A STUDY OF SELECTED CHARACTERISTICS OF TRAINEES IN FARM MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT ACT IN OKLAHOMA

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

The Area Redevelopment Act[1] of 1961 (Public Law 87-27, May 1, 1961) was passed by Congress to help certain areas of the country, which were suffering from substantial and persistent unemployment, to plan and finance their economic redevelopment. Part of this Act provided funds for the training of unemployed and underemployed residents of these areas. During the spring of 1962, six Farm Mechanics training schools were held in Oklahoma under the Area Redevelopment Act, and ten Farm Mechanics training schools were completed under this Act in Oklahoma during the spring of 1963. There were 255 men who received training in these 16 schools

Need for the Study

Since the Manpower Development and Training Act (Public Law 87-415, March 15, 1962, as amended by Public Law 88-214, December 13, 1963) continues with 100 per cent reimbursement until June 30, 1965, other training schools similar to the ones being studied are being held and planned in Oklahoma.

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[1]Hereafter referred to as ARA

Although some observations and studies of the training schools have already been made, it should be realized that the more thoroughly the schools and trainees are studied and analyzed, the chances will be greatly increased for other training schools in the future to be more successful.

It is hoped that this study will be an aid in the selection of future trainees for Farm Mechanics retraining schools.

Statement of the Problem

The problem for which this study was designed was to determine whether there was any correlation between the test scores and selected characteristics used in selection of the trainees and their success in gaining employment in training related occupations.

Purpose of the Study

In this study of Farm Mechanics training programs in Oklahoma, an attempt was made to determine whether there was any correlation among the differences of aptitude test scores and certain characteristics of the enrollees who: 1. received training and are now employed in a training related occupation; 2. dropped out and are now employed, but not in training related occupations; 3. completed the training and are now employed, but not in training related occupations; 4. dropped out and are now unemployed; 5. completed the training and are now unemployed.

Limitations of the Study

The limitations of findings reported in this study should be recognized. First of all, one of the groups of trainees studied, (dropouts who are unemployed) was too small to analyze statistically.

Second, the personal characteristic trait ratings were given by 13 different instructors, who might interpret the definitions of personal traits in 13 different ways.

Scope of the Study

Subjects included in this study were trainees enrolled in Farm Mechanics retraining programs held in local Vocational Agriculture departments and supervised locally by the Vocational Agriculture Instructor with Mr. Larry Hansen, State Supervisor, Division of Area Redevelopment Act Training, Oklahoma State Board for Vocational Education, as the state supervisor of instruction for these retraining schools under the provisions of the Area Redevelopment Act (Public Law 87-415, March 15, 1962). Trainees for these programs were screened and selected by the local office personnel of the Oklahoma Employment Security Commission. Federal funds were supplied through the U. S. Department of Health, Education and Welfare to pay for the training.

Each of the courses held during the spring of 1962 had a duration of 16 weeks and trainees attended classes 20 hours per week. The courses which were completed during the spring of 1963 also had a duration of 16 weeks, but the trainees attended classes 28 hours per week. During the course of these programs, each trainee received an amount of money equivalent to the maximum amount available to him as unemployment compensation, which was approximately $27 per week. In addition, each was permitted to earn as much as $13.50 per week in outside, part-time employment. If he earned more than $13.50, the surplus would be deducted from his $27 compensation.

The number of persons enrolling in the Farm Mechanics courses included in this study was 255. It should be noted that this number does not necessarily correspond to the total number of trainees from which a

complete set of data was collected because not all of the trainees could be located.

Definition of Terms

A variety of aptitude test scores and personal characteristic traits of the trainees were considered in this study.

The Oklahoma Employment Security Commission gave all the enrollees the General Aptitude Test Battery, Form B-1002 (GATB), which was developed for use in the occupational counseling program of the United States Employment Service and includes measures for nine different aptitudes. For purposes of this study all nine of the aptitudes were used. In addition, the intelligence, spatial aptitude, and finger dexterity aptitudes were considered collectively because those are the three that the Employment Security Commission considered in selecting enrollees. The following are the definitions of the nine aptitudes measured by the GATB, B-1002:

a. Intelligence--General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

b. Verbal Aptitude--The ability to understand the meaning of words and to use them effectively. The ability to comprehend language, to understand meanings of whole sentences and paragraphs.

c. Numerical Aptitude--The ability to perform arithmetic operations quickly and accurately.

d. Spatial Aptitude--The ability to think visually of

geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

e. Form Perception--The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

f. Clerical Perception--The ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proof-read words and numbers and to avoid perceptual errors in arithmetic computation.

g. Motor Co-ordination--The ability to co-ordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

h. Finger Dexterity--The ability to move the fingers and manipulate small objects with the fingers, rapidly or accurately.

i. Manual Dexterity--The ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.[2]

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[2]United States Employment Service, Guide to the Use of the General Aptitude Test Battery, B-1002 (Oklahoma State Employment Service, Oklahoma City) p. 1.

At the end of each training course completed in 1963, the State Board for Vocational Education required each local instructor to complete an "Individual Trainee Termination of Training" form on each trainee."[3] On this form, each instructor was required to rate each trainee according to eight different personal traits. The traits are: industry and energy, relations with others, emotional stability, leadership, appearance, ability to learn, dependability, and punctuality.

A complete copy of this rating form is included in Appendix IV.

Procedure of Investigation

A study of this kind requires a considerable amount of information from different sources (The Employment Security Commission, the local instructor, the local supervisor, and the trainee). In order to collect this information, a schedule was prepared with questions concerning the information to be used in the study. (See Appendix I). A copy of this schedule was prepared for each of the trainees. This schedule was used in a personal interview with each of the local supervisors and the trainees who could be located in the community. Aptitude scores of the trainees were acquired from the Oklahoma Employment Security Office at Oklahoma City.

In order to determine what each enrollee was doing at the time of this study, each training center was visited sometime between August 1, 1963, and November 1, 1963. Each of the enrollees who could be located were asked their employment status, what kind of work, if employed, their last regular salary before training, and their salary now. The

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[3]U. S. Government Printing Office: 1963 of--670541, "Individual Trainee Termination of Training," DL/DHEW-MT-102, Budget Bureau No. 44-R1204, Expires September 30, 1963.

local Vocational Agriculture Instructor was also used as a resource persons in determing the employment status of enrollees. Since only a small percentage of all enrollees was located personally, on November 1, 1963, questionnaires were mailed to the enrollees asking this information. On November 15, follow-up postcard reminders were mailed to those who had not returned the questionnaire. A copy of this questionnaire is in Appendix III. Information was obtained from 84 per cent of the trainees.

The personal trait ratings were copied from the "Individual Termination of Training" reports in the files of the local supervisors. (See Appendix IV.)

The Individual Trainee Termination of Training form used in 1963 was not available in 1962. In lieu of this form, the local instructors of these schools were contacted and asked to rate the enrollees in order to have a complete set of data.

Other information obtained from the Individual Trainee Termination of Training form was: 1. the amount of training that each enrollee received; 2. if he dropped out and the reason for dropping out. For the six courses which did not have this form, the information was acquired from the local supervisor.

CHAPTER II

REVIEW OF THE LITERATURE

Because the Area Redevelopment Act and the Manpower Development and Training Act are fairly recent Acts, there has been much public interest in them; consequently, there have been numerous journal and newspaper articles about the training programs. There have also been several studies of the results of these training programs because the two Acts call for periodic reports to Congress.

Twyman and Egermeier conducted a pilot research project directed toward determining the relative effectiveness of retraining programs for unemployed or underemployed workers with various personal and social characteristics.[1] The three basic sub-problems which they studied were: "1. The relationship between selected personal and social variables of trainees and the achievement of these persons in retraining classes. 2. The extent that certain variables (level of aspiration, anxiety and selected attitudes) changed during training. 3. The relationship between certain personal and social variables of trainees and the job placement of these persons after training."

In the study of factors relating to the achievement of trainees, Twyman and Egermeier found that, in general, very few variables were

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[1]J. Paschal Twyman and John C. Egermeier, Department of Education, Oklahoma State University, "An assessment of Selected Area Redevelopment Act Training Programs in Oklahoma," Oklahoma State University Research, November, 1962.

consistently related to the achievement of trainees in various classes.[2] For that phase of the study dealing with changes in selected variables during training, it was found that the level of aspiration had a tendency to rise rather dramatically; the anxiety level tended to be reduced; and that changes in selected attitudes toward various work situations did not change in most of the trainees. It was found, in that phase of the investigation dealing with factors related to job placement, that only a few variables could be statistically demonstrated as being related to success in finding employment.

A final point that was strongly suggested was that the overall and ultimate criterion for determining the success of training programs is whether workers not only obtain initial employment (training related or not), but keep and maintain it successfully over extended periods of time.

The Secretary of Labor, W. Willard Wirtz, in a report to Congress said: "The new MDTA training program was designed to help unemployed workers meet the requirements of available jobs and to facilitate their orderly transition from occupation to occupation and from industry to industry."[3]

The following facts about enrollment and placement are contained in Wirtz' report: (1) 6,315 trainees had started training under MDTA. (2) 1,433 had completed training. (3) Of the 1,433 who had completed training, 70 per cent had obtained employment, while 63 per cent had

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[2]J. Paschal Twyman and John C. Egermeier, Department of Education, Oklahoma State University, "An Assessment of Selected Area Redevelopment Act Training Programs in Oklahoma," Oklahoma State University Research, November, 1962.

[3]W. Willard Wirtz, Secretary, U. S. Department of Labor, Report of the Secretary of Labor on Research and Training Activities Under the Manpower Development and Training Act, February, 1963, p. 15.

obtained employment in training related jobs.[4] The characteristics of the trainees as given in the report are as follows: (1) 70 per cent of the trainees were men, (2) 77 per cent of the males were the heads of families or households, (3) the majority of the trainees were between the ages of 19 and 44, (4) the majority of the males had been in the labor force over three years, (5) 93 per cent of the men had no education beyond high school and 45 per cent were school dropouts.[5]

A follow-up survey by Giblin in Massachusetts gave one example of how ARA retraining helped a breadwinner.[6] The case history of Raymond F. Thomas, 29 years of age, married, and the father of three children, shows how ARA training helped an unemployed man find gainful employment in an entirely new field.

A case history by Williams showed how a widow, Mary W., with six children between the ages of 4 and 12, was placed on the road to a better life.[7] Mary W. lived in an area which was one of chronic unemployment, with almost 12 per cent of its total work force unemployed. Since the death of her husband in 1959, Mary had been living with her parents, who cared for the children and managed to get along on a small pension, while she served as the breadwinner for the household, working about one-half the time at low paying jobs.

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[4]W. Willard Wirtz, Secretary, U. S. Department of Labor, Report of the Secretary of Labor on Research and Training Activities Under the Manpower Development and Training Act, February, 1963, p. 15

[5]Ibid.

[6]William H. Giblin, Assistant Employment Service Supervisor, Massachusetts Division of Employment Security, "ARA Helps a Breadwinner," Employment Security Review, February, 1963, p. 13.

[7]Hoyden Williams, Manager, Litchfield Local Office, Illinois State Employment Service, "Persistance Plus ARA Training," Employment Security Review, February, 1963, p. 21.

Mary qualified for a class for typists and stenographers in the first ARA training program in Illinois. Upon completion of her training, Mary was referred to a local government agency by the local Litchfield office and was hired at $320 a month. She was considered a "very competent worker."

Another success story of ARA training is told in "ARA Comes to Washington,"[8] In Somerset, Kentucky, 15 of 17 young women, who had just completed ARA training as stenographers, passed the U. S. Civil Service Examination. Nine of the 15 qualified trainees were hired by the national office of the Bureau of Employment Security in Washington, D. C.

An article, "Facts About ARA," gave national figures on characteristics and status of trainees as of December 31, 1962.[9] By that date, a total of 10,728 individuals--about 60 per cent of them men--had enrolled in ARA training courses. Over 7,000 had completed their training by the end of December, and 61 per cent had obtained employment--most of them in training related jobs. The trainees were a relatively young and well-educated group. Over two-thirds of the enrollees were under 35 years of age, and only 10 per cent were 45 years or older. Over one-half had completed high school; some had training beyond the high school level. ARA training appeared to be reaching the long-term unemployed. Of the 10,728 enrollees, over half had been unemployed 15 weeks or longer at the time of their enrollment, and over one-fourth had been unemployed over one year.

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[8]"ARA Comes to Washington," Employment Security Review, February, 1963, p. 28.

[9]"Facts About ARA," Employment Security Review, April, 1963, p. 19.

The history of pre-employment training programs and retraining programs of the United States is traced in "Manpower Development."[10] This article gives the status of 13,390 trainees enrolled in ARA courses from November, 1961, to March, 1963. Of these 13,390 trainees, 1,721 (13%) were currently enrolled, 2,305 (17%) were dropouts, and 9,364 (70%) had completed ARA training. Of the 9,364 enrollees who completed ARA training courses, 5,497 (59%) were employed in training related jobs and 3,153 (34%) were either unemployed or their employment status was unknown. The remaining 714 (7%) were employed in non-related jobs.

In the area of institutional and on-the-job training under the Manpower Development and Training Act of 1962,[11] no results in terms of employment were given, but preliminary reports indicate that as of June 1, 1963, over 27,300 trainees had been enrolled in over 900 projects.

According to Dugger, an analysis of some 6,000 trainees under MDTA helps to explain what kinds of people were in training at that time.[12] The analysis shows that:

1. About 2 in 3 were heads of families; about 1 in 3 heads of families were women.
2. About 2 in 3 were between the ages of 22 and 44.
3. More than half had at least a high school education; only 1 in 10 had had only an 8th grade education or less.
4. More than 1 in 5 had been out of work a year or more; about half had been out of work no longer than 3 months.

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[10]"Manpower Development," Employment Security Review, June, 1963, pp. 98-105.

[11]Hereafter referred to as MDTA

[12]Roy W. Dugger, Director, Manpower Development and Training Program, Office of Education, "Training for a Job Under MDTA," School Life, February, 1963.

In an article, "ARA Administrator Batt Awards Certificates to Marquette Graduates," ARA Administrator William L. Batt, Jr. was quoted as saying: "Nearly 1,300 unemployed workers have been retrained or are being retrained in Michigan under the ARA program, and an additional 1,400 workers are being retrained under MDTA."[13]

The article, "High Placement Record is Chalked up under ARA Training Program," states that even though the ARA retraining program was less than two years old, it had already chalked up a solid list of accomplishments.[14] This article states that of 10,048 in the nation who have completed training, approximately 70 per cent have been placed in jobs. Also, several states have bettered this national average, such as, Michigan, which had an 80 per cent placement record, and West Virginia, which was running at a 74 per cent rate.

Another article, "ARA Celebrates Graduation of 500th Trainee in Patterson, N. J. Program," points out that the Patterson training program is the most extensive and most successful under ARA and MDTA in the United States.[15] In Patterson, trainees range up to 60 years of age. Placement experience to this date had been running over 80 per cent of those who finish training.

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[13]"ARA Administrator Batt Awards Certificates to Marquette Graduates," ARA Information News Service, July 15, 1963, pp. 1-2.

[14]"High Placement Record is Chalked Up Under ARA Training Program," ARA Information News Service, July 15, 1963, pp. 1-2.

[15]"ARA Celebrates Graduation of 500th Trainee in Patterson, N. J. Program," ARA Information News Service, October 14, 1963, pp. 1 and 3.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Findings presented in this section of the report are based upon a statistical examination of the relationship between a variety of independent variables and trainee success in obtaining a training related job (the dependent variable). Independent variables included in this phase of the study include the nine aptitudes measured by the General Aptitude Test Battery, B-1002, the sum of the three aptitudes which the Oklahoma Employment Security Commission considered in selecting trainees, and age. The nine individual aptitudes are: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor co-ordination, finger dexterity, and manual dexterity. The three aptitudes consdiered together were intelligence, spatial aptitude and finger dexterity.

The statistical treatment used to determine differences in this study was analysis of variance. The five per cent level of significance was used to determine if a difference existed.

The number of persons enrolling in the ARA Farm Mechanics training programs can be found in Table I. The original enrollment of each school which was completed in 1962 was 14, and 15 for each school which was completed in 1963. The reason why some of the schools have a larger number of persons enrolling than the original number is because those

enrollees who dropped out during the first two weeks were replaced. It may also be noted in Table I that three of the centers, Holdenville, Panama and Stilwell, each held two training schools.

Table II includes results indicating relationships between success or lack of success in obtaining training related employment and ten different independent variables (intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor co-ordination, finger dexterity, manual dexterity) and the sum of these three aptitudes: intelligence, spatial aptitude and finger dexterity. These are the measures that the Employment Security Commission considered in selecting trainees. It may be observed in Table II that only two of the independent variables (spatial aptitude and the sum of the three--intelligence, spatial aptitude, and finger dexterity) are significantly different at the five per cent level.

The fourth group of enrollees (those dropouts who are unemployed) had too small a number of persons in it to statistically analyze. In analyzing the spatial aptitude scores, those persons who are employed in training related occupations do show significantly higher scores than those who are less successful in obtaining employment in training related jobs. The sum of the three scores (intelligence, spatial aptitude, and finger dexterity) is very similar to the scores on spatial aptitude, in that those who received training and have a training related job had the highest scores.

TABLE I

THE NUMBER OF PERSONS ENROLLING IN TRAINING PROGRAMS, BY CENTER LOCATION, AND YEAR TRAINING COMPLETED

Center	Number of Persons Enrolling 1962	1963
Boswell		15
Broken Bow		15
Chickasha		15
Holdenville	20	18
Quapaw	17	
Panama	17	17
Poteau	14	
Sallisaw		15
Soper		15
Stigler		15
Stilwell	14	15
Tahlequah	16	
Tuttle	—	17
Total	98	157

TABLE II

THE GENERAL APTITUDE TEST BATTERY SCORES OF EACH GROUP OF ENROLLEES

	Employed, Training Related n=135	Dropout, Employed, Non-training Related n=23	Employed, Non-training Related n=28	Dropout, Unemployed n=10	Completed Training, Unemployed n=19	Average n=215	F-Value
Intelligence	95.79	91.30	89.14	94.60	91.74	94.03	1.768
Verbal Aptitude	91.70	91.09	87.54	90.80	87.42	90.67	.705
Numerical Aptitude	90.00	85.74	89.75	86.80	88.58	89.24	.508
Spatial Aptitude	99.40	94.39	90.82	105.80	93.79	97.55	2.277*
Form Perception	90.46	90.13	88.79	97.40	96.05	91.02	.791
Clerical Perception	91.70	90.91	93.54	98.20	90.37	92.04	.719
Motor Co-ordination	93.56	87.35	91.04	95.70	93.79	92.68	.784
Finger Dexterity	95.97	94.35	90.29	97.10	90.32	94.61	1.122
Manual Dexterity	97.31	91.74	94.57	102.90	96.89	96.58	.775
Sum of Intelligence, Spatial Aptitude, & Finger Dexterity	291.16	280.04	270.25	297.50	275.84	286.19	2.623*

*Significant at 5% level

The other eight independent variables (intelligence, verbal aptitude, numerical aptitude, form perception, clerical perception, motor co-ordination, finger dexterity, and manual dexterity) as measured by the GATB test, showed no significant difference for the different groups of enrollees. An interesting fact which may be determined from Table II is that 61 per cent of the enrollees contacted are employed in training related jobs and 26 per cent more of the men are otherwise employed.

Results indicating relationships between success in obtaining employment in training related occupations and age are included in Table III. It may be noted that the trainees who were successful in finding a training related job average slightly older than those who were not successful, but the difference in age is not enough to be a determining factor in the success of the individual. The trainees in all five groups ranged from 17 or 18 years of age to 62 years of age. Consequently, the age of the enrollee was of little or no value in selecting trainees.

TABLE III

AGES OF EACH GROUP OF ENROLLEES

	Employed, Training Related	Dropout, Employed, Non-related	Completed Training, Employed, Non-related	Dropout, Un-employed	Completed Training, Un-employed	Total Average	F-Value
Average Age	31.5	28.2	28.9	27.0	28.9	30.4	.811
No. in Each Group	135	23	28	10	19	215	

In order to further determine other benefits which the trainees might have received from the training, other than a salable skill, each

enrollee who was employed was asked what his present salary was and what his last regular salary was before the training.

The percentages of each group who had an increase and no increase is in Table IV. It should be mentioned here that at the time of enrollment all of these trainees were either unemployed or under-employed, which may be called part-time employment.

In each of the three groups of enrollees who were employed, the majority had obtained employment with an increase in salary over their last regular salary. If the three employed groups are considered collectively, it will be noted that 71 per cent of the enrollees who got any kind of job received a raise over their last regular salary before receiving the training.

TABLE IV

SALARY AFTER TRAINING AS COMPARED TO LAST REGULAR SALARY BEFORE TRAINING

Groups	Increase in Salary	No Increase in Salary	Total Per cent	Total No. in Each Group
Employed, Training Related	60	40	100	125
Dropouts, Employed, Non-training Related	70	30	100	20
Completed Training, Employed, Non-training Related	84	16	100	25
All Who Were Employed	65	35	100	170

In Table V is found the percentages of enrollees who were married, single, divorced or widowed at the time of enrollment in each group of enrollees being studied, and the total number located in each group of

trainees. The indication seems to be that the majority of men who are unemployed are either single or divorced.

TABLE V

MARITAL STATUS OF EACH GROUP OF ENROLLEES

Groups	Married	Single	Divorced	Widower	Total Per cent	Total Number in Group
Employed, Training Related	67	26	6	1	100	125
Dropouts, Employed, Non-training Related	61	35	4		100	23
Completed Training, Employed, Non-training Related	53	36	11		100	28
Dropouts, Unemployed	45	33	22		100	9
Completed Training, Unemployed	26	69	5		100	19

The data in Table VI indicate that nearly all of the enrollees were school dropouts. It would seem that those trainees who are now employed in training related occupations, even though they had fewer years of education, realized the need for learning a salable skill. The number of years of education ranged from four years to 15 years. It should be noted that none of the unemployed enrollees had any education beyond high school.

TABLE VI

AVERAGE YEARS OF EDUCATION OF EACH GROUP OF ENROLLEES

Groups	Average Years of Education	No. in Each Group
Employed, Training Related	9	135
Dropouts, Employed, Non-training Related	10	23
Completed Training, Employed, Non-training Related	10	28
Dropouts, Unemployed	10.5	10
Completed Training, Unemployed	10.5	19

The ratings given by the local course instructors on the following personal traits of the trainees are found in Tables VII through XIV: (1) industry, energy (2) relations with others (3) emotional stability (4) leadership (5) appearance (6) ability to learn (7) dependability (8) punctuality. The ratings are given in percentages and the total number in each group is also shown.

Industry and energy (which is willingness and desire to work at school duties) is shown in Table VII. There is very little difference in the ratings of the five groups, except that not one of the men in the two unemployed groups was rated as being exceptionally diligent and eager to do more than assigned.

TABLE VII

INDUSTRY AND ENERGY RATINGS OF EACH GROUP OF ENROLLEES

Groups	Usually Indifferent	Sometimes Lazy	Average in Industriousness	Hardworker, Willing To Do More Than Assigned	Exceptionally Diligent, Eager To do More than Assigned	Total %	Total No.
Employed, Training Related	1	9	43	35	12	100	130
Dropouts, Employed, Non-training Related	12	19	38	19	12	100	16
Completed Training, Employed, Non-training Related		21	36	36	7	100	28
Dropouts, Unemployed		22	67	11		100	9
Completed Training, Unemployed	10	21	48	21		100	19

The ratings in Table VIII are concerned with relations with others. Relations with other is interpreted as being helpful and cooperative with associates and superiors in manner and act. Again, there seems to be no difference in the ratings of the majority of men in each group, except that no men among the unemployed groups are rated the highest--highly cooperative.

The ratings on emotional stability or ability to control emotions are found in Table IX. Judging from this table, it seems that only a small percentage of all five groups had emotional problems. There is not enough difference among the groups to consider this a factor between success and failure.

TABLE VIII

RELATIONS WITH OTHERS RATINGS OF EACH GROUP OF ENROLLEES

Groups	Surly, Troublesome, Indifferent	Sometimes Difficult to Work With	Usually Tactful and Obliging, Self-control	Always Congenial, Cooperative	Highly Cooperative, Inspires Cooperation	Total %	Total No.
Employed, Training Related	1	10	28	49	12	100	130
Dropouts, Employed, Non-training Related	6	25	50	13	6	100	16
Completed Training, Employed, Non-training Related		10	36	50	4	100	28
Dropouts, Unemployed		22	33	45		100	9
Completed Training Unemployed	5	32	37	26		100	19

TABLE IX

EMOTIONAL STABILITY RATINGS OF EACH GROUP OF ENROLLEES

Groups	Loses His Head Easily	Apathetic, Unresponsive	Usually Well Controlled	Balance of Responsiveness and Control	Notable and Unusual Control of Emotions	Total %	Total No.
Employed, Training Related	1	3	41	44	11	100	130
Dropouts, Employed, Non-training Related	13	6	62	13	6	100	16
Completed Training, Employed, Non-training Related	4		61	28	7	100	28
Dropouts, Unemployed		22	56	22		100	9
Completed Training, Unemployed	16		68	11	5	100	19

The ratings on leadership are found in Table X. Leadership is defined as the ability to get others to cooperate. The groups of trainees who are now employed in training related occupations show a difference in leadership ability. Thirty-six per cent of this group are rated in the two upper classifications, while the group that completed the training and is now employed but not in training related occupations is only one-half of that figure.

TABLE X

LEADERSHIP RATINGS OF EACH GROUP OF ENROLLEES

Groups	Unable to Lead	Not Usually a Leader	Sometimes Displays Leader-ship	Leads Well Under Most Circum-stances	Displays Marked Ability To Make Things go	Total %	Total No.
Employed, Training Related	3	25	36	23	13	100	130
Dropouts, Employed, Non-training Related	13	44	31	6	6	100	16
Completed Training, Employed, Non-training Related	7	43	32	11	7	100	28
Dropouts, Unemployed	11	33	56			100	9
Completed Training, Unemployed	16	37	37	5	5	100	19

Such factors as cleanliness of clothing and person, including care of hair, teeth and fingernails, are included in the appearance ratings in Table XI. The one group that seems to be different is those dropouts

who are unemployed. The majority of them have a lower rating than the other four groups of trainees.

TABLE XI

APPEARANCE RATINGS OF EACH GROUP OF ENROLLEES

Groups	Untidy, Carelessly Dressed	Clean, but Careless of Appearance & Grooming	Average in Grooming and Dress	Neat Dress, Well Groomed	Outstanding in Taste and Care	Total %	Total No.
Employed, Training Related	2	8	52	35	3	100	130
Dropouts, Employed, Non-training Related		6	69	19	6	100	16
Completed Training, Employed, Non-training Related		32	50	14	4	100	28
Dropouts, Unemployed		44	56			100	9
Completed Training, Unemployed		26	42	32		100	19

In rating the trainees on ability to learn in Table XII, the following was considered: (1) ease in learning new methods, (2) adapting to new situations and tasks. The difference between groups seems to be greater for this one personal trait than any of the other seven. The majority of the trainees who are employed in training related jobs are rated as average or above average. The dropouts who are employed, but not in training related occupations are rated similar. The other three groups seem to be lower in ability to learn, especially those that completed the training and are un-unemployed, of which the majority are rated in the two lowest classifications, unable to learn and learns slowly.

TABLE XII

ABILITY TO LEARN RATINGS OF EACH GROUP OF ENROLLEES

Groups	Unable to Learn	Learns Slowly	Average Rate of Adaptation	Above Average in Capacity	Outstanding in Mental Ability and Alertness	Total %	Total No.
Employed, Training Related		8	54	33	5	100	130
Dropouts, Employed, Non-training Related	6	19	50	19	6	100	16
Completed Training, Employed, Non-training Related		32	50	14	4	100	28
Dropouts, Unemployed		22	67	11		100	9
Completed Training, Unemployed	32	47	16	5		100	19

The dependability ratings are contained in Table XIII. This is a rating of whether the trainee faithfully carries out assignments and bears his full share of responsibility. There is very little or no difference between the five groups in the dependability ratings. However, it should be noted that no one in the two unemployed groups was given the highest rating of throughly dependable and trustworthy.

Punctuality is included in Table XIV. There seems to be no difference in the punctuality of the five groups.

TABLE XIII

DEPENDABILITY RATINGS OF EACH GROUP OF ENROLLEES

Groups	Needs Constant Watching	Sometimes Un-reliable	Responsible, But Needs Direc-tions	Very Dependable, Needs No Discipline	Thoroughly Depend-able, Trust-worthy	Total %	Total No.
Employed, Training Related	2	8	38	41	11	100	130
Dropouts, Employed, Non-training Related	12	25	38	19	6	100	16
Completed Training, Employed, Non-training Related	4	4	53	32	7	100	28
Dropouts, Unemployed	11	11	67	11		100	9
Completed Training, Unemployed	21	10	53	16		100	19

TABLE XIV

PUNCTUALITY RATINGS OF EACH GROUP OF ENROLLEES

Groups	Always Tardy	Seldom on Time	On Time, But Needs Some Prodding	On Time Most of the Time	Always on Time	Total %	Total No.
Employed, Training Related		5	15	37	43	100	130
Dropouts, Employed, Non-training Related		25	19	44	12	100	16
Completed Training, Employed, Non-training Related		4	43	21	32	100	28
Dropouts, Unemployed		23	33	11	33	100	9
Completed Training, Unemployed		5	37	42	16	100	19

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

During the years 1962 and 1963 sixteen farm mechanics retraining schools were held in 13 centers in Oklahoma under the Area Redevelopment Act of 1961 for 255 unemployed or underemployed men. The Oklahoma Employment Security Commission had the responsibility of selecting trainees for these courses. The State Board for Vocational Education had the responsibility for developing the course of instruction and providing facilities and instruction.

The purpose of this study was to determine the success of the training and an evaluation of the selection methods used.

All applicants for these courses were required to take the General Aptitude Test Battery and be interviewed personally by a representative of the local employment office. The representative from the local employment office considered three of the nine aptitudes tested by the GATB test in selecting trainees plus any intangible information he might have learned from the personal interview. The three aptitudes considered were general intelligence, spatial aptitude, and finger dexterity.

The trainees were divided into five groups: (1) those who received training and are employed in training related occupations, (2) dropouts who are now employed but not in training related occupations, (3) those who completed the training and are now employed but not in training related

occupations, (4) dropouts who are now unemployed, (5) those who completed the training but are now unemployed.

According to the analysis made in this study, the only single aptitude score from the GATB tests which indicate success for the trainees is the spatial aptitude score. However, the combination of the three scores which the employment office representative considered in selecting the trainees are also good indicators of success in this field. These are general intelligence, spatial aptitude, and finger dexterity. Eighty-seven per cent of the enrollees contacted are now employed at some job while 61 per cent are employed in training related occupations. That placement record alone indicates that the selection and instruction of trainees was successful. A majority of the trainees who got a job after taking the training got a pay raise over their last regular salary before training.

The majority of the employed men are married while the majority of the unemployed men are single. This is an indication that the married men made better use of the training than the unmarried. Another important consideration is that nearly all of these trainees were high school dropouts and as a result were unemployed. The training was beneficial to them in gaining employment.

There is only one personal trait among the eight different personal traits as rated by the local instructor which seems to be indicative of the success of the trainees in acquiring employment. That one trait is: ability to learn. Two other ratings which appear to be somewhat indicative but not as much as ability to learn are leadership and appearance.

Conclusions and Recommendations

With the criteria used, the task of selecting trainees for these training courses in Farm Mechanics was performed adequately. Since the best single independent variable to be considered in selecting trainees was spatial aptitude, it should be given more weight in selecting future trainees.

This study was not especially designed to evaluate the quality of instruction in the training schools; but, because of the percentage of placement in training related jobs, it must be concluded that the instruction was adequate.

Programs of this type are beneficial in reducing unemployment and further study should be made to determine other occupations where skilled personnel are needed.

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A P P E N D I X

APPENDIX I

QUESTIONNAIRE TO BE FILLED OUT FOR EACH TRAINEE
IN FARM MECHANICS UNDER THE ARA OR MANPOWER ACTS

Name of trainee:_____ Age____Social Security No._____

Address:_____Phone_____

Year attended retraining school: 61-62___ 62-63___ Where_____

Marital status: married____ Single_____ divorced_____ widower_____

Previous working experience: Construction laborer_____ Carpentry_____ Harvest hand_____ General farm work_____ Farmer_____ Mechanic_____ Service station attendant_____ Armed services_____ Other_____ (give description)_____

Reason for termination of last job: Lack of work_____Did not like work_____ Bad health_____ Fired_____ Other_____ (explain)_____

Number years attended school: High school graduate: Yes__ No__ (if no, what was highest grade completed?_____) Attended college: Yes___(number years attended_____) No___

Previous occupational training: None____ Vocational Agriculture_____

Apprenticeship _____ What field?_____

Armed services _____ What field?_____

Technical school _____ What field?_____

Other _____ What field?_____

None _____

Amount of retraining received: Completed training_____Length of retraining course in weeks_____ Did not complete training____ No. of weeks attended___

Employed now: No____ Yes____ Doing what?_____

Employed in training related field? Yes___ No___

Salary now: Hourly_____ Weekly_____ Monthly_____

Last regular salary before training: Hourly_____ Weekly_____ Monthly_____

Scores made by trainee on application tests:

General Aptitude Test Battery:	Score
Intelligence	_____
Verbal Aptitude	_____
Numerical Aptitude	_____
Spatial Aptitude	_____
Form Perception	_____
Clerical Perception	_____
Motor Coordination	_____
Finger Dexterity	_____
Manual Dexterity	_____

Personal traits of trainee as evaluated by local supervisor and local instructor:

* Industry, energy	1._____2._____3._____4._____5._____
Relations with others	1._____2._____3._____4._____5._____
Emotional stability	1._____2._____3._____4._____5._____
Leadership	1._____2._____3._____4._____5._____
Appearance	1._____2._____3._____4._____5._____
Ability to learn	1._____2._____3._____4._____5._____
Dependability	1._____2._____3._____4._____5._____
Punctuality	1._____2._____3._____4._____5._____

* Explanation of these traits is on the Individual Trainee Termination of Training form DL/DHEW--MT-102, Bud. Bur. No. 44-$1204, Expires 9/30/63

APPENDIX IV

Please evaluate each of personal traits listed below by checking the appropriate block

INDUSTRY, ENERGY. Energy is application to school duties by day	Usually indifferent	Sometimes lazy	Average in industriousness	Hardworker, willing to do more than assigned	Exceptionally diligent, eager to do more than assigned
RELATIONS WITH OTHERS. Helpfulness and cooperativeness with associates and superiors in manner and act	Surly, troublesome, indifferent	Sometimes difficult to work with	Usually tactful and obliging, self-control	Always congenial and cooperative	Highly cooperative; inspires cooperation
EMOTIONAL STABILITY. Ability to control emotions	Loses his head easily	Apathetic, unresponsive	Usually well controlled	Balance of responsiveness and control	Notable and unusual control of emotions
LEADERSHIP, Ability to get others to cooperate	Unable to lead	Not usually a leader	Sometimes displays leadership	Leads well under most circumstances	Displays marked ability to make things go
APPEARANCE. Such factors as cleanliness of clothing and person including care of hair, teeth, nails, etc.	Untidy, carelessly dressed	Clean, but careless of appearance & grooming	Average in grooming and dress	Neat dress, well groomed	Outstanding in taste and care
ABILITY TO LEARN. Ease in learning new methods, adapting to new situations, tasks.	Unable to learn	Learns slowly	Average rate of adaptation	Above average in capacity	Outstanding in mental ability and alertness
DEPENDABILITY. Faithfully carries out assignments. Bears full share of responsibility	Needs constant watching	Sometimes unreliable	Responsibile, but needs some directions	Very dependable, needs no discipline	Thoroughly dependable, trustworthy
PUNCTUALITY	Always tardy	Seldom on time	On time but needs some prodding	On time most of the time	Always on time

NAME_____

APPENDIX II

Code Number_____

Are you married_____, single_____, divorced_____, widower_____.

What kind of job or jobs did you have before enrolling in the farm mechanics class?_____

Why did you quit your last job before the farm mechanics school?_____ _____or were you laid off? _____Yes _____No

What was the highest grade that you completed in high school?___ College___

Did you have vocational agriculture in high school? ____Yes ____No

If you have had any special training or apprentice courses, what was it?_____ _____

If you are employed now, what are you doing?_____

What is your salary now? _____per hour or_____per day or_____per week or _____per month or_____per year.

What was your last regular salary before enrolling in the farm mechanics course? _____per hour or_____per day_____or per week_____or per month _____or per year.

APPENDIX III

Route 2
Sallisaw, Oklahoma

Dear Sir:

Mr. Larry Hansen, State Supervisor of the Area Redevelopment Administration, has employed me to make a survey of the 255 men who enrolled and attended for at least one day, one of the 16 farm mechanics retraining schools sponsored by local vocational agriculture departments since 1961.

The purpose of this survey is to determine how successful those retraining schools were.

Our records show that you were one of those 255 men. If you were not, would you please make a note saying so on the enclosed form and mail it back to me. If you were, would you please answer the questions on the enclosed form and mail it back to me.

Notice that the form has a code number. Nobody but you and I will ever know what your code number is. Do not sign the form.

If you are farming, please estimate your income.

Your cooperation will be sincerely appreciated.

Sincerely yours,

Robert Kuntz

VITA

Robert Henry Kuntz

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF SELECTED CHARACTERISTICS OF TRAINEES IN FARM MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT ACT IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born near Apache, Oklahoma, February 27, 1935, the son of Henry J. and Lula Kuntz.

Education: Attended grade school in Cyril, Oklahoma; graduated from Cyril High School in 1952; attended Oklahoma Baptist University, Shawnee, Oklahoma, one year; attended Midwestern University, Wichita Falls, Texas, one year; received the Bachelor of Science degree from the Oklahoma State University, with a major in Agricultural Education, in January, 1957; completed the requirements for the Master of Science degree in May, 1964.

Professional experience: Employed as Vocational Agriculture Instructor in Bristow Public Schools, Bristow, Oklahoma, from January to June, 1957; since July, 1957, employed as Vocational Agriculture Instructor in Sallisaw City Schools, Sallisaw, Oklahoma.