

A SURVEY OF 1961-70 KANSAS STATE UNIVERSITY
BUSINESS EDUCATION GRADUATES

by 6291

SHERI ANN BERGGREN STORER

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

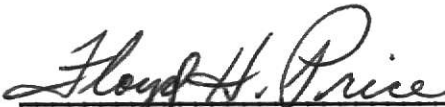
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Major Professor

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Background	1
Statement of the Problem	3
Limitations	5
REVIEW OF SELECTED LITERATURE	6
Personal Characteristics	6
Geographical Distribution	7
Present Position	8
Graduate Study	11
Salary	12
Summary	13
METHOD	15
Sample	15
Research Design and Procedure	15
Measure	15
Pilot Study	16
Questionnaire Study	16
Follow-up	16
Compilation of Data	16
Summary	16
SURVEY RESULTS	18
Number of Questionnaires Returned	18
Sex	19
Age	19

	PAGE
Marital Status	25
Present Location	29
First Job After Graduation	30
Employment Trends Three and Six Years After Graduation	34
Present Occupations	35
Tenure in Present Position	44
Graduate Study	44
Income	51
IMPLICATIONS	58
Summary	58
Conclusions	60
Recommendations	61
BIBLIOGRAPHY	63
APPENDIX	67

LIST OF TABLES

TABLE	PAGE
I. Occupation On November 1, 1953, of All Members of the 1953 Graduating Class Who Prepared to Teach Various High School Subjects; Occupation of Majors in Business Education Who Prepared to Teach in High School -- in 13 States	10
II. Number and Percentage of Questionnaires Returned Per Year of Graduation	20
III. Number of Persons Receiving the Business Education Degree in the Various Years	21
IV. Average Graduation and Average Present Age of Male Business Education Graduates	23
V. Average Graduation and Average Present Age of Female Business Education Graduates	24
VI. Marital Status of Male Graduates	25
VII. Marital Status of Female Graduates	26
VIII. Years After Graduation Before Marriage (Male)	27
IX. Years After Graduation Before Marriage (Female)	28
X. States Where Graduates Are Now Living	33
XI. First Job After Graduation (Male)	36
XII. First Job After Graduation (Female)	37
XIII. Job Three Years After Graduation (Males)	38
XIV. Job Three Years After Graduation (Females)	39
XV. Job Six Years After Graduation (Males)	40
XVI. Job Six Years After Graduation (Females)	41

	PAGE
XVII. Present Occupation of Business Education Graduates (Males) . . .	42
XVIII. Present Occupation of Business Education Graduates (Females) . . .	43
XIX. Average Tenure in Years on Present Job of Graduates	45
XX. Percentage of Business Education Graduates With Additional Degrees	46
XXI. Business Education Graduates With Master's Degrees	47
XXII. Course Work Completed by Business Education Graduates Beyond Highest Degree	48
XXIII. Business Education Graduates Presently Working On An Advanced Degree	49
XXIV. College or University Where Graduate Work is Being Done	50
XXV. Incomes of Male Graduates Not Engaged in Teaching	54
XXVI. Incomes of Male Graduates Engaged in Teaching	55
XXVII. Incomes of Female Graduates Not Engaged in Teaching	56
XXVIII. Incomes of Female Graduates Engaged in Teaching	57

LIST OF FIGURES

FIGURE		PAGE
1	Proportion of Business Education Graduates Who Are Male and Female	22
2	Location of Business Education Graduates in Kansas	31
3	States Where Graduates Are Located	32

CHAPTER I

INTRODUCTION

Background

Information has become the basic building block of society--its use the determinant of the future. The college student today is aware of the vast stores of knowledge available to him and, being a product of the "New Computerized Age," lives with the machine. Change and new concepts are characteristic of this Age.

Career planning in this climate takes on new complexities. The college student must discover information (written and non-written) which is effective in helping him make a series of decisions as he develops a personally meaningful career.

Teacher placement offices are of vital importance to the schools of this nation and to American society as they assist students in deciding upon their careers. This importance can be supported by a statement made by the Code Committee of the Western Institutional Teacher Placement Association:

In this specialized placement field, placement offices attempt to bring about better organization of the supply and demand for workers in education to the end that employers and qualified candidates are brought together in the most efficient manner. Through the skillful assistance of the placement services, better selection of candidates occurs, maladjustment and turnover are reduced, and higher levels of teaching and administration are achieved.¹

When a student is going through self-evaluation and trying to decide on a meaningful career, it is helpful to use a teacher placement officer as a

¹Code Committee, Western Institutional Teacher Placement Association, "Code of Ethical Practices for Placement Officers," California Schools XXII (June, 1951), pp. 242-244.

touchstone, for his experience while counseling career-seekers may offer new ideas to follow in one's search, or he may help to verify some guidelines about career choice. Guidance by the teacher placement officer for the purpose of assisting each individual to prepare himself for occupational and social adjustment is vital.²

Counseling has been defined by Wrenn as:

a professional relationship between two people in which the counselor provides the skill in insight and therapy but in which both take an active part toward the realization of the major aim of counseling, namely a self-determined resolution, decision, or change of attitude on the part of the client.³

Vocational counseling is, therefore, a large part of the teacher placement officer's duties. It involves working with students who are soul searching, helping them to direct their ideas toward a meaningful career.⁴ Placement personnel are there to answer questions and to offer suggestions and meaningful advice when asked to do so.

Teacher placement officers are concerned with the alternatives facing students, as much as the students themselves. The proper direction to take may only be seen clearly after the total picture has been considered. It is important to realize that learning an occupation and choosing an occupation are inseparable parts of the same process.

These concepts stated above are important for all fields in education, however, the focus in this study will be on obtaining information about past

²Berry, Aubrey L., "Principles and Problems," The Dynamics of Teacher Placement, The National Institutional Teacher Placement Association, 1955, pp. 17-19.

³Wrenn, C. Gilbert, "Student Personnel Work in General Counseling Procedures," Encyclopedia of Educational Research, Walter S. Monroe, Editor, (New York: The MacMillian Company, 1950), p. 1312.

⁴Lawrence, T. E., "All Men Dream . . .," College Placement Annual 1971, pp. 2-11.

business education graduates of Kansas State University in order to assist present and future business education students at Kansas State University in deciding on a career in this field. Students seeking a career in business education at Kansas State University need to be fully aware of what they could expect to encounter upon graduation with respect to job opportunities, duties, responsibilities, salary, and advancement in the occupational area for which they plan to prepare. It is the responsibility of the teacher placement officer to provide adequate counseling information in curriculum selection, in career planning, and in promoting graduate study in business education as in all other fields.

The student preparing to teach business subjects in the junior or senior high school is enrolled in a pre-business curriculum in the College of Business Administration for the freshman and sophomore years at Kansas State University. In addition to the pre-business advisor each student is assigned an advisor in the College of Education who is responsible for the selection of courses in his major and teaching field. During the junior and senior years, the business education major is admitted to the College of Education. Dual advisement is, therefore, provided during the four years for all prospective business education teachers.

In addition to this advisement, however, business education teachers need guidance in planning their career in this field. With the information obtained from this study, the teacher placement officer at Kansas State University will be better prepared to guide present and future business education teachers.

Statement of the Problem

When counseling present and future business education teachers, it is vital for a teacher placement officer to have a knowledge of what business

education graduates have done after receiving their degree. Taking inventory of past business education graduates and their characteristics is the first step toward counseling present and future business education majors about their career in this field.

The purpose of this study was to determine from the 1961-70 business education graduates at Kansas State University the answers to the following questions:

1. What is the present age and marital status of the 1961-70 business education graduates? Does their present marital status affect their employment opportunities?
2. Have these past business education graduates received additional degrees in other fields, have they taken additional courses beyond their highest degree, or are they presently working toward an advanced degree? If so, at what institution and in what field?
3. What was the business education graduate's first job after graduation and what is his or her present endeavor?
4. What was the length of time between graduation and their first job and how long have they been employed at their present job or position?
5. What positions did the graduate hold at three- and six-year intervals after graduation?
6. What is the present annual salary of those employed as a business education teacher and what is the present annual salary of those employed full time but not in education?

This study was designed to survey all 1961-70 business education graduates of Kansas State University in order to help answer the above questions and thus provide counseling information to the Career Planning and Placement Center. This Center provides a university-wide career planning and placement center for the use of all its students and alumni. Undergraduate students are, therefore, invited to use the services of this Center in learning and choosing their career. The information that the Center will receive from

this study of business education teachers will be used to guide present and future business education teachers. It is important to have answers to the above questions before a teacher placement officer can counsel present and future business education teachers about their future career.

Limitations

This study was limited to the 1961-70 business education graduates of Kansas State University which totaled 137 graduates. The graduates surveyed were those whose names appeared on the fall and spring student teaching lists prepared by the College of Education each semester. All business education teacher candidates were required to register at the Career Planning and Placement Center during the years of 1961-70 so a double check could be made to be sure that all of the business education graduates during this ten-year period were included. The study, however, was limited by the total number of questionnaires that were returned.

CHAPTER II

REVIEW OF SELECTED LITERATURE

A search for literature of similar studies revealed several follow-up studies of business education graduates at various other colleges and universities. No such information pertaining to business education graduates of Kansas State University was found.

Personal Characteristics

For a study made in 1960 for the National Science Foundation, 1,200 degree-granting institutions were asked to provide names of 20 per cent of their graduating class and 33 per cent of second-degree recipients in 1958. The median age of men was 24 years, of women, 22.6 years.¹ In a follow-up study of business education graduates conducted at Kansas State Teachers College of Emporia, Endly² found that there is a trend shown toward younger graduation of business education students, e.g. the graduates in the years 1919 to 1928 average age of graduation for the women was 26 while the average age for women in the years 1940-41 was twenty-three. The average age at graduation for both men and women was 24.5 years. Carroll found that 88 per cent of the business teachers are women and their average age is 35, however, the modal age is 23 years.³

¹Bureau of Social Science Research, Inc., Two Years After the College Degree, (Washington: U. S. Government Printing Office, 1963), 335p.

²Endly, Merle, "A Follow-up Study of All Graduates of the Kansas State Teachers College of Emporia with the Bachelor of Science Degree in Commerce," (January, 1942), pp. 8-10.

³Carroll, Theda S., "A Study to Determine the Characteristics of Business Teachers in the Secondary Schools of Arkansas," M. S., State College of Arkansas (Conway), 1969, 116p.

Of the 112 men answering the questions on marital status in the study conducted by Endly,⁴ 54 per cent were married. The 46 per cent single men were members of the classes of more recent years. Of the 185 women answering the questions on marital status, 46 per cent were married. In a study conducted by Jones at the Woman's College of the University of North Carolina, a little less than half of the graduates responding were married.⁵ The year following graduation was the most frequently reported year of marriage. In 1960, the Bureau of Social Science Research found that most graduates married at or shortly after graduation.⁶

Geographical Distribution

In surveys of business education graduates by Cornette,⁷ Endly,⁸ Finch,⁹ and Jones¹⁰ it was found that most of the business education graduates were inclined to remain in the general geographical location of the state

⁴Endly, op. cit., pp. 11-18.

⁵Jones, Sarah Wilson, "Report on a Follow-up Study of Business Education Graduates of the Woman's College, University of North Carolina for the Years 1933-41. M. S., University of North Carolina (Greensboro), 1946, pp. 15-23, 71.

⁶Bureau of Social Science Research, Inc., op. cit., 335;.

⁷Cornette, Mary Elizabeth, "A Followup Study of the Four-Year Teacher Training Graduates of the Bowling Green College of Commerce, 1937-41. M. S., Western Kentucky State Teachers College (August, 1942), p. 7.

⁸Endly, op. cit., pp. 18-23.

⁹Finch, Alton V., "A Survey of the 1951-60 Graduates of Eleven Colleges and Universities in North Carolina, with Emphasis Upon the Graduates of East Carolina College to Determine Some of the Significant Relationships Between Undergraduate Collegiate Business Education and Business Careers," Unpublished Doctor of Education Dissertation, Colorado State College, March, 1966.

¹⁰Jones, op. cit., pp. 16-19.

in which they were graduated. This is especially true of women according to Finch.¹¹ Seventy-eight per cent of the graduates live in Kansas with another 12 per cent living in the states surrounding Kansas, according to Endly.¹² Jones' study revealed that two-thirds of the North Carolina business education graduates were living within the state.¹³

Present Position

The 1954 Annual Report of the NEA Research Division¹⁴ illustrated the vocational placement of the eligible teaching candidates who came from the colleges in 13 states in 1953 (see Table I). The state of Kansas was one of the 13 states included. Teaching succeeded in obtaining the services of just over one-half--53.1 per cent--of the 1953 business education graduates. This modest success was achieved only because two-thirds of the qualified women--65.5 per cent--actually accepted teaching positions. Among the eligible men, only two in five--39.6 per cent--followed through to become teachers.

In a study of business education graduates conducted by Dellasega at Kansas State Teachers College, it was found that 34.04 per cent of the 1936-41 graduates who prepared to teach were actually in the teaching profession.¹⁵

¹¹Finch, op. cit.

¹²Endly, op. cit., pp. 18-23.

¹³Jones, op. cit., pp. 16-19.

¹⁴Maul, Ray C., "What's Happening to Our Supply of Business Teachers," Journal of Teacher Education, Volume 1, (March, 1954), pp. 37-38.

¹⁵Dellasega, Bernard, "A Study of the Factors Which Have Induced Commerce Graduates of the Kansas State Teachers College, Pittsburg, Kansas, 1936-41 to Abandon Teaching as a Career!" M. S., Kansas State Teachers College (Pittsburg, 1947), p. 38.

In a survey made at the four-year training program at Bowling Green College of Commerce, Cornette found that approximately one-fourth of the graduates were not actually teaching business subjects when the study was conducted. All of the graduates except three, however, with the exception of those who had married or gone into the military service, were engaged in work for which the College of Commerce gave them specific training. Approximately 72 per cent were teaching business subjects.¹⁶

One out of every five men and one out of every seven women found employment outside teaching. The per cent of potential business education teachers who apply their college training in other jobs is approximately twice the average per cent of all potential high school teachers who seek non-teaching employment.¹⁷ Military service depletes the ranks of men who are qualified to teach business subjects as much as does the pull of other jobs. Fully one-fifth--21 per cent--of the men in the 1953 graduating class were reported to be in the various branches of the military service. Only one out of twelve--8.5 per cent--of the 1953 graduates in business education were housewives.¹⁸ According to Endly, teaching leads as the occupational activity of both men and women business education graduates--48 per cent of the 283 graduates who completed the questionnaire were business teachers.¹⁹

¹⁶Cornette, op. cit., p. 7.

¹⁷Ibid.

¹⁸Ibid.

¹⁹Endly, op. cit., pp. 23-29.

TABLE I

OCCUPATION, ON NOVEMBER 1, 1953, OF ALL MEMBERS OF THE 1953 GRADUATING CLASS WHO PREPARED TO TEACH VARIOUS HIGH SCHOOL SUBJECTS; OCCUPATION OF MAJORS IN BUSINESS EDUCATION WHO PREPARED TO TEACH IN HIGH SCHOOL--IN 13 STATES*

Field of Preparation	Teaching		Otherwise Employed		Continuing Formal Study		In Military Service		Homemaking		Seeking Employment		No Information		Total
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
All High School Fields:															
Men	2,914	43.0	629	9.3	690	10.2	1,508	22.2	0	0.0	55	0.8	985	14.5	6,781
Women	3,533	66.4	415	7.8	234	4.4	11	0.2	382	7.2	57	1.0	692	13.0	5,324
Total	6,447	53.3	1,044	8.6	924	7.6	1,519	12.5	382	3.2	112	0.9	1,677	13.9	12,105
Business Education															
Men	162	39.6	84	20.5	21	5.1	86	21.0	0	0.0	2	0.5	54	13.3	409
Women	292	65.5	64	14.4	9	2.0	0	0.0	38	8.5	11	2.4	32	7.2	446
Total	454	53.1	148	17.3	30	3.5	86	10.5	38	4.4	13	1.5	86	10.1	855

*Connecticut, Illinois, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nevada, New Mexico, Utah, Vermont, Wisconsin, Wyoming

Graduate Study

Dellasega contends that those business education graduates who are "interested enough in the teaching profession to pursue some work above the graduation are more likely to remain in the profession than a person who has not taken graduate work."²⁰ At Bowling Green College of Commerce, Cornette's follow-up study of business education graduates revealed that not quite one-third of the total group of graduates had additional training. Six out of seven business teachers who had additional undergraduate work came back to the College of Commerce to get it. Nearly all those who had pursued graduate study had done that work in some commercial field.²¹

In the study conducted by Carroll,²² 21 per cent of the graduates had master's degrees. Forty-two of the 363 teachers had only bachelor's degrees and had taken no college work beyond that degree. Almost 74 per cent, however, had some work experience other than teaching.

In a comparison of business education and business administration alumni, Sawatzky found that business teaching alumni were more likely to continue with formal academic work beyond the bachelor's degree than accounting graduates and general business majors which included management and marketing majors. A chi-square value of 42.93 indicated a statistically significant relationship between the type of business major and the amount of advanced college work completed subsequent to the bachelor's degree.²³ Perhaps a

²⁰Dellasega, op. cit., p. 38.

²¹Cornette, op. cit., p. 9.

²²Carroll, op. cit.

²³Sawatzky, Jasper J., "Follow-up Study of Business Education Graduates 1955-65," Humboldt State College, Arcata, California, 1966.

salary schedule design and education credential requirements act as incentives for business teachers to continue academic work beyond the bachelor's degree.

In Maul's study only 5.1 per cent of the men and only 2.0 per cent of the women business education graduates were reported to be enrolled for advanced study, whereas 10.2 per cent of the men and 4.4 per cent of the women in the total group of prospective high school teachers were so engaged. These figures, according to Maul, point up to the fact that training to the bachelor's degree level in business education brings many immediate employment opportunities with minimum need for further formal training.²⁴

In Endly's study of business education graduates, 40 per cent of the graduates responding had some graduate work on record; 34 per cent of the women had done some graduate work and 48 per cent of the men had some graduate work on record.²⁵

Salary

Finch²⁶ and Endly²⁷ both found that females earn lower salaries than the male graduates in business education. In addition Finch stated that the graduate seeking employment in occupations in business education not only could expect lower beginning salaries than graduates employed in other occupations but they could also expect their salaries to advance at a lower rate as they become experienced.²⁸ Dellasega stated that lower salaries are the main reason the graduates left the field.²⁹

²⁴Maul, op. cit.

²⁵Endly, op. cit.

²⁶Finch, op. cit.

²⁷Endly, op. cit., pp. 29-33.

²⁸Finch, op. cit.

²⁹Dellasega, op. cit., p. 40.

In determining the characteristics of business teachers in Arkansas, Carroll found that full-time salaries ranged from \$3,700 to \$11,700. The mean salary was \$5,717 with the standard deviation of \$816. The mean salary of those holding master's degrees was about \$1,000 higher than those with a bachelor's degree.³⁰

In Sawatzky's study of business graduates, almost one-half of the teaching alumni were in the \$7,000 or less category and only four of the 181 respondents earned \$10,000 or more annually. Beginning income differences were relatively slight between all of the business majors, however, these differences increased rapidly with the business education graduate following far behind other business graduates who had selected business administration majors.³¹ Endly, too, found that graduates employed in teaching receive smaller incomes than those employed in some other type of work.³² Sawatzky suggested that incentives for those considering a business education major will have to be other than financial. The decrease in business education majors may be partially attributed to lagging salary schedules.³³

Summary

Graduation from college marks a major transition in a business education student's career. The trends indicate that these students are graduating at an earlier age and most of them are married at the time of graduation or shortly after.

³⁰Carroll, op. cit., p. 115

³¹Sawatzky, op. cit.

³²Endly, op. cit., pp. 29-33.

³³Sawatzky, op. cit.

Rather than living a great distance from where they graduated, most of the graduates remain in the state from which they graduated or a state surrounding that particular state. This indicates that the state is not losing the manpower that is being trained within the state.

Of the students who graduated with a degree in business education, most of them are using the specific training for which they received their degree. If they are not teaching, they are nevertheless using the skills they learned at college. Teaching, however, leads as the choice of occupation of most of the graduates.

Of those graduates who are interested in teaching business subjects as a career, most of them have obtained some additional course work at the graduate level. This is probably due both to the design of the salary schedule within the school system and also credential requirements.

Incentives other than salary are necessary for the business education graduate. The salaries are lower for beginning teachers and the salaries do not increase at an even pace with other occupations. Success, however, is not measured by financial rewards alone.

CHAPTER III

METHOD

Within this chapter the actual design of the study is described. The individuals studied, the materials employed, and the procedures are discussed.

Sample

The subjects for this survey were all of the 1961-70 business education graduates of Kansas State University which totaled 137. This includes graduates of the fall, spring, and summer semesters. This population was small enough that the entire population could be used as the sample. This will increase the reliability and validity of the survey.

Research Design and Procedure

After the topic was selected and library research conducted, it was necessary to design an instrument to secure the data needed.

Measure. A questionnaire (see Appendix A) was designed to help answer the questions stated in Chapter I. Questions were designed to provide information to the Career Planning and Placement Center concerning the careers and characteristics of the 1961-70 business education graduates. Suggestions and ideas for designing the questionnaire were received from the Career Planning and Placement Center, the College of Education, and various other similar follow-up studies of business education graduates of other colleges and universities. Most of the twenty-two questions on the questionnaire could be answered by putting a cross mark opposite the appropriate answer. The respondents were not required to sign the completed questionnaire.

Pilot Study. The questionnaire was given to fifteen teachers of Manhattan High School. This included three business education teachers. The other twelve teachers were asked to insert their own field whenever the term "business education" was stated. It was explained that this was a pilot study and provision was made for corrections and suggestions in order to improve the questionnaire. The necessary changes were made from their comments and suggestions in order to improve the validity of the study.

Questionnaire Study. Addresses for the 1961-70 business education graduates were obtained from the Career Planning and Placement Center, Office of Admissions and Records, and the Alumni Association. Initial mailing of the questionnaires went out on the twelfth of April, 1971, to all 137 graduates. Along with the questionnaire went a cover letter (see Appendix B) explaining the purpose and importance of the survey and a self-addressed, stamped envelope.

Follow-up. Since a 61 per cent return within two weeks was not satisfactory, a follow-up letter (see Appendix C) together with another questionnaire and self-addressed, stamped envelope, was sent to those business education graduates who had not returned their questionnaire. A return of 75 per cent was desired. No additional follow-ups were necessary.

Compilation of Data. When the questionnaires were returned, they were sorted according to year of graduation. The data was then analyzed with descriptive statistics and used to answer the questions stated in Chapter I.

Summary

The survey collected many facts about the 1961-70 business education graduates at Kansas State University. This information will be used primarily

for guiding present and future business education students about their career, as well as updating information within the Career Planning and Placement Center. It can also be used in studying how current and future business education teachers can best be trained. Since a number of studies have been done which are similar to this one at other colleges and universities, it can be used as a tool for comparing business education graduates at Kansas State University with business education graduates of other colleges and universities.

CHAPTER IV

SURVEY RESULTS

The findings of the investigation are presented in this chapter. By obtaining information about past business education graduates of Kansas State University it will be possible to better assist present and future business education students in deciding on a career in this field. Students seeking a career in business education need to be aware of what to expect to encounter upon graduation. The following information provides counseling information for the teacher placement officer.

Questionnaires were mailed to all 137 Kansas State University business education graduates for the years 1961-70. A total of 125 questionnaires were returned prior to the cutoff date of June 1, 1971. Two additional questionnaires were received after this date.

This chapter contains a discussion of the questions on the questionnaire and of the specific findings.

Number of Questionnaires Returned

In tabulating the data, the business education graduates were analyzed according to year of graduation and comparisons were made between each consecutive year. Table II shows the number and percentage of questionnaires returned for each year. Table III shows the number of business education graduates each year. In 1961 there were seventeen business education graduates of which fifteen replied. Of the sixteen 1962 business education graduates, fifteen also replied. Twelve out of thirteen replied of the 1963 class. There were eight replies from the nine business education graduates of 1964. Of the

1965 and 1966 graduates, one hundred per cent replied, nine and nineteen, respectively. In the years 1967-70, with the exception of 1968, two business education graduates from each year did not reply, ten out of twelve, fourteen out of sixteen, and sixteen out of eighteen, respectively. Seven out of eight 1968 graduates replied. There was not a trend toward the more recent graduates having a higher percentage of questionnaires returned.

As illustrated in Table III, there has been approximately the same number of business education graduates each year with only slight decreases in 1964, 1965, and 1968.

Sex

Figure 1 shows that only nineteen of the one hundred twenty-five respondents or 15.2 per cent of the business education graduates were males. One hundred six or 84.8 per cent of the graduates who responded were females.

Age

The age of graduation for business education graduates has not shown a general trend toward younger graduation through the years 1961-69, as shown by Tables IV and V. The 1970 business education graduates, both male and female, however, are younger than the graduates of the previous nine years.

The average graduation age of female graduates had increased slightly between 1961 and 1969 with a decrease in age in 1970. There was no definite trend in the average graduation age of male graduates. This can be explained partially by the fact that some of these male graduates have served in the military service before and during their formal education.

During the ten-year period, the average graduation age of the female graduates has been lower than the average age of the male business education

TABLE II
NUMBER AND PERCENTAGE OF QUESTIONNAIRES
RETURNED PER YEAR OF GRADUATION

Year	Number Returned	Per Cent Returned
1961	15	88.24
1962	15	93.75
1963	12	92.30
1964	8	88.89
1965	9	100.00
1966	19	100.00
1967	10	83.33
1968	7	87.50
1969	14	87.50
1970	16	88.89
Business Education Graduates	125	91.04

TABLE III

NUMBER OF PERSONS RECEIVING THE BUSINESS EDUCATION
DEGREE IN THE VARIOUS YEARS

Year	Number of Persons Receiving Degree
1961	17
1962	16
1963	13
1964	9
1965	9
1966	19
1967	12
1968	8
1969	16
1970	18
Business Education Graduates	137

Figure 1

PROPORTION OF BUSINESS EDUCATION GRADUATES
WHO ARE MALE AND FEMALE

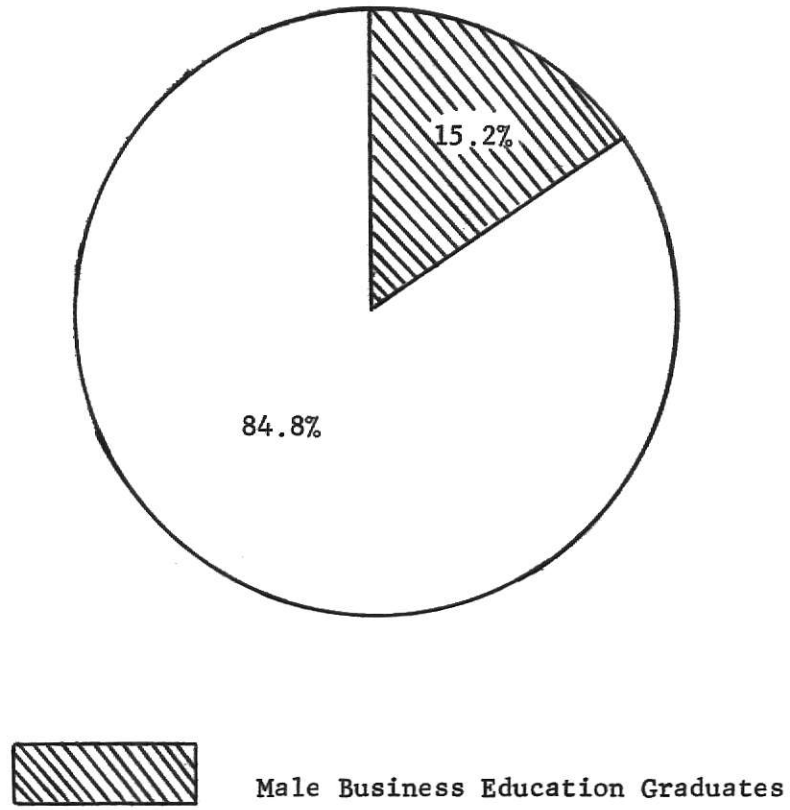


TABLE IV
 AVERAGE GRADUATION AND AVERAGE PRESENT AGE
 OF MALE BUSINESS EDUCATION GRADUATES

Year	Graduation Age	Present Age
1961	24.5	34.5
1962	23.5	32.0
1963	24.8	33.0
1964	23.0	30.0
1965	34.0	42.0
1966	33.0	38.3
1967	0	0
1968	23.5	26.5
1969	0	0
1970	21.7	23.0
Business Education Graduates	26.0	32.4

In 1967 and 1969, there were no male business education graduates.

TABLE V
AVERAGE GRADUATION AND AVERAGE PRESENT AGE
OF FEMALE BUSINESS EDUCATION GRADUATES

Year	Graduation Age	Present Age
1961	21.4	31.5
1962	21.4	30.4
1963	21.4	29.3
1964	21.7	28.7
1965	21.9	28.1
1966	21.6	26.6
1967	22.3	26.1
1968	22.8	25.8
1969	22.8	25.1
1970	21.5	22.5
Business Education Graduates	21.9	27.4

graduates. The average graduation age for the females was 21.9 years and the average age of the male graduates was 26 years. Military service accounts for some of this age increase. Some of the males perhaps supported a family while attending college and thus took a longer period of time to meet the needed graduation requirements.

The present average age of the females, likewise is below the average age of the male graduates.

Marital Status

The tabulation below indicates that of the nineteen males who answered the question on marital status seventeen, or 89.4 per cent are married, one or 5.3 per cent is single, and one, or 5.3 per cent is divorced.

TABLE VI

MARITAL STATUS OF MALE GRADUATES

Marital Status	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Total	
											Number	Per Cent
Married	2	2	4	1	2	2	0	2	0	2	17	89.4
Single	0	0	0	0	0	0	0	0	0	1	1	5.3
Divorced	0	0	0	0	0	1	0	0	0	0	1	5.3

Of the 106 females answering the questions on marital status, ninety-four or 88.7 per cent are married, and twelve or 11.3 per cent are single. Tables VI and VII show the figures for each of these ten-year periods.

TABLE VII

MARITAL STATUS OF FEMALE GRADUATES

Marital Status	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Total	
											Number	Per Cent
Married	13	13	7	7	5	14	7	5	13	10	94	88.7
Single	0	0	1	0	2	2	3	0	0	4	12	11.3

Tables VIII and IX illustrate the number of years after graduation before marriage. Table VIII shows the number of years elapsing between graduation and marriage for the males. Fifteen, or 78.9 per cent, of the males were married at the time of graduation or within one year. The number of years ranges from zero to eight.

Table IX shows the number of years after graduation before marriage for the women. The range was the same as for the male graduates, zero to eight years. Of the ninety-four business education graduates who were married, 72.3 per cent were married at the time of graduation or within one year. This indicates that slightly more men on a percentage basis are married at the time of graduation or shortly after than the women. Men, as previously shown, are also older on the average when they graduate with a degree in business education.

Graduates were asked on the questionnaire to what extent their marital status affected their employment. Of the nineteen men who answered this question, one or 5.3 per cent indicated that his marital status had some affect on his employment opportunities. Two, or 10.5 per cent, indicated that their marital status slightly affected their employment opportunities. Sixteen, or

TABLE VIII

YEARS AFTER GRADUATION BEFORE MARRIAGE (MALE)

Year	0*	1	2	3	4	5	6	7	8
1961	2	0	0	0	0	0	0	0	0
1962	2	0	0	0	0	0	0	0	0
1963	3	0	0	0	0	0	0	0	1
1964	2	0	0	0	0	0	0	0	0
1965	1	0	0	0	0	0	1	0	0
1966	2	0	1	0	0	0	0	0	0
1967	0	0	0	0	0	0	0	0	0
1968	1	0	1	0	0	0	0	0	0
1969	0	0	0	0	0	0	0	0	0
1970	2	0	0	0	0	0	0	0	0

*Married at time of graduation or within one year.

TABLE IX

YEARS AFTER GRADUATION BEFORE MARRIAGE (FEMALE)

Year	0*	1	2	3	4	5	6	7	8
1961	9	1	1	1	0	0	0	0	1
1962	7	0	3	1	0	0	0	2	0
1963	6	0	1	0	0	0	0	0	0
1964	5	1	0	0	0	0	0	1	0
1965	2	2	0	0	1	0	0	0	0
1966	9	2	1	1	1	0	0	0	0
1967	5	2	0	0	0	0	0	0	0
1968	4	1	0	0	0	0	0	0	0
1969	12	2	0	0	0	0	0	0	0
1970	9	0	0	0	0	0	0	0	0

*Married at time of graduation or within one year.

84.2 per cent of the men said that it had no influence. Of the 103 women who replied, however, twenty-nine, or 28.1 per cent indicated marital status had primary influence, fifteen, or 14.6 per cent indicated marital status had some affect, nine, or 8.7 per cent indicated marital status had slight affects, and fifty, or 48.6 per cent indicated marital status had no affect.

Married women graduates were asked if their husband's occupation influenced their employment opportunities. Of the ninety married women replying, twenty-five, or 27.8 per cent indicated their husband's occupation had primary influence, twenty-three, or 25.6 per cent indicated some influence, ten, or 11.1 per cent indicated slight influence, and thirty-two, or 35.6 per cent indicated no influence. In a large percentage of the cases, therefore, the graduate's marital status has little or no affect or influence on employment opportunities for either males or females.

Present Location

In tabulating the present location of the business education graduates of Kansas State University, it was found that seventy-eight out of the 125 graduates, or 62.4 per cent live in Kansas, sixteen, or 12.6 per cent live in states near or surrounding Kansas--Oklahoma, Texas, Colorado, Iowa, Missouri, and Nebraska. Twenty-five per cent live in all of the other states combined. One graduate presently lives in Canada. This would seem to indicate that there are good opportunities for the business education graduates here in the central states, because if these graduates were not satisfied that their chances of success were as good here in this part of the United States as in other parts, a larger percentage of them would have migrated to other sections of the country. Certain other factors enter into the situation, such

as family ties, property ownership, family-owned business enterprises, and differences in teacher's certification in the various states. Marital status, also, may influence the location and employment opportunities of business education graduates.

Figure 2 shows the geographical location of the business education graduates who are presently living in Kansas, both teaching graduates and those who are non-teachers. A number of graduates are in Manhattan. Other locations in Kansas with more than one Kansas State University business education graduate include Topeka, Wichita, Leavenworth, Liberal, Chapman, Junction City, Kansas City, Overland Park, Shawnee Mission, Ottawa, and Pratt.

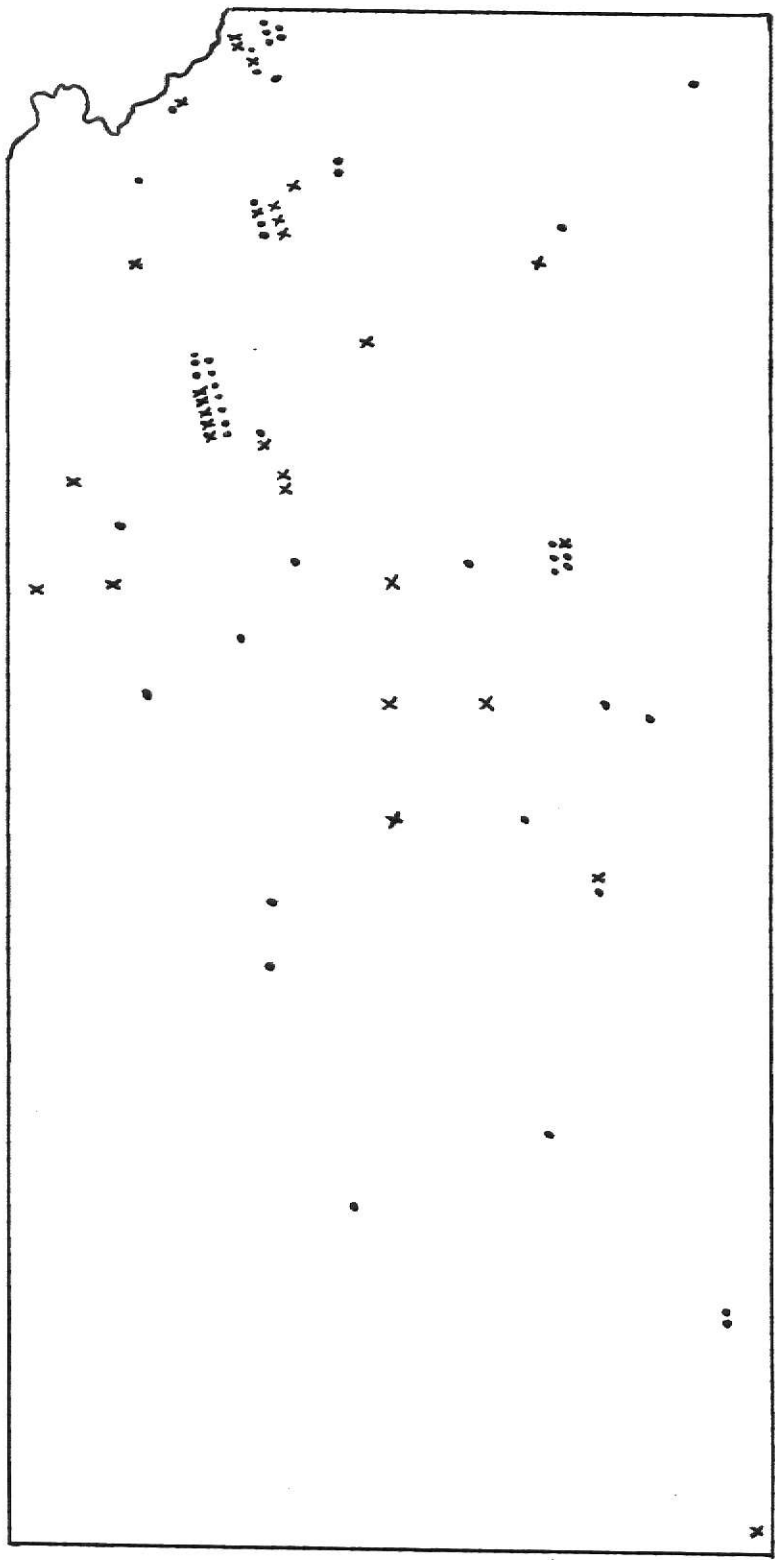
Figure 3 illustrates the various states where the graduates are presently located and Table X shows the number of graduates within each state.

First Job After Graduation

Tables XI and XII show the occupations of the business education graduates immediately following graduation. The male graduates have a higher percentage of graduates who began teaching immediately after graduation. In four of the ten-year periods, one hundred per cent of the graduates began teaching. This would seem to indicate the business education graduates leaving this institution of higher learning follow the vocation for which they were trained, namely that of becoming teachers of business subjects.

The average percentage of female graduates who began teaching immediately after graduation was 53.8 per cent as opposed to 68.4 per cent for the males. Perhaps one reason for this lower per cent is due to the fact that some married women graduates are not able to teach because of their husband's occupation or children. Women are not as mobile in their occupation as men.

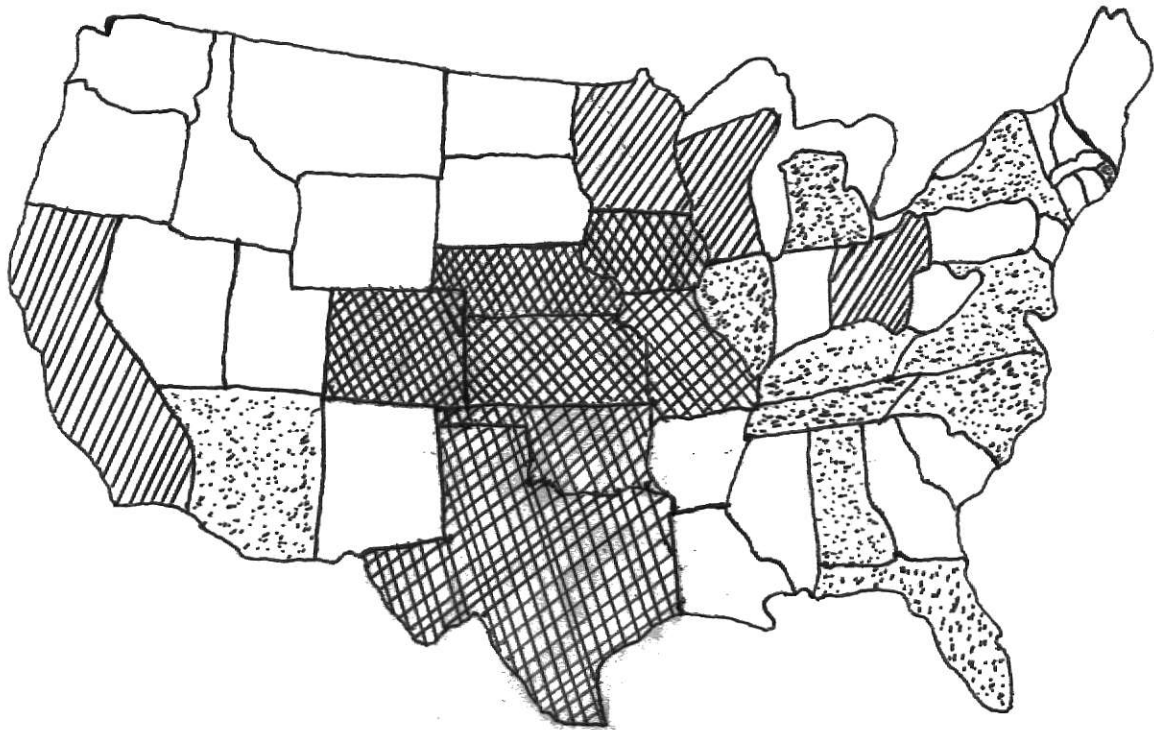
Figure 2
LOCATION OF BUSINESS EDUCATION GRADUATES IN KANSAS





X Teaching
. Non-teaching employment, including housewives

Figure 3

STATES WHERE GRADUATES ARE LOCATED



 94 graduates located

 3-6 graduates each


 1-2 graduates each

TABLE X

STATES WHERE GRADUATES ARE NOW LIVING

State	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Number	Per Cent
Kansas	7	10	11	3	6	10	6	6	9	10	78	62.9
Colorado	2	1	0	0	1	1	0	0	1	0	6	4.8
Minnesota	0	0	0	0	1	2	0	0	1	1	5	4.0
Missouri	1	1	0	0	0	1	1	0	0	0	4	3.2
California	0	1	1	1	0	0	0	0	0	1	4	3.2
Ohio	1	0	0	1	0	0	0	0	0	0	3	2.4
Wisconsin	1	0	0	0	0	0	1	0	1	0	3	2.4
Nebraska	0	0	0	0	0	2	1	0	0	0	3	2.4
Illinois	0	0	0	1	0	0	0	1	0	0	2	1.6
Alabama	0	0	0	0	0	1	0	0	1	0	2	1.6
Oklahoma	0	0	0	0	0	0	1	0	1	0	2	1.6
Texas	1	0	0	0	0	0	0	0	0	0	1	.8
Iowa	1	0	0	0	0	0	0	0	0	0	1	.8
Michigan	0	1	0	0	0	0	0	0	0	0	1	.8
Alaska	0	1	0	0	0	0	0	0	0	0	1	.8
Florida	0	0	0	1	0	0	0	0	0	0	1	.8
North Carolina	0	0	0	1	0	0	0	0	0	0	1	.8
Tennessee	0	0	0	0	1	0	0	0	0	0	1	.8
New York	0	0	0	0	0	1	0	0	0	0	1	.8
Arizona	0	0	0	0	0	0	0	0	0	1	1	.8
Kentucky	0	0	0	0	0	0	0	0	0	1	1	.8
Virginia	0	0	0	0	0	0	0	0	0	1	1	.8
Rhode Island	0	0	0	0	0	0	0	0	0	1	1	.8

One graduate in Canada.

A number of women graduates, however, indicated that their first position was related to business education. Clerical positions were mentioned quite frequently. In 1969 and 1970 for the females and in 1970 for the male graduates, there has been a sharp decline in the per cent of the business education graduates who begin teaching after graduation. This is due to the increase in supply of teachers with a decrease in positions available. This is a result of too many teachers being trained for the number of positions available together with a depressed economy. Schools lack needed funds to hire additional teachers.

Of the 125 responding graduates, 112 or 88.9 per cent of the graduates began their employment from zero to three months after graduation. The maximum lapse of time between graduation and employment was forty-two months.

Employment Trends Three and Six Years After Graduation

On the questionnaire, the 1961-68 graduates were to indicate what they were doing three years after they had graduated. Tables XIII and XIX illustrate this data. For the males, one hundred per cent were teaching for the 1961, 1962, 1963, 1964, and 1968 graduating classes. Both of the 1965 graduates had left teaching. From the 1966 class, only one out of three was still teaching. The average per cent who were teaching after three years rose from 68.4 per cent to 75.0 per cent.

The statistics for the female graduates, however, do not follow the above trend. In five of the seven years there was a decrease in the number of graduates who were teaching. In three of the years, the percentage remained the same. There was never an increase. There were also declines in the percentage of women who were engaged in non-teaching employment. The average per cent for teaching decreased from 53.8 to 48.1 per cent. Non-teaching employment decreased from 35.8 per cent to 22.7 per cent and the role of housewife increased from 6.6 per cent to 26.8 per cent for the three-year period.

Six years after graduation, which applies to 1961-65 graduates, the male graduates were relatively in the same occupations as three years after graduation. In 1961, 1962, and 1964, one hundred per cent of the graduates were still teaching with an overall average of 70.0 per cent. For the women graduates teaching, all of the percentages for each year had decreased and the overall average was 22.9 per cent. Non-teaching employment had decreased to 10.4 per cent and the role of housewife had increased to 66.7 per cent. This illustrates the importance of the wife and mother in the home.

Present Occupations

As shown by Table XVII, there has been a shift in the occupations of the graduates. More of the graduates have entered other types of occupations and/or become self-employed. Presently only 47.3 per cent of the male graduates are teaching, whereas 68.4 per cent were teaching after graduation, 75.0 per cent after three years, and 70.0 per cent after six years.

Table XIX shows the female graduates have also shifted. There has been a decrease in the average per cent of graduates teaching from the first job through six years after graduation and a slight increase in teaching percentages again at the present time. This increase in percentage is a result of the female graduates of 1967-70 graduates who are still teaching and have not yet become full-time housewives. Over the years these percentages will also decrease, however, some of the graduates from the earlier years will again enter the teaching profession. In comparing the present average percentage of male and female graduates who are teaching, they are closer to being equal than at the other time intervals.

TABLE XI

FIRST JOB AFTER GRADUATION (MALE)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	100.0	100.0	75.0	100.0	50.0	33.3	0	100.0	0	33.3	68.4
Housewife	0	0	0	0	0	0	0	0	0	0	0
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	0	0	25.0	0	0	66.7	0	0	0	33.3	21.0
Graduate School	0	0	0	0	0	0	0	0	0	33.3	5.3
Military Service	0	0	0	0	50.0	0	0	0	0	0	5.3
Other	0	0	0	0	0	0	0	0	0	0	0
One 1968 graduate indicated self-employment in addition to teaching.											100.0

TABLE XII

FIRST JOB AFTER GRADUATION (FEMALE)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	46.2	53.8	75.0	85.7	71.4	50.0	70.0	60.0	42.9	23.1	53.8
Housewife	15.4	7.7	0	0	0	12.5	0	0	14.2	0	6.6
Volunteer Service Organization	7.7	0	0	0	14.3	0	0	0	0	0	1.9
Non-Teaching Employment	23.0	38.5	25.0	14.3	14.3	37.5	30.0	40.0	42.9	69.3	35.8
Graduate School	7.7	0	0	0	0	0	0	0	0	7.7	1.9
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
	100.0										

TABLE XIII

JOB THREE YEARS AFTER GRADUATION (MALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	100.0	100.0	100.0	100.0	0	33.3	0	100.0	0	0	75.0
Housewife	0	0	0	0	0	0	0	0	0	0	0
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	0	0	0	0	50.0	66.7	0	0	0	0	18.8
Graduate School	0	0	0	0	0	0	0	0	0	0	0
Military Service	0	0	0	0	50.0	0	0	0	0	0	6.2
Other	0	0	0	0	0	0	0	0	0	0	0
One 1961 and one 1968 graduate reported being self-employed in addition to teaching.											100.0
Not applicable for 1969 and 1970 graduates.											

TABLE XIV

JOB THREE YEARS AFTER GRADUATION (FEMALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	46.2	38.5	44.4	42.8	57.1	50.0	70.0	40.0	0	0	48.1
Housewife	30.8	23.0	44.4	28.6	14.3	25.0	10.0	40.0	0	0	26.8
Volunteer Service Organization	7.7	0	0	0	0	0	0	0	0	0	1.2
Non-Teaching Employment	15.3	38.5	11.2	28.6	14.3	25.0	20.0	20.0	0	0	22.7
Graduate School	0	0	0	0	14.3	0	0	0	0	0	1.2
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
	100.0										

TABLE XV

JOB SIX YEARS AFTER GRADUATION (MALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	25.0	0	0	0	0	0	0	0	10.0
Teaching	100.0	100.0	50.0	100.0	0	0	0	0	0	0	70.0
Housewife	0	0	0	0	0	0	0	0	0	0	0
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	0	0	0	0	0	0	0	0	0	0	0
Graduate School	0	0	0	0	0	0	0	0	0	0	0
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	25.0	0	100.0	0	0	0	0	0	20.0
											100.0

One 1961 graduate reported teaching and self-employed.

One 1965 graduate did not report.

Not applicable for 1966-70 graduates.

TABLE XVI
 JOB SIX YEARS AFTER GRADUATION (FEMALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	23.0	23.0	12.5	28.6	28.6	0	0	0	0	0	22.9
Housewife	69.3	69.3	75.0	71.4	42.8	0	0	0	0	0	66.7
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	7.7	7.7	12.5	0	28.6	0	0	0	0	0	10.4
Graduate School	0	0	0	0	0	0	0	0	0	0	0
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
Not applicable for 1966-70 graduates.											100.0

TABLE XVII
PRESENT OCCUPATION OF BUSINESS EDUCATION GRADUATES (MALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	25.0	0	50.0	0	0	0	0	0	10.5
Teaching	50.0	50.0	50.0	100.0	0	33.3	0	100.0	0	33.3	47.3
Housewife	0	0	0	0	0	0	0	0	0	0	0
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	50.0	50.0	0	0	0	33.3	0	0	0	33.3	21.1
Graduate School	0	0	0	0	0	0	0	0	0	33.3	5.3
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	25.0	0	50.0	33.3	0	0	0	0	15.8
	One 1961, 1966, and 1968 graduate reported being self-employed in addition to teaching.										100.0

TABLE XVIII
PRESENT OCCUPATION OF BUSINESS EDUCATION GRADUATES (FEMALES)

Job	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	Per Cent of Total
Self-Employed	0	0	0	0	0	0	0	0	0	0	0
Teaching	38.5	23.0	12.5	14.3	14.3	31.2	50.0	40.0	50.0	30.8	32.1
Housewife	53.8	77.0	75.0	85.7	57.1	37.5	20.0	40.0	21.4	7.7	44.3
Volunteer Service Organization	0	0	0	0	0	0	0	0	0	0	0
Non-Teaching Employment	7.7	0	12.5	0	28.6	18.8	30.0	20.0	28.6	53.8	20.8
Graduate School	0	0	0	0	0	12.5	0	0	0	7.7	2.8
Military Service	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
	100.0										

Tenure in Present Position

Table XIX illustrates the average tenure of graduates who are engaged in teaching and also those engaged in other types of positions with the exception of housewife. According to the data, the graduates who are teaching remain in one position longer than graduates engaged in some other type of occupational activity. The teachers have an average tenure of three years four months, while the non-teaching graduates have an occupational stability of two years nine months.

Graduate Study

Table XX shows the percentage of business education graduates from each graduating class who have received degrees in addition to the business education degree either before or after receiving their business education degree. This may include additional bachelor's degrees or advanced degrees.

Sixteen of the 125 business education graduates have master's degrees. One graduate has a doctor's degree. All of these master's degrees are in business education, secondary education, administration, or business administration. The per cent for each year is shown in Table XXI.

The number of hours of course work that the graduates have completed beyond their highest degree is illustrated in Table XXII. The largest per cent of the business education graduates have taken only zero to six hours of course work beyond their highest degree which is predominately the bachelor's degree in business education.

Eighteen of the 125 respondents reported they were working on an advanced degree at the present time. Seventeen of these are for master's degrees. Thirteen of the degrees are in education, two in guidance and counseling, one in business administration, and one in library science. One graduate is working for a certificate in court reporting. Table XXIII indicates

TABLE XIX

AVERAGE TENURE IN YEARS ON PRESENT JOB OF GRADUATES

Year	Teachers	Non-Teachers
1961	5 Years 2 Months	1 Year 4 Months
1962	3 Years 1 Month	3 Years 0 Months
1963	5 Years 10 Months	4 Years 2 Months
1964	1 Year 6 Months	
1965	6 Years 0 Months	
1966	3 Years 6 Months	4 Years 10 Months
1967	3 Years 0 Months	2 Years 2 Months
1968	2 Years 6 Months	8 Months
1969	1 Year 8 Months	7 Months
1970	1 Year 1 Month	10 Months
	3 Years 4 Months	2 Years 9 Months

TABLE XX

PERCENTAGE OF BUSINESS EDUCATION GRADUATES WITH
ADDITIONAL DEGREES

Year	Per Cent of Total
1961	33.3
1962	20.0
1963	8.3
1964	25.0
1965	22.0
1966	10.5
1967	10.0
1968	28.6
1969	0.0
1970	6.3
	16.4

TABLE XXI

BUSINESS EDUCATION GRADUATES WITH MASTER'S DEGREES

Year	Per Cent of Total
1961	33.3
1962	20.0
1963	8.3
1964	25.0
1965	0.0
1966	5.3
1967	10.0
1968	28.6
1969	0.0
1970	6.3
	13.7

TABLE XXII

COURSE WORK COMPLETED BY BUSINESS EDUCATION GRADUATES
BEYOND HIGHEST DEGREE

Year	Number of Hours					
	0-6	7-12	13-18	19-24	25-30	Other
1961	86.7	13.3	0	0	0	0
1962	73.3	6.7	0	0	6.7	13.3
1963	50.0	8.3	8.3	8.3	0	25.0
1964	87.5	12.5	0	0	0	0
1965	77.8	0	22.2	0	0	0
1966	84.2	0	10.5	0	5.3	0
1967	80.0	10.0	0	10.0	0	0
1968	85.7	14.3	0	0	0	0
1969	78.7	7.1	7.1	7.1	0	0
1970	81.2	0	6.3	12.5	0	0
	78.5	7.2	5.4	3.8	1.2	3.8

Quarter hours were converted to semester hours.

TABLE XXIII

BUSINESS EDUCATION GRADUATES PRESENTLY WORKING ON AN
ADVANCED DEGREE

Year	Per Cent of Total
1961	6.6
1962	13.3
1963	0
1964	0
1965	11.1
1966	21.1
1967	30.0
1968	14.3
1969	7.1
1970	31.3
	13.5

TABLE XXIV

COLLEGE OR UNIVERSITY WHERE GRADUATE WORK IS BEING DONE

College or University	Number of Graduates	Per Cent of Total
Kansas State University, Manhattan	8	47.0
Kansas State Teachers College, Emporia	4	23.5
University of Nebraska, Lincoln	1	5.9
Central Missouri State College Warrensburg	1	5.9
Troy State University, Troy, Alabama	1	5.9
University of Arizona, Tucson, Arizona	1	5.9
Bryant College, Providence, Rhode Island	1	5.9
		100.0

the college or university where the graduate work is being done. Forty-seven per cent of the graduates are doing their graduate work at Kansas State University where they received their bachelor's degree in business education.

Income

Because teaching was the occupation listed by forty per cent of the business education graduates replying, it was decided that the best method of tabulating the material on incomes would be by dividing the male and female graduates into two classes each--those teaching and those not teaching.

Table XXV presents the data on the income of men graduates not engaged in teaching. In interpreting those incomes the purchasing power of the dollar should be taken into consideration.

Table XXVI shows the income of the men graduates who are engaged in teaching or administrative work in the schools. Based upon the data received, there is an indication that those graduates engaged in teaching are receiving smaller incomes than those engaged in some other type of occupation.

The incomes of women not engaged in teaching are presented in Table XXVII. By comparing this with Table XXV, it can be seen that women who are not teaching earn less than men not teaching. The figures given in these tables are based upon the incomes listed for the present job in each case. Of the eight male business education graduates not engaged in teaching, one hundred per cent have an income of \$8,501 to \$9,000 or above. Of the twenty females not engaged in teaching, nineteen of the graduates or 94.1 per cent are earning \$8,000 or less. Forty-five per cent are earning between \$5,000 and \$5,500.

Table XXVIII gives the income of female teachers. By comparing this table with Table XXVI it may be noted that the salaries of the women are

considerably lower than those of the men teachers. Only 55.4 per cent of the males earn \$8,001 to \$8,500 or less, while 90.1 per cent of the women teachers earn \$8,001 to \$8,500 or less. The lowest salary range for the women teachers was \$5,500 to \$6,000 while the lowest range reported for the male graduates was \$6,501 to \$7,000.

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CHAPTER V

IMPLICATIONS

This chapter provides a summary of the entire study and relates the investigator's conclusions.

Summary

The survey showed the business education graduates of Kansas State University are comparable to business education graduates of other colleges and universities in other states.

The average graduation age of business education graduates of Kansas State University was twenty-four years. This is comparable to most other studies conducted in Kansas and in other states.

Approximately eighty-five per cent of the graduates are women. This has been the trend in past years and will probably continue. Many of the business subjects such as shorthand, office practice and typing seem to attract females rather than the males.

Over seventy-five per cent of the graduates were married at the time of graduation or within one year. Most schools are probably more favorable to hiring a married graduate since this person may be more stable as far as location. There are many exceptions to this. Over eighty-four per cent of the male graduates indicated that their marital status did not affect their employment opportunities while only forty-eight per cent of the women indicated that ~~their~~ marital status had no affect on their employment opportunities. Twenty-eight per cent of the ~~women~~ indicated that their marital status was a primary influence affecting their employment opportunities.

Of the married female graduates almost twenty-eight per cent indicated that their husband's occupation was a primary factor in influencing their employment opportunities. Approximately thirty-six per cent indicated there was no influence from their husband's occupation.

Over sixty-six per cent of the business education graduates started teaching immediately after graduation, however, this average per cent has declined over the years. A few of the male graduates left the teaching profession, however, most of the decline is a result of the female taking on the role of full-time housewife. After several years, this average per cent will again increase as these women enter the teaching profession again after their children are grown.

At the present time, forty per cent of the graduates from 1961-70 are teaching business subjects. Of those graduates who are not teaching, a large per cent are employed in non-teaching employment and most of these positions are related to their business education training.

Over sixty-two per cent of the graduates are still living in Kansas and an additional thirteen per cent live in states near and surrounding Kansas. This is a good indication that Kansas is holding its trained manpower, and that opportunities evidently are available for business education teachers in Kansas. Differences in certification of the different states, together with other factors, tend to hold graduates in their home state.

Business education graduates tend to remain in one position longer than those graduates who are not teaching. Those graduates who have a desire to teach are probably fulfilling more of their needs than those graduates who are still seeking their life's occupation. The non-teaching employment period may be shorter in length since the graduate is still searching for that one position or occupation that he is truly interested in trying.

The business education graduates have not really pursued graduate study as much as some other graduates in other professions. Part of this can be explained by the fact that their training and background was quite generalized and most of the business education graduates have several avenues that they can explore because of their training. Of those graduates who are presently working on an advanced degree, forty-seven per cent are doing that graduate work at Kansas State University.

Incomes for business education graduates are not attractive and this is one of the reasons why some of the graduates have left the profession particularly the males. For the women graduates in business education, this salary range is even lower.

Conclusions

A successful business teacher occupies an unusually favorable position in the teaching profession, since preparation automatically qualifies him for either of two careers--one in business or one in teaching. The experience he gains in either career usually strengthens his qualifications for both careers, because his work, the dynamic, interesting, ever-changing subject-matter in modern business, keeps him acquainted with his local business community and aids him to become a respected leader in it. In addition, his students are usually those extremely interested in their work and in future careers.

No one is competent to completely and accurately predict the future. It is true that many excellent careers were available a generation ago that no longer exist. Rapid changes are to be expected during the next generation, and, of course, career opportunities likewise will change. The well-prepared business education teacher, however, would seem to have unusual assurance of excellent and dependable career opportunities of many varieties during his

lifetime; he has basic preparation for two of the major fields of endeavor known to mankind as mentioned earlier, the education profession and the business world.

One has only to glance at the acceleration of our increased population to know that a tremendous task faces the teaching profession, for we are not going to deny our youth the advantages of a good education. High schools today are increasing in size rapidly; this means opportunities for more of the special curriculum subjects as those provided by business education. It likewise means relatively greater opportunities for business teachers to teach only their major area of specialization. As the years go by the tendency definitely is for a greater percentage of youth to secure post-high-school education, which already is directing attention to the coming need for more teachers with the advanced preparation needed for teaching in these post-high-school positions--a tendency which will continue to give the business teacher excellent opportunities for ever-expanding and growing careers in the teaching profession.

Recommendations

It is the opinion of the writer that Kansas State University should better prepare its present and future business education students for future employment opportunities so that they will be better prepared when seeking career counseling information at the Career Planning and Placement Center. Presented below are some recommendations to improve the business education program at Kansas State University:

1. The College of Business Administration and College of Education should re-evaluate the present pre-business education curriculum and make needed improvements. More specific training is needed in this area.

2. It is recommended that similar studies be conducted for all teaching and non-teaching fields in order to provide career counseling information for the Career Planning and Placement Center.
3. It is recommended that a more detailed study follow this one. A study such as this one must be made first in order to locate the graduates and to obtain an overview of the graduates. A more detailed and specific study should follow along the lines of (1) the opinion of the graduates on the value of their college training at Kansas State University; (2) suggestions by the graduates for improvements of the business education major; (3) more detailed study of incomes, and; (4) what employers think of the graduates of Kansas State University and others of like nature.

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A P P E N D I X A

A FOLLOW-UP SURVEY
OF ALL BUSINESS EDUCATION GRADUATES
FOR THE 10-YEAR PERIOD 1961-70
AT
KANSAS STATE UNIVERSITY

1. SEX
 - a. Male
 - b. Female

2. PRESENT AGE: _____

3. AGE AT GRADUATION: _____

4. PRESENT MARITAL STATUS:
 - a. Single
 - b. Married
 - c. Divorced
 - d. Widowed

5. DATE OF MARRIAGE: _____

6. WHEN DID YOU COMPLETE YOUR DEGREE IN BUSINESS EDUCATION?
 - a. 1961
 - b. 1962
 - c. 1963
 - d. 1964
 - e. 1965
 - f. 1966
 - g. 1967
 - h. 1968
 - i. 1969
 - j. 1970

7. INDICATE ADDITIONAL COLLEGE DEGREES YOU HAVE ATTAINED,
INCLUDING FIELD: _____

8. HOW MANY HOURS OF COURSE WORK HAVE YOU COMPLETED BEYOND
YOUR HIGHEST DEGREE? (Semester or quarter whichever
appropriate.)

<u>Semester</u>	<u>Quarter</u>
a. <input type="checkbox"/> 0-6	a. <input type="checkbox"/> 0-10
b. <input type="checkbox"/> 7-12	b. <input type="checkbox"/> 11-20
c. <input type="checkbox"/> 13-18	c. <input type="checkbox"/> 21-30
d. <input type="checkbox"/> 19-24	d. <input type="checkbox"/> 31-40
e. <input type="checkbox"/> 25-30	e. <input type="checkbox"/> 41-50
f. <input type="checkbox"/> Other (Specify) _____	f. <input type="checkbox"/> Other (Specify) _____

9. ARE YOU CURRENTLY WORKING TOWARD AN ADVANCED DEGREE?
a. Yes
b. No

If the answer to Question 9 above was "yes," continue to next items, if the answer was "no," skip to Question 13.

10. WHAT ADVANCED DEGREE ARE YOU WORKING TOWARD PRESENTLY?
a. Master's
b. Doctorate
c. Other (Specify) _____

1. IF WORKING ON AN ADVANCED DEGREE, IN WHAT FIELD?

2. IF WORKING ON AN ADVANCED DEGREE, AT WHAT INSTITUTION?

3. PRESENT ENDEAVOR:
a. Self-Employed
b. Teaching
c. Housewife
d. Employed by Volunteer Service Organization
i.e., Peace Corps
e. Non-Teaching Employment
f. Graduate School
g. Military Service
h. Other (Specify) _____

4. HOW LONG HAVE YOU BEEN EMPLOYED AT YOUR PRESENT POSITION?

5. WHAT WAS YOUR FIRST JOB AFTER GRADUATION?
a. Self-Employed
b. Teaching
c. Housewife
d. Employed by Volunteer Service Organization
i.e., Peace Corps
e. Non-Teaching Employment
f. Graduate School
g. Military Service
h. Other (Specify) _____

6. TIME LAPSE BETWEEN GRADUATION AND YOUR FIRST JOB (in months): _____

17. IF YOU GRADUATED BETWEEN THE YEARS OF 1961 AND 1968 WHAT WAS YOUR POSITION THREE YEARS AFTER YOU GRADUATED? (For Example, if you graduated in 1962, what was your position in 1965?) Note: Not applicable for 1969 and 1970 graduates.
- a. Self-Employed
 - b. Teaching
 - c. Housewife
 - d. Employed by Volunteer Service Organization
i. e., Peace Corps
 - e. Non-Teaching Employment
 - f. Graduate School
 - g. Military Service
 - h. Other (Specify) _____

18. IF YOU GRADUATED BETWEEN 1961 AND 1965, WHAT WAS YOUR POSITION SIX YEARS AFTER YOU GRADUATED? (For example, If you graduated in 1961, what was your position in 1967?) Note: Not applicable for 1966 through 1970 Graduates.
- a. Self-Employed
 - b. Teaching
 - c. Housewife
 - d. Employed by Volunteer Service Organization
i. e., Peace Corps
 - e. Non-Teaching Employment
 - f. Graduate School
 - g. Military Service
 - h. Other (Specify) _____

19. IF PRESENTLY EMPLOYED FULL TIME AS A BUSINESS EDUCATION TEACHER, WHICH RANGE INCLUDES YOUR PRESENT ANNUAL SALARY?
- a. \$5,500-6,000
 - b. \$6,001-6,500
 - c. \$6,501-7,000
 - d. \$7,001-7,500
 - e. \$7,501-8,000
 - f. \$8,001-8,500
 - g. \$8,501-9,000
 - h. \$9,001-9,500
 - i. \$9,501-10,000
 - j. \$10,001-10,500
 - k. \$10,501-11,000
 - l. \$11,001-11,500
 - m. Other (Specify) _____

20. IF YOU ARE EMPLOYED FULL TIME BUT NOT IN EDUCATION, WHICH OF THE FOLLOWING RANGES INCLUDES YOUR PRESENT ANNUAL SALARY?

68

- | | |
|---|---|
| a. <input type="checkbox"/> \$5,000-5,500 | l. <input type="checkbox"/> \$10,501-11,000 |
| b. <input type="checkbox"/> \$5,501-6,000 | m. <input type="checkbox"/> \$11,001-11,500 |
| c. <input type="checkbox"/> \$6,001-6,500 | n. <input type="checkbox"/> \$11,501-12,000 |
| d. <input type="checkbox"/> \$6,501-7,000 | o. <input type="checkbox"/> \$12,001-12,500 |
| e. <input type="checkbox"/> \$7,001-7,500 | p. <input type="checkbox"/> \$12,501-13,000 |
| f. <input type="checkbox"/> \$7,501-8,000 | q. <input type="checkbox"/> \$13,001-13,500 |
| g. <input type="checkbox"/> \$8,001-8,500 | r. <input type="checkbox"/> \$13,501-14,000 |
| h. <input type="checkbox"/> \$8,501-9,000 | s. <input type="checkbox"/> \$14,001-14,500 |
| i. <input type="checkbox"/> \$9,001-9,500 | t. <input type="checkbox"/> \$14,501-15,000 |
| j. <input type="checkbox"/> \$9,501-10,000 | u. <input type="checkbox"/> Other (Specify) _____ |
| k. <input type="checkbox"/> \$10,001-10,500 | |

21. TO WHAT EXTENT DOES YOUR MARITAL STATUS AFFECT YOUR EMPLOYMENT OPPORTUNITIES?

- a. Greatly
b. Some
c. Slightly
d. None

22. IF YOU ARE A MARRIED FEMALE, TO WHAT DEGREE HAS YOUR HUSBAND'S OCCUPATION INFLUENCED YOUR EMPLOYMENT OPPORTUNITIES?

- a. Primary Influence
b. Some Influence
c. Slight Influence
d. No Influence

NAME: _____
(Optional)

ADDRESS: _____
Street

City State Zip Code

Please send results of survey.

A P P E N D I X B



CAREER PLANNING AND PLACEMENT CENTER
ANDERSON HALL
AREA CODE 913 532-6554

April, 1971

Dear Business Education Graduate:

The Career Planning and Placement Center continues to be interested in you and your career. We want to update information within the Center and study how we can best train current and future business education teachers.

Would you kindly complete this survey of business education graduates? Since a degree in this field has been issued to relatively few persons, we are eager to receive 100 percent response to insure reliable findings. If the results of the study would be of value to you, please indicate this on the questionnaire.

The questionnaire has been kept short so it will take only a few minutes of your time. Please return the survey by April 21. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

(Mrs.) Sheri Storer
Graduate Assistant
Career Planning and
Placement Center

James N. Akin
Associate Director
Career Planning and
Placement Center

Enclosure: Questionnaire
Self-addressed envelope

A P P E N D I X C



CAREER PLANNING AND PLACEMENT CENTER
ANDERSON HALL
AREA CODE 913 532-6554

April, 1971

Dear Business Education Graduate:

The results of the survey of 1961-70 business education graduates of Kansas State University, in order to update information within the Career Planning and Placement Center and to study how current and future business education teachers can best be prepared, is being finalized.

In checking returned questionnaires, we noticed that your questionnaire has not been returned. We are sure that you will want your data included in this survey in order to make it more valuable in helping K-State business education teachers. We are including an additional questionnaire in case you did not receive the initial mailing.

Please return the completed questionnaire in the stamped, self-addressed envelope that is provided as soon as possible. If you have already returned the questionnaire, please disregard this letter.

Thank you for your cooperation.

Sincerely yours,

(Mrs.) Sheri Storer
Graduate Assistant
Career Planning and
Placement Center

James N. Akin
Associate Director
Career Planning and
Placement Center

A SURVEY OF 1961-70 KANSAS STATE UNIVERSITY
BUSINESS EDUCATION GRADUATES

by

SHERI ANN BERGGREN STORER

B. S., Kansas State University, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this study was to take an inventory of past business education graduates of Kansas State University and their characteristics in order to provide information for counseling present and future business education teachers about their career in this field. A survey questionnaire was mailed to all 1961-70 business education graduates. Of the 137 questionnaires mailed, 125 were returned.

It was found that the Kansas State University business education graduates are quite comparable to the business education graduates in the United States. The average graduation age of the graduates was twenty-four years.

About eighty-five per cent of the graduates are women. A larger per cent of males are more interested in the other areas of business administration than education.

Three-fourths of the graduates were married at the time of graduation or within one year after graduation. Over eighty-four per cent of the male graduates indicated that their marital status had no influence on their employment opportunities, whereas only forty-eight per cent of the female graduates indicated that their marital status had an affect on their employment opportunities. Twenty-eight per cent of the married females indicated that their husband's occupation was a primary factor influencing their employment opportunities.

Over sixty-one per cent of the graduates entered the teaching profession immediately after graduation. Six years after graduation only forty-six per cent were still in the teaching profession. This decrease in per cent is caused by women taking on the role of full-time housewife and by other graduates, primarily males, seeking opportunities that are more highly paid.

From the ten-year period over sixty-two per cent of the graduates are still living in the state of Kansas. Kansas is holding its trained manpower in business education.

Business education graduates tend to remain in one position for a longer period of time than do those graduates who are in non-teaching positions, excluding housewives.

Only fourteen per cent of the business education graduates for the ten-year period have master's degrees and at the present time 13.5 per cent of the graduates are presently working on a master's degree. Approximately seventy-five per cent of the graduates have completed only zero to six hours of course work beyond their highest degree which in almost all cases is the bachelor's degree in business education.

The incomes of the male graduates are higher in both non-teaching and teaching employment than for the female graduates. The female business education graduates who are teaching presently, however, are earning incomes that are higher than the graduates who are in non-teaching positions.

From the study it was concluded that Kansas State University business education graduates are adequately prepared, but to insure an adequate supply of business education teachers in the future university officials must plan for better business education training programs.

Business education students who are interested in this field should be provided helpful information as to the career opportunities in business education. Teacher placement officers need to constantly update information on past business education graduates in order to help counsel present and future business education teachers.