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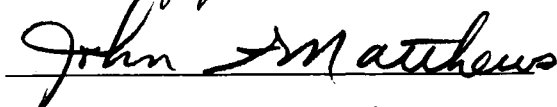
I am submitting herewith a thesis written by Shirley King DeLozier entitled "Effectiveness of Simulated Model Office in Changing Students' Perceptions of the Office World of Work." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Specialist in Education, with a major in Vocational-Technical Education.

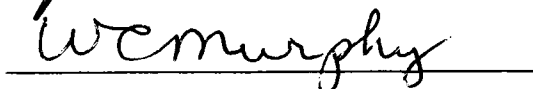


Bill J. Radcliff, Major Professor

We have read this thesis
and recommend its acceptance:







Accepted for the Council:



The Graduate School

EFFECTIVENESS OF SIMULATED MODEL OFFICE IN CHANGING
STUDENTS' PERCEPTIONS OF THE
OFFICE WORLD OF WORK

A Thesis
Presented for the
Specialist in Education
Degree
The University of Tennessee, Knoxville

Shirley King DeLozier
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Appreciation is expressed to the Vocational Office Education teachers who cooperated in this research and to the students who willingly participated. Without their cooperation and participation the work would not have been possible.

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Special thanks is expressed to my family, especially to my husband, Bob, and my daughter, Pam, for their concern, support, and patience.

ABSTRACT

Vocational education model office programs offer the only means the student has within the confines of the school building to experience the realities of working in an office situation. The purpose of this research was to investigate changes in students' perceptions of the office world of work as a result of their having completed a block office practice course with a model office or a block office practice course with no model office. Data were collected from 159 students enrolled in Vocational Office Education II classes in East Tennessee. The sample was divided into two groups, those who had model office and those who did not have model office. Students completed a pretest and posttest which tested job knowledge, personal qualifications, interpersonal relations, and job qualifications.

Analysis of Variance performed on pretest scores showed no significant difference except in the category of job qualifications. The non-significant F ratios attained in each of the comparisons imply that the students were equally aware of office work perceptions at the beginning of the school year. Analysis of Variance performed on posttest scores for the model office and the non-model office groups revealed a significant difference in the total score and on the personal qualifications, interpersonal relations, and job qualifications categories. Analysis of Variance for

individual schools within each group revealed significant differences for each category in the non-model office group and for each category except job qualifications in the model office group. Analysis of covariance revealed no significant differences between the adjusted mean scores of the model office group and the non-model office group when post-test scores were adjusted for experimental mean differences.

The conclusion was that a block office practice course makes a significant difference on students' perceptions of the office world of work but that the changes in perceptions could not be attributed to any single factor.

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INTRODUCTION

High school business education classes have been changing in recent years from the traditional one-period course to block programs of two or three hours. The trend toward intensive laboratories and cooperative office education programs was especially given major impetus by the federal government with the passage of the Vocational Education Act of 1963 and its subsequent amendments. Many office education instructors have chosen the simulated office as a teaching technique. Materials and equipment used in office education are more and more like those utilized in modern offices. Little evaluation of the relative effectiveness of model office in preparing students for the world of work has been undertaken. Although many articles have been written by teachers who claim an intuitive finding of superiority for model office programs, these are intuitive judgments and not empirical evidence of the superiority of such programs. If education is to function at its optimum level, educators must periodically analyze what is being taught to see if the goals and objectives of their programs are being attained and if changes need to be made in the goals and objectives to better meet the needs of the student.

CHAPTER I

STATEMENT OF THE PROBLEM

There is definite need to obtain information about the effectiveness of simulated model office. Research is needed to determine if simulated model office makes a significant difference in students' realistic expectations of the world of work. The Research Projects Committee (1972) of Delta Pi Epsilon has identified the need of research to compare the various approaches to teaching high school office practice. The problem of this study was to determine if simulated model office makes a significant difference in students' perceptions of the office world of work.

Purpose of the Research

The major purpose of this research was to investigate changes in students' perceptions of the office world of work as a result of their having completed a block office practice course with a model office or a block office practice course with no model office. The specific questions to be answered are:

1. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of office work different from their perceptions prior to enrollment in the course?

2. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of personal qualifications different from their perceptions prior to enrollment in the course?

3. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of interpersonal relations different from their perceptions prior to enrollment in the course?

4. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of job qualifications different from their perceptions prior to enrollment in the course?

Importance of the Study

Three methods of providing students with a capstone experience in the office occupations area are office practice or procedures, simulated model office, and cooperative office education. The trend toward intensive office education laboratories has been in evidence during the last two decades, especially since the passage of the Vocational Education Act of 1963 and its subsequent amendments.

In Tennessee, funded office practice programs at the secondary level are called vocational office education programs (V.O.E.). Vocational office education is defined as an educational program designed to guide business education students through a planned and meaningful sequence of

experiences leading to an office career objective and resulting in an occupational competence. Vocational office education programs may consist of one, two or more, or all of the following approaches: Introductory V.O.E. (a one-period introductory course emphasizing beginning typewriting, V.O.E. I (the beginning block program, two or three hours in length, V.O.E. II (the advanced program, two or three hours in length, and cooperative office education (C.O.E.-- where students are employed in an office capacity part of the day). Within V.O.E. II a variety of teaching techniques may be utilized. Cooperative office education is an option which some instructors choose; however, this research will not deal with the C.O.E. program. The simulated model office is another option, usually used in V.O.E. II if used at all. Model office may vary in length of time taught. It basically involves extensive simulation, which replicates the organization, tasks, work flow, work qualifications, conditions, and standards found in an actual office setting. It is taught on a daily basis, and students are "employed" in positions within a "company" in a classroom furnished with office-style furniture and equipment. For purposes of this research, the model office is related only to the V.O.E. II programs which feature the teaching technique of model office. Vocational office education II programs which do not feature model office as a teaching technique will be used as the control group and are referred to as non-model office programs.

Vocational office education programs need to be relevant and relevant programs must be designed in such a way as to accomplish an objective which meets present-day needs. Many educators agree that an experience in a model office, which provides realistic type of instruction, is a relevant way to provide meaningful instruction and meet present-day needs.

Although simulation is not a new concept of instruction, many V.O.E. teachers limit simulation procedures to self-contained practice-set type simulations. Simulation in a model office laboratory provides realism to instruction, and for many V.O.E. teachers, has become an integral part of instruction in office education.

Many claims are made for the use of the model office in preparing students for careers in the office. Funk (1972) wrote:

Simulation provides a setting wherein students have the opportunity to work in a real office situation while under the close supervision of the classroom teacher. The simulation pulls together the previously acquired student skills and knowledge in such a way that the 'whole' employee develops through the integration of the various subject areas of business education. (p. iii)

According to Warren and Radcliff (1975) Serendipity (an office simulation widely used in East Tennessee) provides a vehicle whereby students may acquire job entry level skills, proper attitudes toward office work, basic understandings of concepts of human relations, and the ability to secure a beginning office job.

In the Lester Hill Office Simulation Employer's Guide (1971) the following statement was made about how students are affected by the simulation:

Students who are otherwise turned off by workbook projects and practice sets respond quickly to the realism of the Lester Hill simulation. Because they can immediately grasp the relevance of what they are learning in on-the-job performance, they are better motivated to build the skills they already have and to reach out for new skills. Because they can see how their performance contributes to the success of the entire office, their attitudes toward accuracy improves, class attendance goes up, and the need for remedial skill building activities is more easily accepted. Once the students become involved, they strive for self-improvement, not to satisfy academic criteria, but to satisfy the demands of their peers and to make the office a success. (p. 7)

The authors of The Office: Reality Training Through Simulation (1972) in describing the APEX materials stated:

The office worker to be successful requires more than skills. It is vital that attitudes and knowledge combine to make up the complete person. This program is designed to focus on this very need. Activities contain a dimension dealing with improving such attitudes as dependability, promptness, resourcefulness, pride and other attitudes for the maintenance of good human relations, and of imparting such knowledge as office procedures and office machines. This new focus is taken because of the established fact that the office worker rarely fails due to lack of office skills. In fact the program as it is designed takes into account the handicapped, minority groups, etc. (p. 3)

Golda Boyer (1983, p. 14), author of a simulation entitled Mean Jeans Manufacturing Co. said, "I think kids have to experience things to remember them." Boyer stated as advantages to her model office simulation the disappearance of

absenteeism, higher student motivation, and greater involvement of "quieter" students.

Evaluation of simulation is an extremely difficult process because it deals with the evaluation of affective-domain objectives as well as with the more traditional cognitive-domain objectives. Affective objectives involve an emotional element and are often expressed as interests, attitudes, values, and appreciations. Students' perceptions of office work are an example of an objective in the affective domain.

Information is needed about the effectiveness of expanding block programs. Teachers need more than intuition that what is being taught is meaningful. Students need to know that the selection of a senior office education course is a beneficial capstone experience. Educational agencies need to know that monies spent for office education courses are worthwhile. Businesses requiring office skills need assurance that future employees are acquiring desirable attitudes, knowledges, skills, and work values. The results of this study should add to knowledge about the effectiveness of simulated office and aid in determining changes needed in vocational education programs.

Assumptions

The following assumptions were made for this study:

1. Simulation is an important educational instructional procedure for preparing future office workers.

2. Simulation may involve many different forms--varying from individual practice set-type simulation to formal model office reproductions.

Limitations

This study was conducted with the following limitations:

1. No particular commercially prepared model office simulation was used by the participants. The most commonly used in the East Tennessee schools are Serendipity and Lester Hill, with Serendipity being the most popular simulation.

2. The students participating in the study were selected from schools whose instructors indicated a willingness to participate in the study.

3. It is difficult for any instrument to measure accurately students' perceptions of work. Therefore, the study was limited to the extent that students participating in the study were able to communicate their perceptions of the office world of work.

4. The study was also limited by the type of students participating in the research. Intact classes of participants were used. Therefore participation in the study was limited to those who were enrolled in schools selected for the research. Such a procedure will limit the generalizability of the results of the study.

5. Not all students participating in the study were of the same age; not all had the same business education

background in terms of previous knowledges and skills acquired; and not all were of the same socioeconomic status. It is assumed for purposes of this study, that these three factors are closely enough related so as not to make a significant difference in the results of this study.

6. Every attempt was made to pretest and posttest every student enrolled in the schools selected for participation in the study. However, some students in the non-model office group did not complete both tests.

CHAPTER II

RELATED RESEARCH

Introduction

The following review of literature deals with views of professional writers toward model office which have implications for V.O.E. No studies were found dealing specifically with students' perceptions in model office. Therefore, the studies included in this review pertain to model office in general and those which included perceptions as a part of the complete study.

Completed Research

Thomas (1973) studied three approaches (simulated office practice, cooperative office education, and model office) to teaching office practice at the secondary level. He concluded that, regardless of methodological approach, an office practice course in general has a significant positive impact on knowledge about, and attitudes toward, office work and students' feelings of competence and that more attention should be given to the development of an office practice course at the secondary level.

Hopkins and McLean (1974) researched the effectiveness of model office, cooperative office education, and office practice in developing office decision-making abilities, in changing perceptions of the office world of work, and in

developing a knowledge of business fundamentals and general business information. They found that completion of an office education course of study does change students' perceptions of job knowledge, job qualifications, and total office work perceptions. They also found that posttest scores revealed that there was a significant difference in personal qualifications office work perceptions among students who completed model office, cooperative office education, or office procedures.

McLean measured and compared the satisfaction and satisfactoriness of office employees eighteen months after graduation and completion of one of three office practice courses (model office, cooperative office education, or office procedures). His conclusions which relate to model office were that model office graduates expressed greater satisfaction on an extrinsic scale (working conditions, interpersonal relationships, etc.) than either of the other two groups, that they were more likely to pursue additional office education training than were the graduates of the other two courses, and that they showed a significant difference from the other two groups in perceptions of office work.

Vunderink (1980) compared work values and job perceptions of urban business education students and clerical office workers. Based on her findings, she recommended that business educators implement career development activities,

in addition to job skills and knowledge, into programs preparing students for entry-level occupations. In dealing with job perceptions of those involved in her study she concluded that there was a need for developing the potential in students to relate personal perceptions of self and personal values to work and to the potential of satisfying needs and values in the work environment.

Gould, Jackson, and Hopkins (1978) compared typing skills of students who completed one of three capstone office education courses: cooperative office education, APEX model office, or office procedures. The results of their study showed that the ability differences of students electing to take the three courses, as measured by a vocabulary test, did not differ and that no one capstone course was significantly more effective in developing students' speed and accuracy on straight-copy and production typing.

D'Onofrio (1980) completed a study to determine whether typing II teachers in the public secondary schools of Connecticut were aware of the procedures and practices used by beginning office workers in the United States in the typing of business papers. She further attempted to determine what procedures and practices were being taught in the typing of business papers, and finally, if teachers were conveying their perceptions of the procedures and practices used by beginning office workers in the United States to their students. She concluded that teachers were aware of the majority

of procedures and practices used by beginning office workers in typing business papers, that students appeared to be taught the majority of those procedures and practices, and that teachers appeared to be conveying their perceptions of the procedures and practices used by beginning office workers to their students. When the teachers' perceptions were incorrect, they were conveying incorrect perceptions to the students.

A study was undertaken by Goodrich (1977) to determine if the perceptions of career choices of women university senior students majoring in office administration were the same as the career opportunities for women university office administration major graduates as reported by selected business administrators. Although this study dealt with the collegiate level, there were implications for high school office practice teachers. V.O.E. teachers need to see that the potential of V.O.E. students is realized as much as possible at the secondary level and that students have realistic expectations and perceptions of the real world of work. Goodrich found some significant differences in perceptions of students and the actual opportunities as reported by the administrators.

Attitudes and perceptions are very closely related. Pitko (1975) completed a study to ascertain whether significant differences in attitudes held by office education students are associated with (1) the type of office education

programs in which students were enrolled, (2) the size of the community in which students lived, and (3) the attitude held by the classroom teacher toward office work. A general conclusion of this study was that students' attitudes in various office practice classes toward office employment are not significantly different from attitudes held by office practice teachers and office employees.

Vanover (1973) researched the value of a collegiate model office simulation workshop/course as a means for preparing V.O.E. teachers to organize model office simulations in the secondary schools. Based upon his assumption that model office simulation is an integral part of V.O.E. programs, he concluded that teachers need to be trained in organizing model offices and further that a study be done (in Florida) of V.O.E. students who have been trained in model offices to determine the effectiveness of model office in terms of student learning and competency for initial employment.

Jones (1972) studied the effects of full-time clerical employment on the business skills and environmental perception of beginning office workers. He recommended that more emphasis be given in high school clerical programs to such areas as spelling, arithmetic, basic English, expression, office procedures, and human relations.

Nelson (1972) compared the simulation method of teaching office practice using the mobil office education (MOE)

simulation materials with the traditional method of teaching office practice at the high school level. Nelson reported that students taught office and clerical skills by the use of simulation methods with the MOE simulation materials achieved at a significantly higher level in the skill areas of filing and checking and in the personality areas of motivation to succeed, cooperativeness, making friends easily, self-centeredness, and ability to think logically than did students taught by traditional methods and materials. Students taught office and clerical skills by the use of traditional methods and materials achieved at a significantly higher level in the skill areas of straight copy typewriting and rough draft manuscript typewriting than did simulation students.

Wine (1980) indicated that V.O.E. teachers must recognize the need for change and be creative if our business programs are to be successful. She said:

The 'status quo' with regard to instruction must give way to a more enlightened type of instruction that will cause the students to not only be competent at the skills but proficient at the business of living and working in our complex society.
(p. 12)

Educational planning must take into consideration the rapidly changing twentieth century environment. Lindsey (1981) considered the implications of current developments for the future of business education. He gave particular attention to competency based education. One of the best

techniques within a V.O.E. program for perceiving the modern office environment is the model office.

In a study by Burford (1981) concerning trends in office technology, twelve conclusions which should influence V.O.E. teachers in conveying proper office perceptions were given. Those conclusions were that automated office systems were progressing at a brisk pace, that employees were aware of future trends and were preparing to meet the demands of the new technology that would be demanded, and that education beyond high school appeared to influence beginning job classifications.

Views of Professional Writers

Introduction. During the past two decades the professional literature has strongly indicated a need for an improved way of teaching office practice in the secondary schools. Among the professional articles reviewed for this study, many were written by teachers who have included office simulation of various methods in teaching office procedures courses. Professional writings have revealed that one of the basic problems in office practice education is to continually upgrade and improve teaching techniques.

Knowlton (1980) reported on a follow-up study of all the graduates who had been a part of the office simulation program in one school over a four-year period to evaluate the effectiveness of the program in terms of preparing

students for jobs. She concluded (and so did the students) that model office was excellent preparation for the business world.

Lee (1970) declared that teaching simulated office education is a unique experience because:

the teacher ceases to teach subjects and begins to teach individuals . . . with differing motivations, differing goals, and differing abilities. The teacher ceases to be a teacher in the traditional sense of lecture, demonstrate, discuss, test, reteach, retest, and so on. Instead, the teacher becomes a resource person to help each student with his unique problems in light of the student's goals for himself. (p. 14)

Rolf (1979) suggested that teachers have the responsibility for helping students develop proper perceptions of office work. She suggested twelve questions as examples of what students need to be aware of in preparing for office employment. Those questions included speed of typing and shorthand, workload, office atmosphere, skill in arithmetic, business machines, filing, composition, and human relations.

Vocational education needs of youth can be resolved through a broad business curriculum designed to prepare secondary school students for initial employment in the world of work. Model office is just one approach. Thirty years ago Place (1951) presented "Nine Principles" for teaching office occupations. They were:

Principle I. Differentiated office training programs are necessary for adequate preparation for the different types and levels of office employment.

Principle II. Suitable training for office occupations is more than skill training.

Principle III. A functional curriculum is dynamic and everchanging and, in the case of training for office occupations, should be attuned to current needs and practices. It should consider the needs of the particular community it serves.

Principle IV. The best interests of the individual as well as society require the selection of desirable candidates for training for office occupations at the various job and educational levels. The basis for this selection should be the interest, aptitudes, maturity, and ability of the individuals, developed and enlightened by experiences in the community as well as by instruction and testing in the schools.

Principle V. Goals and standards are needed for the different levels and types of office training. The occupational competency of the trainee may be measured in these terms.

Principle VI. The business community should supplement the office training classroom as a laboratory.

Principle VII. Technical training for office occupations is most effective when given nearest the time of possible employment.

Principle VIII. Equipment appropriate to the need of training for office occupations in the community should be provided, efficiently used, and adequately maintained.

Principle IX. Some provisions should be made between the school and the community for placement and follow-up in office occupations.

Most of these principles point to the need for an effective model office in which the instructor makes every effort to convey appropriate office perceptions.

CHAPTER III

PROCEDURES

This chapter describes the design and procedures of the study and is organized as follows: (1) design, (2) instrument, (3) student data collection procedures, (4) population and sample, and (5) data analysis.

Design

The research design was a quasi-experimental design of pretest and posttest non-equivalent control group. It is diagrammed as

$$\begin{array}{ccc} O & X & O \\ \hline O & & O \end{array}$$

The experimental group consisted of students enrolled in V.O.E. II programs which included model office as a teaching technique. The control group consisted of students enrolled in V.O.E. II programs which did not include model office as a teaching technique.

Instrument

The evaluation instrument used was an Office Work Perceptions test. This test was developed by Marilyn J. Rubald in 1973 and tests four categories: job knowledge, personal qualifications, interpersonal relations, and job qualifications.

Rubald originally developed a questionnaire which she used to collect data. After consulting with other business teachers, reviewing previous survey studies, examining business textbooks, and recalling past classroom questions from students, she identified four major categories within the test: knowledge of office work (referred to as job knowledge), personal qualifications, interpersonal relations, and job qualifications. Twenty-five statements were originally formulated for each of the four categories. Three response choices--agree, disagree, don't know--were considered. However, in an effort to force the respondents to make a specific choice for each given statement and to increase reliability, finally the response choices were limited to agree and disagree.

Once the statements in the four categories of office work were constructed by Rubald, it was necessary to determine whether the statements were actually descriptive of the appropriate areas of office work; that is, content validity had to be determined. To accomplish this, business people in managerial positions of office work were asked to evaluate, and respond to, the questionnaire.

Management personnel in the St. Paul, Minneapolis area were contacted, the questionnaire explained, and appointments made with five selected evaluators. The questionnaire was delivered personally to each of the five evaluators, thereby providing a means of meeting the people, clarifying the

purpose of the evaluation, and answering any questions they had. The evaluators did not have contact with each other. Their questionnaires were returned to Rubald.

The decision was made to use only those statements for which all five management personnel gave the same response, and their response to each statement would be considered the correct response since they were the judging group of experts.

When the responses of the five questionnaires were tallied, it was found that of the 100 statements, 36 did not have complete agreement. Comments made by the evaluators indicated to the investigator that the wording of some of the statements caused a problem in responding to the choices available.

An examination of those 36 statements indicated that most of them could be clarified by rewording without changing the intent of the statement. Ten of the statements could not be reworded and were simply dropped from the questionnaire. The other 26 statements were reworded to do away with ambiguities and generalities.

The five management personnel were again contacted by Rubald and asked to evaluate the reworded statements. Upon receiving the responses of the evaluators, the researcher found that 13 of the reworded statements still did not have complete agreement and they were dropped from the questionnaire.

There remained 78 statements on the questionnaire on which all five of the businessmen agreed. As it was felt that this was too long a questionnaire to use, the decision was made to cut the number of statements to approximately 50. After re-examining the remaining statements, 22 were dropped as being inconsequential or repetitious.

The remaining 56 statements included 13 on job knowledge, 14 on personal qualifications, 13 on interpersonal relations, and 16 on job qualifications. Using a table of random numbers, the statements were rearranged so that all statements of a category were not grouped together.

A test and retest were given one week apart to the same students in the office procedures and cooperative office education classes in Rubald's school to determine if the questionnaire would measure consistently the perceptions of office work. The respondents were asked to answer the questions on the data sheet and to respond to each statement on the questionnaire. No help was given with the survey statements. One week later the retest was given. The students were asked to complete the data sheet, respond to the statements, and circle any words in the statements which they did not understand. At no time were the students told that they were being used as a reliability study for a test.

Before scoring the tests, the cover sheet with the students name was numbered, the same number was put on the data sheet, and the cover sheet was taken off, thereby assuring

anonymity to the student's responses. The questionnaires were checked and the number of correct responses was marked on the first page. Before scoring the retests, the cover sheets from the tests were compared with the cover sheets on the retests, the same number was assigned to each student's retest, and those cover sheets were removed. The retest questionnaires were also scored by putting the number of correct responses on the first page. Both the test and retest were completed by 16 office procedures and 17 cooperative office education students.

Correlating student scores on the original test with their scores on the retest produced a reliability of .88.

In addition to testing the reliability of the questionnaire, the reliability study was a means of determining the length of time needed to complete the questionnaire, discovering the problems that could arise in completing the student data sheet, and locating words not understood by the students.

An examination of the few words circled in the retest indicated that the students simply did not agree with them, not that they did not understand them. Therefore, there were no changes made in the wording of the statements.

The student data sheet presented some problems to the students involved in Rubald's reliability study; however, since a similar data sheet was not used in this researcher's study, those problems were of no consequence. Permission was

requested from Rubald to use the instrument in the present research.

In the present study the first question on the original test, which was "I look forward to a full-time office job after high school," was excluded. The response to this particular question had no right or wrong answer. With the elimination of this question, there remained 55 statements-- 12 on job knowledge, 14 on personal qualifications, 13 on interpersonal relations and 16 on job qualifications.

Student Data Collection Procedures

After the schools were identified a letter was sent to each teacher expressing appreciation for her willingness to participate in the research and further explaining the extent of participation. Letters were also sent to the principals of each of the participating schools explaining the project.

Following identification of the sample, a packet of data instruments was sent to each participating teacher. The packet included:

1. Directions for collecting data
2. Student consent form
3. Office Work Perceptions instrument
4. Answer sheets

Teachers were asked to have students complete the test the first part of January. Stamped, addressed envelopes

were provided for immediate return of consent forms and answer sheets.

In mid-April letters were sent to participating teachers reminding them to administer the posttest as soon as possible. They had retained the testing instrument from the pretest. Answer sheets and stamped, addressed envelopes were provided with instructions for them to be returned.

Population and Sample

The sampling procedure and loss of sample are described in the following paragraphs.

Sampling Procedure

The population for this study included all students enrolled in Vocational Office Education II classes in East Tennessee. The V.O.E. Directory for 1980-81 was used to obtain the list of schools in East Tennessee having V.O.E. programs.

Because of the difficulty of randomly selecting students, purposive sampling was selected. Only classes whose instructors indicated a willingness to participate were in the final selection. Intact classes were used and attempts were made to pretest all enrolled in the class, thus accounting for absentees on a particular date. It was not expected that class enrollments would vary enough to affect the sample. An equal number of classes teaching model office (the

experimental group) and those not having model office (the control group) were selected.

Seventy-nine East Tennessee high schools or vocational centers were listed in the V.O.E. Directory for 1980-81. In an attempt to determine how many of these schools operated V.O.E. II programs, how many used model office as a teaching technique, and how many teachers were willing to have their students participate in a pretest and posttest in the 1982-83 school year, a letter explaining the proposed research was sent in May to each of the 79 schools. A questionnaire postcard was returned to determine the possible participants.

Fifty-four teachers (68 percent) responded to the request. Of the 54 responses, 28 were willing to participate--17 who taught model office and 11 who did not teach model office.

In October, 1982, a follow-up letter was sent to six schools who taught model office and six who did not teach model office in an attempt to obtain the final list of schools who would participate in the research. From the responses to those letters, ten schools had to be eliminated. More letters were sent to other teachers who had replied positively to the original letter. Finally, a total of four schools who taught model office and four schools who did not teach model office were selected to participate in the research. Since only four schools that did not teach model office were willing to participate, the number of

schools selected was limited to four from each group--those teaching model office and those not teaching model office.

Loss of Sample

One of the problems in research is the potential for incomplete data. However, since students were pretested and posttested in one year, the sample did not change much. Table 1 shows the number of students who completed the study. The number and percentage of students who completed the study are shown for the model office group, the non-model office group, and the total group.

TABLE 1
NUMBERS OF STUDENTS INCLUDED IN STUDY IN MODEL OFFICE
AND NON-MODEL OFFICE GROUPS

	Model Office		Non- Model Office		Total	
	N	%	N	%	N	%
Students Completing the Study	90	100	61	88	151	95
Students Unavailable for Posttest	0	0	8	12	8	5
Total	90	100	69	100	159	100

Ninety students (100 percent) in the model office group completed the study. None had terminated. Sixty-one students (88 percent) in the non-model office group completed the study. Eight students (12 percent) in this group were unavailable for the posttest. In the total group, 151 students (95 percent) completed the study. Eight students (5 percent) were unavailable for the posttest.

Data Analysis

Data consisted of pretest and posttest scores on the Office Work Perceptions testing instrument. The tests were scored five times each--once for total score and once for each of the four categories or subtests within the test. Of the 55 statements, the breakdown of category statements was 12 job knowledge, 14 personal qualifications, 13 interpersonal relations, and 16 job qualifications.

Frequency distributions were completed from pretest and posttest data for the total scores, the four category scores, the total individual statements, and the category individual statements. Descriptive statistics were obtained by the use of a computer, which gave means, standard deviations, variance, range, unbiased estimates of population parameters, and data distribution coefficients for the pretest and posttest total scores and category scores. These statistics were obtained for the two groups (model office

and non-model office) totals and for each of the four schools within each group.

Analysis of Variance was completed on the pretest total scores and category scores to determine if there were any significant differences between the students' perceptions of office work at the beginning of the school year. The post-test total scores and category scores were further analyzed to see if significant differences were present at the end of the school year.

Analysis of Covariance was used to test for significant differences in the means of students' scores on the posttest for the complete test and for each of the four category tests.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine whether students' perceptions of office work, perceptions of personal qualifications, perceptions of interpersonal relations, and perceptions of job qualifications differed after having completed a simulated model office or a block office program course with no model office. All the information collected from the survey of office work perceptions was analyzed using frequency distributions, descriptive statistics, analysis of variance, and analysis of covariance. This chapter presents the results of the data collected.

Frequency Distributions

A frequency distribution was performed on the responses to each of the 55 statements for the total score and for each category score on the pretest and on the posttest.

Total Score. Table 2 shows the distribution of total scores on the pretest and on the posttest for the two groups of students. Scores for the model office group ranged from 36 to 55 on the pretest and from 41 to 55 on the posttest. For the non-model office group, scores on the pretest ranged from 31 to 55 and on the posttest from 37 to 55.

TABLE 2

DISTRIBUTION OF TOTAL SCORES ON THE PRETEST
AND ON THE POSTTEST ACCORDING
TO GROUP TESTED

Scores	Pretest				Posttest			
	Model Office		Non-Office		Model Office		Non-Office	
	N	%	N	%	N	%	N	%
55	1	1.1	1	1.4	10	11.1	2	3.3
54	6	6.7	3	4.3	26	28.9	5	8.2
53	14	15.6	5	7.2	13	14.4	5	8.2
52	12	13.3	6	8.7	10	11.1	6	9.8
51	13	14.4	12	17.4	9	10.0	8	13.1
50	6	6.7	6	8.7	6	6.7	6	9.8
49	7	7.8	5	7.2	4	4.4	8	13.1
48	8	8.9	2	2.9			3	4.9
47	4	4.4	8	11.6	2	2.2	3	4.9
46	4	4.4	4	5.8	3	3.3	1	1.6
45	3	3.3	3	4.3	1	1.1		
44	2	2.2	4	5.8	5	5.6		
43	3	3.3					1	1.6
42	1	1.1	3	4.3				
41	1	1.1			1	1.1		
40	2	2.2	3	4.3				
39	1	1.1	1	1.4			2	3.3
38			1	1.4			3	4.9
37							3	4.9
36	2	2.2						
35								
34								
33								
32								
31			2	2.9				
Totals	90	99.8	69	99.6	90	99.9	61	99.8

Note: Percent totals are not 100 because of rounding

Category Scores. The scores for each of the categories within the Office Work Perceptions instrument were tallied. The number of statements in each category were: Job Knowledge, 12; Personal Qualifications, 14; Interpersonal Relations, 13; and Job Qualifications, 16.

Table 3 shows a greater increase in the number of students from the model office group making a score of 12 on the job knowledge subtest. The model office group increased from 30 to 54 for the number of students making a score of 12, an increase from 33.3 percent to 60 percent of the number of students tested. The non-model office group had 21 students making a score of 12 on the pretest and 28 students making a score of 12 on the posttest, an increase from 30.4 percent to 45.9 percent. The number of students scoring 12 on job knowledge increased by 26.7 percent for the model office group and by 15.5 percent for the non-model office group.

The data for the personal qualifications category indicates an increase of 17.8 percent of the model office group who scored 14 and a decrease of 7.2 percent of the non-model office group who made a score of 14.

The interpersonal relations subtest also showed greater increases for the model office group in the number of students who made a score of 13. The model office group had an increase of 26.7 percent compared with an increase for the non-model office group of 8.8 percent.

TABLE 3. DISTRIBUTION OF SCORES ON THE PRETEST AND ON THE POSTTEST ACCORDING TO GROUP TESTED

	Pretest				Posttest			
	Model Office		Non-Model Office		Model Office		Non-Model Office	
	N	%	N	%	N	%	N	%
<u>Job Knowledge</u>								
12	30	33.3	21	30.4	54	60.0	28	45.9
11	26	28.9	21	30.4	22	24.4	14	23.0
10	21	23.3	17	24.6	9	10.0	10	16.4
9	9	10.0	4	5.8	5	5.6	2	3.3
8	3	3.3	3	4.3			6	9.8
7	1	1.1	3	4.3			1	1.6
Total	90	99.9	69	99.8	90	100.0	61	100.0
<u>Personal Qualifications</u>								
14	45	50.0	40	58.0	61	67.8	31	50.8
13	23	25.6	16	23.2	19	21.1	20	32.8
12	12	13.3	7	10.1	8	8.9	6	9.8
11	5	5.6	1	1.4	2	2.2	1	1.6
10	2	2.2	2	2.9				
9	1	1.1	1	1.4			3	4.9
8	2	2.2	2	2.9				
Total	90	100.0	69	99.9	90	100.0	61	99.9

The job qualifications subtest had a total score of 16. The model office group increased by 31.1 percent in the number of students scoring 16. The non-model office group increased by 5.2 percent in the number of students who scored 16.

Statement Responses. Table 4 shows the number of agree and disagree responses for each of the 55 statements, by category, on both the pretest and the posttest for the two groups of students tested. Categories were job knowledge, personal qualifications, interpersonal relations, and job qualifications.

A few statement responses which stand out for reasons unknown are mentioned. Statement 2: "Religious beliefs are important in determining the kind of office in which a person would work." is interesting in that there seems to be a significant number of students who did agree with that statement in both the model office and non-model office group. However, far more agreed with the statement from the non-model office group than did from the model office group.

It seemed that some statements could not possibly receive the inappropriate response if the student carefully read and considered what the statement said. An example of such a statement is number 16: "Office jobs are available only in large cities." At least one person agreed with that statement on the pretest and on the posttest.

TABLE 4 (continued)

	Statement	Pretest				Posttest			
		Model Office A	D	Non-Model Office A	D	Model Office A	D	Non-Model Office A	D
D 20.	The need for office workers is decreasing.	20	70	23	46	7	83	11	50
D 21.	Since there are adding and calculating machines to do computations with numbers, it is not necessary for the office worker to be able to use arithmetic accurately.	4	86	9	60	9	81	1	60
A 31.	Having a shorthand skill will increase the job opportunities available.	78	12	54	15	86	4	58	3
A 46.	Office work usually means steady employment.	73	17	53	16	81	9	54	7
A 47.	Communication is a basic skill necessary for almost all office jobs.	89	1	66	3	86	4	60	1
A 48.	If asked to make a decision at work, an office worker needs to consider what will be best for the firm.	87	3	66	3	88	2	60	1

TABLE 4 (continued)

Correction Response 00	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
D 52.	In a large office, file clerks are the only workers who need to have had training in filing systems.	11	79	0	69	7	83	3	58
<u>Personal Qualifications</u>									
A 1.	Dependability is an important quality of an office worker.	87	3	66	3	87	3	59	2
D 4.	Continually arriving at work almost on time and getting jobs done only close to on time is an acceptable habit for an office worker.	16	74	15	54	19	71	8	53
D 10.	An office worker owes no loyalty to his employer or to the company.	8	82	8	61	5	85	1	60
D 14.	A clean, neat, and well-groomed appearance is not necessary for people in office work because they are usually seen only by other employees.	3	87	4	65	3	87	6	55

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
D 24.	Going to night school or training center to improve work skills would make little impression on an employer.	15	75	16	53	7	83	13	48
A 26.	An office worker has the responsibility of keeping his own work area looking near and orderly.	90	0	68	1	90	0	61	0
A 30.	Personal appearance is one qualification for getting a job, holding a job, and advancing in a job.	86	4	62	7	86	4	57	4
A 33.	Sometimes it is necessary for office personnel to work under pressure.	79	11	61	8	85	5	59	2
D 37.	It is appropriate for girls to wear a lot of makeup to work in an office.	3	87	4	65	5	85	4	57

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office A	D	Non-Model Office A	D	Model Office A	D	Non-Model Office A	D
A 39.	It is helpful to office workers to have a good memory for names and faces.	87	3	65	4	90	0	61	0
A 43.	Willingness to do the maximum and readiness to assume new responsibilities are important traits for the employee who expects to "go places".	86	4	65	4	90	0	59	2
A 44.	Confidential information learned during working hours should not be repeated to other people.	80	10	56	13	87	3	59	2
A 54.	Clothes need not be fancy or expensive, but they should always be clean and pressed to start the day.	87	3	63	6	87	3	61	0
A 55.	A person should bathe daily and use a reliable deodorant as part of a good grooming program.	86	4	68	1	90	0	61	0

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
<u>Interpersonal Relations</u>									
A 3.	In the cafeteria of a large company, minority group office workers often eat lunch with the white workers.	70	20	47	22	75	15	40	21
A 7.	Office work means dealing with varied groups of people--fellow workers, supervisors, and the general public.	85	5	61	8	87	3	60	1
A 17.	Sometimes other workers should be assisted on a rush job even if it is during lunch hour.	79	11	58	11	83	7	57	4
D 18.	It would disturb you to have your office supervisor check your work closely.	21	69	28	41	19	71	17	44
D 19.	Friendly relations with co-workers has nothing to do with efficiency in a business office.	19	71	18	51	17	73	10	51

TABLE 4 (continued)

Correct Response	Statement	Pretest		Posttest	
		Model Office A	Non-Model Office D	Model Office A	Non-Model Office D
A 22.	It may be possible for a well-qualified person to lose his job because he cannot get along with fellow employees.	82	8 59 10	87 3 59	2
A 23.	If a person's goal for promotion is to be respected, he must accept that others have the same goal.	87	3 63 6	85 5 60	1
A 25.	Superiors at work are usually addressed by their title--Mr., Miss, or Mrs.--and the last name.	84	6 59 10	86 4 59	2
D 36.	Members of some minority groups cannot get a job in an office.	20	70 23 46	12 78 15	46
A 40.	If a personal problem exists that might affect a person's work, it would be proper to talk it over with the office supervisor.	61	29 41 28	82 8 50	11
A 42.	Good manners are necessary for effective human relations.	89	1 66 3	90 0 60	1

TABLE 4 (continued)

Corrected Responses	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
A 50.	To get along with people usually involves respecting the ideas of others, even if one does not agree with them.	87	3	68	1	89	1	56	5
A 53.	An office employee is a member of a team and he should work with that team by doing his full share of work.	87	3	69	0	89	1	59	2
<u>Job Qualifications</u>									
D 2.	Religious beliefs are important in determining the kind of office in which a person would work.	19	71	36	33	28	62	25	36
A 5.	How far one goes in office work and related jobs depends largely on ability and training.	76	14	56	13	86	4	58	3
A 8.	Employees of a small office must be prepared to handle a wide variety of duties.	80	10	54	15	87	3	57	4

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
A 11.	Because office work is the same routine day after day, it is not necessary to be able to adjust quickly to changing situations.	10	80	13	56	4	86	6	55
A 15.	With training in office work a person could get a job either in an office or in an office service agency which provides clerical help for large offices when needed.	80	10	58	11	86	4	53	8
A 27.	Jobs with data processing machines will probably require additional training after high school--either on-the-job or at a training center.	86	4	68	1	88	2	59	2
A 28.	Promotions and salary increases are based on efficiency, production, dependability, and appearance.	84	6	64	5	89	1	58	3

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office		Non-Model Office		Model Office		Non-Model Office	
		A	D	A	D	A	D	A	D
A 29.	Even though the beginning work does not require a knowledge of bookkeeping principles, in some cases having this knowledge may help later as the employee advances to more important positions in the company.	87	3	67	2	86	4	60	1
A 32.	Most stenographer and secretarial positions which call for shorthand skill require a minimum shorthand speed of 80 words per minute.	61	29	39	30	73	17	55	6
A 34.	A high school diploma is usually required for most office jobs.	82	8	67	2	86	4	60	1
A 35.	A job which involves answering the phone or greeting customers requires a good speaking voice.	85	5	64	5	89	1	60	1
A 38.	Office workers often have an interview and are given employment tests before they are hired.	87	3	62	7	88	2	60	1

TABLE 4 (continued)

Correct Response	Statement	Pretest				Posttest			
		Model Office A	D	Non-Model Office A	D	Model Office A	D	Non-Model Office A	D
A 41.	The office is responsible for keeping routine operations of a company running smoothly.	87	3	62	7	87	3	55	6
D 45.	An office worker's understanding of the organization of the company for which he works has little if anything to do with his efficiency on the job.	12	78	37	32	3	87	5	56
D 49.	Good penmanship is not important in office work because others do not need to be able to read your writing.	7	83	32	37	5	85	6	55
A 51.	A high school diploma is usually preferred for all office jobs.	88	2	66	3	89	1	56	5

* The letter in front of each statement number indicates the correct response for that statement.

Statement 26: "An office worker has the responsibility of keeping his own work area looking neat and orderly" had only one student who disagreed on the pretest and no one disagreed on the posttest. Statement 40: "It is helpful to office workers to have a good memory for names and faces," and statement 55: "A person should bathe daily and use a reliable deodorant as part of a good grooming program" are the only statements on which there was complete agreement on the posttest.

Statement 45: "An office worker's understanding of the organization of the company for which he works has little if anything to do with his efficiency on the job" showed a marked difference in the non-model office group, with 37 agreeing and 32 disagreeing on the pretest and only five agreeing and 56 disagreeing on the posttest. Statement 49: "Good penmanship is not important in office work because others do not need to be able to read your writing" also showed a marked decrease in the scores of the non-model office group--from 32 agreeing and 37 disagreeing on the pretest to six agreeing and 55 disagreeing on the posttest.

Analysis of Variance

Several statistics which describe the scores of each group are presented here. The means and variances on all tests are shown in Table 5.

TABLE 5

MEANS AND VARIANCES ON TESTS BY GROUP

Test	Model Office Mean	Office Variance	Non-Model Office Mean	Office Variance
Pretest				
Job Knowledge	10.82	1.32	10.64	1.94
Personal				
Qualifications	12.98	1.84	13.09	2.11
Interpersonal				
Relations	11.56	1.65	11.14	2.18
Job Qualifications	14.92	2.33	13.17	3.82
Total Score	49.38	16.97	48.25	24.56
Posttest				
Job Knowledge	11.36	.78	11.02	1.59
Personal				
Qualifications	13.46	.80	13.05	1.92
Interpersonal				
Relations	11.99	1.50	11.48	1.33
Job Qualifications	15.12	1.02	14.44	2.08
Total Score	51.63	11.34	50.08	17.29

A comparison between the two groups was made on the pretest scores of those students who completed both the pretest and the posttest to determine if any significant differences existed between those students' perceptions of office work at the beginning of the school year. Analysis of variance was used to test the data. Comparisons were made on total score, job knowledge score, personal qualifications score, interpersonal relations score, and job qualifications score between the model office group and the non-model office group.

The results of the analysis of variance performed on the pretest scores, as shown in Table 6, showed no significant differences except in the category of job qualifications.

TABLE 6
ANALYSIS OF VARIANCE ON SCORES FOR MODEL OFFICE
AND NON-MODEL OFFICE GROUPS

Variable	Degrees Freedom	F Ratio
<u>Pretest</u>		
Job Knowledge	1, 157	.82
Personal Qualifications	1, 157	.23
Interpersonal Relations	1, 157	3.45
Job Qualifications	1, 157	18.72 **
Total Score	1, 157	1.80
<u>Posttest</u>		
Job Knowledge	1, 149	3.73
Personal Qualifications	1, 149	4.74 *
Interpersonal Relations	1, 149	6.59 *
Job Qualifications	1, 149	11.45 **
Total Score	1, 149	5.17 *

* $p < .05$

** $p < .01$

The non-significant F ratios attained in each of the comparisons made through analysis of variance on the pretest data imply that the students were equally aware of office work perceptions at the beginning of the school year. Based on these findings, it seemed appropriate to do an analysis of variance on the posttest data.

The results of analysis of variance on the posttest total and category scores revealed a significant difference in the total score and on the personal qualifications, interpersonal relations, and job qualifications categories. Job knowledge was the only category not showing a significant difference.

Analysis of variance testing procedures were further run on the scores of each of the four schools within the model office group and within the non-model office group (Table 7).

TABLE 7
ANALYSIS OF VARIANCE ON POSTTEST SCORES OF INDIVIDUAL
SCHOOLS WITHIN EACH GROUP

Variable	Degrees Freedom	F Ratio
<u>Model Office Group</u>		
Job Knowledge	3,86	3.36 *
Personal Qualifications	3,86	3.39 *
Interpersonal Relations	3,86	4.65 **
Job Qualifications	3,86	1.49
Total Score	3,86	3.74 *
<u>Non-Model Office Group</u>		
Job Knowledge	3,57	1.83 *
Personal Qualifications	3,57	1.87 *
Interpersonal Relations	3,57	1.93 *
Job Qualifications	3,57	1.88 *
Total Score	3,57	2.35 *

* $p < .05$

** $p < .01$

Table 7 reveals that there was a significant difference within the posttest scores of the model office group on the total test score, on job knowledge, and on personal qualifications at the .05 level of significance. Interpersonal relations revealed a significant difference at the .01 level. Job qualifications is the only category that did not reveal a significant difference. Table 7 also shows a significant difference at the .05 level within the posttest scores of the non-model office group on the total test and on each of the category tests.

Analysis of Covariance

Analysis of covariance was used to determine differences in posttest adjusted mean scores when pretest adjusted mean scores were used as a covariate. Table 8 reveals that there were no statistically significant differences between adjusted mean scores of the model office and non-model office group when posttest scores were adjusted for experimental mean differences.

The unadjusted pretest scores, as shown in Table 8, were not significantly different. Analysis of covariance yielded no significant differences. Since the data were not matched pairs of test results, it was impossible to prepare an analysis of covariance on any other than the means of each of the four groups. Therefore, since the analysis of

covariance was performed on schools, and not on individuals, no conclusions can be drawn about differences within groups of students in each class.

TABLE 8
ANALYSIS OF COVARIANCE FOR TOTAL SCORES
AND CATEGORY SCORES ON POSTTEST

Variable	Mean Squares	F Ratio	Unadjusted	
			Pretest F	Posttest F
Job Knowledge	.02	.10	.0115	.2491
Personal Qualifications	.91	.14	1.71	.05
Interpersonal Relations	1.19	-3.61	1.00	.74
Job Qualifications	.22	- .08	.42	.52
Total Score	.86	.45	.67	.43

F Ratio required at .05, 5.99

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine if simulated model office makes a significant difference in students' perceptions of the office world of work.

Data for the study were collected from eight public high schools in East Tennessee. All of the schools had a three-hour block office practice course. Four of the schools taught model office as part of their office procedures curriculum; four of the schools did not include model office as a teaching technique. One hundred fifty-one students completed the study.

A review of literature included studies dealing with the simulated model office as a teaching technique. Those studies compared the technique of teaching model office with other teaching techniques such as cooperative education or block office practice programs in measuring specific objectives such as work values, decision-making abilities, job satisfaction, awareness of actual procedures and practices of beginning office workers, and specific office skills. Only two studies had dealt with perceptions of office work--a study completed by Rubald in 1973 in which she compared perceptions about office work held by advantaged and disadvantaged high school students enrolled in

office procedures and cooperative office education classes, and a study by Hopkins and McLean which measured and compared the effectiveness of office procedures, model office, and cooperative office education courses in developing students' decision-making abilities and investigated changes in students' perceptions of office work.

The evaluation instrument for this study was a questionnaire developed and tested by Rubald which included agree-disagree statements on four categories of office work--job knowledge, personal qualifications, interpersonal relations, and job qualifications. Pretests were completed in early January, just before model office instruction began. The posttest was administered in April, when schools were finished or nearly finished with model office. One hundred fifty-nine students completed the pretest and one hundred fifty-one students completed the posttest. A total of 90 model office students completed both pretest and posttest; 69 non-model office students completed the pretest and 61 completed the posttest.

The study attempted to answer the following questions related to perceptions of office work.

1. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of office work different from their perceptions prior to enrollment in the course?

2. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of personal qualifications different from their perceptions prior to enrollment in the course?

3. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of interpersonal relations different from their perceptions prior to enrollment in the course?

4. Do students, after having completed a simulated model office or a block office practice course with no model office, have perceptions of job qualifications different from their perceptions prior to enrollment in the course?

Conclusions

Based on the findings of this study, the following conclusions may be drawn:

1. The posttest mean scores of both the model office and the non-model office group were higher than the pretest mean scores. The overall gain scores were slightly higher for the model office group than for the non-model office group. However, the increase in score was not significantly different for one group from the other group.

2. Analysis of Variance revealed that no true significant differences of students' perceptions of office work existed at the beginning of the school year. The F test revealed a significant difference at the .01 level on only one category, job qualifications. Since three categories had no significant differences, a conclusion can be drawn that all students were equally aware of office work perceptions at the beginning of the school year.

3. Analysis of Variance on posttest scores revealed a significant difference in gain scores between pretest and posttest in all categories except job knowledge. The Analysis of Variance on each of the schools within each group revealed significant differences between pretest and posttest scores for both the model office and the non-model office group. The changes in perceptions of work of each group could not be attributed to any single factor.

Recommendations

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

1. Since it was determined that a block office practice course makes a difference in students' perceptions of office work, all high schools should have such a course available to students. Such a capstone experience for students who are about to enter the world of work is beneficial.

2. Each teacher of office practice should carefully evaluate the curriculum possibilities available and give serious attention to the model office approach. Whatever teaching techniques are used, particular attention should be given to evaluation of the procedures and teaching methods used; and plans should be made and implemented to improve the program.

3. A study which would include an instrument to be completed by the office education instructor to gather data on methods, materials, and equipment used in office procedures classes would be an asset in evaluating how realistic are the equipment and materials used in influencing students' acquisition of skills, attitudes, knowledge, and abilities.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

721 Topside Drive
Sevierville, TN 37862
October , 1982

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Now that things have settled down from the usual frustration of beginning a new year, I hope you have a good program and are enjoying the year.

You indicated earlier this year that you would be willing to participate in my research concerning students' perceptions of office education. My research calls for a pretest before beginning model office and a posttest in April. The test consists of 55 agree-disagree questions concerning job knowledge, personal qualifications, interpersonal relations, and job qualifications. It should take only a short time to administer. I plan to use responses from six teachers who teach model office and six who do not teach model office. For purposes of my research, model office needs to be taught around the beginning of second semester.

If you choose to have your classes participate, I will write your vocational director or principal to get his/her approval of your participation. Each student will need to sign a consent form giving permission to participate in the survey. It assures the student of complete confidentiality (names will not appear on the test itself). I will mail you a complete packet which will include tests, consent forms, and prepaid return envelope.

I am enclosing a card for your reply so that I can continue with plans for completing the research. I will appreciate receiving the card as soon as possible, as I need to know enrollment in order to assemble the packets.

I appreciate your willingness to participate in this research. Without your cooperation I could not complete my requirement, and I hope that the research will give some insight into our VOE programs.

Have a good year!

Sincerely yours,

Shirley DeLozier

May 8, 1982

Dear _____

I know how busy you are at the close of another school year. I hope it has been a successful year for you. I need your assistance, but I promise it will only take a moment of your time now.

I am in the process of putting together a proposal for a research project at UT which I plan to complete next year. I would like to deal with the effectiveness of model office. At this point I need to know if you have model office in your VOE II program and also if you would be willing to participate in my research by having your students complete a pretest and a posttest during next school year. I will only deal with a sample of VOE programs; however, I still need total numbers of VOE programs which have model office and those which do not.

Would you please check your response and return the enclosed postcard within the next couple of days. Without the assistance of VOE teachers I will not be able to complete my research. Most teachers have intuitive feelings that model office is an effective teaching method; however, there is little empirical evidence to substantiate this idea. I hope that formal research will add to our knowledge of the effectiveness of model office.

Since I have written to each VOE instructor in East Tennessee, please help me avoid duplication by making clear exactly how many VOE programs and model office simulations there are in each system. I will greatly appreciate your help!

Sincerely,

Shirley DeLozier
VOE Instructor

EXAMPLE OF CARD ENCLOSED WITH INITIAL LETTER

Do you have a VOE II program? yes____ no____

Do you teach Model Office? yes____ no____

If so, how many students were enrolled in Model Office
for 1981-82? _____

Are you willing to have your students participate in
a pretest and posttest in 1982-83? yes____ no____

Comments _____

(Signature) _____

Mrs. Shirley DeLozier
721 Topside Drive
Sevierville, TN 37862

EXAMPLE OF CARD ENCLOSED WITH FOLLOW-UP LETTER

I will participate in the research_____

I have decided not to participate_____

I will teach model office beginning_____

I will not teach model office this year_____

I have ____ students enrolled in VOE II_____

My director (principal's) name is_____

Comments:

(Signature)

Mrs. Shirley DeLozier
721 Topside Drive
Sevierville, TN 37862

721 Topside Drive
Sevierville, TN 37862
November , 1982

Several weeks ago I wrote to you concerning your participation in research that I plan to do toward degree work at UT. Since I have not received your reply, I am asking that you please let me know if you will participate in the research as I need to know what schools to plan for. The testing will take only a few minutes of your class time at the beginning of second semester and again in April. I would greatly appreciate your participation, and I could not complete my thesis requirements without assistance from VOE teachers.

If you still have the card which I enclosed with my previous letter, please drop it in the mail as soon as possible. It will indicate to me whether you plan to participate, when you will teach model office (if at all), how many students you have enrolled in VOE II, and your director (principal's) name. I need this information to proceed with plans.

I appreciate your response to my inquiry concerning this research last summer, and I hope that you will still plan to participate.

Sincerely yours,

Shirley DeLozier

721 Topside Drive
Sevierville, TN 37862
December 31, 1982

I am in the process of completing my thesis as a requirement for the Ed. S. degree at the University of Tennessee. My research requires a pretest and posttest to determine the effectiveness of model office in changing students' perceptions of the office world of work. I will be comparing classes which teach model office with classes which do not include model office in their curriculum. has agreed to have her students participate in this research. I would appreciate your consent for students from your school to participate.

I have applied for and received permission from UT to use student responses for my research. has been sent the testing instruments and a consent form for each student to sign. Student names will not be used and complete confidentiality is assured to the participants. Feel free to ask to see these instruments if you choose.

The pretest needs to be administered the first week in January. If for any reason you do not wish your students to participate, please call me--Sevier County Vocational Center (453-1076) or at home collect (453-6344).

I appreciate all who have agreed to participate in this project. Without your cooperation I would be unable to complete my research.

Sincerely,

Shirley DeLozier

721 Topside Drive
Sevierville, Tn 37862
January 1, 1982

Happy New Year! I hope you do have a good second semester in V.O.E. I appreciate your willingness to participate in my research, and it is time for it to begin. I am sending tests, answer sheets, and consent forms for students (including a couple extra forms).

I have written _____ to inform him about the research. The student consent form assures complete confidentiality. Please go over this form with your students so they understand what is happening. Stress that their name appears on the consent form only and not on the test or answer sheet. Please tell them to make no mark on the test itself. Since a pretest and a posttest are necessary, it will be simpler if you will keep the test for using again for the posttest. I am enclosing _____ answer sheets-- this should be enough for each testing. If you need more answer sheets, please let me know when you return the answer sheets from the pretest. These answer sheets are designed for machine scoring and have a maximum of 50 questions. Please instruct your students to use the reverse side of the form to answer questions 51-55 and mark the first five for these. Also please point out to them that the answer sheet has opportunity for more responses, but since their responses are for agree-disagree only, they should use the first column if they agree and the second column if they disagree. No marks should appear in other columns.

Please administer the pretest as soon as possible. All should be given by the second week of January at the latest. If you teach model office, the idea is to have a test taken before beginning the simulation and again after working in the simulation. I will be comparing results from those who have had model office and those who have not. If you have any questions, feel free to call me at school (453-1076) or at home collect (453-6344). I am enclosing a stamped envelope which will be sufficient for returning the consent forms and answer sheets from the pretest. Please mail them as soon as the test has been administered.

The posttest should be given the second week of April. I will send you a reminder (along with a stamped envelope) before the posttest is due. I appreciate so much your cooperation in this project. So few were willing to participate, and I couldn't complete my requirement without your help! It should take little time for your participation. To summarize:

1. Explain consent form and secure signed forms to return to me.
2. Give test to be completed on answer sheet - no name shown.
3. Mail consent form and answer sheets as soon as possible.
4. Retain test and extra answer sheets for posttest in April.

Have a great new year, and I really do appreciate your working with me in this endeavor. I will be in touch with you again in April.

Sincerely,

Shirley DeLozier

721 Topside Drive
Sevierville, TN 37862
April , 1983

This is a reminder that the Office Work Perceptions test should be given as soon as possible. You had students participate in the pretest. Hopefully the number of participants will not change much on the posttest. There is no need for the student to identify her- or himself on the answer sheet. You should have enough tests and answer sheets from the previous mailing. If for some reason you do not, please let me know immediately. My school phone is 453-1076 or call me collect at home, 453-6344.

Please remind your students to mark the first column if they agree with the statement and the second column if they disagree. Also ask that they use a pencil to black out the area indicated. Unless these directions are followed, the tests cannot be machine scored.

I am enclosing a stamped, addressed envelope for returning the answer sheets. Please return them as soon as the test has been administered.

I appreciate so very much your cooperation and participation in my research. Without your help, my work would not have been possible. If I can ever be of any assistance to you, please don't hesitate to ask.

Sincerely,

Shirley DeLozier

721 Topside Drive
Sevierville, TN 37862
April 28, 1983

Thank you so much for having your V.O.E. class participate in my research. Now all I have to do is complete it! I have thought of one more thing that would be very helpful to me in the conclusion to my research--if I could have personal comments from students who have experienced model office, this would be most beneficial. So if I could ask one more thing (I promise this is the last)--would you please have your students write their personal evaluation of the value of their model office experience--just tell them to say whether or not it has been a worthwhile experience, and why they feel that way. It would be helpful if they would cite some personal experiences that they feel have been valuable.

I am enclosing an envelope with postage that would cover one-half page sheets from each of your students. If you would have them type no more than one-half page evaluations of model office and return them to me as soon as possible, I will really appreciate it.

Thank you so much!

Shirley DeLozier

APPENDIX B

OFFICE WORK PERCEPTIONS INSTRUMENT

OFFICE WORK PERCEPTIONS

Directions

Each of the statements in this test tells you something about office workers or office work. Place your answers on the answer sheet provided. Please use pencil to fill in your answer. For each item, indicate whether you agree or disagree by blacking out the first column indicating that you agree, or blacking out the second column indicating that you disagree. DO NOT MAKE ANY MARKS ON THE TEST.

When "minority group office workers" is used in a question, it refers to Mexican, Black, Oriental, Indian, and Puerto Rican office workers.

Sample Statement

I look forward to a full-time office job after high school.

If you agree with that statement, then you should black out the first column on the answer sheet; if you disagree, then you should black out the second column. Now proceed with the following statements, indicating your response on the answer sheet provided.

1. Dependability is an important quality of an office worker.
2. Religious beliefs are important in determining the kind of office in which a person would work.
3. In the cafeteria of a large company, minority group office workers often eat lunch with the white workers.
4. Continually arriving at work almost on time and getting jobs done only close to on time is an acceptable habit for an office worker.
5. How far one goes in office work and related jobs depends largely on ability and training.
6. A few office jobs require a knowledge of the postal system and mail services.
7. Office work means dealing with varied groups of people--fellow workers, supervisors, and the general public.

8. Employees of a small office must be prepared to handle a wide variety of duties.
9. More business information is learned in the classroom than on the job.
10. An office worker owes no loyalty to his employer or to the company.
11. Because office work is the same routine day after day, it is not necessary to be able to adjust quickly to changing situations.
12. Knowing how to operate such machines as adding machines, calculators, and duplicators will give an advantage when applying for an office position.
13. A future office worker needs to learn as much occupational information as he can while still in school so that he can set specific goals for himself and work toward those goals.
14. A clean, neat, and well-groomed appearance is not necessary for people in office work because they are usually seen only by other employees.
15. With training in office work a person could get a job either in an office or in an office service agency which provides clerical help for large offices when needed.
16. Office jobs are available only in large cities.
17. Sometimes other workers should be assisted on a rush job even if it is during lunch hour.
18. It would disturb you to have your office supervisor check your work closely.
19. Friendly relations with co-workers has nothing to do with efficiency in a business office.
20. The need for office workers is decreasing.
21. Since there are adding and calculating machines to do computations with numbers, it is not necessary for the office worker to be able to use arithmetic accurately.
22. It may be possible for a well-qualified person to lose his job because he cannot get along with fellow employees.

23. If a person's goal for promotion is to be respected, he must accept that others have the same goal.
24. Going to a night school or training center to improve work skills would make little impression on an employer.
25. Superiors at work are usually addressed by their title-- Mr., Miss, or Mrs.--and the last name.
26. An office worker has the responsibility of keeping his own work area looking neat and orderly.
27. Jobs with data processing machines will probably require additional training after high school--either on-the-job or at a training center.
28. Promotions and salary increases are based on efficiency, production, dependability, and appearance.
29. Even though the beginning work does not require a knowledge of bookkeeping principles, in some cases having this knowledge may help later as the employee advances to more important positions in the company.
30. Personal appearance is one qualification for getting a job, holding a job, and advancing in a job.
31. Having a shorthand skill will increase the job opportunities available.
32. Most stenographer and secretarial positions which call for shorthand skill require a minimum shorthand speed of 80 words per minute.
33. Sometimes it is necessary for office personnel to work under pressure.
34. A high school diploma is usually required for most office jobs.
35. A job which involves answering the phone or greeting customers requires a good speaking voice.
36. Members of some minority groups cannot get a job in an office.
37. It is appropriate for girls to wear a lot of makeup to work in an office.
38. Office workers often have an interview and are given employment tests before they are hired.

39. It is helpful to office workers to have a good memory for names and faces.
40. If a personal problem exists that might affect a person's work, it would be proper to talk it over with the office supervisor.
41. The office is responsible for keeping routine operations of a company running smoothly.
42. Good manners are necessary for effective human relations.
43. Willingness to do the maximum and readiness to assume new responsibilities are important traits for the employee who expects to "go places."
44. Confidential information learned during working hours should not be repeated to other people.
45. An office worker's understanding of the organization of the company for which he works has little if anything to do with his efficiency on the job.
46. Office work usually means steady employment.
47. Communication is a basic skill necessary for almost all office jobs.
48. If asked to make a decision at work, an office worker needs to consider what will be best for the firm.
49. Good penmanship is not important in office work because others do not need to be able to read your writing.
50. To get along with people usually involves respecting the ideas of others, even if one does not agree with them.
51. A high school diploma is usually preferred for all office jobs.
52. In a large office, file clerks are the only workers who need to have had training in filing systems.
53. An office employee is a member of a team and he should work with that team by doing his full share of work.
54. Clothes need not be fancy or expensive, but they should always be clean and pressed to start the day.

55. A person should bathe daily and use a reliable deodorant as part of a good grooming program.

APPENDIX C
HUMAN SUBJECTS APPROVAL FORM

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Application for Review of Research Involving Human Subjects (in accordance with general institutional assurance dated July 15, 1975, as amended November 25, 1975)

I. Identification of Project

Thesis for Ed.S. degree in Vocational Education,
College of Education.

Date: August 18, 1982

Project Director and Co-director:

Shirley DeLozier, Researcher
721 Topside Drive
Sevierville, TN 37862
Telephone: 453-6344 (home)
453-1076 (school)

Bill Radcliff, Committee Chairman
The University of Tennessee
Department of Vocational Education
Knoxville, TN 37916
Telephone: 974-2574

Title of Project:

Effectiveness of Simulated Model Office in Changing
Students' Perceptions of the Office World of Work

Estimated Starting Date: January, 1983

Estimated Completion Date: July, 1983

II. Objectives of Project:

The purposes of this project are to:

1. determine if students, after having completed simulated model office or a block office practice course with no model office, have perceptions of job knowledge different from their perceptions prior to enrollment in the course.

2. determine if students, after having completed simulated model office or a block office practice course with no model office, have perceptions of personal qualifications different from their perceptions prior to enrollment in the course.
3. determine if students, after having completed simulated model office or a block office practice course with no model office, have perceptions of interpersonal relations different from their perceptions prior to enrollment in the course.
4. determine if students, after having completed simulated model office or a block office practice course with no model office, have perceptions of job qualifications different from their perceptions prior to enrollment in the course.

III. Description of the Subjects:

The subjects in the study will include students enrolled in Vocational Office Education II classes in East Tennessee. Four classes which teach a block office practice course with no model office and four classes which teach a block office practice course with model office will be selected from teachers who have expressed a willingness to participate in the research.

IV. Methods and Procedures:

A letter was sent in May, 1982, to each of the Vocational Office Education instructors in East Tennessee explaining the proposed research and asking if they would be willing to have their students participate in a pretest and posttest for the 1982-83 school year.

Eight schools have been selected from the responses-- four which teach model office and four which do not teach model office. Intact classes will be used and attempts will be made to pretest all enrolled in the class.

The research design will be a quasi-experimental design of pretest - posttest non-equivalent control group. Data will be collected through mailouts to teachers of participating programs. The pretest will be administered in January, 1983; and the posttest will be administered in April, 1983.

The evaluation instrument to be used will be an Office Work Perceptions test developed by Rubald in 1973. This test evaluates four categories: job knowledge, personal qualifications, interpersonal relations, and job qualifications. Permission to reproduce and use the test has been granted by Ms. Rubald.

V. Protection Measures:

The following protection measures will be used:

- A. A letter will be written to participating schools' vocational director or principal explaining the project.
- B. A consent form will be signed by each participant in the study.
- C. Names of subjects will not be used in the study. Data collected will be grouped by schools and reported only by groups.

VI. Method of Obtaining "Informed Consent" from Subjects:

Consent forms will be mailed to the V.O.E. instructors at the participating schools. They will obtain the signatures of each participant before beginning the study. The signed consent forms will be retained for the length of the project and at least three years afterwards.

VII. Responsibility of the Project Director:

By compliance with the policies established by the University Committee on Research Participation, the Project Director subscribes to the principles stated in "The Declaration of Helsinki" and standards of professional ethics in all research, development and related activities involving human subjects under the auspices of the University of Tennessee, Knoxville.

- A. When appropriate, Form 596 will be completed and returned to the Office of the Vice Chancellor for Graduate Studies and Research, 404 Andy Holt Tower. (Form DHEW 596)
- B. Approval will be obtained from the University Committee prior to instituting any change in project protocol.

- C. Signed consent forms will be kept for the duration of the project and for at least three years thereafter.
- D. A status report (Form D) will be submitted at 12 months intervals, or as requested, attesting to the current status of the project.

Project Director _____

Date _____

VIII. Departmental Review:

COMMENTS/RECOMMENDATIONS:

The application described above has been subjected to departmental review and has been approved.

Signatures:

Department Head _____ Date _____

Chairman, Departmental
Committee _____ Date _____

APPENDIX D

STUDENT CONSENT FORM

CONSENT FORM

You are invited to participate in a study to determine the effectiveness of VOE programs in teaching about job knowledge, personal qualifications, interpersonal relations, and job qualifications. A related purpose for the study is to make a contribution to educational research.

The purposes of the study are to determine if students' perceptions of job knowledge, personal qualifications, interpersonal relations, and job qualifications differ when they begin a course in VOE II and when they have almost completed their course. You are asked to complete a test in January and then take the same test in April. The test merely asks if you agree or disagree with the statement made. No grade will be given. Your name will not be written on the test and you will not be identified in any way. Only total results (the number who agree and who disagree) will be reported in the study.

The signing of the "Consent Form" certifies that each person is participating of her/his own free will in the study and is free to withdraw consent and to discontinue participation without prejudice. The researcher assures confidentiality of all information.

Student's Signature _____

I appreciate your willingness to participate in this research. Without student participation, such research would not be possible.

Shirley DeLozier
721 Topside Drive
Sevierville, TN 37862
Telephone: 453-6344

VITA

Shirley King DeLozier, the daughter of E. T. and Sylvia King, was born in Sevier County, Tennessee, on July 8, 1936. She attended public schools in Sevierville, Tennessee, and was graduated from Sevier County High School in 1954. She received a bachelor of science degree with a major in business education from the University of Tennessee in 1958. Her master of arts degree was received in 1973 from the University of Alaska. Her Education Specialist degree was awarded by the University of Tennessee in 1983.

Her work experience includes 21 years in public secondary education--8 1/2 years in Sevierville, Tennessee; 8 1/2 years in Kodiak, Alaska; 3 years in Guam, M.I.; and 1 year in Charleston, South Carolina. She also taught business education for six years for the University of Alaska at Kodiak Community College. She is presently a V.O.E. teacher at Sevier County Vocational Center, Sevierville, Tennessee.

She holds membership in Sevier County Education Association, Tennessee Education Association, Pi Lambda Theta, and Delta Kappa Gamma, of which she was a Xi State scholarship recipient in 1982.

She is married to Robert K. DeLozier and they have two daughters, Patti and Pamela.