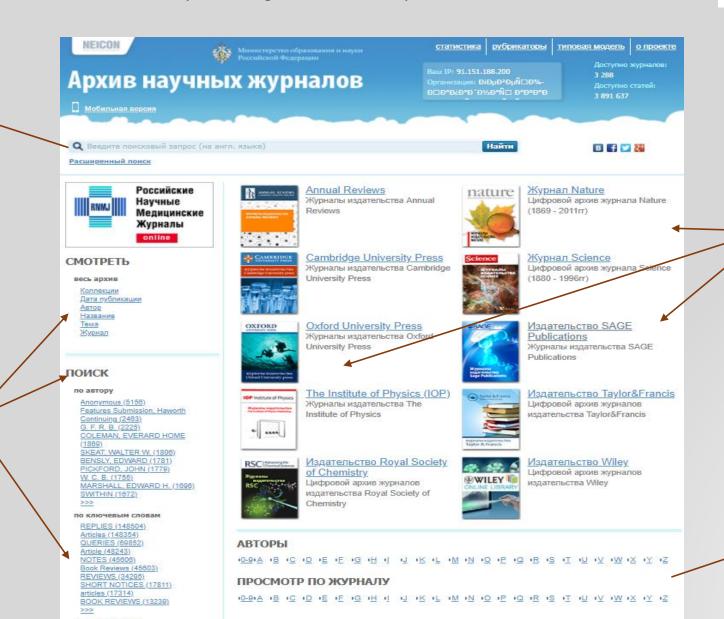
Архив научных журналов до 2012 года по различным тематикам и дисциплинам предоставлен рамках проекта НЭИКОН и Минобрнауки. Нашему институту доступны журналы авторитетных издательств Annual Reviews, Cambridge University Press, Oxford University Press, Sage Publications, Taylor & Francis.



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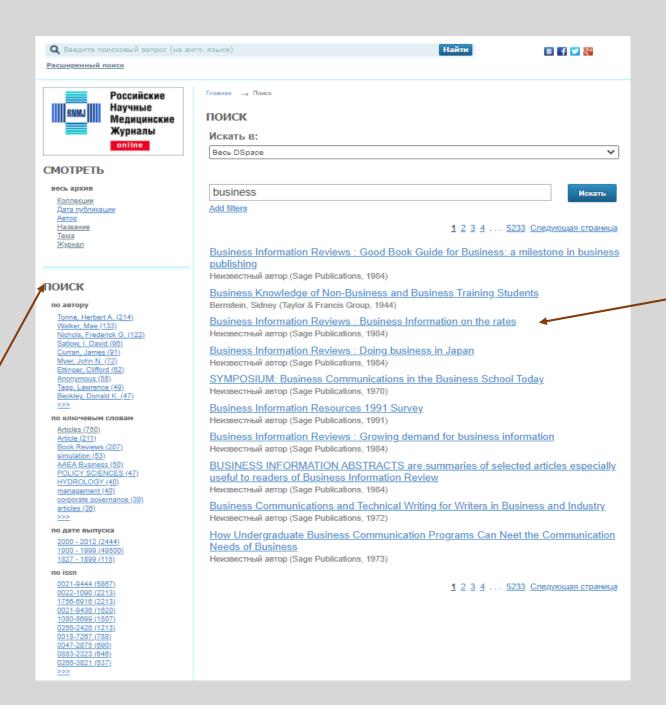


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Результаты поиска

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Тема Журнал Посмотреть элемент

Скрыть метаданые

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Скрыть метаданые

Business Knowledge of Non-Business and Business Training Students

THE course which is referred to as Business Training is a course that has varied greatly as far as type of subject-matter, treatment, and emphasis are concerned, a variability which has subjected it to criticism which has subjected it to criticism. It is sometimes treated as a core with a subject or it may be the "survey course" of the business curriculum. Because the constructed for this study were into a started for it and new content is often stated for it and new content is often added to it.

This article presents a study made of addression what extent study made in order to secure travellar and fiften study is cluster from a reas as sociologically a similar as rossible.

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added to it.

This article presents a study made to determine to what extent students where the course, of the students who are the action areas as possible.

But areas of knowledge to other students who have not had this formal training.

The test used in this study was constructed after examination of many widely under test in the felf-incommercial teaching, due simply constructed after examination of many widely under tests in the felf-incommercial teaching, due simply to maturation, to incidental training.

The test used in this study was constructed after examination of many widely under tests in the felf-incommercial teaching, due simply to maturation, to incidental training the students of Group C. The mean of the students of Group C.

to the 69 already selected.

An attempt was made, through preliminary testing, to secure questions specific enough to be a real examination of what is purported to be taught in Business Training but gen-eral enough not to penalize the non-

omore students who had com-pleted one full year of Business Training but had had no other commercial course.

Group B-first-semester sophomore students who had had no business course of any description, and

by Sidney Bernstein

Chicago, Illinois

To compare group averages, the arithmetic means and standard deviaamination of what is purported to be artimetic means and standard overa-tingly in Business Training but general enough not to penalize the non-sidered both reliable and walid, so bjective and easily administered and scored. scored.

Students were placed in non-school groups to rule out sociological and teaching factors. The groups were:

Group A—first-semester sophomore students who had completed one full year of Business to be significantly different; if not, they probabilise due to chance were

Comparison of Responses of Student Groups

tion, and Group C — second-semestres of the second semestres of the second semestres of the second semestres of the second semestres of the second se

The sophomore students who had just completed specialized study in Business Training did not exhibit a superiority in knowledge over the group of students of the same age who had not come into contact with

reveals a different situation. The re-sponses of Group A are decidedly inferior to those of Group C. Even though the students of Group A had recently taken Business Training, on the average they have less informa-tion and/or less ability to answer

	Group	Group B	Group
Transportation	69.92	64.3	80.64
Filing	69.4	68.18	79.42
Filing Buying & Selling	70.58	70.41	79.66
Socio-Economic Concents	64.52	65.59	74.55
Kinds of Businesses	66.24	67.08	80.91
General	67.73	73.39	88.58
Communications	27.67	63.63	25 27
Money & Banking	65.74	66.23	83.96
Insurance		74.62	80.44
		82.07	91.7
Thrift & Savings	74.88	75.7	76.56
Total Exam Score	69.6	69.18	80.64

An attempt was made to determine the cause of this superiority of Group C by interviewing some of these students, but, in most case tion asked for in the questions. Com mercial work experience may have been a factor, but the number of these students was very small. It is difficult to estimate (1) the incidental learning contributed by other school courses such as Modern and American History and Civics, or (2) A comparison of the responses to the questions as a whole by the two business activities, such as making

APRIL, 1944