

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1969

A Survey of the Present Status and the Potential for Future Organization of Business Youth Organizations in Utah High Schools

Roman S. Salazar
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Business Commons](#), and the [Education Commons](#)

Recommended Citation

Salazar, Roman S., "A Survey of the Present Status and the Potential for Future Organization of Business Youth Organizations in Utah High Schools" (1969). *All Graduate Theses and Dissertations*. 3651.

<https://digitalcommons.usu.edu/etd/3651>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



A SURVEY OF THE PRESENT STATUS AND THE POTENTIAL
FOR FUTURE ORGANIZATION OF BUSINESS YOUTH
ORGANIZATIONS IN UTAH HIGH SCHOOLS

by

Roman S. Salazar

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1969

ACKNOWLEDGMENTS

A sincere appreciation is extended to Dr. Ted D. Stoddard, major professor, for his guidance, encouragement, and recommendations throughout the course of this study. Thanks is also extended to the thesis committee for their constructive ideas and suggestions.

My deepest thanks to my parents, Mr. and Mrs. Roman G. Salazar, for their support and encouragement during this endeavor.

Roman S. Salazar

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
ABSTRACT	vii
 Chapter	
I. INTRODUCTION	1
The Problem	1
Importance of Study	3
Definitions of Terms Used	4
Limitations of the Study	5
Delimitations	6
Procedures	6
Overview of Study	7
II. REVIEW OF LITERATURE	9
The Role of Clubs in Extracurricular Activities in the High School	9
Reasons for Having a Business Club	12
The Role of Future Business Leaders of America (FBLA)	13
The Role of Distributive Education Clubs of America (DECA)	16
Summary of Review of Literature	20
III. METHODS AND PROCEDURES	21
Selection of Participants	21
Preparation of the Questionnaires	21
Organization of the Questionnaires	22
Procedures Used in Administering the Questionnaires	23
Response	24
Procedures Used in Analyzing the Data	24
Summary of Methods and Procedures	24

TABLE OF CONTENTS (Continued)

Chapter	Page
IV. FINDINGS	26
Current Status of Business Youth Organizations	26
Experience of Business Teachers With Business Youth Organizations	28
Relationship of Business Youth Organizations to the High School Program	29
Level at which Business Youth Organizations Should be Promoted	31
Membership of Business Youth Organizations	32
Conventions and Contests for Business Youth Organizations	33
Policies and Attitudes of School Districts Toward Business Youth Organizations	36
Future Prospects for Business Youth Organizations in the High Schools of Utah	37
Summary of Findings	40
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	42
Summary	42
Conclusions	43
Recommendations	44
LITERATURE CITED	46
APPENDIXES	48
A. Sample Cover Letter to High School Principals	49
B. Sample Questionnaire to High School Principals	50
C. Sample Cover Letter to High School Business Teachers	52
D. Sample Questionnaire to High School Business Teachers	53
E. Sample Follow-up Postal Card to High School Business Teachers	56

LIST OF TABLES

Table	Page
1. Number and percentage of business teachers who have served as sponsors of business youth organizations	28
2. Number and percentage of teachers who had belonged to a business youth organization while in high school or in college	29
3. The extent to which business youth organizations are considered an essential part of the high school business program by high school business teachers and principals	30
4. The levels at which business youth organizations should be promoted as reported by high school and business teachers and principals	31
5. Membership of business youth organizations as indicated by high school business teachers and principals	33
6. Reactions of high school business teachers and principals as to whether conventions should be held for business youth organizations	34
7. Levels at which conventions for business youth organizations should be held as indicated by high school business teachers and principals	35
8. Reactions of high school business teachers and principals as to whether contests should be made available to business club members	35
9. Levels at which contests should be made available to business club members as indicated by high school business teachers and principals	36
10. Levels at which high schools encourage business youth organizations	38
11. Number and percentage of business teachers interested in attending an orientation meeting for business youth organizations	38

LIST OF TABLES (Continued)

Table	Page
12. Number and percentage of business teachers interested in serving as a club sponsor	39
13. Attempts that will be made in organizing a business club in those high schools which do not presently have one as indicated by high school business teachers	40

ABSTRACT

A Survey of the Present Status and the Potential
for Future Organization of Business Youth
Organizations in Utah High Schools

by

Roman S. Salazar, Master of Science

Utah State University, 1969

Major Professor: Dr. Ted D. Stoddard
Department: Business Education

The purpose of the study was to determine the present status and the potential for future organization of business youth organizations in Utah high schools.

Questionnaires were mailed to Utah high school business teachers and to Utah high school principals.

Sixty-six per cent of the responding teachers had never served as a business youth club sponsor; and 69 per cent of the teachers had never belonged to a business youth organization in high school or in college.

Fifty-one per cent of the teachers expressed an interest in attending a regional meeting to discuss the organization of additional business youth organizations.

Fifty-four per cent of the teachers expressed an interest in serving as sponsors for business youth clubs.

Forty-three per cent of the teachers expressed a complete lack of knowledge about how to organize a business youth club in their schools within the next two years.

The high schools in Utah were found to be neutral in encouraging business youth organizations at the local, state, and national levels.

Significant differences at the .05 level of significance were found between the opinions of high school business teachers and high school principals in regard to (1) the levels at which business youth organizations should be promoted; (2) what type of student should be allowed membership in business youth organizations; and (3) the holding of conventions for business youth organizations.

No significant differences were found between the teachers and principals in regard to (1) the sponsoring of contests for business club members and (2) the importance of business youth organizations.

(64 pages)

CHAPTER I

INTRODUCTION

The business educator has the responsibility to himself as well as to his students to be constantly searching for better and more effective methods to supplement student learning experiences. Business youth organizations may serve in this capacity by giving young people who are planning to enter the business world the advantage and opportunity of participating in activities as a means of developing leadership qualities.¹ Because of the limited amount of participation in Utah high schools with regard to nationally affiliated business youth organizations for business students, a need exists for a study to determine the present status and the potential for future organization of such groups.²

The Problem

The purpose of this study was to determine the present status and the potential for organization of business youth organizations in the high schools

¹Hamden L. Forkner, "Why Your Students Should Belong to FBLA," Business Education Forum, X, No. 3 (November, 1955), 41-42.

²Theodore W. Ivarie, private interview, Utah State University, Logan, Utah. January 30, 1968.

of Utah. More specifically, attempts were made to accomplish the following objectives:

1. To determine which business youth organizations exist in Utah high schools.
2. If the high school has a business youth organization, to determine:
 - a. The name of the organization.
 - b. The number of members in the organization.
3. If the school does not have a business youth organization, to determine:
 - a. If the school has ever had one in the past.
 - b. Why the school has no existing business club.
4. To determine the amount of experience that business teachers have had working with business youth organizations in regard to:
 - a. Business clubs to which teachers have belonged--either at the high school or college level.
 - b. Experience of teachers in serving as club sponsors.
5. To determine the policies school districts have in regard to business youth organizations.
6. To determine the number of teachers who are or would be willing to serve as sponsors of business youth clubs.
7. To determine the number of teachers who would be willing to attend a regional meeting for orientation in the development and direction of business youth organizations in Utah.

8. To determine what plans are being made to organize business youth organizations in the high schools of Utah in the next two years.

9. To compare reactions of high school business teachers and high school principals as to:

- a. The importance of business youth organizations.
- b. The levels at which business youth organizations should be promoted.
- c. Who should belong to business youth organizations.
- d. The activities of business youth organizations.

Importance of Study

According to Hosler, a great concern about the current status of business youth organizations exists at the national level. The National Business Education Association recently issued letters to state directors of vocational education and to supervisors of business and office education informing them of the most recent developments regarding the organization of youth organizations in business and office education. The National Association of State Supervisors of Business and Office Education likewise set up a committee to study the subject of youth organizations in business and office education.³

³Letter from Russell J. Hosler, University of Wisconsin, Madison, Wisconsin. February 9, 1968.

Concern is also evidenced about the present status of business youth organizations in the state of Utah. This is shown by a survey report entitled

Vocational Education in Utah which states:

The formation of school youth organizations in business and office occupations should be a local project and, as such, should be determined by the wishes of the local school. This seems to be a practice in Utah. The largest organization in the secondary school business education area today is the Future Business Leaders of America, the youth division of the National Business Education Association, which has a membership of over 100,000. This organization has made little headway in Utah. Although youth organizations should be a matter of local concern, much can be said about the extracurricular advantages of these groups in stimulating interest in business as a career, and in providing opportunities for youth to develop leadership.⁴

Definitions of Terms Used

Business Youth Organizations--Business youth organizations were defined as organized extracurricular activities for business students which are often referred to as business clubs supervised by a club sponsor. Commercial clubs, secretarial clubs, junior sales clubs, retailing clubs, Future Business Leaders of America, Distributive Education Clubs of America, and Junior Achievement, Incorporated, are examples of business youth organizations.

Contests--Contests were defined as those organized activities in which students compete for special awards and which are sponsored at the local, state, and/or national level.

⁴W. D. McClurkin, and others, Vocational Education in Utah, (Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1966), p. 122.

Club sponsor--The club sponsor was defined as a person responsible for guiding and directing the business club's officers in planning and carrying out their duties.

Distributive Education Clubs of America--Distributive Education Clubs of America, also referred to as DECA, is a national youth organization designed specifically for students enrolled in Distributive Education, DECA is sponsored by DECA, Inc. , and is composed of local and state chapters, with national headquarters located in Washington, D. C.

Future Business Leaders of America--Future Business Leaders of America, also referred to as FBLA, is a national youth organization for all students enrolled in business subjects. FBLA is sponsored by the National Association, and is composed of local and state chapters, with national headquarters located in Washington, D. C.

Statistical Significance--Statistical significance was defined as any significant difference observed at the .05 level of significance when chi square analyses were used.

Two-tailed Test--Since the null hypothesis was stated that no significant difference existed, a non directional or two-tailed hypothesis was established; therefore, the two-tailed test was used.

Limitations of the Study

Limitations concerning the study were:

1. The survey was concerned solely with the reactions from high school business teachers and high school principals in Utah. The assumption

was made that these people were in a position to provide the needed information.

2. The results of the study can be valid only to the extent that respondents accurately answered the questions.

3. The percentage of returns was considered representative of the whole population and adequate for the purpose of the study.

4. Since an undetermined number of high school business teachers were believed to have represented the same school, it was assumed that a duplication of responses were received in the first question of the questionnaire pertaining to the number and kinds of business youth organizations in Utah and their membership.

Delimitations

The study was concerned primarily with the determination of the present status and the potential for organization of business youth organizations in the senior high schools of Utah. No attempt was made to include the junior high school business teachers or junior high school principals.

Procedures

Questionnaires were designed to gather data related to the objectives of the study. One questionnaire was prepared for high school business teachers; a second was prepared for high school principals.

On April 23, 1968, both questionnaires were issued to seven faculty members and graduate students in the Department of Business

Education at Utah State University to be examined for suggested improvements.

Both questionnaires, together with a cover letter, were mailed to 265 business teachers and 85 high school principals.

Of the 265 questionnaires mailed to the business teachers, a total of 163 were returned, for a 61.5 per cent response.

Of the 85 questionnaires mailed to the high school principals, a total of 60 were returned for a 69.4 per cent response.

The chi square statistic was used to test the null hypothesis that no significant difference existed between business teachers and principals in regard to:

1. Their attitudes toward the essential role of business youth organizations in the high schools.
2. Their preferences of levels (local, state, and national) at which business youth organizations should be promoted.
3. Their attitudes concerning the problem of who should belong to business youth organizations.
4. Their attitudes as to whether conventions and contests should be available for members of business youth organizations.

Overview of Study

A review of related literature is presented in Chapter II. The method and procedures which were followed during the investigation and preparation

are explained in Chapter III. Chapter IV contains the findings of the study. A summary of the study and conclusions and recommendations are contained in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

The literature relating to the problem of this study is presented in four sections: (1) the role of clubs in extracurricular activities in the high school; (2) reasons for having a business club; (3) the role of future business leaders of America (FBLA); and (4) the role of the Distributive Education Clubs of America (DECA).

The Role of Clubs in Extracurricular
Activities in the High School

McKown notes that extracurricular activities deserve a place in the program of all high schools. In defense of extracurricular activities, he states:

. . . we cannot accept scholarship as the main end and aim of secondary education because (1) the community which supports it is composed of citizens, not scholars and (2) the good scholar is not necessarily the good citizen (although many people, even some teachers, cling to this thoroughly illogical and unprovable view) any more than the good citizen is necessarily the good scholar. The main goal of the secondary school is good citizenship. And the academic classroom is not a setting for the development of this; good citizenship is not its main business.

Extracurricular activities provide many opportunities in which the student participates in as important-and-real-to him citizenship settings as those in which the adult as a

contributing member of his community participates. His is a miniature but none-the-less vital democracy.¹

The regular classroom subjects must not be minimized, but pupil activities can enrich the curriculum. Smith, Krouse, and Atkinson state that nearly all schools provide their students with a variety of activities, outside the classroom, often referred to as clubs or youth organizations which are supervised and directed by a teacher or teachers. They list the objectives of the effective club program. These broad objectives are:

1. Pupils have opportunity to follow up interests that have been aroused through the class program of other influences.
2. The club program serves to broaden the scope of the school program as a whole through the variety of activities offered to meet pupil interest.
3. Pupils gain the satisfaction of rendering genuine, worthwhile service to others, especially to their school.
4. Pupils have the opportunity to become better acquainted with equipment available in the school.
5. The club program tends to give students the opportunity for leadership that is often missing from the classroom.
6. Activities such as mathematics, science, history, dramatics, and speech clubs provide enrichment of the regular instructional program.²

¹Harry C. McKown, "How Many Extracurricular Activities Are Enough?" p. 396. In Frank L. Steeves (Ed.), Readings in the Methods of Education (New York: The Odyssey Press, Inc., 1964).

²Edward W. Smith, Stanley W. Krouse, and Mark M. Atkinson, Jr., "Club and Activity Programs," The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 778.

Link says that extracurricular activities play an important part in the functioning of secondary educational institutions. She further states that:

The activities that engage the interest of high school boys and girls outside of their regular class routine are of major significance in their lives. From the point of view of the teacher, these may be extras, but to the students they may be of the greatest importance. These extracurricular activities often command more vital energy than any classroom can bring forth.³

Green says that certain principles for extracurricular activities should be set up. These principles may serve as criteria for testing not only whether a thing goes into the program but also whether it goes out when it ceases to be in line with your principles and guides. She lists a set of principles upon which activities should be based:

1. Activities should answer a need.
2. Activities should be in accord with democratic principles.
3. Activities should be suited to the age of the group.
4. Activities should be student sponsored and faculty supervised.
5. Activities should provide equal opportunity for all to participate in democratic experiences within some group.
6. No activity that does not have administrative approval should be allowed in the school.

³Mary Elizabeth Link, "A Survey of the Activities and Values of Independent Business Clubs and FBLA Chapters in Wisconsin," (unpublished M. Ed. thesis, University of Wisconsin, 1959), p. 6.

7. Activities require time for direction and supervision; therefore some regular school time should be set aside for their direction, organization, and functioning.

8. Activities should be carried on with as little additional expense to the individual as possible.

9. Activities should be co-operatively set up by the administration, teachers, and students.⁴

Reasons for Having a Business Club

In her book, Green lists the reasons for having a business club. A business club should:

1. Help achieve better understanding on the part of Students of everyday business and economic practices, procedures, and conditions.

2. Help achieve better understanding and liaison between the schools and the business world.

3. Provide students with an additional prestige credential when applying for a job.

4. Give opportunity for experience in operating not only as a part of a local, but also as part of a national and state organization.⁵

In the business education curriculum there are youth organizations such as commercial clubs, secretarial clubs, junior sales clubs, retailing clubs, and on the national level, the Future Business Leaders of America (FBLA), Distributive Education (DECA), and Junior Achievement, Incorporated. Junior

⁴Helen Hinkson Green, Activities Handbook for Business Teachers, (New York: Gregg Division, McGraw-Hill Book Company, 1958), p. 5.

⁵Ibid., p. 18.

Achievement is usually not a secondary school organization, but is promoted and sponsored by business.⁶

The Role of Future Business Leaders of America (FBLA)

Future Business Leaders of America is sponsored by the National Business Education Association, a department of the National Education Association. Future Business Leaders of America has over 100,000 members participating at both the high school and college levels. FBLA represents a genuine opportunity to unify business education by enabling both students with vocational objectives and those with non-vocational objectives to meet together in a youth organization that has applications for both groups.⁷

The following information was obtained from the Future Business Leaders of America Handbook:

The organization known as the Future Business Leaders of America grew out of a proposal made by Hamden L. Forkner of Teachers College, Columbia University, New York City. During the year 1937-38, Dr. Forkner made the proposal to business teachers attending meetings of their respective state and regional associations that a plan of organization be set up for the thousands of business clubs in high school and colleges throughout the country. Official sponsorship of the proposed youth organization for business students was accepted by the National Council for Business Education at its Fall meeting in 1940. The sponsorship organization proceeded immediately with the appointment of committees for the purpose of formulating

⁶ Lloyd V. Douglas, James T. Blandford, and Ruth I. Anderson, Teaching Business Subjects (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), pp. 513-516.

⁷ Letter from Ronald L. Vaughn, Associate Professor of Business Education, Northern Arizona University, Flagstaff, Arizona, April 14, 1968.

the general plans of the organization. The name, Future Business Leaders of America, was selected and provisions were made for the organization of local chapters, state chapters, and the national organization.

In the school year of 1941-42, meetings were held with business teachers, administrators, and businessmen in many communities for the purpose of securing the best ideas that would contribute to the successful organization and operation of FBLA chapters. Although the United States was soon engaged in World War II, which added to the difficulties of organizing, it was decided to establish a number of chapters of the Future Business Leaders of America to serve as "pilot" or experimental chapters. The first chapter was organized at Johnson City, Tennessee, on February 3, 1942, and the second chapter was organized at St. Albans, West Virginia, on February 5 of the same year. Forty-one chapters were organized in 1942. Twenty-seven of these were organized in Tennessee--largely the result of the enthusiasm and work of Wayne Hodges, who was a graduate student of the University of Tennessee.

Because of the increased mobilization plans for World War II, further promotion of the organizing of FBLA chapters was discontinued in 1942. However, from January 1, 1943, to July 1, 1946, 38 additional chapters were organized upon direct demand of the students in many schools. Activities of the chapters during the war years included, for the most part, sponsorship of and participation in war service activities and community work connected with the war emergency and community defense plans. Many of the chapters have an enviable record for service performed during those years.

When the National Council for Business Education and the Department of Business Education of the National Education Association merged to form the United Business Education Association in July, 1946, and a headquarters office established at the NEA Center in Washington with a service staff headed by an executive director, sponsorship of the Future Business Leaders of America organization was assumed by the UBEA (in 1962 the name of UBEA was changed to the National Business Education Association)

and became one of its major projects. Steady progress has been made in the number of chapters organized, program of service, and membership.⁸

The Future Business Leaders of America seek to:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of young men and women in themselves and their work.
3. Create more interest and understanding in the intelligent choice of business occupations.
4. Encourage members in the development of individual projects and in establishing themselves in business.
5. Encourage members to improve the home and the community.
6. Participate in worthwhile undertakings for the improvement of business and the community.
7. Develop character, train for useful citizenship and foster patriotism.
8. Participate in co-operative effort.
9. Encourage and practice thrift.
10. Encourage improvement in scholarship and promote school loyalty.
11. Provide and encourage the development of organized recreational activities.
12. Improve and establish standards for entrance into store and office occupations.⁹

⁸ Future Business Leaders of America Handbook (Washington, D. C. : United Business Education Association, 1963), pp. 12-13.

⁹ Gladys Peck. Selected Readings in Business and Office Occupations. National Business Education Yearbook (Washington, D. C. : National Business Association, 1967), p. 17.

In addition to FBLA's list of purposes, Peck feels that FBLA can do much to foster leadership in high school students. She states:

FBLA serves as an effective means of bringing the interests of students together to deal with problems of vocational preparation, community problems, national problems, and better relationships with local, state, and national business groups interested in the welfare of the youth. Every student who expects to take his place in business as an employee or an administrator has a right to the opportunities afforded by FBLA for participation in a national organization which will prepare him for assuming adult responsibilities in adult organizations.¹⁰

The Role of Distributive Education Clubs of America (DECA)

The Distributive Education Clubs of America (DECA) is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education. It is a national organization whose membership is achieved through the local distributive education club.¹¹

The origin of Distributive Education Clubs of America can be traced back to the period between 1937 and 1942. This was the period when high school distributive education programs were started in different parts of the nation.¹² The Handbook for Distributive Education Clubs of America lists

¹⁰Gladys Peck, "The FBLA," National Business Education Quarterly, XXI (May, 1953), p. 42.

¹¹Lloyd V. Douglas, James T. Blandford, and Ruth I. Anderson, Teaching Business Subjects (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), pp. 513-16.

¹²Distributive Education Clubs of America Handbook (Washington, D. C.: Distributive Education Clubs of America, Inc., 1967), p. 5.

the following basic factors which contribute to the early establishment of these clubs.

First, Distributive Education students were working at their training stations during the afternoon--at a time when many of the other students in their school were involved with school's extracurricular activities. The Distributive Education students were, therefore, missing a very important part of school life.

Second, these DE students had a common interest--their great desire for professional and personal growth.

Third, they felt the need--common to everyone--to belong and to develop socially.¹³

At first, these organizations were completely independent. But, as early as 1940 clubs had joined together to form state associations and were functioning as local chapters of a state organization.¹⁴ By 1945, a few states had officially organized state associations and were holding state conferences. At about this same time, the idea of a national organization was born.¹⁵

In April, 1947, the national association was organized and was officially endorsed by the National Association of State Directors of Vocational Education.¹⁶

¹³Ibid., p. 5.

¹⁴Douglas, Blandford, and Anderson, op. cit., pp. 513-16.

¹⁵Distributive Education Clubs of America, op. cit., p. 5.

¹⁶Ibid.

The purposes of DECA are set forth in its national constitution (Article

II) as follows:

1. To develop progressive leadership in the field of distribution that is competent, aggressive, self-reliant and cooperative.

2. To provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field.

3. To create in each member an abiding, interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.

4. To encourage the use of high ethical standards in business.

5. To provide for mental and physical health through satisfactory social and recreational activities.

6. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society.

7. To develop an appreciation of the influence of the fine arts business.

8. To engender a healthy respect for vocational education, and a desire to keep abreast of current developments in business through the use of the training facilities it offers, both in school and adult life.¹⁷

There are many advantages in state members and clubs in being affiliated with a national organization. Some of the advantages of belonging to DECA at the national level are:

¹⁷Douglas, Blandford, and Anderson, *op. cit.*, pp. 514-15.

1. It encourages states not yet organized to form new state and local clubs, and sets a pattern for them to follow.
2. It helps to standardize and make uniform the purposes and programs of all clubs, in whatever section they may be located.
3. It provides a central organization to assemble and distribute information.
4. It provides a club for DE students which is similar to national clubs in other vocational groups.
5. It unites distributive education students throughout the country who have common interests in their occupation, giving them an opportunity to exchange ideas and experiences.
6. The national emblem helps to identify members throughout America, thus increasing the prestige of the distributive occupations and distributive education in general.
7. It helps to develop leaders who are capable of directing large undertakings, such as the national conventions.
8. It broadens horizons for members by giving them a better understanding of different sections of the country.
9. It stimulates interest among business firms, trade associations, merchants' groups, etc., in co-operating with and participating in club activities.
10. Distributive occupations will become more professionalized.¹⁸

¹⁸Utah Association, Distributive Education Clubs of America Handbook, Undated handbook of the Utah Association of Distributive Education Clubs of America, Mimeographed, p. 10.

Summary of Review of Literature

The literature relating to the problem of this study was rather limited. The literature revealed the important role that business clubs, as extracurricular activities, play in the functioning of the high school business program. Three of the greatest values that a student can derive from participating in business youth organizations were listed by the various authors as: (1) development of good citizenship; (2) opportunity to participate in real life situations; and (3) opportunities for leadership.

CHAPTER III

METHODS AND PROCEDURES

Two questionnaires were designed to gather data essential to the objectives of this study. One questionnaire was prepared and mailed to all the high school business teachers in Utah, and a second questionnaire was prepared and sent to all high school principals in Utah.

Selection of Participants

The two groups used in the study comprised all the high school business teachers and high school principals in Utah. The names and addresses of the high school business teachers and principals were obtained from a 1967 Utah State Directory of Teachers of Office and Marketing Education. The total number of business teachers listed was 265, and the high school principals listed totaled 85. All were sent questionnaires pertaining to their respective groups.

Preparation of the Questionnaires

The main points to be considered in the questionnaires were first outlined. After arriving at a workable outline, the questions were formulated. The questions were categorized into three different groups: (1) those pertaining to both the business teachers and the principals; (2) those pertaining

only to the business teachers) and (3) those pertaining to the high school principals. The questionnaires were prepared and submitted to the thesis committee for approval.

On April 23, 1968, after revising the questionnaires at the request of the committee, both questionnaires were issued to seven faculty members and graduate students in the Department of Business Education at Utah State University. Each was asked to examine both questionnaires and to offer suggestions for improvement. All seven of these people returned the questionnaires. No major changes resulted, but the wording of two of the questions was altered for clarity.

A final draft of the two questionnaires was prepared and approved by the thesis committee for mailing.

Organization of the Questionnaires

The business teachers' questionnaire was designed to secure information pertaining to the following items:

1. Current status of business youth organizations.
2. Experience of business teachers with business youth organizations.
3. Relationship of business youth organizations to the high school program.
4. Level at which business youth organizations should be promoted.
5. Membership of business youth organizations.
6. Conventions and contests for business youth organizations.

7. Future prospects for business youth organizations in the high schools of Utah.

The questionnaires sent to the high school principals contained some questions identical to those in the questionnaires prepared for business teachers. The information sought from the principals pertained to the following items:

1. Relationship of business youth organizations to the high school program.
2. Level at which business youth organizations should be promoted.
3. Membership of business youth organizations.
4. Conventions and contests for business youth organizations.
5. Policies and attitudes of school districts toward business youth organizations.

Procedures Used in Administering the Questionnaires

On May 3, 1968, both questionnaires, along with cover letters and self-addressed, stamped envelopes, were mailed to 265 high school teachers and 85 principals at their respective schools.

By May 15, 1968, 150, or 56.6 per cent, of the business teachers and 52, or 61.2 per cent of the principals had responded. Therefore, on May 16, 1968, a follow-up postal card was sent to those business teachers who had not yet returned their questionnaire. Follow-up postal cards were not sent to the high school principals since the research assumed that an adequate number of responses had already been received.

Response

Of the 265 questionnaires mailed to the business teachers, a total of 163 were returned after the follow-up yielding a 61.5 per cent return.

Of the 85 questionnaires mailed to the high school principals, a total of 60 were returned for a 69.4 per cent response.

It was assumed that the percentage of returns was representative of the total population and was adequate for the purpose of this study.

Procedures Used in Analyzing the Data

The questionnaires were separated into two groups; those pertaining to the business teachers and those pertaining to the high school principals. The responses to each question were tallied. Percentages were then calculated on those questions which demanded such treatment. In addition, the chi square statistic was used to test the null hypothesis.

Summary of Methods and Procedures

All high school business teachers and high school principals in Utah were included in this study. Each group received by mail, a questionnaire designed to gather the necessary data.

Two weeks later, 150 of the high school business teachers and 55 of the high school principals had responded. A follow-up postal card was sent to those business teachers who had not yet responded.

A total of 60, or 69.4 per cent, of the principals and 163, or 61.5 per cent, of the business teachers returned their questionnaires.

The questionnaires were separated into their appropriate groups and a tally was taken of each question. The data were analyzed by means of percentages and chi square.

CHAPTER IV

FINDINGS

The findings of this study are presented under the following headings:

(1) Current Status of Business Youth Organizations; (2) Experience of Business Teachers with Business Youth Organizations; (3) Relationship of Business Youth Organizations to the High School Program; (4) Level at Which Business Youth Organizations Should be Promoted; (5) Membership of Business Youth Organizations; (6) Conventions and Contests for Business Youth Organizations; (7) Policies and Attitudes of School Districts toward Business Youth Organizations; and (8) Future Prospects for Business Youth Organizations in the High Schools of Utah.

The findings of this study are derived from the responses of 163 high school business teachers and 60 high school principals in Utah who returned questionnaires.

Current Status of Business Youth Organizations

The high school business teachers were asked to respond to the question, "Does your school have an organized business club for students?" Of the 163 teachers who responded to the questionnaire, 51, or 31 per cent replied that their schools had a business youth organization. On the other hand, 108 teachers, or 66 per cent, indicated that their schools did not have a business youth organization. Four of the teachers failed to respond to this question.

In the information regarding the number of business clubs, the number of members in each club, and the national affiliation of these clubs will not be reported in these findings. It is believed that several teachers responding to the questionnaires represented the same school. Therefore, the information is believed to have been duplicated to the point where the data could not be reported with any great amount of validity.

Of the 108 teachers who indicated that their schools did not presently have an organized business youth organization, 12 noted that their schools had a business club in the past which had been discontinued. Eighty-seven noted that their schools had never had an organized business club. Another 15 teachers did not respond to this question.

The business teachers were asked to give their reasons for deciding against organizing a business club after first having considered such a club. None of the teachers noted that their school's policy prohibited business youth organizations. One teacher, however, noted that his school discouraged business youth organizations. Eleven teachers said they had decided against business clubs because of lack of student interest. Ten teachers noted that they had decided against business clubs because of teachers' disinterest. Other reasons given by teachers for not organizing a business club were: (1) students were too busy for another club because of other existing youth clubs; (2) no information was available on such clubs; (3) students had to travel too far after school to get home from club activities; (4) teachers did not have time for such clubs; (5) the teacher felt that students could spend their time better

on homework; (6) too many extracurricular activities (other than clubs) were already in existence; (7) adequate facilities were not available; and (8) the department head was not interested.

Experience of Business Teachers With
Business Youth Organizations

The high school business teachers were asked whether they had ever served as sponsors (persons responsible for guiding and directing the business club's officers in planning and carrying out their duties) for business youth clubs. As shown in Table 1, 44, or 27 per cent, of the teachers stated that they had served as sponsors. One hundred seven of the teachers, or 65 per cent had not served as a club sponsor. Another 12 teachers, or 8 per cent, did not answer the question.

TABLE 1
NUMBER AND PERCENTAGE OF BUSINESS TEACHERS WHO
HAVE SERVED AS SPONSORS OF BUSINESS YOUTH
ORGANIZATIONS

Response	Number	Per Cent
Yes	44	27
No	107	65
No answer	12	8
Totals	163	100

The teachers were then asked to indicate whether they had ever belonged to a business youth organization while in high school or in college. As Table 2 shows, 42, or 26 per cent, of the teachers had belonged to a business youth organization while in high school or in college. One hundred thirteen of the teachers, or 69 per cent, had not belonged to a business youth organization while in high school or in college. Another 8 teachers, or 5 per cent, did not respond to this question.

TABLE 2
NUMBER AND PERCENTAGE OF TEACHERS WHO HAD BELONGED
TO A BUSINESS YOUTH ORGANIZATION WHILE
IN HIGH SCHOOL OR IN COLLEGE

Response	Number	Per Cent
Yes	42	26
No	113	69
No answer	8	5
Totals	163	100

Relationship of Business Youth Organizations
to the High School Program

Both the high school business teachers and the high school principals were asked to respond to the question, "To what extent do you consider

business youth organizations an essential part of the high school business program?" The response of these two groups is shown in Table 3.

TABLE 3
THE EXTENT TO WHICH BUSINESS YOUTH ORGANIZATIONS ARE
CONSIDERED AN ESSENTIAL PART OF THE HIGH SCHOOL
BUSINESS PROGRAM BY HIGH SCHOOL BUSINESS
TEACHERS AND PRINCIPALS

Replies	Business Teachers		Principals	
	Number	Per Cent	Number	Per Cent
Definitely essential	25	15	7	12
Desirable but not essential	115	70	46	76
Unimportant	15	9	5	8
No answer	8	6	2	4
Totals	163	100	60	100

The chi square analysis was used to compare the responses of business teachers and principals toward the essential role of business youth organizations. The null hypothesis was tested that no significant difference existed between business teachers and principals in their attitudes toward the essential role of business youth organizations in the high schools. A chi square of 1.89 resulted, which was less than 7.82, the critical region specified for a two-tailed test at the .05 level of significance. Therefore, the null hypothesis was accepted at the 95 per cent level of confidence.

Level at which Business Youth Organizations
Should be Promoted

Both high school business teachers and high school principals were asked to respond to the question, "At what level should business youth organizations be promoted?" Table 4 shows the responses given by the two groups.

TABLE 4
THE LEVELS AT WHICH BUSINESS YOUTH ORGANIZATIONS
SHOULD BE PROMOTED AS REPORTED BY HIGH
SCHOOL BUSINESS TEACHERS
AND PRINCIPALS

Replies	Business Teachers		Principals	
	Number	Per Cent	Number	Per Cent
Local level only	28	17	10	17
State level only	14	9	6	10
National level only	2	1	0	0
Local and state levels only	23	14	19	32
Local, state, and national levels	88	54	17	28
No answer	8	5	8	13
Totals	163	100	60	100

In an effort to compare the responses of high school business teachers and principals as to the levels at which business youth organizations should be promoted, the chi square analysis was used. The null hypothesis was tested that no significant difference at the .05 level of significance existed between teachers and principals in their preference of levels at which business youth organizations should be promoted. A chi square of 36.56 which was greater than 11.09, the critical region specified for a two-tailed test at the .05 level of significance, resulted. Therefore, the null hypothesis was rejected at the 95 per cent level of confidence.

Membership of Business Youth Organizations

Both the high school business teachers and the principals were asked to respond to the question, "To whom should membership in business youth organizations be open?" Table 5 shows a tabulation of the responses given by each of these groups.

The null hypothesis that there is no significant difference between high school business teachers and principals in their preference concerning the membership of business youth organizations was tested. Since the chi square value of 11.30 was found to be greater than 7.82 for a two-tailed test at the .05 level of significance, the null hypothesis was rejected.

TABLE 5
MEMBERSHIP OF BUSINESS YOUTH ORGANIZATIONS
AS INDICATED BY HIGH SCHOOL BUSINESS
TEACHERS AND PRINCIPALS

Replies	Business Teachers		Principals	
	Number	Per Cent	Number	Per Cent
All high school students	17	10	12	20
All students who have had or are taking at least one bus. class	76	47	24	40
Only students with a career objective in a vocational business program	59	36	20	33
No answer	11	7	4	7
Totals	163	100	60	100

Conventions and Contests for Business Youth Organizations

Both the high school business teachers and principals were asked to respond to the question, "Should conventions be held for business youth organizations?" Table 6 shows the number and percentage of high school business teachers and principals as they responded.

The chi square analysis was used to compare the responses of the high school business teachers and principals as to whether conventions should be held for business youth organizations. The null hypothesis was tested that no significant difference existed between high school business teachers and principals in their attitudes toward holding conventions for business youth organizations.

A chi square of 13.62 resulted. This was greater than 5.99, the critical region specified for a two-tailed test at the .05 level of significance; therefore, the null hypothesis was rejected.

TABLE 6
REACTIONS OF HIGH SCHOOL BUSINESS TEACHERS AND
PRINCIPALS AS TO WHETHER CONVENTIONS SHOULD
BE HELD FOR BUSINESS YOUTH ORGANIZATIONS

Replies	Business Teachers		Principals	
	Number	Per Cent	Number	Per Cent
Yes	121	74	33	55
No	31	19	20	33
No answer	11	7	7	12
Total	163	100	60	100

Table 7 provides a tally of the number of responses that each level received from both groups. Since the respondents were asked to check one or more, as they applied, many of the responses have been duplicated.

Both the high school business teachers and principals were also asked to respond to the question, "Should competitive events (contests) related to student's business skills and knowledges be available to business club members?" Table 8 shows a tabulation of the responses, in number and percentage, to this question.

TABLE 7

LEVELS AT WHICH CONVENTIONS FOR BUSINESS YOUTH ORGANIZATIONS
SHOULD BE HELD AS INDICATED BY HIGH SCHOOL BUSINESS
TEACHERS AND PRINCIPALS

Replies	Business Teachers	Principals
Local level	65	19
State level	105	26
National level	52	3
Total	222	48

TABLE 8

REACTIONS OF HIGH SCHOOL BUSINESS TEACHERS AND
PRINCIPALS AS TO WHETHER CONTESTS SHOULD
BE MADE AVAILABLE TO BUSINESS CLUB
MEMBERS

Replies	Business Teachers		Principals	
	Number	Per Cent	Number	Per Cent
Yes	129	79	42	70
No	24	15	12	20
No answer	10	6	6	10
Totals	163	100	60	100

The null hypothesis was tested that no significant difference existed between high school business teachers and principals in their attitudes toward making contests available to business club members. A chi square of 5.30 resulted. This was not greater than 5.99, the critical region specified; therefore, the null hypothesis was accepted.

Table 9 provides a tally of the different levels at which business teachers and high school principals indicated that competitive events should be sponsored. The respondents were asked to mark as many as applied.

TABLE 9
LEVELS AT WHICH CONTESTS SHOULD BE MADE AVAILABLE TO
BUSINESS CLUB MEMBERS AS INDICATED BY HIGH
SCHOOL BUSINESS TEACHERS AND PRINCIPALS

Replies	Business Teachers	Principals
Local level	86	32
State level	99	25
National level	45	5
Total	230	62

Policies and Attitudes of School Districts Toward
Business Youth Organizations

The high school principals were asked to respond to the question, "What are the policies in your school district in regard to business youth organizations?"

Of the 60 principals who responded to the question, 37, or 62 per cent, replied that no policies existed in their school district in regard to business youth organizations. But, 13, or 22 per cent, reported having implied policies, and 6, or 10 per cent replied that their school district had specific written policies. No attempt was made to find out what the implied policies might be, nor was there an attempt made to secure information as to whether written policies were favorable or negative toward business youth organizations. Four of the principals, or 6 per cent, did not respond to this question.

The high school principals were also asked to respond to the question, "To what extent does your school encourage business youth organizations?" This was a three-part question which called for a response to be given at three different levels: local level, affiliated at the state level, and affiliated at the national level.

Table 10 shows in number and percentage the extent to which Utah high schools encourage business youth organizations at the local level, state level, and national level.

Future Prospects for Business Youth Organizations in the High Schools of Utah

The high school business teachers were asked to respond to the question, "Would you be interested in attending a regional meeting for orientation in the development and direction of business youth organizations?" Table 11 shows that 84, or 51 per cent, of the responding business teachers showed interest in attending a meeting concerning business youth organizations.

TABLE 10
LEVELS AT WHICH HIGH SCHOOLS ENCOURAGE
BUSINESS YOUTH ORGANIZATIONS

Replies	Affiliated at the Local Level		Affiliated at the State Level		Affiliated at the National Level	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Strongly encourages	12	20	9	15	3
Slightly encourages	17	27	16	27	10	17
Neutral	26	44	24	40	25	42
Discourages	1	2	3	5	11	18
Prohibits	0	0	1	2	3	5
No answer	4	7	7	11	8	13
Total	60	100	60	100	60	100

TABLE 11
NUMBER AND PERCENTAGE OF BUSINESS TEACHERS INTERESTED
IN ATTENDING AN ORIENTATION MEETING FOR
BUSINESS YOUTH ORGANIZATIONS

Response	Number	Per Cent
Yes	84	51
No	69	43
No answer	10	6
Total	163	100

The high school business teachers were also asked to respond to the question, "Would you be interested in serving as a sponsor for a business youth club at your school?"

Table 12 shows that although 66, or 40 per cent, of the business teachers demonstrated that they had no interest in serving as a sponsor for a business youth club, 86, or 54 per cent, of the responding teachers showed interest in this direction. Eleven teachers did not respond to this question.

TABLE 12
NUMBER AND PERCENTAGE OF BUSINESS TEACHERS
INTERESTED IN SERVING AS A CLUB SPONSOR

Replies	Number	Per Cent
Yes	86	54
No	66	40
No answer	11	6
Total	163	100

Furthermore, the business teachers who had reported not having a business club in their school were asked to indicate the extent to which they thought their school would attempt to organize one within the next two years.

Table 13 shows the responses given by the high school business teachers.

TABLE 13

ATTEMPTS THAT WILL BE MADE IN ORGANIZING A BUSINESS CLUB
IN THOSE HIGH SCHOOLS WHICH DO NOT PRESENTLY
HAVE ONE AS INDICATED BY HIGH
SCHOOL BUSINESS TEACHERS

Replies	Business Teachers	
	Number	Per Cent
No attempt will be made	32	30
Some attempt will be made	19	17
A club is being organized	2	2
A club will be organized	3	3
No idea	47	43
No answer	5	5
Total	108	100

Summary of Findings

1. Sixty-six per cent of the responding high school business teachers noted that their schools did not have a business youth organization.
2. Sixty-five per cent of the high school business teachers in Utah have never served as a club sponsor for a business club, and 69 per cent of the business teachers had never belonged to a business youth organization while they were in high school or in college.
3. Fifty-one per cent of the responding high school business teachers in Utah indicated that they would be interested in attending a regional meeting concerning business youth organizations.

4. Fifty-four per cent of the responding business teachers in Utah showed interest in serving as sponsors for a business youth club at their school.

5. Forty-three per cent of the high school business teachers in Utah had no idea as to what attempt would be made to organize a business club in their schools within the next two years.

6. The greatest majority of high schools in Utah were neutral when it came to encouraging business youth organizations at the local, state, and national levels.

7. Sixty-two per cent of the high school districts in Utah had no policies in regard to business youth organizations.

8. A significant difference was found to exist at the .05 level of significance as to the opinions of high school business teachers and high school principals in regard to: (1) the levels at which business youth organizations should be promoted; (2) what type of student should be allowed membership in business youth organizations; (3) the holding of conventions for business youth organizations.

9. No significant difference was found to exist as to the opinions of high school business teachers and high school principals in regard to the importance of business youth organizations and to the sponsoring of contests for business club members.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the present status and future of business youth organizations in the high schools of Utah. Specific objectives pertaining to the study were stated and an attempt was made to accomplish each objective.

The survey method was used to gather the data related to the objectives of this study. The two groups selected comprised of all high school business teachers and all high school principals in Utah.

Two questionnaires were prepared. A two-page questionnaire was prepared and mailed, together with a cover letter and a self-addressed, stamped envelope, to all high school business teachers in Utah. Another two-page questionnaire was set to all high school principals in Utah.

Sixty-one per cent of the high school principals and sixty-five per cent of the high school business teachers had responded at the end of two weeks. At this time, follow-up postal cards were sent to those business teachers who had not yet returned their questionnaires.

Final returns amounted to 61.5 per cent of business teachers' questionnaires and 69.4 per cent of high school principals' questionnaires.

After taking a tally of each question, percentages were calculated and chi square was used to test the null hypothesis.

Conclusions

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

1. Sixty-six per cent of the high school business teachers in Utah do not teach in situations where a business youth organization is available.
2. Sixty-five per cent of the high school business teachers in Utah have never served as club sponsors for a business youth organization. Furthermore, 69 per cent of the high school business teachers have never belonged to a business youth organization while in high school or in college.
3. The majority of business teachers and principals in Utah high schools believe that business youth organizations are desirable but not essential.
4. The majority of business teachers and principals in Utah high schools reported that business youth organizations should be promoted to the local, state, and national levels.
5. The majority of business teachers and principals in Utah high schools indicated that membership in business youth organizations should comprise of all students who have had or are taking at least one business class.
6. Seventy-four per cent of the business teachers and 55 per cent of the principals in Utah high schools are in favor of conventions for business youth organizations.

7. Seventy-nine per cent of the business teachers and 70 per cent of the principals in Utah high schools are in favor of providing contests for members of business youth organizations.

8. Sixty-two per cent of the high school districts in Utah do not have policies in regard to business youth organizations.

9. The greater percentage of high school principals indicated that their high schools were neutral in encouraging business youth organizations at the local, state, and national levels.

10. Fifty-one per cent of the high school business teachers in Utah indicated that they are interested in attending a regional meeting for orientation in the development and direction of business youth organizations.

11. Fifty-four per cent of the business teachers in Utah are interested in serving as sponsors for a business club at their school.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Each high school business teacher should take upon himself to encourage the development of business youth organizations.

2. A detailed study should be made of the policies of each high school district in Utah as a step toward fostering the development of more business youth organizations.

3. An advisory committee should be developed to encourage the growth and development of business youth organizations in Utah high schools.

4. The information of this study should be made available to all people serving as club sponsors and those interested in establishing business youth organizations in Utah.

5. Future studies of this type should be made to keep abreast of the current developments of business youth organizations in Utah.

LITERATURE CITED

- Distributive Education Clubs of America Handbook. Washington, D. C.: Distributive Education Clubs of America, Inc., 1967.
- Douglas, Lloyd V., Blandford, James T., and Anderson, Ruth I. Teaching Business Subjects. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.
- Forkner, Hamden L. "Why Your Students Should Belong to FBLA." Business Education Forum, X, No. 3 (November, 1955), pp. 41-42.
- Future Business Leaders of America Handbook. Washington, D. C.: United Business Education Association, 1963.
- Green, Helen Hinkson. Activities Handbook for Business Teachers. New York: Gregg Division, McGraw-Hill Cook Company, 1958.
- Hosler, Russell J. Letter. University of Wisconsin (Madison), February 9, 1968.
- Ivarie, Theodore W. Private interview. Utah State University, Logan, Utah, January 30, 1968.
- Link, Mary Elizabeth. "A Survey of the Activities and Values of Independent Business Clubs and FBLA Chapters in Wisconsin." Unpublished M. Ed. thesis, University of Wisconsin (Madison), 1959.
- McClurkin, W. D. and others. Vocational Education in Utah. Nashville, Tennessee: Peabody College for Teachers, 1966.
- McKown, Harry C. "How Many Extracurricular Activities Are Enough?" p. 306. In Frank L. Steeves (Ed.), Readings in the Methods of Education. New York: The Odyssey Press, Inc., 1964.
- Peck, Gladys. "The FBLA." National Business Education Quarterly. XVI, (May, 1953), pp. 42.
- Peck, Gladys. Selected Readings in Business and Office Occupations. National Business Education Yearbook, Washington, D. C.: National Business Education Association, 1967.

Smith, Edward W., Krouse, Stanley W., and Atkinson, Mark M. Jr. "Club and Activity Programs." The Educator's Encyclopedia. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

Utah Association. "Distributive Education Clubs of America Handbook." Undated handbook of Distributive Education Clubs of America. (Mimeographed.)

Vaughn, Ronald L. Letter. Northern Arizona University (Flagstaff), April 14, 1968.

APPENDIXES



Appendix A

Sample Cover Letter to High School Principals

Dear High School Principal:

How essential are business youth organizations to the high school business program? What is the present status and future of such organizations in Utah's high schools?

In an attempt to answer such questions as these, I am conducting a survey in partial fulfillment of the requirements for a master's degree. The study is to get reactions from both principals in Utah's high schools and from Utah's business teachers. Your participation and cooperation will help insure the validity of the findings of this study.

Percentage wise, there are fewer business youth organizations in Utah than in most other states. However, present indications are that more and more schools are considering some type of such organization.

Will you please fill out the enclosed questionnaire and return it in the addressed envelope? I would appreciate it if you will return it to me by May 10, 1968.

Sincerely yours,

Roman S. Salazar

Enclosures (2)

Appendix BSample Questionnaire to High School Principals

SURVEY QUESTIONNAIRE TO DETERMINE THE PRESENT STATUS AND FUTURE OF BUSINESS YOUTH ORGANIZATIONS IN UTAH HIGH SCHOOLS

1. To what extent do you consider business youth organizations an essential part of the high school business program?

Definitely essential
 Desirable but not essential
 Unimportant

2. To whom should membership in business youth organizations be open? (Please check one.)

All high school students
 All students who have had or are taking at least one business class
 Only students with a career objective in a vocational business program

3. At what level should business youth organizations be promoted? (Please check only one.)

Local level only
 State level only
 National level only
 Local and state levels only
 Local, state and national levels

4. Should conventions be held for business youth organizations? Yes ___ No ___
 If your answer is "yes", at what level(s) should these conventions be held?
 (Please check as many as apply.)

Local level
 State level
 National level

5. Should competitive events (contests) related to students' business skills and knowledges be available to business youth members? Yes ___ No ___
 If your answer was "yes", please indicate the levels at which such events should be sponsored. (Please check as many as apply.)

Local level
 State level
 National level

6. What are the policies in your school district in regard to business youth organizations? (Please check one.)

No policies
 Implied policies
 Written policies

7. To what extent does your school encourage business youth organizations?

At the local level:

Strongly encourages
 Slightly encourages
 Neutral
 Discourages
 Prohibits

Affiliated at the state level:

Strongly encourages
 Slightly encourages
 Neutral
 Discourages
 Prohibits

Affiliated at the national level:

Strongly encourages
 Slightly encourages
 Neutral
 Discourages
 Prohibits



Appendix C

Sample Cover Letter to High School Business Teachers

Dear Business Educator:

How essential are business youth organizations to the high school business program? What is the present status and future of such organizations in Utah's high schools?

In an attempt to answer such questions as these, I am conducting a survey in partial fulfillment of the requirements for a master's degree. The study is to get reactions from both principals in Utah's high schools and from Utah's business teachers. Your participation and cooperation will help insure the validity of the findings of this study.

Percentage wise, there are fewer business youth organizations in Utah than in most other states. However, present indications are that more and more schools are considering some type of such organization.

Will you please fill out the enclosed questionnaire and return it in the addressed envelope? I realize you are probably very busy with your school work, but I would appreciate it if you will return it to me by May 10, 1968.

Sincerely yours,

Roman S. Salazar

Enclosures (2)

Appendix DSample Questionnaire to High School Business TeachersSURVEY QUESTIONNAIRE TO DETERMINE THE PRESENT STATUS
AND FUTURE OF BUSINESS YOUTH ORGANIZATIONS IN UTAH HIGH SCHOOLS

1. Does your school have an organized business club for students Yes ___ No ___

- a. If your answer is "yes", please check the name and list the number of members in each club.

<u>NAME</u>	<u>NO. OF MEMBERS</u>
___ Future Business Leaders of America (FBLA)	_____
___ Distributive Education Clubs of America (DECA)	_____
___ Junior Achievement, Incorporated	_____
___ Other (please specify)	_____
_____	_____

- b. Is your club nationally affiliated? (Do not answer if you do not have a business club.) Yes ___ No ___

- c. If you have considered organizing a business club but have decided against it, please check your reasons for this decision. (Please check as many responses as apply.)

___ School policy forbids business youth organizations

___ School policy discourages business youth organizations

___ Lack of student interest

___ Lack of teacher interest

___ Other (please specify) _____

- d. If your school does not now have a business club, has it had one in prior years? Yes ___ No ___
2. Have you ever served as a sponsor (person responsible for guiding and directing the business club's officer in planning and carrying out their duties) for a business club? Yes ___ No ___
3. As a student, in high school or in college, did you belong to any business youth organizations? Yes ___ No ___

4. To what extent do you consider business youth organizations an essential part of the high school business program?

Definitely essential
 Desirable but not essential
 Unimportant

5. At what level should business youth organizations be promoted? (Please check one.)

Local level only
 State level only
 National level only
 Local and state levels only
 Local, state, and national levels

6. To whom should membership in business youth organizations be open? (Please check one.)

All high school students
 All students who have had or are taking at least one business class
 Only students with a career objective in a vocational business program

7. Should conventions be held for business youth organizations? Yes No
 If your answer is "yes", at what level(s) should these conventions be held? (Please check as many as apply.)

Local level
 State level
 National level

8. Should competitive events (contests) related to students' business skills and knowledges be available to business youth club members?

Yes No

If your answer is "yes", please indicate the levels at which such events should be sponsored. (Please check as many as apply.)

Local level
 State level
 National level

9. Would you be interested in attending a regional meeting for orientation in the development and direction of business youth organizations? Yes ___ No ___
10. Would you be interested in serving as a sponsor for a business youth club at your school? Yes ___ No ___
11. Please indicate the extent to which you think your school will attempt to organize a business youth club within the next two years. (If you have a business club, please do not answer.)

- ___ No attempt will be made
- ___ Some attempts will be made
- ___ A club is being organized
- ___ A club will be organized
- ___ No idea (I have no idea what my school intends to do in the next two years)



Appendix E

Sample Follow-up Postal Card to High School Business Teachers

May 16, 1968

Dear Business Educator:

You will recall that I sent you a questionnaire on May 3, pertaining to the present status and future of business youth organizations.

I am anxious to begin the tabulation of the information with which you can supply me. If you have already returned the questionnaire, please disregard this postal card. If you have not completed the form, I would appreciate your returning it to me as soon as possible.

Roman S. Salazar