overall, the two-year curriculum offers a good cross-section of courses.

I think the two-year course was extremely beneficial to me, especially during "job hunting" and testing. My particular job was not challenging, however; and I found that I was really over-qualified for it. The company I worked for had regulations and guidelines to follow concerning correspondence, punctuation, protocol, etc. (most of which were outdated) so a large portion of my training was unused.

I am very pleased with the training I received at U.T. After completing the two-year secretarial course, I went directly to work and worked until our children were born. During the time I worked, I always felt well-prepared to handle my duties as a secretary; and I took great pride in my work. Being an Office Administration Certificate Holder opened the

"doors" sooner, I believe, than they would have otherwise. However, in this area it doesn't seem to help much as far as salary.

Certificate holders who also earned degrees commented:

The training at UT was quite good.

As a sales rep, my secretarial skills are of no benefit. Other courses—marketing, business law, economics, etc., are of more help.

Highly recommend UT's Two-year Secretarial Program to many of my students in VOE, Shorthand, and Typing II. The training I received was excellent. I felt the training prepared me well for my first job. Excellent teachers and the program is designed to provide a well-rounded education. All courses taken can be applied on the BS degree.

Graduates commented:

I have found many of the courses included in the General Office Administration curriculum applicable and quite useful in my present employment.

Although I use no secretarial skills any more, my training helped me to be a very good secretary at first couple of jobs after graduation.

Career questions really do not relate to curriculum in college as am not employed in that field. However, that curriculum has been a big help to my personal life and invaluable to me.

I feel my training at UT was very good. However, I found it very disappointing that most companies would not compensate me adequately for my degree and experience. They wanted to start me at the same salary as someone with high school education and no experience. My degree and training certainly meant a lot to me personally, but didn't seem as valuable professionally.

I majored in Office Administration because I was told that was the closest curriculum offered for the field I wished to pursue. As far as secretarial work is concerned, the curriculum was beneficial. However, there isn't much opportunity for advancement for secretaries. I am now in a totally unrelated field, which I do not care for, and which has not offered good experience for any other type of work. After I lose my job this Sept., whatever I pursue will be like starting all over again.

I wish I had been given more career guidance in high school and also in college. If I had it to do over again, I would not major in Office Administration. I feel that being a secretary, even if to the Vice President, is very demeaning and I do not think Office Administration should be a college curriculum. I feel fortunate that I got out of the clerical field and that I was fortunate enough to land a job in Employee Development. My BS in Business Administration was helpful in qualifying for my present job but I did play down the Office Administration as a major when applying. To explain my career guidance, or lack of, further, I attended a school in a small town so career counseling was not available. Of course, in 1964 women were not as prominent in the labor force, especially in non-traditional jobs. In college, my advisor did advise me to major in business education and get certified to teach. I took some education courses but didn't get certified. I do regret that I did not get certified since this would have been another option. In 1971 when I was unemployed, I considered getting certified but the teacher market was so overflowed that I decided it would be a waste of time.

I regret very much that I stayed in the Secretarial Program. I feel that the Department and my advisors should have advised me to change my major, because I made much better grades in other departments of the College of Business and obviously did not have the natural abilities necessary to be a good typist or in the use of other office machines. (In other words I do not work well with my hands.) Also, I found upon graduation I could have gotten a job by going to business school or taking the necessary courses in high school at the same career level as with my college degree. I think when I went to apply for a job at . . . about four years ago and failed the typing test I really began to wonder if my diploma was worth anything.

VITA

Wilma Cox Boy was born in Sullivan County, Tennessee, on August 8, 1933. She is the daughter of Leola Sharp Cox and the late Nathan W. Cox.

She is married to Robert Alison Boy, a United Methodist minister, and they are the parents of a son, Lee, and a daughter, Emily.

She received a high school diploma from Bluff City High School in 1951 and a B.S. degree in business administration from East Tennessee State College (now East Tennessee State University) in 1955. Requirements for a Tennessee professional teaching certificate in business education were completed in 1968.

Her employment experiences have been in business and accounting offices and in high school and post-high school business and vocational-education programs.

Organizations of which she is a member are: Delta Pi Epsilon, The National Business Education Association, and Pi Lambda Theta.