A COMPARISON OF ATTITUDES TOWARD WORK BETWEEN STUDENTS ENROLLED IN HOME ECONOMICS COOPERATIVE PROGRAMS AND THEIR SUPERVISORS IN OKLAHOMA

By

S. REBECCA RABURN

Bachelor of Science
Northwestern State University of Louisiana
Natchitoches, Louisiana
1967

Master of Science in Education
Northwestern State University of Louisiana
Natchitoches, Louisiana
1970

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1976

A COMPARISON OF ATTITUDES TOWARD WORK BETWEEN STUDENTS ENROLLED IN HOME ECONOMICS COOPERATIVE PROGRAMS AND THEIR SUPERVISORS IN OKLAHOMA

Thesis Approved:

Ruth E. Leatle
Thesis Adviser

Margaret S. Callsen

Althea Wright

Lloyd D Briggs

Norman N Durham
Dean of the Graduate College

ACKNOWLEDGEMENTS

Appreciation is extended to the members of the doctoral committee who have given a particular part of their being to this study. Special appreciation is expressed to Dr. Ruth Pestle, thesis adviser, for a generous investment of time, guidance, and interest. Sincere thanks are also extended to Dr. Margaret Callsen, Dr. Althea Wright, and Dr. Lloyd Briggs for their support, assistance, and critical reading of the manuscript. Special thanks also to you, Dr. William Warde, for sharing your time and statistical knowledge.

It would have been impossible to complete this study without the cooperation of the teacher-coordinators in the six participating home economics cooperative programs. I would like to express my appreciation to them for taking the time and effort to collect the data from the students and supervisors.

Special recognition is extended to the writer's parents, Mr. and Mrs. Jack Raburn, and her brother and his family, Mr. and Mrs. Hodge Raburn and Tracey. You have encouraged and supported me in a way that only love can, thank you, thank you.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

Table | Page

CHAPTER I

INTRODUCTION

For youth, the period marking the transition from school to work involves problems of adjustment to the adult world. The demands of the work situation are sometimes different from those to which the youth is accustomed. Without proper preparation and counseling to ease this transition, many youth may encounter problems, not necessarily of a skill level deficiency, but of inexperience and unfamiliarity with the values, attitudes, and expectations of an adult working society.

Among statements considered worthy of "serious consideration" by the House Committee on Education and Labor was: "Developing attitudes, basic education skills and habits appropriate for the world of work is as important as skill training" (Beaumont, 1971, p. 13). Sifferd (1962) listed "attitudes and behavior" as reasons for not obtaining jobs and he named "attitudes and behavior on the job" as reasons for not holding the job. Considering the importance of attitudinal factors, it seems relevant to examine some of the attitudes toward work of youth who are having entry-level experiences in the world of work and their supervisors.

Statement of the Problem

Research concerning attitudes toward work has been focused on either the employer or employee. An opportunity for youth entering the

world of work to examine and compare their own emerging personal attitudes toward work with those of others, specifically their supervisors and their fellow youth, has not been presented. Furthermore, there has been no opportunity for home economics teacher-coordinators to become knowledgeable of these attitudes. Such insight is valuable as these teachers prepare youth for the reality of the work setting.

Objectives of the Study

The primary objective of the study was to compare the attitudes toward work between students enrolled in home economics cooperative programs and their supervisors in Oklahoma.

Specific objectives of the study were to:

1. Describe characteristics of the students and their supervisors participating in the home economics cooperative vocational education programs surveyed.

2. Compare the attitudes toward work of students and their supervisors according to responses to each of the following nine sub-scales of the questionnaire:

   a. initiative and dependability

   b. future advancement

   c. supervision

   d. skills

   e. rights of employees

   f. cooperation

   g. inner satisfactions

   h. choosing a job

   i. appearance

3. Determine if the attitudes toward work of students and their supervisors differed according to the following seven occupational areas:

a. food service

b. child care service

c. clothing service

d. health and management service

e. home furnishings service

f. office related

g. other

4. Determine if the students' length of work experience was associated with attitudes toward work.

5. Determine if the students' perceived marks received throughout high school were associated with attitudes toward work.

6. Make recommendations and suggestions to teacher educators and teacher-coordinators based on the findings of the study.

Hypotheses

The hypotheses of the study, stated in the null form, were:

1. There is no significant difference between the attitudes toward work of students and their supervisors according to responses to each of the nine sub-scales of the questionnaire.

2. There is no significant difference between the attitudes toward work of students and their supervisors according to seven occupational areas.

3. There is no significant difference between attitudes toward work and students' length of work experience.

4. There is no significant difference between attitudes toward work and students' perceived marks received throughout high school.

Assumptions of the Study

The assumptions of the study were:

1. Students, supervisors, and job situations included in this study are representative of the ongoing home economics cooperative vocational education programs in Oklahoma.

2. Students participating in home economics cooperative vocational education programs in Oklahoma are required to have work experience in addition to classroom instruction.

3. Perceived marks reported by the students are accurate and equivalent throughout school systems.

4. Questionnaires completed by the students and their supervisors will accurately reflect attitudes toward work.

Limitations of the Study

This study was limited to the students and their supervisors participating in the total population of the seven, full-time, home economics cooperative vocational programs in Oklahoma during the second semester of the 1975-1976 school year.

Definitions of Terms

For the purpose of this study, the following terminology will be used:

Attitude: "the predisposition or tendency to reach specifically towards an object, situation, or value; usually accompanied by feeling and emotions" (Good, 1973, p. 49).

Cooperative vocational education program:

> a program of vocational education for persons who, through a cooperative arrangement between school and employers, receive instructions--including required academic courses and related vocational instruction--by the alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time (Vocational-Technical Terminology, 1971, p. 15).

Supervisor: the individual responsible for the on-the-job training of one or more students enrolled in a high school cooperative vocational education program. Supervisors were sometimes referred to as employers.

Teacher-coordinator:

> a member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training (Vocational-Technical Terminology, 1971, p. 16).

Procedure

The following procedures were used to meet the objectives:

1. Officials in the Oklahoma State Department of Home Economics were contacted for information regarding the full-time home economics cooperative vocational education programs in Oklahoma during the

1975-1976 school year.

2. A 70-item Likert-type questionnaire was prepared to be used with the students and their supervisors participating in the seven, full-time, home economics cooperative vocational education programs in Oklahoma during the second semester of the 1975-1976 school year. Content of the questionnaire was structured around nine attitudinal sub-scale areas.

3. A panel of seven judges, which included two educators in the area of counseling, two instructors of occupational education, two supervisors of employers, and an area supervisor of vocational home economics education, was selected to review the questionnaire and make suggestions.

4. The questionnaire was then pretested with 43 students enrolled in four, part-time, home economics occupational programs in Oklahoma. After tabulation and analysis of responses from the pretest sample, revisions were made in format and wording of selected statements.

5. Teacher-coordinators working with the seven, full-time, home economics cooperative vocational education programs were contacted by letter and a follow-up telephone call requesting their participation in the study.

6. Student and supervisor questionnaires were mailed to the seven teacher-coordinators for administration. The student version of the questionnaire was completed in the classroom. The supervisor version of the questionnaire and an attached cover letter was sent to each student's supervisor by the teacher-coordinator.

7. Statistical analyses were carried out so that conclusions could be drawn according to the responses on the questionnaire. The

frequencies of responses were examined to determine the general characteristics of the sample. Means and standard deviations were also calculated to compare student and supervisor responses to statements comprising the nine sub-scales of the questionnaire. One-way analyses of variance were computed to test the four null hypotheses of the study.

Organization

This report of research has been organized into five chapters. Chapter I includes the statement of the problem, objectives of the study, hypotheses, assumptions of the study, limitations of the study, definitions of terms, and the procedure used to reach the objectives and test the hypotheses. A review of literature related to the research follows in Chapter II. Chapter III includes the procedure used to complete the total study and Chapter IV includes the presentation of findings. Summary, analysis, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

A brief summary of the research related to this study will be given in this chapter. This review will be organized in the following manner: growth of occupational programs, need for occupational training, vocational developmental stages, the student, and the employer.

Growth of Occupational Programs

We live in a work-oriented society. It is expected that when a man reaches physical maturity he will engage in work. The concept of "vocation" is nothing new. People have always had to make certain career choices. Until fairly recent times, however, a person's occupation was largely determined by birth. Whether the young person became a priest, a craftsman or a farmer, he recognized his vocation as something permanent, or for life (Venn, 1964).

Since the life's work of the son was usually the same as his father's, the son learned the rudiments of that work from his father and other men in the community, generally by pickup methods, involving observation, imitation, and personal initiative. A few skills were transmitted in a more organized manner through apprenticeship in the larger commercial centers (Venn, 1964).

According to Venn (1964), a trend best described by the word change began in the sixteenth century, slowly picked up momentum during the seventeenth and eighteenth, made great strides during the nineteenth and accelerated at full tilt during the twentieth century. Change, and not permanency, became the mark of any institution--religion, political, cultural, economic, and social--that was to survive.

> Each of these revolutions, and the industrial revolution in particular, wrought great changes between man and his work. The spread of machines and the findings of new sources of power meant that tasks formerly requiring physical strength soon required manipulative skill, and these in turn began to require knowledge of the why as well as of the how. For increasing numbers of men the pursuit of a vocation involved more than observation, imitation, and initiative; it meant, first, some particular vocational training, and eventually, some formal vocational education (p. 39).

Although growth in vocational forms occurred in Europe, no such growth occurred in America prior to the Civil War. Voices were raised and a few schools launched, but it remained for the passage of the Morrill Act of 1862 to stimulate any real start. The act provided grants of land to endow, support, and maintain state colleges devoted to the agricultural and mechanic arts, to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life (Venn, 1964).

Since passage of the Morrill Act, specific provisions for vocational education have been a part of various legislation. According to Barlow (1965), passage of the Smith-Hughes Act in 1917 sought to facilitate occupational choice by providing funds to the states for the promotion and development of programs of vocational education. In the interest of the general welfare of the nation, the states were urged to provide occupational instruction for youth in school and for youth

and adults who were out of school.

Within a short time, following enactment of the Smith-Hughes Act, all of the states were participants in the federally aided program of vocational education. By the middle of the twentieth century enrollments in the program of vocational education had increased significantly, but Barlow (1965) noted that the contribution of the public schools to the actual needs of the labor force was small.

Another legislative milestone in vocational education, the Vocational Education Act of 1963, occurred as a result of program review and an attempt to redirect existing programs. Mobley and Barlow (1965) said:

> With few exceptions the program of vocational education served the American people well. The only trouble was that it served too few people, was found in too few schools, and was organized in too few occupational areas. The legislation of 1963 recognized the achievements made under the previous acts and no attempt was made to change significantly the existing structure of the vocational-education program. The emphasis in 1963 was upon providing vocational education where it had not been developed previously (pp. 199-200).

The Vocational Education Amendments of 1968 attempted to further alleviate some of the previous problems of vocational education.

> It is the purpose of Title I, Vocational Education, 1968 Amendments, to assist, to maintain, to extend, and to improve existing programs and to develop new programs so all people will have access to training or retraining which is of high quality and realistic in the light of actual or anticipated opportunities for gainful employment which is suited to their needs, interests, and abilities and can benefit from such training (A Handbook of Cooperative Programs for Oklahoma Vocational and Technical Education, 1971, p. 1).

Prior to passage of the Vocational Education Act of 1963, home economics programs had traditionally trained girls for the vocation of homemaking. Nelson and Jacoby (1967) wrote that two sociological

forces exerted strong influences on legislation at that time. First, American industry with its technological advances no longer hired the unprepared dropout or terminal high school student who lacked job preparation. Second, American women were beginning to spend a large part of their lifetimes in a dual role, wage earner as well as homemaker. The result was that home economics added a new emphasis to its program: the training of girls and boys for entry-level jobs requiring home economics related knowledge.

Enrollments in occupational home economics programs have grown rapidly since passage of the Vocational Education Act of 1963 and the Amendments to the Act of 1968. "In fiscal year 1965, there were 1,500 enrolled and in fiscal year 1970, 151,194" (Hurt, 1972, p. 31).

In Oklahoma two types of home economics cooperative education programs may be developed:

> Type I Specialization in one subject matter area of home economics occupational education (commercial food, child care, etc.). An adequate number of training stations in a single occupational area for employment of all students will need to be available to justify the need for this type of program.
>
> Type II Combination of related subject matter areas of home economics occupational education [HERO, Home Economics Related Occupations]. Training can take place in any or all of the various occupational fields. This type of combination program will be directed, but not necessarily limited to smaller communities and schools, since there are not enough approvable training stations available in one particular occupational group to support a more specialized program (Oklahoma's Home Economics Cooperative Education Programs, p. 1).

Both types of programs involve a cooperative arrangement between the community (employers), students, and the school. The school provides training in skills and related occupational information. The

community (employers) provides a laboratory where students may practice skills and learn new ones in a real employment situation. Since employment opportunities tend to be greater in suburban and urban areas, the programs are primarily located in school systems in these areas.

Need for Occupational Training

Results of the Seventh Annual Gallup Poll of Public Attitudes Toward Education indicated that the public favors training programs planned by the public schools. Eighty-six per cent of the 1,558 adults interviewed responded favorably to the question:

> It has been suggested that the public schools be given the responsibility to set up special job training programs for young people, age 15 to 18, who are out of work and out of school. Would you favor or oppose such a plan (Gallup, 1975, p. 233)?

Morgan (1971) wrote that occupational training programs should be planned which meet the needs of the students, the needs of the community, and the manpower needs of the area. As vocational educators, society expects us, among other things, to prepare youth while they are still in school for entry-level employment so that they can be self-sufficient and have a basis to succeed.

Indeed, if work is as highly valued in our society as it appears to be, preparation for the world of work is important for the young person. Lofquist and Dawis (1969) said if a young person who is about to enter the labor market is curious about the kinds of jobs that are most suitable for him, he will encounter another problem related to work choice, namely the problem of knowing himself in educational and work-related terms. In addition to knowing approximately what he can do, the individual should have a rather clear idea of what conditions

he would find satisfying work. The individual requires knowledge of his unique characteristics as they relate to work.

"Sound occupational choice is made in direct proportion to information, guidance, and opportunity available to the individual" (Venn, 1964, p. 159). The right to choose an occupation does not assure anyone of a good choice unless there is a basis for judgment. A tragic waste of manpower is failure to provide adequate occupational guidance to youth and adults. Choice of occupation and therefore choice of occupational preparation has been left primarily to chance for too long (Venn, 1964).

Vocational and occupational education, probably more than any type of educational process, is geared toward meeting the needs of people. Lamar (1971) stated that the guiding purpose of vocational education is to help every educable person to develop the competencies he needs to enter and advance in a vocation. Education should help an individual discover his vocational potentialities and develop the specific abilities needed for vocational success.

Bottoms (1973) noted that students need to become psychologically prepared for the reality of the work setting, "its drudgery and its buoyance; its expectations and its rewards; its reponsibilities and its satisfactions; its demands and personal fulfillment" (p. 26). In addition, he said, students should continue to learn about themselves and to relate this knowledge to the vocational area they are pursuing so they can confirm or reject the decision that counts.

The growth of occupational education has provided the diversity and practicality necessary to educate all young people. Although such programs are open to anyone who displays an interest in that specific

type of training, Harvey and Nelson (1972) observed that occupational courses have been instituted to meet the needs of those students who appear to be unsuccessful in academic subjects. Such courses have two common characteristics: they offer both job training and active involvement in learning activities. Teachers of such courses usually have had trade experience and bring an element of reality to learning that many students respond to positively.

Super and others (1963) emphasized some years ago the importance of employment experiences to the development of self-concept. The most pathetic example follows:

> . . .the high school dropout who never did well in his studies, who was never accepted by his classmates, and who is fired from the job that he finally got only after a number of rejections, finds the occupational translation of his self concept as ne'er-do-well confirmed and implemented. After a series of negative experiences, it takes a great deal of re-education to help him develop more positive self concepts, to find a suitable occupational translation of this favorable picture of himself, and to turn it into a reality (p. 14).

Johnson (1968) emphasized the value of an occupational program in home economics for the potential high school dropout in the following statements:

> It is undesirable to limit enrollment in home economics courses with occupational emphasis to high school seniors, because many students become drop-outs before they become seniors . . . potential drop-outs need an opportunity to take advantage of such courses which prepare students for gainful employment. In some school situations, it appeared that these courses provided an opportunity to earn money and to go to school--a necessity if some students are to stay in school (pp. 17-18).

Unique methods for helping youth with employment problems have emerged as part of many occupational programs. An example of such a measure is that reported by Despard and McCadden (1975) at Blaine

Senior High School and Anoka Technical Institute in Minnesota. Chronic job losers are given another chance to acquire employability skills in the Anoka Work Adjustment Center's four training areas--food service, machine shop, clerical, and automotive. Students at Blaine who need work adjustment help are bused to Anoka for part of the school day. The average time spent at the center is four-and-a-half weeks. During this time, the student has close personal attention from teachers, coordinators, and counselors.

The work adjustment training offered at the center is a process of developing realistic attitudes toward work. Its central theme is to teach job responsibility. Students are helped to understand that employers have a right to expect their employees to perform up to certain standards and to be able to work independently. They are taught that job responsibility entails such traits as punctuality and the ability to accept criticism from supervisors, get along with co-workers, and follow through on assignments.

The primary objective of a study conducted by Eggeman and others (1969) was to determine the major problems facing youth in transition from school to work as perceived by Youth Opportunity Center (YOC) counselors. When the 763 YOC counselors were asked to indicate and elaborate briefly upon the major problems faced by youth in the transition from school to work, a majority (86 per cent) indicated that being poorly prepared for work is one of the major problems. Many counselors (78.2 per cent) reported that personality problems hamper youths' adjustment to the world of work. Seventy-two per cent of the counselors mentioned job-seeking and/or on-the-job behavior as a major problem.

A majority (81.5 per cent) of the Eggeman and others (1969) sample suggested that schools should increase their guidance services, particularly of a vocational nature. Seventy per cent indicated schools should place a greater emphasis on vocational education. The counselors recommended the addition of courses teaching such basic pre-vocational skills as how to handle an interview, how to dress, proper work attitudes and habits, etc.

The questionnaire used in the Eggeman and others (1969) YOC study was adapted from one used previously in a companion study of 69 vocational educators conducted by Garbin and others in 1967. There was similarity in the relative frequency with which the two diverse samples identified comparable worker adjustment problems. Many of the notable differences may be attributed to the different population of youth that the respondents counseled. That is, it is likely the vocational educators who have worked with youth who are in the latter years of high school, have chosen a field of training and are receiving skill training, while the YOC counselors have worked with youth who are below average in education and skill attainment. Consequently, a larger percentage of YOC counselors than vocational educators mentioned inadequate training, lack of skills, lack of information about work and training opportunities, inability to complete forms, handle interviews, pass tests, the permissive school atmosphere, and unrealistic wage or promotion demands. In contrast, vocational educators tended to mention more often non-skill-related problems, particularly poor attitudes toward work, inability to cope with the real demands of work, inadequate transportation, union practices, and academic over-emphasis in the schools. The extent of the agreement on the problems among

these two populations of respondents increases the probability that the problems mentioned are "real" problems facing youth making the transition from school to work.

Results of research conducted by Murphy (1973) indicated that attitudes and self-understanding rather than job skills per se were considered as essential at the secondary level. One hundred secondary teachers, teacher educators, and field practitioners from the vocational service areas of agriculture, distributive education, health, home economics, office education, trade and industry, and vocational counseling reacted to a list of 91 concepts gleaned from a search of vocational literature. They rated each item on the list as "essential," "useful," or "not important" to their vocational field at the secondary level. The 10 items rated as most essential by the respondents were:

Rank	Item
1.	Develop sense of responsibility
2.	Develop work habits and attitudes necessary for individual maturing and job competencies
3.	Develop an awareness of skills, knowledge, attitudes and personal qualities necessary in becoming a more employable person
4.	Accepting responsibility for one's own behavior
5.	Pride in work
6.	Attitudes toward the job
7.	Ability to follow directions
8.	Characteristics necessary for satisfactory relationships with people such as employer, employee, supervisors, customers
9.	Maintenance of good physical, mental and emotional health in relation to work
10.	Well-groomed look for work (p. 2).

Waldron (1975) surveyed 10 employers, nine teachers, and 25 graduates of 1972 and 1973 occupational clothing programs in Missouri. The three groups generally considered competencies related to personal work habits and attitudes as essential to success in an entry-level job. Employers, teachers, and graduates all recommended more on-the-job experience before graduation for the students.

Home Economics could make an important contribution in the development and strengthening of positive attitudes toward the world of work. The number of secondary students whose parents and/or grandparents have never been gainfully employed during the lifetime of the present secondary school population is astounding in a country which has the economic resources that are found in the United States. To develop an interest in wanting to work may be the most far-reaching and important achievement attained through a gainful employment program (Cozine and others, 1968).

Terrass (1974) proposed that one of the future challenges in occupational home economics might be to learn what makes a job appealing. Jobs may vary in their appeal to different age groups, and some courses might be offered at adult level rather than at high school level. Working conditions, fringe benefits, and a livable wage all contribute to job appeal.

Vocational Developmental States

Super (1968) identifies five vocational life stages. Students enrolled in cooperative programs will probably be in the second stage, exploration, according to chronological age (15-24). This stage includes self-examination, role try-outs, and occupational exploration

in school, leisure activities, and part-time work. Substages of the exploration stage are:

a. Tentative (ages 15-17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

b. Transition (ages 18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

c. Trial (ages 22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work (pp. 146-147).

Havighurst (1968) classifies vocational development into six stages. The third stage (ages 15-25), acquiring identity as a worker in the occupational structure includes:

> Choosing and preparing for an occupation
>
> Getting work experience as a basis for occupational choice and for assurance of economic independence (pp. 147-148).

Miller and Form (1968) break vocational development into five stages. The second stage, initial, encompasses students in co-operative programs and is described as:

> Dependence upon home is weakened. Indoctrination of work values of responsibility, willingness to work hard, get along with people, handle money, etc.
>
> Adjust aspiration to realistic level. Acquire technical and social skills relevant to job performance. Adjust to a worker culture (p. 148).

Crites (1965) viewed vocational choice as a "long term development process" and wrote:

> . . . within a developmental conceptual framework vocational choice is not a single, isolated act of the individual: it is a comprehensive, multifaceted, ongoing process which encompasses many interrelated behaviors of the individual at various points in his prework life (p. 2).

Crites' (1965) study had a twofold problem: the construction of a scale to measure the maturity of vocational attitudes and the development of new methods for assessing "developmental phenomena." He stated that the measure of either vocational maturity or vocational self-concept depends upon clearly defined behaviors. If the two concepts do fit within a developmental framework, they must be related to age.

Two measures of vocational maturity are included in Crites' Vocational Development Instrument: a competence test and an attitude test. The competence test measured ability to plan steps toward vocational goals, ability to resolve conflicts between the factors in vocational choice, occupational information, and self-knowledge of vocational capabilities. The attitude test had as its dimensions:

> Involvement in the choice process
> Orientation toward work
> Independence in decision-making
> Preference for vocational choice factors
> Conceptions of the choice process (p. 35).

Crites (1965) did item analyses by age and grade groups within the sample of nearly 3,000 students in grades five through 12. Items were chosen for the attitude test according to their power to differentiate between age and grade levels. True-false responses were found to discriminate better between grades than did a Likert-type scale. Items written in the first and third person singular produced essentially the same amount of item differentiation across age and grade levels. Sex and socioeconomic status of students did not affect their responses significantly.

Students in the lower grades tended to accept statements in the attitude test and high school students to reject them. Since only

eight are positive statements and all others are negative, vocational maturity was seen to increase with grade level, with the exception of the atypical eleventh grade. Stages of maturation tended to be discernible at the points where elementary students entered junior high and between junior high and high school.

Graen and Dawis (1971) believed that attitudes of young people toward work and the world of work had been overlooked as predictors or explanatory variables of the work career, especially of the "floundering and trial" period after formal schooling. As a result, they developed a multidimensional self-report measure of work attitudes of high-school-age youth from the responses of 5,000 high school students in grades nine through 12. The Youth Opinion Questionnaire, derived factor-analytically, consisted of 19 five-item Likert scales and 10 ten-item paired comparison scales covering such topics as attitudes toward work, vocational needs and preferences, expectations about working, perceptions of the labor market and its institutions, and basic beliefs and values about work. A major finding of the study was the degree of differentiation of work attitudes among young people at the threshold of their work careers. Perceptions of and expectations about the labor market had little relationship to basic beliefs and values concerning work, and neither set of attitudes was related to vocational needs and preferences. The researchers concluded:

> Such differentiation of work attitudes suggests that approaches to vocational guidance and vocational counseling with high school students need to be more sophisticated. For example, they should go beyond the provision of occupational information, since attitudes presumably influenced by the acquisition of information may not be related to other attitudes which are just as important (p. 352).

The Student

Heinsohn (1974) surveyed 18,612 high school seniors to learn more about the educational and occupational goals of black and white youth in high schools with differing racial compositions, located in urban and suburban areas. The surveyed youth responded to questions with regard to their post-high school educational and occupational aspirations and expectations. They were asked to specify what they would like to do after high school and what they really expected to do after high school.

Aspirations for college graduation were high among the seniors, the larger portion of each group by sex or race so responding. However, the proportion of each group expecting to graduate from college was somewhat smaller, with an increase appearing in the percentage of those expecting to work full-time after high school graduation.

The job characteristics desired by and cited most frequently by the surveyed youth was "security of steady work," with "friendly people to work with" and a "high income" ranking second and third as important features of the expected jobs. Professional-technical or prestige occupations were equated with the desired security of steady employment.

Group-administered interviews with 8,802 tenth grade high school students in Alabama, Georgia, Mississippi and South Carolina were conducted by Cosby and Picou (1971). The following open-ended question was employed to elicit occupational expectation responses: "What kind of job do you really expect to have most of your life?" Approximately 51 per cent of the total sample gave responses that indicated high-level vocational expectations. Professional, technical,

managerial and glamour responses were classified as "high level" occupational expectations. These expectations, especially among the more disadvantaged students, appear somewhat unrealistic in terms of occupational opportunities available.

Wallace and Leonard (1971) selected several school-related factors and investigated the relationship of these factors to the vocational and educational choices of high school girls. Data for this study were acquired from 6,200 high school girls in Louisiana. Highly significant relationships between high school girls' aspirations and expectation levels indicated realistic attitudes on the part of the students regarding their educational and occupational plans. Most of the participants in the study reported identical levels for both educational and occupational aspirations and expectations. However, more than one-third of the students said they did not know much about their chosen occupation.

Smith and Jiloca (1971) sampled 46 twelfth grade students (22 males and 24 females) to determine whether objective measures of occupational needs and preferences for work were reliable and to determine if the students' plans were realistic and similar to those of their parents. An expression of their idealistic and realistic occupational choices were obtained and compared. Idealistic occupational choice was defined as the occupation the students ultimately aspired to enter. Realistic occupational choice was defined as the occupation they actually expected to enter. Both boys and girls had similar educational aspirations but different occupational aspirations. They appeared to be capable of making a realistic occupational-educational commitment. Their educational aspirations were similar

to their parents but their occupational aspirations were quite different.

Cosby and Picou (1971) found that students whose fathers worked in high-level occupations had significantly higher vocational plans than others. Likewise, a larger proportion of respondents whose fathers had high levels of educational attainment was found to have high vocational expectation levels.

Berry (1967) surveyed a stratified random sample of 533 female, junior and senior high school homemaking students in Oklahoma. The students listed money as both the main reason for working and the major factor to consider when selecting a job. Other important reasons for working included self-satisfaction and accomplishment, success, and personal development. In choosing job characteristics, the girls wanted variety, appreciation, guaranteed salary, work with other people, and neat dress in an attractive business establishment. Least liked characteristics were those opposite to what they had indicated they would like in a job.

Denues (1972) noted that a group of students listed the following traits to characterize the unendurable job:

1. Poor pay
2. Unreasonable employer
3. Unpleasant working conditions
4. Suspicious co-workers
5. Long or irregular hours
6. Distasteful work (p. 23)

The students characterized a superlative job in the following manner:

1. Excellent salary
2. Enjoyable activity
3. Just, understanding employer
4. Pleasant environment
5. Stimulating co-workers
6. Challenging work
7. Reasonable working hours (p. 23)

A nationwide survey of 365 high school senior girls by Lee and others (1971) revealed that their plans and attitudes about work reflected an apparent lack of information concerning the world of work. No differences were found in the girls' attitudes when communities of different sizes were compared. In a comparison of vocational students to comprehensive school students, attitude differences were revealed. The vocational students seemed to have more positive attitudes than the non-vocational students toward the extrinsic work rewards such as salary rather than the intrinsic work rewards such as self-fulfillment. Significant differences in extrinsic reward attitudes were attributed to differences in social status. The girls of high social status showed less agreement with extrinsic rewards of work than did the girls of low social status. The researchers suggested that more emphasis was needed on the exploration of work values through learning about the world of work.

The Work Motives Questionnaire was designed by Breaux (1974) to identify students' personal background factors and affective levels of work motives. The questionnaire was administered to 160 students in a stratified random sample of 16 Louisiana home economics occupational programs during 1972-1973. The questionnaire produced an acceptable split-half reliability coefficient; however, its scalability was not satisfactory.

Approximately two-thirds of the students in the Breaux (1974) study received scores on the fifth level of the affective taxonomy, characterization, for the work motives in this study. This implies that these students had developed the highest affective level for the work motives. Significant effects on the students' affective level

scores for four of the work motives were found for four of the eight personal background factors: family income as related to independence scores, grade point average as related to achievement scores, person of influence as related to association scores, type of program as related to creativity scores. Breaux formulated the following concerning the significant differences in affective level scores for the four work motives and four personal background factors:

> . . . independence as related to the family income factor implies that the two middle income levels had attained significantly higher affective levels of development for the work motive independence than the lowest and highest family income groups . . . achievement as related to the grade point average factor implies that students who were either very high or very low achievers in school had attained significantly lower affective levels of development of the work motive achievement than did students who were average or above average achievers in school . . . association as related to the person of influence factor implies that teachers, parents, and friends influenced higher affective levels of development for the work motive association than other relatives and other people (husbands, the student himself, and no one) . . . creativity as related to the type of home economics occupational program implies that the creativity motive was more highly developed in clothing, home decorating, and child care students than in food service and health and first aid students (pp. 104-105).

As part of the research concerning an "Evaluation of a Secondary School Pilot Program in Preparation for Home Related Occupations," Jacoby (1966) developed a Likert-type Attitudes Toward Work Scale. Content of the instrument included students' attitudes toward the adequacy of their academic preparation, supervision and supervisors, peers, choosing a job, rights and responsibilities of employees, inner satisfactions of working and their expectations of future advancement. The coefficient of stability of the instrument was found to be .72 and the internal consistency .87 when determined by the split-halves

method, stepped up with the Spearman-Brown formula.

Only one variable was found related to attitudes toward work when the instrument was administered to 155 students (93 males and 62 females) enrolled in either an area vocational school or in vocational curricula of a small city high school. The students having both types of jobs--jobs they obtained on their own and jobs they obtained with school help--correlated with scores on the Attitudes Toward Work Scale at the one per cent level. Jacoby (1966) interpreted having both types of job as an indication of a greater than average amount of work experience of better than average quality.

Additional data collected for the 62 females in the sample showed relationships significant at the one per cent level between attitude scores and academic achievement as evidenced by three grade averages: the average of all the high school marks achieved to that date, the average of vocational courses alone, and the average of courses which included supervised work experience. No significant relationship was shown between scores on the Attitudes Toward Work Scale and IQ, grade in school, total units of vocational education, units earned for work experience, socioeconomic status, and expectations of working or not working during stages of the family life cycle.

Nelson and Jacoby's (1967) follow-up study of occupational programs reported that:

> Most students, by the conclusion of the programs, showed acceptable attitudes toward work and minimum employability characteristics and skills. Young people were shown to want to work and, indeed, to attach considerable status to being able to hold a job. Students expressed the general opinion, in individual interviews, that any occupational practice, orientation, or work experience was helpful in preparing for jobs; but most prized was class experience closely meshed with paid work experience from an outside employer. Three-quarters of the

> students interviewed considered their generally strong background of basic home economics courses to be essential for success in occupational education classes (p. 143).

In a follow-up study of 26 occupational clothing graduates and drop-outs in 1974, Johnson discovered that:

> The overall training received during the years 1970-1973 by the graduates and drop-outs in the sample group appeared to be satisfactory in the following areas: (1) knowing how to dress for an interview, (2) knowing how to use sewing equipment on the job, (3) working with a new assignment, (4) being able to talk with the boss about job problems in getting along with other workers, (5) working with a new piece of equipment, (6) receiving an unfavorable evaluation of work. Students did reflect a need for more training in areas relating to human relations such as handling unpleasant situations involving disagreeing with a superior (pp. 59-60).

Research was done by Howell and Felstehausen (1971) to obtain information on Illinois home economics job training programs. They concluded that the graduates generally found the program to have prepared them for employment. The greatest training contributions were considered to be in these areas: getting along with other workers, patients and customers; using time and energy; and handling new or unpleasant situations.

Pestle's (1976) research focused on the advantages of a structured one-to-one relationship at the training station between a disadvantaged, minority or handicapped student and a worker having similar status who was successfully coping with the world of work. Eleven students in four urban high schools in Oklahoma were matched with role models on-the-job by perspective employers during the 1974-1975 school year. Ten additional students from three of the four previous schools were matched with role models during the fall 1975-1976 semester. Employers

saw gains in students' suitability for the job, acceptance of supervision, and attitudes toward the public. However, employers noted little gain at all in use of equipment, loyalty, or attitude toward regulations.

The Employer

Research conducted by Cozine and others (1968) at Oklahoma State University emphasized the importance of close and continuous contact with cooperating employers. This contact is necessary in order to provide classroom learning experiences which contribute to development of the competencies related to success in work experiences and later as an employee. As the competencies desired by employers change, teachers should evaluate the concepts, generalizations, teaching methods, work experiences, resource materials, facilities, and evaluation techniques and add, delete, or modify each in accordance with the revised list of competencies.

Robinson's research in 1968 included responses from 92 business employers and 10 administrators and home economics instructors at two area vocational-technical centers and two junior colleges in Oklahoma. The majority of both groups believed that students should observe and receive work experience as part of their occupational training. Positive attitudes toward work was the quality believed to be most needed by the employees by more than one-half (54.4 per cent) of the employers in the study.

Ridley's 1967 research indicated that most employers did not consider working experience a necessary prerequisite for employment. Most of the 816 employers participating in the study had some form of

on-the-job training with the vast majority using individual instructions and one or more of the following methods: training sessions, apprenticeships, specialized training, staff meetings, written materials and workshops. Employers were also asked to indicate if 15 personal characteristics were unnecessary, desirable or essential for success in a particular job. It was significant to note that, of the 15 personal characteristics deemed necessary for the four subject area categories (child care, food, clothing and textiles, and housing), four were calculated as being essential in less than 60 per cent of the jobs in one or more areas. The four personal characteristics deemed necessary were the following:

> (1) practice of acceptable social skills in the areas of housing and clothing and textiles; (2) use of good English in speaking in the areas of food, housing and clothing and textiles; (3) use of good English in writing in the areas of food, housing and clothing and textiles; and (4) the ability to work well with others in the area of housing (p. 139).

Child care was the only occupational cluster in which all 15 personal characteristics were deemed necessary in 60 per cent and above of the job. The following personal characteristics were thought to be essential in 90 per cent or more of the jobs in the indicated areas: "neat and orderly" (food), "clean and well-groomed" (food), "assumes responsibility" (child care), "carries out instructions" (child care and food), "honest" (food and clothing and textiles), "works well with others" (child care) and "respectful and considerate of property of others" (food).

Kaufman and others (1967) interviewed 658 employers and 90 union officials in nine communities in various states. The communities were selected on the basis of size, rate of unemployment, degree of

unionization, and type and breadth of vocational and technical education programs and included three large cities, three medium-sized cities and three small cities.

Many employers, especially large ones, were pessimistic about vocational education. These employers thought they could give better training themselves. Few expressed a strong preference for vocationally trained graduates. Most were, however, satisfied with the preparation their young employees were receiving. Personal characteristics, such as initiative and conscientiousness, were the traits they considered most desirable in prospective employees.

Kaufman and others (1967) found that union officials in the skilled trades were reluctant to give credit for training received in the vocational program. Few union officials knew what curriculum their young members had taken in high schools.

When employers said they could train their employees, they were usually referring to on-the-job training.

> Most of this training is specific to the particular job and has little transfer value. In general, neither employers nor unions had really thought about the problem of where young people acquire the training necessary to take a productive place in society. When asked about current and projected future skill needs, the majority of both groups either could not answer or replied in vague generalities. They were concerned with the need for training only as it affected their day-to-day operations. One of the major reasons for this lack of interest may have been their limited contact with vocational education (Kaufman and others, 1967, p. 12-8).

In order to improve the quality of the occupational guidance and counseling materials prepared for distribution to schools, institutions, and agencies, the Oklahoma VIEW Program staff surveyed personnel and employment managers in the business and industrial communities

("The VIEW Program Keeps Abreast With Business and Industry," 1976). The survey pointed out the fact that vocational teachers oversell the salary to their students. Also regardless of the education and training an individual receives, some on-the-job training or in-house training will be needed when they are employed. Employers of students trained in vocational programs pointed out traits they liked the prospective employees to possess. These were as follows:

1. Pride in work - getting to work on time and being a good employee when on the job.
2. Dependability - being at work on time and being on the job everyday.
3. Responsibility - individual who accepts the responsibility of good performance and accepts work assignments.
4. Initiative - individuals have a desire to do good work and take initiative without being told.
5. Cheerfulness - individuals who have a bright outlook on life.
6. Reliability - individuals whom the boss can rely on at all times.
7. Honesty - individuals who do not cheat on the co-workers or the company (pp. 2-3).

Research done by Howell and Felstehausen (1971) obtained information on Illinois home economics job training programs. The 75 employers providing questionnaire data recommended training for certain personal characteristics as the main priority. Emphasis on developing positive attitudes toward work, learning and supervision in students was repeatedly asserted. Other skills identified most frequently related to developing human interaction skills, such as, relating to other workers and the public served.

Combs (1974) conducted personal interviews with 71 employers of women in clerical, sales, operative and service occupations to determine the personal characteristics influencing the hiring, promotion and discharge of women. Forty-seven personal characteristics were identified as contributing to advancement. When asked to state the single most frequent reason for discharging women, slightly more than three-fourths stated an item related to personal characteristics rather than technical skills.

Conclusions from research by Wright (1975) showed that beauty counts more than skill. Personnel directors and office education teachers viewed a videotape recording that depicted four females applying for a job as clerk-stenographer. Participants were asked to form their first impressions by watching the applicants walk; then to listen to their qualifications; and last hear them talk before making a final hiring decision. Qualifications were identical except for skill and physical appearance. Without knowing the applicants' skill level, 100 per cent of the male and female personnel directors chose the most attractive applicant on first impressions alone. Ninety-one per cent of cooperative office education teachers and 80 per cent of intensive office education teachers followed suit.

Schools have traditionally concentrated on teaching knowledge and skills. However, Tuckman (1973) agreed with employers who said, "Give me an individual with the proper attitudes and suitable motivation and I will give him the rest," when he sated:

> The approach I am advocating . . . is to broaden the concept of career development to include the affective component, namely the development of motives, attitudes and feelings toward oneself and one's environment. The assumption is that suitable emotional or affective states not only lead to satisfactory work experience but also contribute to the worker's total pattern of growth (pp. 47-48).

Ridenour (1973) noting that a number of studies have shown the importance of the affective area of a student's life in preparation for a job, made the following statement:

> However, in an instructional program based entirely upon cognitive and psychomotor objectives, there is one important area which is lacking: the student's willingness to perform on the job and his ability to get along with his fellow men both at work and in his everyday life (p. 44).

Ridenour further supported cultivation of the affective domain when he cited a Harvard study extending over a 10-year period in which 66 per cent of the persons who failed on-the-job failed because of their poor personality, and only 33 per cent failed because of their lack of technical ability.

Summary

Throughout the history of mankind, vocational education has existed in some form. Recent legislative milestones (Vocational Education Act of 1963 and Amendments to the Act of 1968) have aimed at redirection of existing programs and development of new programs in an effort to meet the needs of a greater number of individuals.

The expectations of society are that youth will be prepared for entry-level employment while they are still in school (Gallup, 1975; Morgan, 1971). Hence the purpose of vocational education is to help every educable person develop the competencies he needs to enter and

advance in a vocation (Lofquist and Dawis, 1969; Venn, 1964; Lamar, 1971; Bottoms, 1973; Harvey and Nelson, 1972; Super and others, 1963; Johnson, 1968). Unique methods for achieving this purpose have emerged as a part of many vocational education training programs (Despard and McCadden, 1975).

Program research and evaluation has emphasized the importance of developing realistic attitudes toward work. Attitudes, self-understanding, and personal work habits rather than job skills per se were considered essential to success in an entry-level job by both vocational counselors (Eggeman and others, 1969), educators (Murphy, 1973; Waldron, 1975), and employers (Waldron, 1975).

Vocational life stages have been outlined by Super (1968), Havighurst (1968), and Miller and Form (1968) in an attempt to present the developmental process more clearly. Stages of maturation tend to be discernible at various ages. Vocational maturity seems to increase with grade level, with the exception of the atypical eleventh grade (Crites, 1965).

Studies by Heinsohn (1974) and Cosby and Picou (1971) indicated that high school age students have high-level vocational expectations. However, their plans and attitudes about work reflected an apparent lack of information concerning the world of work (Wallace and Leonard, 1971; Lee and others, 1971). Length of work experience was found by Jacoby (1966) to correlate with students' scores on the Attitudes Toward Work Scale. Jacoby (1966) also found a significant relationship at the one per cent level between attitudes toward work and academic achievement. Students and graduates of occupational programs (Nelson and Jacoby, 1967; Johnson, 1974; Howell and Felstehausen, 1971;

Pestle, 1976) tended to indicate that the greatest training contributions were in areas other than skill related.

Research conducted by Cozine and others (1968) emphasized the importance of close and continuous contact with cooperating employers. Ridley (1967) and Kaufman and others (1967) found that employers did not consider work experience as a necessary prerequisite for employment. They seemed to favor their own in-house training regardless of the previous education and training an individual had received. Emphasis on developing positive attitudes toward work and other personal characteristics were considered as essential for employment by employers (Robinson, 1968; "The VIEW Program Keeps Abreast With Business and Industry," 1976; Howell and Felstehausen, 1971; Combs, 1974; Tuckman, 1973; and Ridenour, 1973).

The literature tended to focus on either the employer or employee. Although the importance of attitudes was delineated, research specifically comparing attitudes toward work of youth entering the world of work and their supervisors was not noted.

CHAPTER III

PROCEDURE

The purpose of this research was to compare the attitudes toward work between students enrolled in home economics cooperative programs and their supervisors in Oklahoma. This chapter describes the design of the research, population studied, the procedure used in developing and implementing the data gathering instruments, and the procedure used in analyzing the data.

Research Design

The type of information desired for this study was gained through a descriptive survey research design. Kerlinger (1964) described survey research as:

> that branch of social scientific investigation that studies large and small populations by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelation of sociological and psychological variables . . . . The survey researcher is interested in the accurate assessment of the characteristics of whole populations of people. . . . Survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior (pp. 393-394).

The mail questionnaire technique was chosen for gathering information for the survey research. Kerlinger (1964) stated that the mail questionnaire has serious drawbacks unless it is used in conjunction with other techniques. Two of these defects are possible lack of

response and the inability to check the responses given. Returns of less than 40 to 50 per cent are common. Higher percentages are rare. At best, the researcher must content himself with returns as low as 50 to 60 per cent. Every effort should be made to obtain returns of at least 80-90 per cent or more, and lacking such returns, to learn something of the characteristics of the nonrespondents.

Rather than mailing individual questionnaires directly to the students and supervisors, questionnaires were mailed to the seven teacher-coordinators for administration. This technique was selected to eliminate some of the negative aspects of this method of data collection.

Development of the Questionnaire

The data needed for the study were obtained by a questionnaire developed by the researcher (Appendix A). The questionnaire was designed so that students and supervisors could respond to the same statements. Appropriate demographic data were requested from students and supervisors.

A review of literature and currently available instruments related to attitudes toward work was made as background for the development of the questionnaire. Notes were made concerning the various categories for which appropriate statements could be developed for both students and supervisors.

The Likert-type Attitudes Toward Work Scale developed by Jacoby (1966) served as the major basis for development of categories and statements. Content of the Jacoby instrument includes students' attitudes toward the adequacy of their academic preparation, supervision

and supervisors, peers, choosing a job, rights and responsilities of employees, inner satisfactions of working, and their expectations of future advancement. Questionnaire statements for use in this study were developed within the following nine categories: initiative and dependability, future advancement, supervision, skills, right of employees, cooperation, inner satisfactions, choosing a job, and appearance.

The Likert scale format was selected. This format is frequently used in contemporary survey questionnaires and lends itself to a rather straightforward method of index construction (Babbie, 1973). Students and supervisors completing the questionnaire were asked to agree or disagree with statements by circling SA, strongly agree; A, agree; U, undecided; D, disagree; or SD, strongly disagree for each statement.

The initial questionnaire was refined by the researcher's committee and sent to a panel of seven judges in December, 1975. The panel of judges was composed of two educators in the area of counseling, two instructors of occupational education, two supervisors of employers, and an area supervisor of vocational home economics education. Each panel member was sent a letter requesting their assistance in further refining and coding the questionnaire. Coding was requested to determine whether or not a balance of positive and negative statements had been incorporated into the questionnaire. Six of the seven judges returned questionnaires. Only four of the six followed directions in terms of coding the statements as well as evaluating the questionnaire. The questionnaire was revised according to suggestions that were received from the panel of judges.

A check of reading level was made by calculating a Fog Index which resulted in an eight. This index indicates the number of years

of schooling a person would require to read a passage with ease and understanding (Gunning, 1963).

In January, 1976, letters were sent to four teachers in part-time home economics occupational programs in Oklahoma requesting their participation in the pretesting phase of the questionnaire. Three occupational areas, clothing production, commercial foods, and child care, were represented by these four part-time programs. A follow-up telephone call was made to each of the four teachers to answer questions and verify their willingness to participate. Each of the four teachers agreed to allow their students to respond to the questionnaire.

Later in January, a cover letter and questionnaires were mailed to the four teachers involved with the part-time programs selected for the pretest. After tabulation and analysis of the 43 responses from the pretest sample, revisions were made in format and wording of selected statements.

Critical evaluation of the questionnaire was then made by five home economics education doctoral students enrolled in a graduate seminar class. The researcher's committee made additional suggestions for improvement before the final study sample version was prepared.

Selection of the Sample

The population for the study was identified as students and their supervisors participating in full-time home economics cooperative vocational education programs in Oklahoma during the second semester of the 1975-1976 school year. During the fall semester of 1975, a telephone call was made to officials in the Oklahoma State Department of Home Economics requesting information regarding the full-time home

economics cooperative vocational education programs in Oklahoma during the 1975-1976 school year. Seven such programs were identified and addresses were furnished to the researcher.

In February, letters and a tentative example of the questionnaire were sent to each of the teacher-coordinators working with the seven, full-time, home economics cooperative vocational education programs requesting their participation in the study (Appendix B). A follow-up telephone call was made to each teacher-coordinator approximately one week after the letter had been sent. The purpose of the telephone call was to further explain the study, answer any questions, and verify their willingness to participate. Each of the seven teacher-coordinators agreed to allow the students in their classes to respond to the questionnaire. Six of the teacher-coordinators agreed to provide each student's supervisor with a questionnaire. The other teacher-coordinator stated that supervisors were too busy and she felt asking them to complete the questionnaire would be asking too much. However, she said she would try to entice a few to respond. All seven teacher-coordinators expressed the fact that they felt supervisor response would be low since they had difficulty getting them to complete grade forms for the students each grading period.

Data Collection

Student and supervisor questionnaires were mailed to the seven, full-time, teacher-coordinators for administration in March, 1976. Cover letters accompanied the questionnaires and stamped, self-addressed envelopes were enclosed for reply (Appendix B). The student version of the questionnaire was completed in the classroom. The

supervisor version of the questionnaire and an attached cover letter were sent to each student's supervisor in the manner deemed most feasible by each of the seven teacher-coordinators (Appendixes A and B). In some cases the teacher-coordinator presented the questionnaire to the supervisor during a regular visit to the business and in other cases the students presented the questionnaire to their supervisors. The teacher-coordinator in one school wrote an additional personal note on each supervisors' cover letter requesting their participation in the study. Each questionnaire was identified by a code number to avoid follow-up reminders to those who had returned the instrument.

Follow-up telephone calls were made to the teacher-coordinators not responding by mid-April. Those not responding assured the researcher of their continued willingness to participate in the research. Difficulty securing supervisor responses was the major reason given for delay in returning the questionnaires.

Six of the seven schools had responded by May 15, 1976. Another telephone call was made to the teacher-coordinator who had not responded. She again assured the researcher that she planned to participate. However, after repeated tries, it was impossible to obtain her cooperation. Consequently, this program was not included in the study sample.

Analysis of Data

Questionnaires were coded and keypunched onto IBM computer cards. Questionnaire statements were converted to numerical coding in the following manner: SA, 5; A, 4; U, 3; D, 2; and SD, 1. A code book was constructed to describe the location of variables in the survey

data file and the keypunch assignments given to those variables. The Statistical Analysis System (Barr and Goodnight, 1972) was selected for analysis of data. This system was selected due to its flexibility and the fact that statistical operations can be performed excluding missing values.

One-way analyses of variance were computed to test the four null hypotheses of the study. One-way analysis of variance is a statistical method by which relationships and significant differences can be determined. It is used when testing for a relationship between a nominal or higher order scale and an interval scale (Blalock, 1972). A probability of .05 was accepted as the criterion of significance.

Objective I was to describe characteristics of the students and their supervisors participating in the home economics cooperative vocational education programs surveyed and it was achieved by analyzing frequency of responses.

Objective II involved comparing the attitudes toward work of students and their supervisors according to responses to each of the following nine sub-scales of the questionnaire: (a) initiative and dependability, (b) future advancement, (c) supervision, (d) skills, (e) rights of employers, (f) cooperation, (g) inner satisfactions, (h) choosing a job, and (i) appearance. One-way analyses of variance were computed on the nine sub-scales to achieve this objective and to test the first null hypothesis of the study. Means and standard deviations were also calculated to compare student and supervisor responses to statements comprising the nine sub-scales of the questionnaire.

Objective III was to determine if the attitudes toward work of students and their supervisors differed according to the following seven occupational areas: (a) food service, (b) child care service, (c) clothing service, (d) health and management service, (e) home furnishings service, (f) office related, and (g) other. One-way analyses of variance were computed for each of the seven occupational areas according to the nine sub-scales to achieve this objective and to test the second null hypothesis. Means and standard deviations were also calculated to compare student and supervisor responses to statements comprising the nine sub-scales, based on occupational areas.

Objective IV was to determine if the students' length of work experience was associated with attitudes toward work. Objective V was to determine if the students' perceived marks received throughout high school were associated with attitudes toward work. The method of analysis used in achieving Objective IV and Objective V and to test the third and fourth null hypotheses was one-way analysis of variance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter includes the presentation and analysis of the data gathered through the use of a questionnaire. The questionnaire which was developed and used is presented in Appendix A. The statistical analysis of the data is presented in relation to the objectives of the study.

Description of Subjects

Objective I of the study was to describe characteristics of the students and their supervisors participating in the home economics cooperative vocational education programs surveyed. Students and supervisors will be described separately.

The Students

From a total population of 241 students enrolled in the seven, full-time, home economics cooperative vocational education programs in Oklahoma, 197 students (82 per cent), representing six programs, responded to the questionnaire (Table I). Only responses from the 176 students employed at the time of questionnaire completion were used for analysis of data. A detailed description of these 176 employed students can be found in Table II.

TABLE I

SAMPLE OF STUDENT AND SUPERVISOR QUESTIONNAIRES COMPLETED IN THE SEVEN HOME ECONOMICS COOPERATIVE PROGRAMS

School	Students				Supervisors	
	Total Enrollment	Total No. Responses	No. Responses Employed	No. Responses Unemployed	Total No. Responses	No. of Students Represented
A	37	34	32	2	9	15
B	31	31	26	5	26	32[a]
C	20	0	0	0	0	0
D	26	20	18	2	15	17
E	26	22	20	2	10	23
F	58	50	42	8	27	30
G	43	40	38	2	5	16
Total	241	197	176	21	92	133

[a]Some supervisors completed questionnaires prior to students quitting their job or dropping out of the program. Because neither students nor supervisors names were included on the questionnaire, their responses could not be eliminated.

TABLE II

CHARACTERISTICS OF STUDENTS PARTICIPATING IN HOME ECONOMICS COOPERATIVE PROGRAMS

Characteristic	Number of Responses	Per Cent[a]
Age		
16 Years	46	26.14
17 Years	91	51.71
18 Years	38	21.59
19 Years	1	.57
Grade Level		
10	2	1.14
11	90	51.14
12	84	47.73
Sex		
Male	55	31.61
Female	119	68.39
Race		
Black	38	21.71
White	128	73.14
Indian	6	3.43
Other	3	1.71
Years in Occupational Program		
First Year	144	82.29
Second Year	31	17.71
Occupational Area		
Food Service	49	27.84
Child Care Service	30	17.05
Clothing Service	12	6.82
Health and Management Service	13	7.39
Home Furnishings Service	4	2.27
Office Related	18	10.23
Other	50	28.41

TABLE II (Continued)

Characteristic	Number of Responses	Per Cent[a]
Perceived Marks in all Subjects Throughout High School		
Mostly D's	5	2.87
About Equal C's and D's	16	9.20
Mostly C's	19	10.92
About Equal B's and C's	56	32.18
Mostly B's	42	24.14
About Equal A's and B's	29	16.67
Mostly A's	7	4.02
Length of Present Job		
One to Three Months	35	21.09
Four to Six Months	37	22.29
Seven Months to One Year	64	38.56
Thirteen Months to Two Years	22	13.25
Over Two Years	8	4.82
Number of Previous Jobs Prior to Present Job		
None	39	22.41
One	60	34.48
Two	45	25.86
Three	25	14.37
Four	5	2.87
Total Length of Employment (present job included)		
Three to Six Months	15	9.09
Seven Months to One year	48	29.09
Thirteen Months to Two Years	58	35.15
Twenty-five Months to Three Years	27	16.36
Over Three Years	17	10.30

[a]Per cent based on total responses to each item

The students ranged in age from 16 to 19 years, with slightly over one-half (51.71 per cent) being 17 years old. The proportion of students 16 years (26.14 per cent) and 18 years (21.59 per cent) was approximately equal. As expected, these students were primarily in the eleventh (51.14 per cent) and twelfth (47.73 per cent) grades of high school. The two tenth grade students were evidently deficient in academic credits since their ages of 16 and 17 would indicate eligibility for a higher grade level.

The majority of the students (68.39 per cent) were female. However, almost one-third (31.61 per cent) were males. The predominant race was white (73.14 per cent).

Most students (82.29 per cent) were enrolled in first year occupational programs in the six schools. Their job titles were classified under seven broad occupational areas. Almost three-fourths of the students were employed in one of the following three occupational areas: food service (27.84 per cent), child care service (17.05 per cent), and other (28.41 per cent). Table III presents a description of the job titles classified as other. Had the student been more explicit when describing his/her job possibly some could have been more accurately classified; for example, sales clerk. The distribution of students by occupational area, year in program, and sex is more clearly reported by Table IV. Males were employed in a large portion of those occupations classified as other and food service. Females were somewhat evenly distributed in four occupational areas: food service, child care service, office related, and other.

TABLE III

STUDENTS OCCUPATIONAL AREAS
CLASSIFIED AS OTHERS

Description	Number of Responses N=50
Grocery--Stocker/Checker/Sacker	11
Sales Clerk	7
Cashier/Stocker K-Mart	3
Service Station Attendant	3
Sharpen, Clean, Deliver Saw Blades	2
Checker/Stocker	2
Stocker/Sacker TG&Y	2
Hostess for Costume Play	1
Electrical Material and Shop Maintenance	1
Take Phone Orders in Sales Department	1
Retail Groceries Inventory Specialists	1
Production Line--Makes Springs	1
Store Room Clerk	1
Recreation--Arts and Crafts	1
Stocker	1
Air Conditioner Repair	1
Messenger--Deliver Packages	1
Surface Manager for Prescription Glasses	1
Gardener	1
Sell Lawn and Garden Products--Put in Lawns	1
Shop Helper--Build Gates and Deliver Materials	1
Hair Styles and Shampoos	1
Feed and Supply Store	1
Shred and Deliver Paper	1
Deliver Office Supplies	1
Go-Cart	1
Demonstrate Exercise Equipment	1

TABLE IV

DISTRIBUTION OF STUDENTS BY OCCUPATIONAL AREA, YEAR IN PROGRAM, AND SEX

	Food[a]		Child Care[b]		Clothing		Health and Management		Home Furnishings		Office Related		Other[c]	
	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.
Male	15	4	1		2		2	1	1	1	2		24	2
Female	24	5	23	5	6	4	9	1	1	1	13	3	19	4

[a]One respondent indicated he/she was enrolled in a first year program and employed in a food service occupation, but did not identify sex.

[b]One respondent indicated she was employed in a child care service occupation, but did not identify the occupational program year.

[c]One respondent indicated he/she was enrolled in the first year program and employed in the occupational area classified as other, but did not identify sex.

The students' perceived marks in all subjects throughout high school tended to approach a normal distribution. About equal B's and C's (32.18 per cent) and mostly B's (24.14 per cent) were reported by over one-half of the students.

The length of their present job, for the majority of the students (81.94 per cent), had been one year or less. Only 22.41 per cent of the students had held no jobs prior to their present one. This tended to indicate that the students participating in these vocational programs have had experience with the world of work prior to enrollment. Their total length of employment also supported this fact. Over one-half (61.81 per cent) had been employed for periods ranging from 13 months to over three years.

The Supervisors

Ninety-two supervisors representing 133 employed students returned completed questionnaires (Table I). Supervisors directly in charge of more than one student completed only one questionnaire. A detailed description of these 92 supervisors can be found in Table V.

Supervisors' businesses were classified under the same broad occupational areas as the students. Food service (48.91 per cent) was the largest occupational area represented. Child care (18.48 per cent) and other (19.57 per cent) were approximately equally represented. Table VI presents a description of the 18 supervisors' businesses classified under the category other.

TABLE V

CHARACTERISTICS OF SUPERVISORS OF OCCUPATIONAL STUDENTS

Characteristics	Number of Responses	Per Cent[a]
Occupational Area		
Food Service	45	48.91
Child Care Service	17	18.48
Clothing Service	3	3.26
Health and Management Service	4	4.35
Home Furnishings Service	1	1.09
Office Related	4	4.35
Other	18	19.57
Number of Occupational Students Presently Supervising		
One	68	73.91
Two	17	18.48
Three	2	2.17
Four	4	4.35
Nine	1	1.09
Length of Involvement with Occupational Program		
One to Six Months	17	19.32
Seven Months to One Year	30	34.09
Fourteen Months to Two Years	24	27.27
Three Years	10	11.36
Over Three Years	7	7.95

[a]Per cent based on total responses to each item

TABLE VI

SUPERVISORS OCCUPATIONAL AREAS
CLASSIFIED AS OTHERS

Description	Number of Responses N=18
Department Store	3
Stock Boy	1
Grocery Store	1
Messenger	1
Warehouseman	1
Office Supply and Furniture	1
Industrial	1
Building Material Home Center	1
Feed and Farm Store	1
Optical	1
Construction	1
Paper Destruction	1
Service Station	1
Retail Drugstore	1
Hair Styling	1
Lawn and Garden Supply	1

The majority of the supervisors (73.91 per cent) supervised only one occupational student. The next highest proportion was two, supervised by 18.48 per cent. Although the response was not requested, one supervisor wrote on his questionnaire that he would like to have more occupational students as employees.

Most respondents (80.68 per cent) reported they had been involved with the occupational program two years or less. The largest percentage (34.09 per cent) had been involved seven months to one year. This tended to indicate that the occupational program was a new experience for the majority of these supervisors.

Comparison of Student and Supervisor Responses for the Nine Sub-Scales

Objective II of the study was to compare the attitudes toward work of students and their supervisors according to responses to each of the following nine sub-scales of the questionnaire: (a) initiative and dependability, (b) future advancement, (c) supervision, (d) skills, (e) rights of employees, (f) cooperation, (g) inner satisfactions, (h) choosing a job, and (i) appearance.

Hypothesis I: There is no significant difference between the attitudes toward work of students and their supervisors according to responses to each of the nine sub-scales of the questionnaire.

One-way analysis of variance was used to test the first null hypothesis. Table VII reports the analyses of variance for each of the nine sub-scales. Based on the F-test, using the .05 level of significance, the first null hypothesis must be rejected for five sub-scales and not rejected for four sub-scales.

TABLE VII

ONE-WAY ANALYSES OF VARIANCE FOR SUB-SCALES COMPARING STUDENT AND SUPERVISOR RESPONSES

Sub-Scales	Degrees of Freedom	F Value	Level of Significance
Initiative and Dependability	1,263	14.16	.0004
Future Advancement	1,257	34.04	.0001
Supervision	1,248	40.20	.0001
Skills	1,258	17.51	.0002
Rights of Employees	1,258	7.94	.0054
Cooperation	1,263	3.23	N.S.[a]
Inner Satisfactions	1,258	1.01	N.S.
Choosing a Job	1,259	.02	N.S.
Appearance	1,255	.36	N.S.

[a] p= .0697 (Approaching the designated .05 criterion of significance)

Each sub-scale will be discussed separately. A table will accompany the discussion of each sub-scale reporting the means and standard deviations for students' and supervisors' responses to each questionnaire statement. The number of student and supervisor responses for each sub-scale varies since all respondents did not answer each statement. The reader is reminded of the conversion of questionnaire responses to the following numerical code: SA, 5; A, 4; U, 3; D, 2; and SD, 1. Consequently, a higher mean rating reflects agreement with questionnaire statements; conversely, a lower mean rating reflects disagreement with questionnaire statements.

Initiative and Dependability

Questionnaire statements for this sub-scale concerned the responsibilities a worker should assume while on-the-job. Based on the F-test, the difference between students and supervisors on this sub-scale was significant at the .0004 level. The first null hypothesis was rejected for this sub-scale.

The overall mean for supervisors ($\bar{X}$ = 4.25) was higher than the overall mean for students ($\bar{X}$ = 4.05). A closer examination of the means for each statement revealed that the supervisors' mean ratings were higher than those of the students on all items except one (Table VIII). This statement (49) concerned the fact that the worker should do unpleasant tasks promptly and accept them as "just part of the job." However, the supervisors rating ($\bar{X}$ = 3.51) did not differ greatly from the students rating ($\bar{X}$ = 3.61). The standard deviation score for students (S.D. = .98) and especially supervisors (S.D. = 1.27) indicated a lack of consensus on the part of both groups concerning this statement.

TABLE VIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING INITIATIVE AND DEPENDABILITY

Questionnaire Number	Statement	Students (N=174)		Supervisors (N=91)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
7.	The type worker that a supervisor likes best is the one who tries things on his own.	3.44	1.00	4.04	.93
21.	Workers should notify the supervisor if they are going to be late or absent.	4.51	.68	4.66	.48
23.	A worker should always report to the job on time and be ready for work.	4.47	.63	4.62	.49
24.	A worker should try to adjust to new or unexpected situations.	4.27	.55	4.35	.48
49.	A worker should do unpleasant tasks promptly and accept them as "just part of the job."	3.61	.98	3.51	1.27
51.	A worker should show initiative and work without supervision when he knows what is expected.	4.12	.65	4.39	.61
54.	Workers should look for things to do when they aren't busy with assigned tasks.	3.97	.68	4.17	.69

[a] Students Overall Mean 4.05
Supervisors Overall Mean 4.25
Sub-Scale Overall Mean 4.12

The statement (7) concerning the type of worker a supervisor likes best revealed a spread of disagreement between students and supervisors. The higher mean rating by the supervisors ($\bar{X}$ = 4.04) indicated that they tended to agree with this statement more often than the students ($\bar{X}$ = 3.44). Two supervisors responding to the questionnaire wrote comments beside this statement. One wrote "up to a point" and the other "sometimes." This item received the lowest mean rating by the students for the seven statements comprising this sub-scale.

Future Advancement

This sub-scale identified aspects related to job performance and promotion (Table IX). A significant F-value at the .0001 level indicated a difference between students and supervisors concerning these aspects. The first null hypothesis was rejected for this sub-scale.

Three statements (11, 39, 65) specifically dealt with the aspect of job promotion. Both groups agreed somewhat similarly concerning the fact that a worker who does more than required may be promoted to a better job (39). The groups' dispersion between each other and within was more pronounced when statements 11 and 65 were considered. Supervisors ($\bar{X}$ = 1.68) disagreed more often than students ($\bar{X}$ = 2.41) with the statement that a worker needs "connections" in most jobs in order to get a promotion (11). The students' standard deviation score (S.D. = .98) disclosed a wider variation in their responses. Perhaps many of these students have had experiences which make them feel "connections" are important. Another explanation for this

TABLE IX

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING FUTURE ADVANCEMENT

Questionnaire Number	Statement	Students (N=172)		Supervisors (N=87)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
11.	A worker needs "connections" in most jobs in order to get a promotion.	2.41	.98	1.68	.75
25.	A job should offer a great deal of advancement.	3.84	.79	3.41	.87
39.	A worker who tries to do a little more than required may be promoted to a better job.	3.90	.79	3.95	.72
48.	A worker should accept criticism as a way to improve job performance.	4.03	.74	4.26	.59
53.	Most workers don't really try to improve themselves.	2.58	.93	2.73	1.23
57.	The worker who works hard and tries to do a good job will be disliked by his co-workers.	2.21	.92	1.78	.76
65.	Promotions depend too much on whether the worker is liked by the supervisor.	3.08	1.00	2.21	1.09

[a] Students Overall Mean 3.15
Supervisors Overall Mean 2.86
Sub-Scale Overall Mean 3.05

variability might be their lack of experience in the world of work. Responses to statement 65 indicated that the students ($\bar{X}$ = 3.08) agreed more often than the supervisors ($\bar{X}$ = 2.21) that promotions depend on whether the worker is liked by the supervisor. Considerable variability was noted within the two groups as well.

Disagreement regarding the acceptance of criticism (48) was noted by observing the mean scores of the two groups. The supervisors ($\bar{X}$ = 4.26) tended to agree more with this statement, while there was more variability among the students (S.D. = .74). Immediately preceeding the word criticism one supervisor wrote in the word "constructive" and another wrote "good."

The mean ratings of statement 53 tended to indicate that both groups disagreed with the fact that workers do not really try to improve themselves. However, greater variability was shown by the wider standard deviation score for supervisors (S.D. = 1.23) than for students (S.D. = .93). Evidently, some of these supervisors have dealt with workers who did not try to improve themselves.

Both groups tended to disagree with the statement that the worker who works hard and tries to do a good job will be disliked by his co-workers (57). The standard deviation disclosed greater variability among the students (S.D. = .92) than the supervisors (S.D. = .76). Again perhaps this is partly explained by the students' lack of experience in the world of work.

The mean ratings for both groups were somewhat similar in terms of the amount of advancement a job should offer (25). It was interesting to note, however, that variability was greater for supervisors (S.D. = .87) than students (S.D. = .79). Students ($\bar{X}$ = 3.84),

more often than supervisors ($\bar{X}$ = 3.41), tended to feel that a job should offer a great deal of advancement.

Supervision

Ten statements formed the sub-scale entitled supervision as shown on Table X. Since the difference between students and supervisors was statistically significant at the .0001 level, the first null hypothesis was rejected for this sub-scale.

Statements 14 and 37 dealt with whether a supervisor should be respected and/or admired because of his position. On the average, students and supervisors agreed that the supervisor should be respected (14). Students tended to agree more often but the variability among the supervisors (S.D. = 1.13) was noteworthy with reference to respect. Both groups tended to disagree with the statement that the supervisor should be admired (37). In this case, the standard deviation score was rather wide for both students (S.D. = 1.04) and supervisors (S.D. = 1.01). The comment "not always" was made by one supervisor in reference to admiration of the supervisor.

Although the difference in the means for the two groups was rather small for statement 1, the supervisors displayed considerable variation (S.D. = 1.39). In fact, this item received the widest variation in scoring among the supervisors for this sub-scale. The statement expressed the fact that the type of supervisor whom workers dislike is one who tries to rule by fear. Perhaps the fact that supervisors do not function in the worker capacity offers some explanation for their distribution of responses. An interesting comment by one supervisor was that "good workers are not affected either way."

TABLE X

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING SUPERVISION

Questionnaire Number	Statement	Students (N=167)		Supervisors (N=83)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	The type of supervisor workers dislike is the one who tries to rule by fear.	4.04	.97	3.91	1.39
14.	A supervisor should be respected because of his position.	3.75	.86	3.59	1.13
19.	Most workers complain about any supervision given to them.	2.60	.86	2.07	.91
27.	Most supervisors tend not to be fair to all their workers.	2.97	1.05	2.04	.93
28.	Supervisors are just average humans like workers but somehow they've had "breaks" and money.	2.94	.99	1.67	.74
37.	A supervisor should be admired because of his position.	2.99	1.04	2.09	1.01
44.	The supervisor should be able to discuss problems with workers any time while on-the-job.	3.47	1.09	3.83	1.08
55.	The supervisor should be friendly, but firm.	4.20	.62	4.35	.48
61.	The worker should expect to be able to talk and discuss work related problems with the supervisor just as one might with a close friend.	3.82	.84	3.99	.89

TABLE X (Continued)

Questionnaire Number	Statement	Students (N=167)		Supervisors (N=83)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
66.	The supervisor is there to help workers.	3.97	.72	4.32	.60

[a]Students Overall Mean 3.47
Supervisors Overall Mean 3.20
Sub-Scale Overall Mean 3.38

Students ($\bar{X}$ = 2.60), more often than supervisors ($\bar{X}$ = 2.07), felt that workers complain about supervision (19). If complaints concerning supervision are made, workers would probably be more aware of this than supervisors. Perhaps this explains the difference in the means for the two groups regarding this statement.

Supervisors ($\bar{X}$ = 2.04), more often than students ($\bar{X}$ = 2.97) disagreed with the statement that supervisors tend not to be fair to their workers (27). There was greater variability among the students (S.D. = 1.05) than the supervisors (S.D. = .93). One supervisor tempered the statement somewhat by adding "not all of them."

Using the means as a basis for comparison, the greatest disagreement among students and supervisors focused on statement 28. A 1.27 difference in the means was calculated. The statement made reference to the fact that supervisors are just average people but somehow they have had "breaks" and money. The supervisors ($\bar{X}$ = 1.67) tended to disagree with this statement more often than the students ($\bar{X}$ = 2.94).

Responses by both groups produced a wide standard deviation score for statement 44. The opinions of the students and supervisors composing the two groups were diverse when they considered whether a supervisor should discuss problems with workers any time while on-the-job. The supervisors ($\bar{X}$ = 3.83) felt they should discuss problems more often than the students ($\bar{X}$ = 3.47) felt they should do so. Perhaps the students' image of the supervisor was not one of a problem solver. The remaining statements (55, 61, 66) which also related to the role of the supervisor seemed to receive greater unanimity among the students and supervisors than did the other seven statements in the sub-scale.

Skills

Formulation of statements for this sub-scale concerned the importance of job skills (Table XI). Based on the F-test, the difference between students and supervisors was statistically significant at the .0002 level. Therefore, the first null hypothesis was rejected for this sub-scale.

Statements 5 and 58 concerned possible reasons why workers quit their jobs. The means for both groups tended to indicate disagreement with the reason that they do not like the work (5). However, the distribution of scores for both groups was wide, especially for supervisors (S.D. = 1.13). Supervisors ($\bar{X}$ = 1.95) disagreed more often than students ($\bar{X}$ = 2.37) with the other reason that workers quit namely because they know they cannot do the work (58).

On the average, students and supervisors tended to agree that there should be on-the-job training in addition to that provided by the high school (15). Supervisors ($\bar{X}$ = 4.32) favored this idea somewhat more strongly than students ($\bar{X}$ = 3.93). Perhaps many supervisors felt there should be better coordination between the training received in school and that on-the-job. One supervisor mentioned that he felt "it would be a good idea to have employers make short talks to occupational training classes."

Whether or not a worker should have basic skills before applying for the job (18) produced perhaps the most interesting responses related to this sub-scale. When only the means were considered, students ($\bar{X}$ = 3.33) tended to feel basic skills were necessary prior to applying. However, their standard deviation of .94 indicated a lack of consensus.

TABLE XI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING SKILLS

Questionnaire Number	Statement	Students (N=170)		Supervisors (N=90)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
5.	The reason workers quit their jobs is that they don't like the work.	2.71	.99	2.35	1.13
15.	There should be on-the-job training in addition to that provided by the high school.	3.93	.70	4.32	.63
18.	Supervisors expect a worker to have basic job skills before applying for the job.	3.33	.94	2.63	1.28
29.	Personal characteristics and technical skills influence the hiring, promotion and firing of employees.	3.91	.74	4.12	.78
38.	Knowledge of skills concerning the job is more important than one's attitude toward the job.	2.47	.88	2.07	.94
41.	Knowledge of skills concerning the job is more important than one's attitude toward co-workers.	2.67	.96	2.42	.87
58.	The reason workers quit their jobs is that they know they can't do the work.	2.37	.94	1.95	.78

[a] Students Overall Mean 3.05
Supervisors Overall Mean 2.83
Sub-Scale Overall Mean 2.97

The supervisors' mean ($\bar{X}$ = 2.63) showed that they seemed to feel that basic skills were not as necessary prior to applying. A closer examination of their standard deviation (S.D. = 1.28) indicated a great deal of variation. Evidently, for some jobs basic skills prior to employment are necessary, and for other jobs this is not the case. This statement was supported by the fact that two supervisors wrote in the word "some."

Statements 38 and 41 concerned the importance of skills in relation to one's attitude toward the job and co-workers. The means for both items were basically the same. It was interesting that the standard deviations differed for the two groups in relation to these items. The standard deviation was greater for the supervisors (S.D. = .94) when considering attitude toward the job (38). The reverse was true in reference to attitudes toward co-workers (41), with variability among the students (S.D. = .96) being greater.

Rights of Employees

These statements dealt with the privileges and expectations to which an individual was entitled as a worker. Based on the F-test, the difference between students and supervisors on this sub-scale was significant at the .00054 level. The first null hypothesis was rejected for this sub-scale.

A more detailed analysis of two statements within this sub-scale seemed appropriate based on the responses of the study sample (Table XII). Considerable variation was produced by the supervisors (S.D. = 1.39) in their responses to statement 30 concerning unions. An explanation for this might be the fact that many of the businesses surveyed have no affiliation with unions. This was supported by the

TABLE XII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING RIGHTS OF EMPLOYEES

Questionnaire Number	Statement	Students (N=169)		Supervisors (N=91)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
3.	The way a person is treated on a job is just as important as the money he is paid.	4.22	.97	4.22	.87
8.	The worker who is fired always deserves it.	2.07	.94	1.91	.90
12.	The supervisor should listen to the workers' ideas about the job.	4.12	.65	4.34	.60
30.	Unions are good for group protection.	3.66	.77	3.23	1.39
31.	The worker has the right to expect respect and consideration from his co-workers.	4.25	.63	4.13	.81
35.	The supervisor should see to it that workers are treated fairly.	4.39	.61	4.49	.50
46.	If a supervisor expects a worker to work overtime, he should notify the worker in advance.	4.39	.65	3.84	1.13
50.	The worker should feel free to discuss his complaints with the supervisor.	4.19	.67	4.40	.58
67.	The supervisor does not have the right to occasionally ask a worker to work overtime.	2.14	.81	1.82	.96

[a] Students Overall Mean 3.71
Supervisors Overall Mean 3.60
Sub-Scale Overall Mean 3.67

fact that one supervisor marked the undecided category and wrote "we do not have a union so I cannot make this decision." The standard deviation for the students (S.D. = .77) was not as great as that of the supervisors (S.D. = 1.39). In fact, the students ($\bar{X}$ = 3.66) tended to agree more often than the supervisors ($\bar{X}$ = 3.23) that unions were good.

The other statement which revealed wide variability among the supervisors (S.D. = 1.13) was statement 46. The students ($\bar{X}$ = 4.39), more often than the supervisors ($\bar{X}$ = 3.84), agreed that if a supervisor expects a worker to work overtime, he should notify the worker in advance. Perhaps the supervisors were thinking of unexpected or emergency situations when prior notification of workers may be impossible. This was supported by the comment of one of the supervisors that the worker should be notified if "possible."

Cooperation

Questionnaire statements for this sub-scale concerned an individual's relationships with co-workers on-the-job. Based on the F-test, using the .05 level of significance, the first null hypothesis was not rejected for this sub-scale. The computed F-value was approaching significance, however (p = .0697).

The responses reported on Table XIII indicated a general consensus on the part of both groups concerning the seven statements. In fact, the majority of the statements received mean ratings of four indicating agreement on the part of students and supervisors. The greatest mean difference pertained to statement 63. Supervisors ($\bar{X}$ = 4.36), more often than students ($\bar{X}$ = 4.10), agreed that people who work with others should realize the value of a pleasing personality.

TABLE XIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING COOPERATION

Questionnaire Number	Statement	Students (N=174)		Supervisors (N=91)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
10.	Cooperating with co-workers is not part of the job.	1.55	.75	1.41	.67
22.	The worker should show respect for his co-workers.	4.38	.67	4.45	.50
42.	Working with people who are cooperative is important.	4.11	.60	4.26	.61
45.	Working with people who take their work seriously is important.	4.09	.60	4.07	.81
59.	Working with people who do a good job is important.	4.07	.56	4.26	.51
63.	People who work with others should realize the value of a pleasing personality.	4.10	.60	4.36	.48
68.	On any job there will be one or two people who will not be cooperative with their supervisor or co-workers.	3.77	.88	3.79	.91

[a] Students Overall Mean 3.10
Supervisors Overall Mean 3.16
Sub-Scale Overall Mean 3.12

The variability for both groups was more diverse for statement 68 although the means disclosed similarity in terms of agreement. This statement made reference to the fact that on-the-job there will be one or two people who will not be cooperative with their supervisor or co-workers.

Inner Satisfactions

Using the .05 level of significance as a basis, the null hypothesis for this sub-scale was not rejected. Questionnaire statements were structured around such aspects as pride, independence, and the personal compensation an individual feels in relation to work (Table XIV).

Four statements (2, 13, 32, 62) exhibited large standard deviation scores for both students and supervisors. Comparing the means for students' and supervisors' responses to each of these statements, similarity was noted except with reference to statement 32. In this case, a calculated mean difference of 1.02 was produced. Students ($\overline{X}$ = 3.81), more often than supervisors ($\overline{X}$ = 2.79), agreed that work may be necessary but was not always important unless a person enjoyed what he was doing. Greater diversification was produced by the supervisors when their standard deviation of 1.31 was compared with the students .97. Preceding the word important, one supervisor added "felt to be."

TABLE XIV

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING INNER SATISFACTIONS

Questionnaire Number	Statement	Students (N=171)		Supervisors (N=89)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
2.	Work is not important unless a person can earn enough money to make it worthwhile.	2.63	1.23	2.47	.99
13.	Staying on a job is usually a sign of maturity in a person.	3.64	.99	3.84	1.00
32.	Work may be necessary but is not always important unless a person enjoys what he is doing.	3.81	.97	2.79	1.31
36.	It is important to do a job well.	4.50	.60	4.62	.49
40.	Anyone who works should take pride in his job and do the best he can.	4.36	.66	4.52	.50
60.	Young people look forward to work because they want to be independent.	3.88	.84	3.95	.74
62.	Young people look forward to work because they don't know what work is really all about.	2.75	1.04	2.90	1.19

[a] Students Overall Mean 3.64
Supervisors Overall Mean 3.59
Sub-Scale Overall Mean 3.63

Choosing a Job

Various factors one might consider when choosing a job composed the questionnaire statements for this sub-scale (Table XV). General agreement was noted concerning the nine items in this sub-scale since the overall mean for students and supervisors was 3.52. The first null hypothesis was not rejected for this sub-scale since the computed F-value was not statistically significant at the .05 level.

Three statements (9, 17, 43) specifically dealt with teenagers and work. Both students and supervisors agreed that it was important for teenagers to work for someone who gives workers a chance to show their ability (9). Responses to statement 17 revealed a small mean difference of .49 between students and supervisors. The statement (17) concerned the fact that supervisors will not hire teenagers because they do not like them. Supervisors ($\bar{X}$ = 1.82), more often than students ($\bar{X}$ = 2.31), disagreed with this statement. The widest mean difference of the three statements (9, 17, 43) and greatest variability was shown by responses to statement 43. Students ($\bar{X}$ = 3.54), more often than supervisors ($\bar{X}$ = 2.91), agreed that teenagers have trouble getting a job because supervisors think they are not dependable. One supervisor commented "this is true, but I disagree with it."

Students ($\bar{X}$ = 2.42) tended to disagree more often than supervisors ($\bar{X}$ = 2.84) with the statement (64) that company benefits are not as important as salary when choosing a job. The supervisors' standard deviation score (S.D. = 1.22) indicated a lack of accord among the group. Perhaps many of the businesses surveyed do not offer so called

TABLE XV

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING CHOOSING A JOB

Questionnaire Number	Statement	Students (N=172)		Supervisors (N=89)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
4.	Salary should not be the only factor when choosing a job.	4.11	.91	4.48	.67
9.	It is important for a teenager to work for someone who gives workers a chance to show their ability.	4.31	.59	4.54	.54
17.	Most supervisors will not hire teenagers because they do not like them.	2.31	.89	1.82	.81
26.	Knowing how to apply and interview for a job is important in getting a job.	4.34	.72	4.30	.57
33.	A job should be interesting and challenging.	4.26	.63	4.29	.60
43.	Teenagers have trouble getting a job because supervisors think they are not dependable.	3.54	1.03	2.91	1.06
64.	Company benefits such as sick leave and insurance are not as important as salary when choosing a job.	2.42	.98	2.84	1.22
69.	A job which offers a great deal of variety is desirable.	4.02	.64	3.99	.77

TABLE XV (Continued)

Questionnaire Number	Statement	Students (N=172)		Supervisors (N=89)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
70.	Working conditions on-the-job such as temperature and attractive rooms will not affect peoples' job choice.	2.36	1.08	2.55	1.33

[a]
Students Overall Mean 3.52
Supervisors Overall Mean 3.52
Sub-Scale Overall Mean 3.52

"fringe" benefits. This was supported by the comment of one supervisor that "we do not have sick leave or insurance."

Similar means but substantial variability was exhibited with reference to working conditions on-the-job not affecting an individual's job choice (70). Students ($\bar{X}$ = 2.36) and supervisors ($\bar{X}$ = 2.55) tended to disagree with this statement. However, the standard deviation scores for the students (S.D. = 1.08) and especially the supervisors (S.D. = 1.33) indicated varied opinions among both groups.

Appearance

Seven items related to an individual's physical appearance and attitude formed this sub-scale (Table XVI). Based on the F-test, using the .05 level of significance, the first null hypothesis was not rejected for this sub-scale.

From the viewpoint of means and standard deviation scores, statement 16 appeared the most noteworthy. Students ($\bar{X}$ = 3.17), more often than supervisors ($\bar{X}$ = 2.70), agreed that physically "attractive" people are more likely to be hired for a job. The opinions of the individuals composing the two groups were varied as indicated by the standard deviation scores of 1.13 for students and 1.00 for supervisors.

TABLE XVI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS AND SUPERVISORS CONCERNING APPEARANCE

Questionnaire Number	Statement	Students (N=170)		Supervisors (N=87)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
6.	It is not important to maintain a cheerful attitude while on-the-job.	1.60	.92	1.63	.80
16.	Physically "attractive" people are more likely to be hired for a job.	3.17	1.13	2.70	1.00
20.	Good physical health is not important in the performance of one's job.	1.86	1.02	1.63	.84
34.	Work clothing should be appropriate to one's job.	4.22	.69	4.45	.50
47.	A supervisor should be enthusiastic about his job.	4.08	.72	4.39	.51
52.	The supervisor has the right to expect a "well-groomed" appearance from his workers.	4.19	.66	4.30	.69
56.	A worker should be enthusiastic about his job.	4.08	.70	4.27	.60

[a] Students Overall Mean 3.31
Supervisors Overall Mean 3.34
Sub-Scale Overall Mean 3.32

Comparison of Student and Supervisor Responses for the Nine Sub-Scales Based on Occupational Area

Objective III of the study was to determine if the attitudes toward work of students and their supervisors differed according to the following seven occupational areas: (1) food service, (2) child care service, (3) clothing service, (4) health and management service, (5) home furnishings service, (6) office related, and (7) other.

Hypothesis II: There is no significant difference between the attitudes toward work of students and their supervisors according to seven occupational areas.

One-way analysis of variance was used to test the second null hypothesis. Results of the analyses of variance for each of the nine sub-scales based on the seven occupational areas will be presented in two tables, one representing four occupational areas and one representing three occupational areas. This decision was made for two reasons. First, it made it possible to later discuss the five significant sub-scales. Second, only three occupational areas (food, child care, and other) were represented by sufficient respondents to warrant further elaboration of their results.

Table XVII reports the analyses of variance for the four occupational areas representing the smallest groups of respondents. Using the .05 level of significance, the second null hypothesis was not rejected for any sub-scale and occupational area. Although two sub-scales (appearance for students and supervisors working in the health and management area and supervision for students and supervisors working in the home furnishings area) produced statistically significant

TABLE XVII

ONE-WAY ANALYSES OF VARIANCE FOR CLOTHING, HEALTH AND MANAGEMENT, HOME FURNISHINGS, AND OFFICE RELATED OCCUPATIONAL AREAS COMPARING STUDENT AND SUPERVISOR RESPONSES BY SUB-SCALES

Sub-Scales	Levels of Significance			
	Clothing N=12/3[a]	Health and Management N=13/4[a]	Home Furnishings N=4/1[a]	Office Related N=18/4[a]
Initiative and Dependability	N.S.	N.S.	N.S.	N.S.
Future Advancement	N.S.	N.S.	N.S.	N.S.
Supervision	N.S.	N.S.	.0377[b]	N.S.
Skills	N.S.	N.S.	N.S.	N.S.
Rights of Employees	N.S.	N.S.	N.S.	N.S.
Cooperation	N.S.	N.S.	N.S.	N.S.
Inner Satisfactions	N.S.	N.S.	N.S.	N.S.
Choosing a Job	N.S.	N.S.	N.S.	N.S.
Appearance	N.S.	.0200[b]	N.S.	N.S.

[a]The first number indicates the number of student responses and the second the number of supervisor responses in the total sample. Analyses of variance computations were based on the number of responses to items within each sub-scale. Therefore, the actual number of student and supervisor responses vary with each sub-scale's analysis.

[b]Limited sample size does not merit serious consideration of these results.

results, the limited sample size for each did not merit serious consideration of these results.

Table XVIII reports the analyses of variance for the three occupational areas (food, child care, and other) represented by the largest number of respondents. The reader is reminded that Tables III and VI (pp. 50 and 54) outlined earlier in this chapter describe the occupations classified as others for students and supervisors. Based on the F-test, using the .05 level of significance, the second null hypothesis was rejected for the following five sub-scales and occupational areas:

Sub-Scale	Occupational Area
Initiative and Dependability	Food, Child Care, Other
Future Advancement	Food, Child Care, Other
Supervision	Food, Other
Skills	Food
Rights of Employees	Food, Other

The second null hypothesis was not rejected for the remaining sub-scales and occupational areas. However, the concept of choosing a job for students and supervisors in occupations called other was approaching significance at the .05 level ($p = .0632$).

Each of the five sub-scales mentioned in the preceding paragraph will be discussed separately. First, a comparison of student and supervisor overall means for each sub-scale will be presented. Second, a more detailed comparison of food, child care, and other supervisors' responses will be presented for these five sub-scales. Tables will accompany the discussion of each sub-scale reporting the means and standard deviations for responses by supervisors. Since the responses

TABLE XVIII

ONE-WAY ANALYSES OF VARIANCE FOR FOOD, CHILD CARE, AND OTHER OCCUPATIONAL AREAS COMPARING STUDENT AND SUPERVISOR RESPONSES BY SUB-SCALES

Sub-Scales	Levels of Significance		
	Food N=49/45[a]	Child Care N=30/17[a]	Other N=50/18[a]
Initiative and Dependability	.0326	.0208	.0242
Future Advancement	.0001	.0180	.0015
Supervision	.0001	N.S.	.0012
Skills	.0001	N.S.	N.S.
Rights of Employees	.0072	N.S.	.0322
Cooperation	N.S.	N.S.	N.S.
Inner Satisfactions	N.S.	N.S.	N.S.
Choosing a Job	N.S.	N.S.	N.S.[b]
Appearance	N.S.	N.S.	N.S.

[a]The first number indicates the number of student responses and the second the number of supervisor responses in the total sample. Analyses of variance computations were based on the number of responses to items within each sub-scale. Therefore, the actual number of student and supervisor responses vary with each sub-scale's analysis.

[b]$p = .0632$ (Approaching the designated .05 criterion of significance)

of the supervisors representing food, child care, and other occupational areas provided insight for the future preparation of students, only their responses will be elaborated upon in this section.

Appendix C reports the means and standard deviations for responses by food, child care, and other supervisors for the four remaining sub-scales. Appendix D reports the means and standard deviations for responses by students representing these same three occupational areas based on the nine sub-scales.

Initiative and Dependability

Based on the F-test, the difference between students and supervisors on this sub-scale was significant at the .0326 level for food, .0208 for child care, and .0242 for other occupational areas. The second null hypothesis was rejected for these three occupational areas and not rejected for the remaining four occupational areas. The overall means of supervisors were higher than the overall means of students for all three occupational areas. This indicated that supervisors (food, $\overline{X}$ = 4.13; child care, $\overline{X}$ = 4.37; other, $\overline{X}$ = 4.34), more often than students (food, $\overline{X}$ = 3.96; child care, $\overline{X}$ = 4.08; other, $\overline{X}$ = 4.11), agreed with the items composing this sub-scale. Evidently, supervisors considered the display of initiative and dependability by workers on-the-job of greater importance than the students.

Comparison of Supervisors in Food, Child Care, and Other Occupations Concerning Initiative and Dependability. As shown on Table XIX, the supervisors in the three occupational areas were rather consistent in their responses to the items except with reference to statement 49,

TABLE XIX

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING INITIATIVE AND DEPENDABILITY

Questionnaire Number	Statement	Food (N=45)		Child Care (N=17)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
7.	The type of worker that a supervisor likes best is the one who tries things on his own.	4.07	.98	4.29	.69	4.06	.75
21.	Workers should notify the supervisor if they are going to be late or absent	4.56	.50	4.78	.43	4.76	.44
23.	A worker should always report to the job on time and be ready for work.	4.60	.50	4.56	.51	4.65	.49
24.	A worker should try to adjust to new or unexpected situations.	4.31	.47	4.33	.49	4.41	.51
49.	A worker should do unpleasant tasks promptly and accept them as "just part of the job."	2.93	1.40	4.00	.69	4.00	1.06
51.	A worker should shown initiative and work without supervision when he knows what is expected.	4.27	.69	4.50	.51	4.47	.51
54.	Workers should look for things to do when they aren't busy with assigned tasks.	4.16	.74	4.22	.43	4.06	.90

[a] Food Overall Mean 4.13
Child Care Overall Mean 4.37
Other Overall Mean 4.34

This statement concerned the fact that a worker should do unpleasant tasks promptly and accept them as "just part of the job." In this case, child care ($\bar{X}$ = 4.00) and other ($\bar{X}$ = 4.00) supervisors tended to agree more often than food ($\bar{X}$ = 2.93) supervisors. However, the 1.40 standard deviation score for food supervisors indicated a definite lack of consensus among representatives of this kind of business, just as the 1.06 standard deviation score showed lack of consensus for supervisors of students in the occupational area classified as other.

Future Advancement

An F-value at the .0001 level for food, .0180 for child care, and .0015 for other occupations indicated a significant difference between students and supervisors related to this sub-scale. The second null hypothesis was rejected for these three occupational areas. The overall means of students were higher than the overall means of supervisors for all three occupational areas. Students (food, $\bar{X}$ = 3.19; child care, $\bar{X}$ = 3.10; other, $\bar{X}$ = 3.13), more often than supervisors (food, $\bar{X}$ = 2.83; child care, $\bar{X}$ = 2.83; other, $\bar{X}$ = 2.81), agreed with the items composing this sub-scale.

Comparison of Supervisors in Food, Child Care, and Other Occupations Concerning Future Advancement. The close proximity of the supervisors overall means indicated unanimity with the total group of items composing this sub-scale. However, diversity was noted when responses to specific statements were examined (Table XX). Two statements (39, 65) appeared noteworthy in relation to the aspect of job promotion. Statement 39 produced a similar response pattern for child care ($\bar{X}$ = 4.17) and other ($\bar{X}$ = 4.18), but a definite difference was

TABLE XX

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING FUTURE ADVANCEMENT

Questionnaire Number	Statement	Food (N=41)		Child Care (N=18)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
11.	A worker needs "connections" in most jobs in order to get a promotion.	1.64	.83	1.83	.71	1.71	.77
25.	A job should offer a great deal of advancement.	3.50	.85	3.11	.83	3.41	.80
39.	A worker who tries to do a little more than required may be promoted to a better job.	3.67	.71	4.17	.71	4.18	.53
48.	A worker should accept criticism as a way to improve job performance.	4.20	.69	4.22	.43	4.41	.51
53.	Most workers don't really try to improve themselves.	3.00	1.33	2.22	.94	2.53	.94
57.	The worker who works hard and tries to do a good job will be disliked by his co-workers.	1.73	.76	1.94	.64	1.47	.51
65.	Promotions depend too much on whether the worker is liked by the supervisor.	2.09	1.16	2.33	1.03	1.94	.66

[a] Food Overall Mean 2.83
Child Care Overall Mean 2.83
Other Overall Mean 2.81

observed in the foods area ($\bar{X}$ = 3.67). Supervisors in child care and other occupations agreed more often than supervisors in food service that a worker who does more than required may be promoted to a better job. The low mean ratings by supervisors in all three areas tended to indicate disagreement with the statement (65) that promotions depend too much on whether the worker is really liked by the supervisor. Considerable variability was exhibited by foods (S. D. = 1.16) and child care (S.D. = 1.03) supervisors responding to this statement.

The mean ratings of supervisors in child care ($\bar{X}$ = 2.22) and other ($\bar{X}$ = 2.53) occupational areas tended to indicate that they disagreed with statement 53 more often than supervisors in food ($\bar{X}$ = 3.00). Greater variability was shown by the wider standard deviation score for the foods area (S.D. = 1.33). Perhaps foods supervisors have dealt more with workers who did not try to improve themselves than supervisors in the other two areas.

Supervision

Using the .05 level of significance as a basis, the second null hypothesis for this sub-scale was rejected for the occupational areas of food and other. The area of food service was significant at the .0001 level and the area classified as other at the .0012 level. Students (food, $\bar{X}$ = 3.53; other, $\bar{X}$ = 3.56), more often than supervisors (food, $\bar{X}$ = 3.14; other, $\bar{X}$ = 3.26), agreed with the aspects concerning this sub-scale.

Comparison of Supervisors in Food, Child Care, and Other Occupations Concerning Supervision. As shown on Table XXI, several items composing this sub-scale disclosed variations among the supervisors. Statements 14 and 37 dealt with whether a supervisor should be respected and/or admired because of his position. The means indicated that on the average supervisors agreed that a supervisor should be respected (14). The variability among the supervisors, especially for those classified as other (S.D. = 1.30), was noteworthy with reference to respect. The three groups of supervisors tended to disagree with the statement that the supervisor should be admired (37). Foods ($\bar{X}$ = 1.98) and child care ($\bar{X}$ = 1.94) disagreed more often than other ($\bar{X}$ = 2.47), but the standard deviation score for other (S.D. = 1.18) was the widest of the three.

Although the difference in the means for child care ($\bar{X}$ = 4.69) and other ($\bar{X}$ = 4.29) was rather small for statement 1, a substantial difference was produced by foods ($\bar{X}$ = 3.44). In fact, this item received the widest variation in scoring for this sub-scale as a result of the 1.62 standard deviation score in the foods area. The statement expressed the fact that the type of supervisor whom workers dislike is one who tries to rule by fear.

For the most part, supervisors tended to agree with statement 44 when the means were surveyed, but their standard deviation scores indicated dispersion. In this case, child care supervisors (S.D. = 1.18) were the more diverse of the three groups when they considered whether a supervisor should discuss problems with workers any time while on-the-job.

TABLE XXI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING SUPERVISION

Questionnaire Number	Statement	Food (N=43)		Child Care (N=12)		Other (N=16)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	The type of supervisor workers dislike is the one who tries to rule by fear.	3.44	1.62	4.69	.48	4.29	1.05
14.	A supervisor should be respected because of his position.	3.84	1.00	3.36	1.08	3.24	1.30
19.	Most workers complain about any supervision given to them.	2.02	1.03	2.17	.79	2.00	.71
27.	Most supervisors tend not to be fair to all their workers.	1.89	.88	2.24	.75	2.12	.99
28.	Supervisors are just average humans like workers but somehow they've had "breaks" and money.	1.58	.72	1.61	.61	1.76	.66
37.	A supervisor should be admired because of his position.	1.98	1.06	1.94	.80	2.47	1.18
44.	The supervisor should be able to discuss problems with workers any time while on-the-job.	3.84	1.04	3.72	1.18	3.94	.90
55.	The supervisor should be friendly, but firm.	4.36	.48	4.28	.46	4.35	.49

TABLE XXI (Continued)

Questionnaire Number	Statement	Food (N=43)		Child Care (N=12)		Other (N=16)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
61.	The worker should expect to be able to talk and discuss work related problems with the supervisor just as one might with a close friend.	4.20	.67	3.56	.98	3.94	.93
66.	The supervisor is there to help workers.	4.25	.58	4.24	.75	4.47	.51

[a] Food Overall Mean 3.14
Child Care Overall Mean 3.25
Other Overall Mean 3.26

Statement 61 was closely related to statement 44 in content. Foods supervisors ($\bar{X}$ = 4.20) agreed with this statement (61) more often than the previously discussed statement (44). Perhaps they felt that the worker should be able to talk and discuss work related problems with the supervisor just as one might with a close friend, but not any time while on-the-job as suggested in statement 44.

Skills

The second null hypothesis was only rejected for the occupational area of foods based on this sub-scale. Students ($\bar{X}$ = 3.13) in foods agreed more often than their supervisors ($\bar{X}$ = 2.67) with the group of statements formulating this sub-scale. The difference in their means was statistically significant at the .0001 level. The overall means of students in child care ($\bar{X}$ = 3.01) and other ($\bar{X}$ = 3.04) compared almost precisely with the overall means of their supervisors.

Comparison of Supervisors in Food, Child Care, and Other Occupations Concerning Skills. The overall means, shown on Table XXII, of supervisors in child care ($\bar{X}$ = 3.00) and other ($\bar{X}$ = 3.05) indicated that they agreed more often with the group of items making up this sub-scale than supervisors in food ($\bar{X}$ = 2.67). Possible reasons why workers quit their jobs were explored in statements 5 and 58. The means for all groups tended to indicate disagreement with the reason that they do not like the work (5). However, the standard deviation scores for all three groups were rather wide (food, S.D. = 1.13; child care, S.D. = 1.16; other, S.D. = 1.12). Supervisors in food ($\bar{X}$ = 1.84) disagreed more often than supervisors in child care ($\bar{X}$ = 2.00) and other ($\bar{X}$ = 2.06) with the reason that workers quit because

TABLE XXII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING SKILLS

Questionnaire Number	Statement	Food (N=44)		Child Care (N=18)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
5.	The reason workers quit their jobs is that they don't like the work.	2.04	1.13	2.94	1.16	2.59	1.12
15.	There should be on-the-job training in addition to that provided by the high school.	4.29	.69	4.39	.50	4.41	.51
18.	Supervisors expect a worker to have basic job skills before applying for the job.	1.93	.99	3.44	1.15	3.18	1.24
29.	Personal characteristics and technical skills influence the hiring, promotion and firing of employees.	4.13	.92	4.00	.59	4.06	.75
38.	Knowledge of skills concerning the job is more important than one's attitude toward the job.	2.05	1.10	1.94	.64	2.29	.92
41.	Knowledge of skills concerning the job is more important than one's attitude toward co-workers.	2.44	.69	2.28	1.02	2.76	.97
58.	The reason workers quit their jobs is that they know they can't do the work.	1.84	.82	2.00	.59	2.06	.75

[a] Food Overall Mean 2.67
Child Care Overall Mean 3.00
Other Overall Mean 3.05

they cannot do the work (58).

Whether or not a worker should have basic skills before applying for the job (18) produced perhaps the most interesting responses related to this sub-scale. Child care ($\bar{X}$ = 3.44) and other ($\bar{X}$ = 3.18) supervisors agreed with this fact more often than foods ($\bar{X}$ = 1.93) supervisors. The wide standard deviation scores of 1.15 for child care and 1.24 for other signified a lack of consensus. One wonders if this difference was simply a matter of individual supervisors' opinions or if certain jobs within the three broad areas require skill proficiency prior to employment and others do not.

Statements 38 and 41 concerned the importance of skills in relation to one's attitude toward the job and co-workers. The means for the two items were somewhat similar. The standard deviations did differ for the groups in relation to these items. The standard deviation was greater for foods supervisors (S.D. = 1.10) when considering attitude toward the job (38). This changed in reference to attitude toward co-workers (41), with variability among the child care supervisors (S.D. = 1.02) being greater.

Rights of Employees

Based on the F-test, the difference between students and supervisors on this sub-scale was significant at the .0072 level for food and the .0322 level for other. The second null hypothesis was rejected for these two occupational areas and not rejected for the remaining five. The overall means of students in foods ($\bar{X}$ = 3.70) and other ($\bar{X}$ = 3.72) were higher than the overall means for their supervisors (food, $\bar{X}$ = 3.52; other, $\bar{X}$ = 3.54). The means for students

($\bar{X}$ = 3.71) and supervisors ($\bar{X}$ = 3.75) in the child care area were very close, and thus not significantly different.

Comparison of Supervisors in Food, Child Care, and Other Occupations Concerning Rights of Employees. Responses by the three groups of supervisors shown on Table XXIII indicate considerable variation concerning unions (30). The widest standard deviation score of the three groups was produced by the foods supervisors (S.D. = 1.47). The lowest mean rating of the three groups was shown by the supervisors in the group designated other ($\bar{X}$ = 2.47).

Two statements (46, 67) dealt with working overtime. All three groups tended to agree that if a supervisor expects a worker to work overtime, he should notify the worker in advance (46). The wide standard deviation score for the foods supervisors (S.D. = 1.35) indicated a lack of unanimity among these supervisors. Perhaps unexpected situations occur in this occupational area more often than in child care and other, making prior notification of workers impossible. Based on the means, the supervisors felt that they did have a right to occasionally ask a worker to work overtime (67). Supervisors in other ($\bar{X}$ = 1.47) and food ($\bar{X}$ = 1.82) believed that they had this right more often than child care ($\bar{X}$ = 2.11).

TABLE XXIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING RIGHTS OF EMPLOYEES

Questionnaire Number	Statement	Food (N=45)		Child Care (N=18)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
3.	The way a person is treated on a job is just as important as the money he is paid.	4.04	1.00	4.50	.51	4.53	.51
8.	The worker who is fired always deserves it.	1.64	.68	2.56	1.29	2.12	.70
12.	The supervisor should listen to the workers' ideas about the job.	4.29	.69	4.33	.49	4.35	.49
30.	Unions are good for group protection.	3.42	1.47	3.17	1.20	2.47	1.23
31.	The worker has the right to expect respect and consideration from his co-workers.	4.18	.75	4.17	.51	3.82	1.13
35.	The supervisor should see to it that workers are treated fairly.	4.51	.51	4.39	.50	4.41	.51
46.	If a supervisor expects a worker to work overtime, he should notify the worker in advance.	3.38	1.35	4.17	.79	4.35	.49
50.	The worker should feel free to discuss his complaints with the supervisor.	4.40	.62	4.39	.50	4.35	.60
67.	The supervisor does not have the right to occasionally ask a worker to work overtime.	1.82	1.01	2.11	1.18	1.47	.51

[a] Food Overall Mean 3.52
Child Care Overall Mean 3.75
Other Overall Mean 3.54

Comparison of Student Responses for the Nine Sub-Scales Based on Length of Work Experience

Objective IV of the study was to determine if the students' length of work experience was associated with attitudes toward work.

Hypothesis III: There is no significant difference between attitudes toward work and students' length of work experience.

Prior to statistical analysis, data concerning students' total length of work experience, present job included, were grouped into five categories. The same categories were used for this analysis as outlined on Table II (p. 47), earlier in this chapter, when describing the student sample. The categories and the number of students in each were as follows:

Length of Employment	No. of Students
(1) three to six months	15
(2) seven months to one year	48
(3) thirteen months to two years	58
(4) twenty-five months to three years	27
(5) over three years	17

One-way analysis of variance was used to test the third null hypothesis. Table XXIV reports the analyses of variance for each of the nine sub-scales. Based on the F-test, the third null hypothesis was not rejected for any sub-scale except one, appearance. The sub-scale for appearance was statistically significant at the .0087 level.

TABLE XXIV

ONE-WAY ANALYSES OF VARIANCE FOR SUB-SCALES COMPARING STUDENT RESPONSES BASED ON LENGTH OF WORK EXPERIENCE

Sub-Scales	Degrees of Freedom	F Value	Level of Significance
Initiative and Dependability	4,158	2.19	N.S.
Future Advancement	4,157	2.10	N.S.
Supervision	4,152	1.14	N.S.
Skills	4,156	.80	N.S.
Rights of Employees	4,153	.40	N.S.
Cooperation	4,158	2.13	N.S.
Inner Satisfactions	4,155	.57	N.S.
Choosing a Job	4,157	.83	N.S.
Appearance	4,155	3.54	.0087

The overall mean for the appearance sub-scale was 3.32. The means for the five categories were as follows: (1) three to six months, 3.24; (2) seven months to one year, 3.35; (3) thirteen months to two years, 3.29; (4) twenty-five months to three years, 3.49; and (5) over three years, 3.17. It seemed difficult to explain why students involved in the world of work for the longest period of time produced the lowest mean rating of the five categories. This rating indicated that students in this category tended to disagree more often than students in the four remaining categories with the items composing this sub-scale. One possible explanation might be that these individuals have held numerous jobs. A tally by the researcher indicated that 12 of the 17 students comprising this group had held from two to four previous jobs.

Comparison of Student Responses for the Nine Sub-Scales Based on Perceived Marks

Objective V of the study concerned whether the students' perceived marks received throughout high school were associated with attitudes toward work.

Hypothesis IV: There is no significant difference between attitudes toward work and students' perceived marks received throughout high school.

Prior to statistical analysis, data concerning students' perceived marks received throughout high school were grouped into four categories. The seven original categories outlined on Table II (p. 47), earlier in this chapter, were collapsed into the following four categories, representing the number of students indicated:

Perceived Marks	No. of Students
(1) mostly D's, about equal C's and D's, mostly C's	40
(2) about equal B's and C's	56
(3) mostly B's	42
(4) about equal A's and B's, mostly A's	36

One-way analysis of variance was used to test the fourth null hypothesis. Table XXV reports the analyses of variance for each of the nine sub-scales. Based on the F-test, the fourth null hypothesis was not rejected for any sub-scale. One sub-scale, initiative and dependability, was approaching significance at the .05 level ($p = .0622$).

The overall mean ($\bar{X} = 4.05$) for initiative and dependability indicated general agreement with the seven items composing this sub-scale. A breakdown of the four categories means revealed the following: (1) mostly D's, about equal C's and D's, mostly C's ($\bar{X} = 4.01$); (2) about equal B's and C's ($\bar{X} = 3.96$); (3) mostly B's ($\bar{X} = 4.15$); and (4) about equal A's and B's, mostly A's ($\bar{X} = 4.15$). Mean ratings tended to increase as perceived marks increased except for the first category. Perhaps the individuals constituting this first category, though not excelling academically, realized the importance of initiative and dependability on-the-job.

TABLE XXV

ONE-WAY ANALYSES OF VARIANCE FOR SUB-SCALES COMPARING STUDENT RESPONSES BASED ON PERCEIVED MARKS

Sub-Scales	Degrees of Freedom	F Value	Level of Significance
Initiative and Dependability	3,168	2.47	N.S.[a]
Future Advancement	3,168	.86	N.S.
Supervision	3,163	.63	N.S.
Skills	3,166	.79	N.S.
Rights of Employees	3,165	.78	N.S.
Cooperation	3,170	1.71	N.S.
Inner Satisfactions	3,165	1.65	N.S.
Choosing a Job	3,166	.76	N.S.
Appearance	3,164	.75	N.S.

[a] $p = .0622$ (Approaching the designated .05 criterion of significance)

CHAPTER V

SUMMARY, ANALYSIS, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken in an attempt to compare the attitudes toward work between students enrolled in home economics cooperative programs and their supervisors in Oklahoma. The objectives of the study were to:

1. Describe characteristics of the students and their supervisors participating in the home economics cooperative vocational education programs surveyed.

2. Compare the attitudes toward work of students and their supervisors according to responses to each of the following nine sub-scales of the questionnaire:

   a. initiative and dependability

   b. future advancement

   c. supervision

   d. skills

   e. rights of employees

   f. cooperation

   g. inner satisfactions

   h. choosing a job

   i. appearance

3. Determine if the attitudes toward work of students and their supervisors differed according to the following seven occupational areas:

a. food service

b. child care service

c. clothing service

d. health and management service

e. home furnishings service

f. office related

g. other

4. Determine if the students' length of work experience was associated with attitudes toward work.

5. Determine if the students' perceived marks received throughout high school were associated with attitudes toward work.

6. Make recommendations and suggestions to teacher educators and teacher-coordinators based on the findings of the study.

In essence, the intent of the study was to test the following null hypotheses:

1. There is no significant difference between the attitudes toward work of students and their supervisors according to responses to each of the nine sub-scales of the questionnaire.

2. There is no significant difference between the attitudes toward work of students and their supervisors according to seven occupational areas.

3. There is no significant difference between attitudes toward work and students' length of work experience.

4. There is no significant difference between attitudes toward work and students' perceived marks received throughout high school.

The sample selected for this study was identified and limited to the students and their supervisors participating in the total population of the seven, full-time, home economics cooperative vocational education programs in Oklahoma during the second semester of the 1975-1976 school year. These students and their supervisors were sent a questionnaire in the spring of 1976. The 70-item Likert-type questionnaire, Attitudes Toward Work, was structured around nine attitudinal sub-scale areas.

Data were secured from participants in six of the seven programs. Questionnaires were returned by 197 students (82 per cent) and 92 supervisors representing 133 employed students. Only responses from the 176 students employed at the time of questionnaire completion were used for analysis of data. Questionnaire responses were converted to the following numerical code: SA, 5; A, 4; U, 3; D, 2; and SD, 1. Consequently, a higher mean rating reflected agreement with questionnaire statements; conversely, a lower mean rating reflected disagreement with questionnaire statements. The data were processed at the Oklahoma State University Computer Center and the results were presented in the form of one-way analyses of variance, frequencies of responses, means, and standard deviations. The results from the statistical analyses were presented in relation to the objectives of the study. A probability of .05 was accepted as the criterion of significance when testing the four null hypotheses.

Summary

The following summary is organized according to each of the specific objectives.

Objective I was to describe characteristics of the students and their supervisors participating in the home economics cooperative vocational education programs surveyed.

The students ranged in age from 16 to 19 years, with slightly over one-half (51.71 per cent) being 17 years old. The majority were female (68.39 per cent), white (73.24 per cent) and in the eleventh (51.14 per cent) and twelfth (47.73 per cent) grades of high school.

Most students (82.39 per cent) were enrolled in first year occupational programs. Their job titles were classified under seven broad occupational areas. Almost three-fourths of the students were employed in one of the following three occupational areas: food service (27.84 per cent), child care service (17.05 per cent), and other (28.41 per cent).

The length of their present job, for the majority of the students (81.94 per cent), had been one year or less. When their total length of employment was considered, over one-half (61.81 per cent) had been employed for periods ranging from 13 months to over three years.

The students' perceived marks in all subjects throughout high school tended to approach a normal distribution. About equal B's and C's (32.18 per cent) and mostly B's (24.14 per cent) were reported by over one-half of the students.

Food service (48.91 per cent) was the largest occupational area represented by the supervisors followed by other (19.57 per cent) and

child care (18.48 per cent). The majority of the supervisors (73.91 per cent) supervised only one occupational student. It was reported that most supervisors (80.68 per cent) had been involved with the occupational program two years or less.

Objective II of the study was to compare the attitudes toward work of students and their supervisors according to responses to each of the following nine sub-scales of the questionnaire: (a) initiative and dependability, (b) future advancement, (c) supervision, (d) skills, (e) rights of employees, (f) cooperation, (g) inner satisfactions, (h) choosing a job, and (i) appearance. The first null hypothesis, that there is no significant difference between the attitudes toward work of students and their supervisors according to responses to each of the nine sub-scales of the questionnaire, was formulated from this objective.

One-way analysis of variance was used to accomplish Objective II and to test the first null hypothesis. Based on the F-test, the first null hypothesis was rejected for the following sub-scales:

Sub-Scale	Level of Significance
Initiative and Dependability	.0004
Future Advancement	.0001
Supervision	.0001
Skills	.0002
Rights of Employees	.0054

Supervisors tended to agree more often than students with the items composing the initiative and dependability sub-scale. The overall mean ratings for future advancement, supervision, skills, and rights of employees indicated that the students tended to agree more often

than the supervisors with the statements comprising these sub-scales. The first null hypothesis was not rejected for the four remaining sub-scales. However, the sub-scale cooperation was approaching statistical significance at the .05 level (p = .0697).

Objective III was to determine if the attitudes toward work of students and their supervisors differed according to the following seven occupational areas: (1) food service, (2) child care service, (3) clothing service, (4) health and management service, (5) home furnishings service, (6) office related, and (7) other. The intent of this objective was also to test the second hypothesis that there is no significant difference between the attitudes toward work of students and their supervisors according to seven occupational areas. However, only three occupational areas (food, child care, and other) were represented by sufficient respondents to warrant further elaboration of their results.

One-way analysis of variance was used to accomplish Objective III and to test the second null hypothesis. The second null hypothesis was rejected for the following sub-scales and occupational areas:

Sub-Scale	Occupational Area and Level of Significance
Initiative and Dependability	Food (p = .0326) Child Care (p = .0208) Other (p = .0242
Future Advancement	Food (p = .0001) Child Care (p = .0180) Other (p = .0015)
Supervision	Food (p = .0001) Other (p = .0012)
Skills	Food (p = .0001)
Rights of Employees	Food (p = .0072) Other (p = .0322)

Supervisors, more often than students, agreed with the items composing the sub-scale designated initiative and dependability. This was the case for all three occupational areas, food, child care, and other. Students, in food, child care, and other occupations, more often than supervisors representing these areas, agreed with the items composing the future advancement sub-scale. Students employed in food and other occupational areas, more often than their supervisors, agreed with the aspects concerning supervision. Students in foods agreed more often than their supervisors with the group of statements formulating the skills sub-scale. When considering rights of employees, students in food and other occupations agreed with the items more often than their supervisors. In summary, supervisors agreed more often with items concerning initiative and dependability while students agreed more often with items related to future advancement, supervision, skills, and rights of employees.

The second null hypothesis was not rejected for the remaining sub-scales and occupational areas. Although two sub-scales (appearance for students and supervisors working in the health and management area and supervision for students and supervisors working in the home furnishings area) produced statistically significant results, the limited sample sizes did not merit serious consideration of these results. The concept of choosing a job for students and supervisors in occupations called other was approaching significance at the .05 level ($p = .0632$).

Objective IV was to determine if the students' length of work experience was associated with attitudes toward work. The third null hypothesis, that there is no significant difference between attitudes

toward work and students' length of work experience, was devised for statistical testing based on this objective.

Prior to statistical analysis, data concerning students' total length of work experience, present job included, were grouped into five categories. One-way analysis of variance was used to test the third null hypothesis. Based on the F-test, the third null hypothesis was not rejected for any sub-scale except one, appearance ($p = .0087$). There was no statistically significant difference between students' length of work experience and the various sub-scales except for appearance. In the case of appearance, it seemed difficult to explain why students involved in the world of work for the longest period of time produced the lowest mean rating of the five categories.

Objective V of the study concerned determining if the students' perceived marks received throughout high school were associated with attitudes toward work. The intent of this objective was also to test the fourth hypothesis that there is no significant difference between attitudes toward work and students' perceived marks received throughout high school.

Prior to statistical analysis, data concerning students' perceived marks received throughout high school were grouped into four categories. The fourth null hypothesis was tested by one-way analysis of variance. Based on the F-test, this hypothesis was not rejected for any sub-scale. However, one sub-scale, initiative and dependability, was approaching significance at the .05 level ($p = .0622$). Although this one sub-scale was approaching significance, generally there was no statistically significant difference between students' perceived marks and the various sub-scales.

Analysis, Conclusions, and Recommendations

The results of the study seem to indicate a difference in attitudes toward work between students enrolled in home economics cooperative programs and their supervisors. This was supported by the fact that when student and supervisor responses were compared, five of the nine sub-scales composing the questionnaire produced statistically significant results. Students tended to give more importance to some aspects of work than supervisors and conversely, supervisors placed more emphasis on other aspects than students. For example, supervisors, more often than students, agreed with statements related to initiative and dependability. Students, more often than supervisors, agreed with statements composing the following sub-scales: future advancement, supervision, skills, and rights of employees.

The fact that supervisors did not feel that basic skills were necessary prior to employment was supported by the studies of Ridley (1967) and Kaufman and others (1967). Evidently, supervisors tended to feel that regardless of the education and training an individual receives, some in-house training was necessary as previous studies have indicated ("The VIEW Program Keeps Abreast With Business and Industry," 1976).

Four sub-scales--cooperation, inner satisfactions, choosing a job, and appearance--did not produce statistically significant differences between students and supervisors. The sub-scale cooperation was approaching significance at the .05 level, however. Of course, the obvious reason why the scores on these sub-scales were not significantly different was because students' and supervisors' responses were

very similar. It might be reasonable to assume that students and supervisors had similar values when considering these aspects of work. Also perhaps the items composing these sub-scales involved less tangible aspects than those of the five sub-scales with significantly different scores by students and supervisors. Another possible explanation might be that there was better communication between students, supervisors, and teacher-coordinators regarding these four aspects of work. Vocational curriculum materials seem to stress many of the concepts composing these sub-scales such as job application and interview techniques.

The fact that occupation is so interwoven with identity in Western society might offer some explanation for the similarity between students and supervisors when considering inner satisfactions. It is generally felt that in the beginning of a person's work history, just having a job can be satisfying, even if the job itself is not entirely to one's liking. It is also assumed that job satisfaction increases with age.

The differences between students and supervisors revealed through this study seem to present a critical issue for vocational educators. As a part of their preparation for entry-level jobs, students need to be made aware of possible differences between their concepts and their supervisors. Supervisors also need to be made aware of these differences between their expectations and the expectations of the students whom they employ.

These differences seem to indicate a need for better coordination and communication between the school system and the supervisor. A coordinated effort might help to eliminate some of the pessimistic

views about vocational education as expressed by the employers in Kaufman and others (1967) study. The idea of one of the supervisors' in this study to have employers make short talks to occupational classes might be one approach. Another approach might be the distribution to supervisors of a handout briefly explaining the cooperative program.

Further attention should be given to the fact that differences were noted when various occupational areas were compared. Not only were differences reported between students and supervisors, but also differences were noted among supervisors representing various occupational areas. Further investigation would help to determine whether or not these differences were simply a matter of individual supervisors' opinions. Teacher-coordinators in the occupational areas of food and child care, particularly, need to utilize these results to meet the needs of students seeking employment in these fields.

Students' length of work experience and marks received throughout high school were not associated with attitudes toward work in this study. Since Jacoby (1966) found that these variables did relate to attitudes toward work, further examination seems appropriate.

Over 75 per cent of the students in this study had been employed prior to their current job. Vocational educators need to assess the meaning of this in relation to cooperative vocational education programs. Does this mean cooperative vocational education programs are catering to individuals who will be more easily placed on-the-job due to previous work experience? Are we meeting the needs of all individuals who will benefit from cooperative training?

An expansion of this study would provide more detailed information to those involved with curricula for cooperative vocational education programs. Either surveying a larger and broader population or the individual students and supervisors involved with an individual teacher-coordinator's occupational home economics program would seem both feasible and helpful, depending upon the goals of the researcher. In the latter type of study, students and supervisors would be able to compare their attitudes toward work prior to employment. This might be followed by a study of their attitudes toward work at the end of the work experience in order to compare for continuity and change. Such a survey could assist the teacher-coordinator in program evaluation and revision.

A SELECTED BIBLIOGRAPHY

Babbie, Earl R. Survey Research Methods. Belmont, California: Wadsworth Publishing Co., Inc., 1973.

Barlow, Melvin L. "The Challenge to Vocational Education." Vocational Education. Ed. Melvin L. Barlow. Chicago: The University of Chicago Press, 1965, 1-18.

Barr, Anthony James and James Howard Goodnight. A User's Guide to the Statistical Analysis System. Raleigh, North Carolina: North Carolina State University, 1972.

Beaumont, John. "Philosophical Implications of the Vocational Education Amendments of 1968." Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971, 12-17.

Berry, Margaret Ann. "Attitudes and Interests of High School Homemaking Students Toward Gainful Employment for Clothing Service." (Unpub. M.S. thesis, Oklahoma State University, 1967.)

Blalock, Hubert M. Social Statistics. New York: McGraw-Hill Book Co., 1972.

Bottoms, Gene. "A New Work Ethic for Our Times." American Vocational Journal, 48 (January, 1973), 25-26.

Breaux, Beryl Aline. "Affective Levels of Responses of Louisiana Home Economics Occupational Students for Eight Selected Work Motives." (Unpub. M.S. thesis, Louisiana State University, 1974.)

Combs, Mary Jim. "Personal Characteristics Influencing the Hiring, Promotion, and Discharge of Women in Selected Groups of Occupations in Clarke County, Georgia." (Unpub. Ed.D. dissertation, University of Georgia, 1974.)

Cosby, Arthur and J. Steven Picou. "Vocational Expectations of Adolescents in Four Deep-South States." Vocational Guidance Quarterly, 19-20 (March, 1971), 177-182.

Cozine, June, Virginia Porter Dick, Regina Brinkerhoff, Grovalynn Gould, and Paulette Kraybill. A Pilot Study for Gainful Employment in Home Economics. Volume I. Final Report Project No. 6-1576. Stillwater, Oklahoma: Oklahoma State University Extension, August, 1968.

Crites, John O. "Measurement of Vocational Maturity in Adolescence: Attitude Test of the Vocational Development Inventory." Psychological Monography, 79 (1965), 1-36.

Denues, Celia. Career Perspective: Your Choice of Work. Worthington, Ohio: Charles A. Jones Publishing Co., 1972.

Despard, Dale and Jerry McCadden. "Student Job Problems? Help's on the Way." American Vocational Journal, 50 (December, 1975) 20, 22.

Eggeman, Donald F., Robert E. Campbell and Albeno P. Garbin. Problems in the Transition From School to Work as Perceived by Youth Opportunity Center Counselors. Final Report Project No. 7-0158. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, December, 1969.

Gallup, George H. "Seventh Annual Gallup Poll of Public Attitudes Toward Education." Phi Delta Kappan, 57 (December, 1975), 227-241.

Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Co., 1973.

Graen, George B. and Rene V. Dawis. "A Measure of Work Attitudes for High-School-Age Youth." Journal of Vocational Behavior, 1 (October, 1971), 343-353.

Gunning, Robert. More Effective Writing in Business and Industry. Boston: Industrial Education Institute, 1963.

A Handbook of Cooperative Programs for Oklahoma Vocational and Technical Education. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1971.

Harvey, Ann L. and Helen Y. Nelson. "Goal-Setting Behavior of Occupations Students in Home Economics." Home Economics Research Journal, 1 (September, 1972), 19-27.

Havighurst, Robert J. "Stages of Vocational Development." Vocational Behavior. Ed. Donald G. Zytowski. New York: Holt, Rinehart and Winston, Inc., 1968, 147-148.

Heinsohn, Anne Lienhard. "Vocational Aspirations of American Youth." American Vocational Journal, 49 (March, 1974), 36-38.

Howell, Kathleen M. and Joyce L. Felstehausen. A Follow-up Study of Illinois Home Economics Job Training Programs. Final Report Project No. RDC-A1-053. State of Illinois: Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit, September, 1971.

Hurt, Mary Lou. "Vocational Home Economics Present and Future." Journal of Home Economics, 64 (May, 1972), 26-32.

Jacoby, Gertrude Parrott. "Evaluation of a Secondary School Pilot Program in Preparation for Home Related Occupations." (Unpub. M.S. thesis, Cornell University, 1966.)

Johnson, Carolyn. "A Follow-Up Study of Oklahoma's Secondary Level Occupational Clothing Graduates and Drop-Outs (1970-73) Currently Employed in the Clothing Field." (Unpub. M.S. thesis, Oklahoma State University, 1974.)

Johnson, Mildred. Summary of Pilot Study to Determine Criteria for Selection and Preparation of Teachers, Selection of Participants, and Organization of High School Home Economics Programs With Occupational Emphasis. Greensboro, North Carolina: North Carolina Research Coordinating Unit in Occupational Education, The University of North Carolina, 1968.

Kaufman, Jacob J., Carl J. Schaefer, Morgan V. Lewis, David W. Stevens, and Elaine W. House. The Role of the Secondary Schools in the Preparation of Youth for Employment. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, February, 1967.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1964.

Lamar, Carl F. "Implications for Meeting the Needs of People." American Vocational Journal, 46 (April, 1971), 31-35.

Lee, Sylvia L., Elizabeth M. Ray, Louise Vetter, Lila Murphy, and Barbara J. Sethney. High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes, and Plans. Research and Development Series No. 42. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, January, 1971.

Lofquist, Lloyd H. and Rene V. Dawis. Adjustment to Work. New York: Appleton-Century-Crofts, 1969.

Miller, D. C. and W. H. Form. "Vocational Developmental Stages." Vocational Behavior. Ed. Donald G. Zytowski. New York: Holt, Rinehart and Winston, Inc., 1968, 148.

Mobley, Mayor D. and Melvin L. Barlow. "Impact of Federal Legislation and Policies Upon Vocational Education." Vocational Education. Ed. Melvin L. Barlow. Chicago: The University of Chicago Press, 1965, 186-202.

Morgan, Vesta. "Home Economics Occupations in Vocational Education Today." Illinois Teacher, 14 (March-April, 1971), 151-169.

Murphy, Patricia D. Teaching for Employability. Washington, D.C.: Home Economics Education Association, 1973.

Nelson, Helen Y. and Gertrude P. Jacoby. Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Volume I. Final Report Grant No. OE 5-85-110. Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, Bureau of Research, October, 1967.

Oklahoma's Home Economics Cooperative Education Program. Stillwater, Oklahoma: State Department of Vocational and Technical Education.

Pestle, Ruth. A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report Project No. V0023VZ. Stillwater, Oklahoma: Division of Home Economics, Oklahoma State University, April, 1976.

Ridenour, Harlan E. "Cultivating the Affective Domain." American Vocational Journal, 48 (April, 1973), 44, 82.

Ridley, Agnes. Gainful Employment in Home Economics Phase I. Contract No. RCU 67-1. Tallahassee, Florida: The Florida State University, July 1, 1966-July 30, 1967.

Robinson, Lillie McCray. "Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Occupational Home Economics at the Post-Secondary Level in Oklahoma." (Unpub. Ed.D. dissertation, Oklahoma State University, 1968.)

Sifferd, Calvin S. Selecting an Occupation. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1962.

Smith, Brandon E. and Editha L. Jiloca. The Relationships of Selected Factors to the Occupational-Educational Choices of Twelfth Grade Students. Minneapolis: Minnesota Research Coordinating Unit in Occupational Education, April, 1971.

Super, Donald E., Reuben Starishevsky, Norman Matlin, and Jean Pierre Jordaan. Career Development Self-Concept Theory. New York: College Entrance Examination Board, 1963.

Super, Donald E. "Vocational Life Stages." Vocational Behavior. Ed. Donald G. Zytowski. New York: Holt, Rinehart and Winston, Inc., 1968, 146-147.

Terrass, Joyce J. "Let's Get Going With Occupational Home Economics." Journal of Home Economics, 66 (February, 1974), 23-24.

Tuckman, Bruce W. "Getting at the Attitudes Problem: Career Development and the Affective Domain." American Vocational Journal, 48 (January, 1973), 47-48.

Venn, Grant. Man Education and Work. Washington, D.C.: American Council on Education, 1964.

"The VIEW Program Keeps Abreast With Business and Industry." Vocational Education Information Newsletter, Stillwater, Oklahoma: State Department of Vocational and Technical Education, March, 1976.

Vocational-Technical Terminology. Washington, D.C.: American Vocational Association, March, 1971.

Waldron, Joyce Jean. "Entry-Level Competencies in Clothing Related Careers Needed by Graduates of Secondary Occupational Programs and Area Vocational Schools in Missouri." (Unpub. Ed.D. dissertation, Oklahoma State University, 1975.)

Wallace, Jacquelyn L. and Thelma H. Leonard. "Factors Affecting Vocational and Educational Decision-Making of High School Girls." Journal of Home Economics, 63 (April, 1971), 241-245.

Wright, Lucille E. "They Don't Hire the Uglies." American Vocational Journal, 50 (November, 1975), 68-70.

APPENDIXES

APPENDIX A

QUESTIONNAIRES

STUDENT FORM No. _____

ATTITUDES TOWARD WORK

Please supply the information requested below:

Name of High School _____

Age _____ Grade _____ Sex (circle one) Male Female

Are you a first or second year student in the home economics co-operative occupational program? (circle one) First Year Second Year

Race (circle one) Black White Indian Oriental Other (specify) _____

Circle one of the following which best describes your marks in all subjects throughout high school. (If your school has another system, write in as accurate a description of your marks as you can.)

mostly D's and F's	about equal B's and C's
mostly D's	mostly B's
about equal C's and D's	about equal A's and B's
mostly C's	mostly A's

Give your job title and then describe fully what you do on your present job(s). (If you are unemployed now, leave this blank.)

_____

_____

Beginning with your present job, list below any work experience and the length of employment

Kind of Work	Length of Employment Years	Months
_____		
_____		
_____		
_____		
_____		

INSTRUCTIONS

Please read each of the statements on the pages that follow and rate them in one of the following ways:

1. If you strongly agree with a statement draw a circle around the letters SA.

2. If you agree with a statement draw a circle around the letter A.

3. When you are undecided as to your opinion of a statement draw a circle around U.

4. If you disagree with a statement draw a circle around the letter D.

5. If you strongly disagree with the statement draw a circle around the letters SD.

There are no right or wrong answers so circle according to your own opinion. The word supervisor refers to the person directly in charge of other workers (employees). It is very important that only one response to each statement is circled.

Please Answer Every Statement

Key for marking items below. SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

SA	A	U	D	SD	1.	The type of supervisor workers dislike is the one who tries to rule by fear.
SA	A	U	D	SD	2.	Work is not important unless a person can earn enough money to make it worthwhile.
SA	A	U	D	SD	3.	The way a person is treated on a job is just as important as the money he is paid.
SA	A	U	D	SD	4.	Salary should not be the only factor when choosing a job.
SA	A	U	D	SD	5.	The reason workers quit their jobs is that they don't like the work.
SA	A	U	D	SD	6.	It is not important to maintain a cheerful attitude while on-the-job.
SA	A	U	D	SD	7.	The type of worker that a supervisor likes best is the one who tries things on his own.
SA	A	U	D	SD	8.	The worker who is fired always deserves it.
SA	A	U	D	SD	9.	It is important for a teenager to work for someone who gives workers a chance to show their ability.
SA	A	U	D	SD	10.	Cooperating with co-workers is not part of the job.
SA	A	U	D	SD	11.	A worker needs "connections" in most jobs in order to get a promotion.
SA	A	U	D	SD	12.	The supervisor should listen to the workers' ideas about the job.
SA	A	U	D	SD	13.	Staying on a job is usually a sign of maturity in a person.
SA	A	U	D	SD	14.	A supervisor should be respected because of his position.
SA	A	U	D	SD	15.	There should be on-the-job training in addition to that provided by the high school.
SA	A	U	D	SD	16.	Physically "attractive" people are more likely to be hired for a job.
SA	A	U	D	SD	17.	Most supervisors will not hire teenagers because they do not like them.

SA A U D SD 18. Supervisors expect a worker to have basic job skills before applying for the job.

SA A U D SD 19. Most workers complain about any supervision given to them.

SA A U D SD 20. Good physical health is not important in the performance of one's job.

SA A U D SD 21. Workers should notify the supervisor if they are going to be late or absent.

SA A U D SD 22. The worker should show respect for his co-workers.

SA A U D SD 23. A worker should always report to the job on time and be ready for work.

SA A U D SD 24. A worker should try to adjust to new or unexpected situations.

SA A U D SD 25. A job should offer a great deal of advancement.

SA A U D SD 26. Knowing how to apply and interview for a job is important in getting a job.

SA A U D SD 27. Most supervisors tend not to be fair to all their workers.

SA A U D SD 28. Supervisors are just average humans like workers but somehow they've had "breaks" and money.

SA A U D SD 29. Personal characteristics and technical skills influence the hiring, promotion and firing of employees.

SA A U D SD 30. Unions are good for group protection.

SA A U D SD 31. The worker has the right to expect respect and consideration from his co-workers.

SA A U D SD 32. Work may be necessary but is not always important unless a person enjoys what he is doing.

SA A U D SD 33. A job should be interesting and challenging.

SA A U D SD 34. Work clothing should be appropriate to one's job.

SA A U D SD 35. The supervisor should see to it that workers are treated fairly.

SA A U D SD 36. It is important to do a job well.

SA A U D SD 37. A supervisor should be admired because of his position.

SA A U D SD 38. Knowledge of skills concerning the job is more important than one's attitude toward the job.

SA A U D SD 39. A worker who tries to do a little more than required may be promoted to a better job.

SA A U D SD 40. Anyone who works should take pride in his job and do the best he can.

SA A U D SD 41. Knowledge of skills concerning the job is more important than one's attitude toward co-workers.

SA A U D SD 42. Working with people who are cooperative is important.

SA A U D SD 43. Teenagers have trouble getting a job because supervisors think they are not dependable.

SA A U D SD 44. The supervisor should be able to discuss problems with workers any time while on-the-job.

SA A U D SD 45. Working with people who take their work seriously is important.

SA A U D SD 46. If a supervisor expects a worker to work overtime, he should notify the worker in advance.

SA A U D SD 47. A supervisor should be enthusiastic about his job.

SA A U D SD 48. A worker should accept criticism as a way to improve job performance.

SA A U D SD 49. A worker should do unpleasant tasks promptly and accept them as "just part of the job."

SA A U D SD 50. The worker should feel free to discuss his complaints with the supervisor.

SA A U D SD 51. A worker should show initiative and work without supervision when he knows what is expected.

SA A U D SD 52. The supervisor has the right to expect a "well-groomed" appearance from his workers.

SA A U D SD 53. Most workers don't really try to improve themselves.

SA A U D SD 54. Workers should look for things to do when they aren't busy with assigned tasks.

SA A U D SD 55. The supervisor should be friendly, but firm.

SA A U D SD 56. A worker should be enthusiastic about his job.

SA A U D SD 57. The worker who works hard and tries to do a good job will be disliked by his co-workers.

SA A U D SD 58. The reason workers quit their jobs is that they know they can't do the work.

SA A U D SD 59. Working with people who do a good job is important.

SA A U D SD 60. Young people look forward to work because they want to be independent.

SA A U D SD 61. The worker should expect to be able to talk and discuss work related problems with the supervisor just as one might with a close friend.

SA A U D SD 62. Young people look forward to work because they don't know what work is really all about.

SA A U D SD 63. People who work with others should realize the value of a pleasing personality.

SA A U D SD 64. Company benefits such as sick leave and insurance are not as important as salary when choosing a job.

SA A U D SD 65. Promotions depend too much on whether the worker is liked by the supervisor.

SA A U D SD 66. The supervisor is there to help workers.

SA A U D SD 67. The supervisor does not have the right to occasionally ask a worker to work overtime.

SA A U D SD 68. On any job there will be one or two people who will not be cooperative with their supervisor or co-workers.

SA A U D SD 69. A job which offers a great deal of variety is desirable.

SA A U D SD 70. Working conditions on-the-job such as temperature and attractive rooms will not affect peoples' job choice.

SUPERVISOR FORM No. _____

ATTITUDES TOWARD WORK

Please supply the information requested below:

Name of Cooperating High School _____

How many students from the above high school's home economics co-operative occupational program do you now supervise? _____

What length of time have you been involved with the home economics cooperative occupational program?

Number of Years _____ Number of Months _____

Type of Business (circle one below)

Food Service

Child Care Service

Clothing Service

Health Service

Home Furnishing Service

Other (Specify) _____

INSTRUCTIONS

Please read each of the statements on the pages that follow and rate them in one of the following ways:

1. If you strongly agree with a statement draw a circle around the letters SA.
2. If you agree with a statement draw a circle around the letter A.
3. When you are undecided as to your opinion of a statement draw a circle around U.
4. If you disagree with a statement draw a circle around the letter D.
5. If you strongly disagree with the statement draw a circle around the letters SD.

There are no right or wrong answers so circle according to your own opinion. The word supervisor refers to the person directly in charge of other workers (employees). It is very important that only one response to each statement is circled.

Please Answer Every Statement

Key for marking items below. SA = Strongly Agree; A = Agree;
U = Undecided; D = Disagree; SD = Strongly Disagree

SA	A	U	D	SD	1.	The type of supervisor workers dislike is the one who tries to rule by fear.
SA	A	U	D	SD	2.	Work is not important unless a person can earn enough money to make it worthwhile.
SA	A	U	D	SD	3.	The way a person is treated on a job is just as important as the money he is paid.
SA	A	U	D	SD	4.	Salary should not be the only factor when choosing a job.
SA	A	U	D	SD	5.	The reason workers quit their jobs is that they don't like the work.
SA	A	U	D	SD	6.	It is not important to maintain a cheerful attitude while on-the-job.
SA	A	U	D	SD	7.	The type of worker that a supervisor likes best is the one who tries things on his own.
SA	A	U	D	SD	8.	The worker who is fired always deserves it.
SA	A	U	D	SD	9.	It is important for a teenager to work for someone who gives workers a chance to show their ability.
SA	A	U	D	SD	10.	Cooperating with co-workers is not part of the job.
SA	A	U	D	SD	11.	A worker needs "connections" in most jobs in order to get a promotion.
SA	A	U	D	SD	12.	The supervisor should listen to the workers' ideas about the job.
SA	A	U	D	SD	13.	Staying on a job is usually a sign of maturity in a person.
SA	A	U	D	SD	14.	A supervisor should be respected because of his position.
SA	A	U	D	SD	15.	There should be on-the-job training in addition to that provided by the high school.
SA	A	U	D	SD	16.	Physically "attractive" people are more likely to be hired for a job.

SA	A	U	D	SD	17.	Most supervisors will not hire teenagers because they do not like them.
SA	A	U	D	SD	18.	Supervisors expect a worker to have basic job skills before applying for the job.
SA	A	U	D	SD	19.	Most workers complain about any supervision given to them.
SA	A	U	D	SD	20.	Good physical health is not important in the performance of one's job.
SA	A	U	D	SD	21.	Workers should notify the supervisor if they are going to be late or absent.
SA	A	U	D	SD	22.	The worker should show respect for his co-workers.
SA	A	U	D	SD	23.	A worker should always report to the job on time and be ready for work.
SA	A	U	D	SD	24.	A worker should try to adjust to new or unexpected situations.
SA	A	U	D	SD	25.	A job should offer a great deal of advancement.
SA	A	U	D	SD	26.	Knowing how to apply and interview for a job is important in getting a job.
SA	A	U	D	SD	27.	Most supervisors tend not to be fair to all their workers.
SA	A	U	D	SD	28.	Supervisors are just average humans like workers but somehow they've had "breaks" and money.
SA	A	U	D	SD	29.	Personal characteristics and technical skills influence the hiring, promotion and firing of employees.
SA	A	U	D	SD	30.	Unions are good for group protection.
SA	A	U	D	SD	31.	The worker has the right to expect respect and consideration from his co-workers.
SA	A	U	D	SD	32.	Work may be necessary but is not always important unless a person enjoys what he is doing.
SA	A	U	D	SD	33.	A job should be interesting and challenging.

SA A U D SD 34. Work clothing should be appropriate to one's job.

SA A U D SD 35. The supervisor should see to it that workers are treated fairly.

SA A U D SD 36. It is important to do a job well.

SA A U D SD 37. A supervisor should be admired because of his position.

SA A U D SD 38. Knowledge of skills concerning the job is more important than one's attitude toward the job.

SA A U D SD 39. A worker who tries to do a little more than required may be promoted to a better job.

SA A U D SD 40. Anyone who works should take pride in his job and do the best he can.

SA A U D SD 41. Knowledge of skills concerning the job is more important than one's attitude toward co-workers.

SA A U D SD 42. Working with people who are cooperative is important.

SA A U D SD 43. Teenagers have trouble getting a job because supervisors think they are not dependable.

SA A U D SD 44. The supervisor should be able to discuss problems with workers any time while on-the-job.

SA A U D SD 45. Working with people who take their work seriously is important.

SA A U D SD 46. If a supervisor expects a worker to work overtime, he should notify the worker in advance.

SA A U D SD 47. A supervisor should be enthusiastic about his job.

SA A U D SD 48. A worker should accept criticism as a way to improve job performance.

SA A U D SD 49. A worker should do unpleasant tasks promptly and accept them as "just part of the job."

SA A U D SD 50. The worker should feel free to discuss his complaints with the supervisor.

SA A U D SD 51. A worker should show initiative and work without supervision when he knows what is expected.

SA A U D SD 52. The supervisor has the right to expect a "well-groomed" appearance from his workers.

SA A U D SD 53. Most workers don't really try to improve themselves.

SA A U D SD 54. Workers should look for things to do when they aren't busy with assigned tasks.

SA A U D SD 55. The supervisor should be friendly, but firm.

SA A U D SD 56. A worker should be enthusiastic about his job.

SA A U D SD 57. The worker who works hard and tries to do a good job will be disliked by his co-workers.

SA A U D SD 58. The reason workers quit their jobs is that they know they can't do the work.

SA A U D SD 59. Working with people who do a good job is important.

SA A U D SD 60. Young people look forward to work because they want to be independent.

SA A U D SD 61. The worker should expect to be able to talk and discuss work related problems with the supervisor just as one might with a close friend.

SA A U D SD 62. Young people look forward to work because they don't know what work is really all about.

SA A U D SD 63. People who work with others should realize the value of a pleasing personality.

SA A U D SD 64. Company benefits such as sick leave and insurance are not as important as salary when choosing a job.

SA A U D SD 65. Promotions depend too much on whether the worker is liked by the supervisor.

SA	A	U	D	SD	66.	The supervisor is there to help workers.
SA	A	U	D	SD	67.	The supervisor does not have the right to occasionally ask a worker to work overtime.
SA	A	U	D	SD	68.	On any job there will be one or two people who will not be cooperative with their supervisor or co-workers.
SA	A	U	D	SD	69.	A job which offers a great deal of variety is desirable.
SA	A	U	D	SD	70.	Working conditions on-the-job such as temperature and attractive rooms will not affect peoples' job choice.

APPENDIX B

LETTERS OF TRANSMITTAL

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education 74074
372-6211, Ext. 486

LETTER SENT TO SEVEN TEACHER-COORDINATORS
REQUESTING THEIR PARTICIPATION IN THE STUDY

February 9, 1976

Dear

As a Home Economics Education doctoral candidate, I am requesting your assistance in my research study. The study involves a comparison of attitudes toward work between students enrolled in Home Economics cooperative programs and their employers. I would like to include all students (both first and second year occupational classes) and their employers participating in the seven, full-time, Home Economics cooperative programs in Oklahoma as subjects of the study.

Students and employers will be asked to respond to the same questionnaire which will take approximately 25 minutes to complete. Although the final form will vary somewhat, I have enclosed a sample questionnaire. Student and employer replies will be anonymous and treated confidentially.

If you would be willing to participate, in March I would send sufficient copies of the questionnaire for you to administer to the students in your class and also provide each employer with one. Perhaps the employer's questionnaire could be attached to the employer's evaluation device used to rate the student's job performance.

I will call during your conference period between February 16 and 20 to answer any questions, and see if you are willing to participate. Also at that time please tell me how many student and employer questionnaires you will need. Your assistance will be greatly appreciated.

Sincerely yours,

Rebecca Raburn
Doctoral Candidate

Ruth Pestle, Ph.D.
Thesis Adviser

OKLAHOMA STATE UNIVERSITY • STILLWATER
Department of Home Economics Education
(405) 372-6211, Ext. 486
74074

COVER LETTER SENT TO TEACHER-COORDINATORS
WITH STUDENT QUESTIONNAIRES

March 5, 1976

Dear

I am enclosing the number of student questionnaires you requested. Thank you for your willingness to participate in my study involving a comparison of attitudes toward work between students enrolled in Home Economics cooperative programs and their supervisors. Hopefully the results of this study will provide important information which can contribute to the employability of youth.

All students, both employed and unemployed, should complete the questionnaire. Make sure that the students complete the questionnaire according to the instructions. You might find it helpful to read the instructions aloud to the students as a group. Try to get responses from students who are absent the day the majority complete the questionnaires. Feel free to explain statements to students who may not understand the wording (I encourage this!). If a student is unable to read, please read the statement to him orally and mark his responses.

When you administer the questionnaire to the students, explain that they are part of a study currently being conducted at Oklahoma State University. Tell them the study involves a comparison of attitudes toward work between students enrolled in Home Economics occupational training programs and their supervisors. Also explain that all responses will be kept in strict confidence and that no individual, school or business will be identified in the results of the study. The number on their questionnaire will be used only for the purpose of recording that their response has been received.

If you need additional student forms or have a question concerning the research, please use the enclosed postcard to contact me. I will then call or write you as soon as possible.

When the students have completed the questionnaires, please mail them along with the completed enrollment sheet (see enclosure) in the enclosed envelope by March 30, 1976. Thank you for your help and interest.

Sincerely yours,

Rebecca Raburn
Doctoral Candidate

Enclosure

ENROLLMENT INFORMATION

PLEASE COMPLETE AND RETURN WITH STUDENT QUESTIONNAIRES

Name of High School _____

_____ Number of student questionnaires sent from Oklahoma State

_____ Total enrollment in your Home Economics occupational program

_____ Total enrollment in your first year program

_____ Total enrollment in your second year program

_____ Total number of employed students completing questionnaires

_____ Total number of unemployed students completing questionnaires

State below any reasons why questionnaires were not completed by students.

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education 74074
(405) 372-6211, Ext. 486

COVER LETTER SENT TO TEACHER-COORDINATORS
WITH SUPERVISORS QUESTIONNAIRES

March 5, 1976

Dear

I am enclosing the number of supervisor (employer) questionnaires you requested. Thank you for your willingness to participate in my study involving a comparison of attitudes toward work between students enrolled in Home Economics cooperative programs and their supervisors. Hopefully the results of this study will provide important information which can contribute to the employabiility of youth.

Please distribute a cover letter and attached questionnaire to each supervisor responsible for evaluating the student's job performance. In other words, please ask the individual who normally completes the grade form concerning the student's job performance to respond to the questionnaire. If a supervisor is directly in charge of more than one student, they need to complete only one questionnaire.

Supervisor responses should provide valuable information if I receive a high response rate. Therefore, any encouragement you can give supervisors will be appreciated very much.

The enclosed supervisor response sheet is for your information. I thought it might be helpful in recording completed questionnaires. You do not need to return this to me.

If you need additional supervisor forms or have a question concerning the research, please use the enclosed postcard to contact me. I will then call or write you as soon as possible.

When the supervisors have completed the questionnaires, please mail them along with the completed supervisor information sheet (see enclosure) in the enclosed envelope by April 9, 1976. Thank you for your help and interest.

Sincerely yours,

Rebecca Raburn
Doctoral Candidate

Enclosure

SUPERVISOR INFORMATION

PLEASE COMPLETE AND RETURN WITH SUPERVISOR QUESTIONNAIRES

Name of High School _____

_____ Number of supervisor questionnaires sent from Oklahoma State

_____ Total number of supervisors asked to complete questionnaires

State below any reasons why questionnaires were not completed by supervisors.

SUPERVISOR RESPONSE

Supervisor	Questionnaire Number	Questionnaire Received

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education
(405) 372-6211, Ext. 486

74074

COVER LETTER SENT TO SUPERVISORS

March 8, 1975

Dear Supervisor:

As the supervisor and/or employer of one or more students enrolled in a high school Home Economics occupational training program, you are able to provide important information which can contribute to the employability of youth. In order to provide effective training for future students, will you help us by completing the attached questionnaire? It will only take approximately 20 minutes to complete.

This study, currently being conducted at Oklahoma State University, involves a comparison of attitudes toward work between students enrolled in Home Economics occupational training programs and their supervisors. No individual, school or business will be identified in the results of this study. All responses will be kept in strict confidence. The number on the questionnaire will be used only for the purpose of recording that your response has been received.

Your cooperation in completing the questionnaire and returning it to the Home Economics teacher-coordinator by April 9th will be most helpful in improving job training for youth. Thank you for your assistance.

Sincerely yours,

Rebecca Raburn
Doctoral Candidate

Ruth Pestle, Ph.D.
Thesis Adviser

APPENDIX C

MEANS AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS FOR THE FOUR NON-SIGNIFICANT SUB-SCALES

TABLE XXVI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING COOPERATION

Questionnaire Number	Statement	Food (N=44)		Child Care (N=18)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
10.	Cooperating with co-workers is not part of the job.	1.40	.62	1.50	.99	1.29	.47
22.	The worker should show respect for his co-workers.	4.42	.50	4.44	.51	4.47	.51
42.	Working with people who are cooperative is important.	4.29	.63	4.11	.68	4.29	.59
45.	Working with people who take their work seriously is important.	3.91	.83	4.17	.71	4.06	.97
59.	Working with people who do a good job is important.	4.27	.45	4.22	.43	4.18	.73
63.	People who work with others should realize the value of a pleasing personality.	4.36	.48	4.28	.46	4.29	.47
68.	On any job there will be one or two people who will not be co-operative with their supervisor or co-workers.	4.07	.72	3.33	1.03	3.65	.93

[a] Food Overall Mean 3.18
Child Care Overall Mean 3.09
Other Overall Mean 3.11

TABLE XXVII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING INNER SATISFACTIONS

Questionnaire Number	Statement	Food (N=44)		Child Care (N=17)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
2.	Work is not important unless a person can earn enough money to make it worthwhile.	2.73	.96	1.94	.83	2.29	.85
13.	Staying on a job is usually a sign of maturity in a person.	3.89	1.05	3.56	1.10	3.76	.90
32.	Work may be necessary but is not always important unless a person enjoys what he is doing.	2.53	1.32	2.94	1.26	3.06	1.34
36.	It is important to do a job well.	4.64	.48	4.61	.50	4.53	.51
40.	Anyone who works should take pride in his job and do the best he can.	4.49	.51	4.56	.51	4.65	.49
60.	Young people look forward to work because they want to be independent.	4.00	.77	4.00	.69	3.71	.69
62.	Young people look forward to work because they don't know what work is really all about.	3.27	1.28	2.17	.79	2.71	.99

[a] Food Overall Mean 3.65
Child Care Overall Mean 3.41
Other Overall Mean 3.53

TABLE XXVIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING CHOOSING A JOB

Questionnaire Number	Statement	Food (N=43)		Child Care (N=17)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
4.	Salary should not be the only factor when choosing a job.	4.40	.81	4.56	.51	4.59	.51
9.	It is important for a teenager to work for someone who gives workers a chance to show their ability.	4.55	.55	4.56	.51	4.47	.62
17.	Most supervisors will not hire teenagers because they do not like them.	1.73	.84	1.83	.71	1.82	.73
26.	Knowing how to apply and interview for a job is important in getting a job.	4.36	.48	4.11	.68	4.35	.70
33.	A job should be interesting and challenging.	4.33	.74	4.22	.43	4.29	.47
43.	Teenagers have trouble getting a job because supervisors think they are not dependable.	2.98	.99	3.24	1.03	2.35	.86
64.	Company benefits such as sick leave and insurance are not as important as salary when choosing a job.	3.31	1.33	2.50	.86	2.47	1.07

TABLE XXVIII (Continued)

Questionnaire Number	Statement	Food (N=43)		Child Care (N=17)		Other (N=17)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
69.	A job which offers a great deal of variety is desirable.	4.09	.77	3.78	.73	3.82	.73
70.	Working conditions on-the-job such as temperature and attractive rooms will not affect peoples' job choice.	3.00	1.54	2.06	.80	2.18	1.01

[a] Food Overall Mean 3.64
Child Care Overall Mean 3.42
Other Overall Mean 3.37

TABLE XXIX

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY SUPERVISORS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING APPEARANCE

Questionnaire Number	Statement	Food (N=42)		Child Care (N=18)		Other (N=16)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
6.	It is not important to maintain a cheerful attitude while on-the-job.	1.43	.50	1.67	.77	2.06	1.34
16.	Physically "attractive" people are more likely to be hired for a job.	2.71	.92	2.89	1.13	2.06	.75
20.	Good physical health is not important in the performance of one's job.	1.75	1.08	1.67	.49	1.38	.50
34.	Work clothing should be appropriate to one's job.	4.44	.50	4.50	.51	4.35	.49
47.	A supervisor should be enthusiastic about his job.	4.31	.51	4.39	.50	4.47	.51
52.	The supervisor has the right to expect a "well-groomed" appearance from his workers.	4.33	.71	4.28	.57	4.24	.66
56.	A worker should be enthusiastic about his job.	4.18	.69	4.33	.49	4.41	.51

[a] Food Overall Mean 3.32
Child Care Overall Mean 3.39
Other Overall Mean 3.25

APPENDIX D

MEANS AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS FOR THE NINE SUB-SCALES

TABLE XXX

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING INITIATIVE AND DEPENDABILITY

Questionnaire Number	Statement	Food (N=49)		Child Care (N=29)		Other (N=49)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
7.	The type of worker that a supervisor likes best is the one who tries things on his own.	3.65	.86	3.63	1.03	3.40	.97
21.	Workers should notify the supervisor if they are going to be late or absent.	4.31	.89	4.67	.55	4.56	.54
23.	A worker should always report to the job on time and be ready for work.	4.41	.71	4.63	.49	4.50	.51
24.	A worker should try to adjust to new or unexpected situations.	4.16	.66	4.37	.56	4.28	.45
49.	A worker should do unpleasant tasks promptly and accept them as "just part of the job."	3.53	1.06	3.20	1.10	3.76	.92
51.	A worker should show initiative and work without supervision when he knows what is expected.	3.84	.66	4.10	.61	4.24	.56
54.	Workers should look for things to do when they aren't busy with assigned tasks.	3.84	.72	3.90	.86	4.06	.51

[a] Food Overall Mean 3.96
Child Care Overall Mean 4.08
Other Overall Mean 4.11

TABLE XXXI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING FUTURE ADVANCEMENT

Questionnaire Number	Statement	Food (N=47)		Child Care (N=30)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
11.	A worker needs "connections" in most jobs in order to get a promotion.	2.63	1.05	2.30	1.09	2.30	.86
25.	A job should offer a great deal of advancement.	3.86	.79	3.77	.86	3.84	.71
39.	A worker who tries to do a little more than required may be promoted to a better job.	3.81	.84	3.83	.83	3.98	.78
48.	A worker should accept criticism as a way to improve job performance.	3.90	.74	4.00	.91	4.02	.69
53.	Most workers don't really try to improve themselves.	2.60	.98	2.70	1.02	2.60	.86
57.	The worker who works hard and tries to do a good job will be disliked by his co-workers.	2.35	1.08	2.17	.91	2.12	.77
65.	Promotions depend too much on whether the worker is liked by the supervisor.	3.16	1.01	2.97	1.10	3.12	.97

[a] Food Overall Mean 3.19
Child Care Overall Mean 3.10
Other Overall Mean 3.13

TABLE XXXII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING SUPERVISION

Questionnaire Number	Statement	Food (N=47)		Child Care (N=26)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	The type of supervisor workers dislike is the one who tries to rule by fear.	3.77	1.19	4.22	.97	4.18	.77
14.	A supervisor should be respected because of his position.	3.84	.80	3.48	.91	3.88	.75
19.	Most workers complain about any supervision given to them.	2.78	.90	2.57	.90	2.70	.81
27.	Most supervisors tend not to be fair to all their workers.	3.22	1.01	2.77	1.04	3.00	1.02
28.	Supervisors are just average humans like workers but somehow they've had "breaks" and money.	3.14	.89	3.10	.92	2.90	.94
37.	A supervisor should be admired because of his position.	3.23	1.06	2.70	.99	3.22	.90
44.	The supervisor should be able to discuss problems with workers any time while on-the-job.	3.27	1.11	3.17	1.12	3.61	1.06
55.	The supervisor should be friendly, but firm.	4.18	.44	4.17	.65	4.22	.58

TABLE XXXII (Continued)

Questionnaire Number	Statement	Food (N=47)		Child Care (N=26)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
61.	The worker should expect to be able to talk and discuss work related problems with the supervisor just as one might with a close friend.	3.86	.76	3.63	.96	3.96	.70
66.	The supervisor is there to help workers.	4.04	.54	3.80	1.00	4.00	.64

[a] Food Overall Mean 3.53
Child Care Overall Mean 3.36
Other Overall Mean 3.56

TABLE XXXIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING SKILLS

Questionnaire Number	Statement	Food (N=46)		Child Care (N=30)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
5.	The reason workers quit their jobs is that they don't like the work.	2.92	1.01	2.50	1.01	2.89	.87
15.	There should be on-the-job training in addition to that provided by the high school.	3.96	.68	3.97	.67	3.82	.63
18.	Supervisors expect a worker to have basic job skills before applying for the job.	3.35	1.01	3.33	.96	3.18	.86
29.	Personal characteristics and technical skills influence the hiring, promotion and firing of employees.	3.90	.78	3.73	.69	3.88	.70
38.	Knowledge of skills concerning the job is more important than one's attitude toward the job.	2.57	1.00	2.47	.94	2.49	.79
41.	Knowledge of skills concerning the job is more important than one's attitude toward co-workers.	2.82	1.05	2.57	.94	2.78	.92
58.	The reason workers quit their jobs is that they know they can't do the work.	2.67	1.07	2.50	.90	2.22	.82

[a] Food Overall Mean 3.13
Child Care Overall Mean 3.01
Other Overall Mean 3.04

TABLE XXXIV

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING RIGHTS OF EMPLOYEES

Questionnaire Number	Statement	Food (N=49)		Child Care (N=27)		Other (N=46)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
3.	The way a person is treated on a job is just as important as the money he is paid.	4.10	1.07	4.17	1.09	4.30	.84
8.	The worker who is fired always deserves it.	2.08	.95	2.17	1.12	2.10	1.03
12.	The supervisor should listen to the workers' ideas about the job.	4.00	.58	4.21	.73	4.12	.56
30.	Unions are good for group protection.	3.84	.77	3.28	.84	3.81	.64
31.	The worker has the right to expect respect and consideration from his co-workers.	4.12	.63	4.10	.71	4.37	.49
35.	The supervisor should see to it that workers are treated fairly.	4.37	.64	4.60	.56	4.29	.54
46.	If a supervisor expects a worker to work overtime, he should notify the worker in advance.	4.33	.69	4.29	.76	4.39	.64
50.	The worker should feel free to discuss his complaints with the supervisor.	4.16	.62	4.13	.82	4.18	.60

TABLE XXXIV (Continued)

Questionnaire Number	Statement	Food (N=49)		Child Care (N=27)		Other (N=46)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
67.	The supervisor does not have the right to occasionally ask a worker to work overtime.	2.33	.77	2.28	.88	2.00	.78

[a] Food Overall Mean 3.70
Child Care Overall Mean 3.71
Other Overall Mean 3.72

TABLE XXXV

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING COOPERATION

Questionnaire Number	Statement	Food (N=49)		Child Care (N=30)		Other (N=49)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
10.	Cooperating with co-workers is not part of the job.	1.80	.93	1.30	.47	1.46	.50
22.	The worker should show respect for his co-workers.	4.22	.77	4.57	.57	4.38	.73
42.	Working with people who are co-operative is important.	3.96	.73	4.27	.52	4.04	.50
45.	Working with people who take their work seriously is important.	4.10	.55	4.03	.56	4.16	.55
59.	Working with people who do a good job is important.	4.14	.41	3.87	.68	4.12	.44
63.	People who work with others should realize the value of a pleasing personality.	3.96	.64	4.07	.74	4.08	.49
68.	On any job there will be one or two people who will not be cooperative with their supervisor or co-workers.	3.67	.94	3.87	.73	3.88	.80

[a] Food Overall Mean 3.09
Child Care Overall Mean 3.06
Other Overall Mean 3.10

TABLE XXXVI

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING INNER SATISFACTIONS

Questionnaire Number	Statement	Food (N=47)		Child Care (N=29)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
2.	Work is not important unless a person can earn enough money to make it worthwhile.	2.81	1.21	2.07	1.07	2.72	1.18
13.	Staying on a job is usually a sign of maturity in a person.	4.00	.79	3.43	1.04	3.44	1.01
32.	Work may be necessary but is not always important unless a person enjoys what he is doing.	3.92	.93	3.57	1.04	3.94	.83
36.	It is important to do a job well.	4.47	.58	4.53	.68	4.55	.50
40.	Anyone who works should take pride in his job and do the best he can.	4.19	.82	4.43	.63	4.47	.58
60.	Young people look forward to work because they want to be independent.	3.80	.84	3.87	.90	3.88	.69
62.	Young people look forward to work because they don't know what work is really all about.	2.92	1.00	2.93	1.08	2.49	.96

[a] Food Overall Mean 3.72
Child Care Overall Mean 3.53
Other Overall Mean 3.64

TABLE XXXVII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING CHOOSING A JOB

Questionnaire Number	Statement	Food (N=47)		Child Care (N=30)		Other (N=48)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
4.	Salary should not be the only factor when choosing a job.	3.90	.82	4.03	1.10	4.30	.71
9.	It is important for a teenager to work for someone who gives workers a chance to show their ability.	4.25	.64	4.33	.55	4.24	.59
17.	Most supervisors will not hire teenagers because they do not like them.	2.41	1.00	2.33	.99	2.27	.81
26.	Knowing how to apply and interview for a job is important in getting a job.	4.40	.76	4.37	.81	4.10	.65
33.	A job should be interesting and challenging.	4.16	.72	4.37	.56	4.22	.65
43.	Teenagers have trouble getting a job because supervisors think they are not dependable.	3.80	.87	3.33	1.15	3.59	1.02
64.	Company benefits such as sick leave and insurance are not as important as salary when choosing a job.	2.51	.89	2.37	1.00	2.62	1.07

TABLE XXXVII (Continued)

Questionnaire Number	Statement	Food (N=47)		Child Care (N=30)		Other (N=48)	
		$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.
69.	A job which offers a great deal of variety is desirable.	3.96	.64	4.10	.61	3.98	.59
70.	Working conditions on-the-job such as temperature and attractive rooms will not affect peoples' job choice.	2.37	1.07	2.43	1.14	2.44	.99

[a] Food Overall Mean 3.52
Child Care Overall Mean 3.52
Other overall Mean 3.53

TABLE XXXVIII

MEANS[a] AND STANDARD DEVIATIONS FOR RESPONSES BY STUDENTS IN FOOD, CHILD CARE, AND OTHER OCCUPATIONS CONCERNING APPEARANCE

Questionnaire Number	Statement	Food (N=47)		Child Care (N=28)		Other (N=49)	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
6.	It is not important to maintain a cheerful attitude while on-the-job.	1.67	.86	1.27	.78	1.74	.99
16.	Physically "attractive" people are more likely to be hired for a job.	3.04	1.20	3.20	1.13	3.02	1.08
20.	Good physical health is not important in the performance of one's job.	1.92	1.10	1.96	1.14	1.92	1.03
34.	Work clothing should be appropriate to one's job.	4.16	.66	4.28	.70	4.24	.60
47.	A supervisor should be enthusiastic about his job.	3.94	.83	4.07	.75	3.98	.69
52.	The supervisor has the right to expect a "well-groomed" appearance from his workers.	4.06	.63	4.37	.56	4.08	.70
56.	A worker should be enthusiastic about his job.	3.90	.77	4.20	.71	4.10	.58

[a] Food Overall Mean 3.23
Child Care Overall Mean 3.35
Other Overall Mean 3.29

VITA 2

S. Rebecca Raburn

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF ATTITUDES TOWARD WORK BETWEEN STUDENTS ENROLLED IN HOME ECONOMICS COOPERATIVE PROGRAMS AND THEIR SUPERVISORS IN OKLAHOMA

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Shreveport, Louisiana, July 10, 1945, the daughter of Jack and Gladys Raburn.

Education: Graduated from Coushatta High School, Coushatta, Louisiana, in May, 1963; received the Bachelor of Science degree in Vocational Home Economics Education from Northwestern State University of Louisiana in January, 1967; received the Master of Science degree in Home Economics Education from Northwestern State University of Louisiana in May, 1970; completed requirements for the Doctor of Education degree in Home Economics Education at Oklahoma State University in December, 1976.

Professional Experience: Home economics teacher, Central Junior High School, Bastrop, Louisiana, 1967-68; Graduate teaching assistant, Department of Home Economics, Northwestern State University of Louisiana, Summer, 1967 and 1969-70; Assistant Professor, Department of Home Economics, Longwood College, Farmville, Virginia, 1970-74; Graduate research assistant, Division of Home Economics, Oklahoma State University, 1974-76.

Professional Organizations: American Home Economics Association; Oklahoma Home Economics Association; American Vocational Association; Home Economics Association of the National Education Association; Phi Delta Kappa; Kappa Omicron Phi; Omicron Nu.