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A STUDY OF THE ATTITUDES TOWARD WORK AS EXPRESSED BY THE TWENTY-
EIGHT MALE STUDENTS OF ENSIGN HIGH SCHOOL AND THE SIXTY-FOUR
MALE STUDENTS OF CIMARRON HIGH SCHOOL IN 1970-71

by 6781

DENNIS GAIL LAMUNYON

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Approved by:

James Albracht
Major Professor

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CHAPTER I

INTRODUCTION

As products of their socio-cultural experiences, young workers have been greatly influenced by the dominant culture and sub-culture of various groups in which they had been members--the family, the gang, the school, and other groups. Each of these young workers had a different set of attitudes, values, beliefs and aspirations, some of which were in conflict with the prevalent expectations in the work environment. As a consequence, personal attitudes often became an additional source of possible conflict in the work environment. The general adjustments required in this area sometimes were compounded by the fact that entrance into the world of work presented the young worker with a new status position in society--that of simultaneously being an adult with its attendant roles.

Because the new position required role adjustments, specific role expectations of the adolescent and student many times demanded being dependent, irresponsible, innocent, fun-loving and light-hearted. In contrast, as an adult the individual may be expected to be independent, responsible, worldly, serious and hard-working. The discontinuities inherent in this status change often contributes to the "adjustment complex" facing the young

worker, according to Garbin.¹ The contradictions arising from this situation often result in young workers experiencing what Dansereau² has termed "culture shock."

There seems to be general agreement that the young person who has entered the labor market has had a critical need to build his growing fund of skills on a firm foundation of positive attitudes toward work. This notion is supported by McQueen³ who found that while Career Days and some social study units touch on this objective, for most students such experiences are often too few, brief and scattered to achieve the lasting impact needed by young workers.

Because attitudes frequently reflect deep-seated feelings that influence and direct behavior, Olsen concluded that an understanding of pertinent occupational attitudes was of importance to vocational teachers and counselors assisting prospective workers.⁴

¹A. P. Garbin, "Problems in Transition from High School to Work as Perceived by Vocational Educators," Columbus: The Center of Vocational Education, Ohio State University, 1967.

²H. Kirk Dansereau, "Work and the Teenager," Annals of the American Academy of Political and Social Science 338, November, 1961, pp. 44-52.

³Robert McQueen, "The Role of Vocational-Technical Education and the Holding Power of the Schools," Reno: Nevada Occupational Research Coordinating Unit, 1968, p. 5.

⁴L. C. Olsen, "Development of a Projective Technique for

The writer has observed these and similar tendencies in his own professional position as a teacher of vocational agriculture. The writer's career span as a teacher of vocational agriculture includes seven years prior to his present position at Ensign, Kansas, a position he has held since 1964.

During the fourteen years the writer has been interested in and has participated in discussions with fellow educators regarding student interests and attitudes and their relationship to the high school dropout problem as well as the placement of students in desired occupations. These topics which were discussed at teacher conventions and in graduate courses included in the Master Degree program of this writer intensified the interests of the writer in positive work attitudes. In a course during the 1970 summer session, which was taught by Associate Professor James Albracht, College of Education, Kansas State University, emphasis was given to student attitudes toward work. During this course preliminary plans were made with Dr. Albracht's assistance to conduct a study of the attitudes toward work of the male students of Ensign High School who were enrolled in vocational agriculture and the male students of Cimarron High School who had no vocational agriculture. Vocational agriculture was not a curriculum offering in the Cimarron High School. Industrial Arts

Obtaining Educationally Useful Information Indicating Pupil Attitudes Toward Work and Occupational Plans," Pullman: Department of Education, Washington State University, 1968.

courses were offered in the Cimarron High School which were not offered in the Ensign High School.

The writer of this study desired to make a survey of the attitudes toward work of students who had vocational agriculture and those who did not have vocational agriculture. Ensign Public Schools, District 41, and the Cimarron Unified School District No. 370 were consolidated July 1, 1969, forming the Cimarron-Ensign Consolidated Unified School District No. 102. Future plans called for the transfer of the Ensign High School students to the Cimarron High School. The Ensign and Cimarron high schools were chosen for this study because they were in the same Consolidated Unified School District and also shared the same Guidance Counselor who helped administer the survey.

THE PROBLEM

Statement of the problem. The problem for this study, reported herein, was to survey the attitudes toward work as expressed by the boys enrolled in the Ensign and Cimarron High Schools of Consolidated Unified School District No. 102 during the 1970-71 school year.

OBJECTIVES

It was the purpose of this study to: (1) survey attitudes toward work of boys enrolled in Ensign and Cimarron High Schools

and (2) compare the difference in attitudes toward work as expressed by the male students of Ensign High School who had vocational agriculture and the male students of Cimarron High School who had no vocational agriculture.

LIMITATIONS OF THE STUDY

The study was limited to the twenty-eight male students at Ensign High School and the sixty-four male students at the Cimarron High School. The study covered only the school year of 1970-71. Farming and its agri-related businesses were the principal industries in Gray county. This made it possible to compare the differences between the attitudes toward work of boys enrolled in vocational agriculture in a small high school and boys in a somewhat larger high school who had no vocational agriculture.

DEFINITIONS OF TERMS USED

Terms used in this study were defined in the following manner and may have varied somewhat from definitions commonly used.

Vocational Agriculture. A learning by doing, systematic, instructional program preparing students for careers in farming, ornamental horticulture and agricultural resources. The Future Farmers of America (FFA) was a national organization for vocational agriculture students. FFA chapters are located in public schools where vocational agriculture was taught under the

provisions of the National Vocational Education Acts. By law, the FFA was an integral part of the vocational agriculture instruction program.⁵

Attitude. The behavior representative of a feeling, thinking, conviction or reaction positively or negatively toward some situation, person, group, object or value.

Work. The job or vocation in which a person spends his labor or physical exertions in supplying his wants.

Vocational Agriculture Student. A student enrolled in a regular class of vocational agriculture for high school credit.

Non-Vocational Agriculture Student. A student who has never enrolled in a regular class of vocational agriculture for high school credit.

Adequacy of School's Preparation. The preparing of the student with the sufficient knowledge, skills and attitudes necessary for proper performance of work.

Supervision and Supervisors. The feeling of the worker toward his supervisor and how the following of instruction of the supervisor affects his work performance.

Peers. A fellow worker or associate.

Choosing a Job. The selecting of a vocation or position of work to spend labor in supplying wants.

⁵The Kansas Future Farmer, December 15, 1970, Vol. XLI, No. 2, p. 32-33.

Rights and Responsibilities of Employees. That which a worker feels should be provided him by the supervisor or employer and his fellow worker. The feeling of the workers responsibility to his supervisor or employer and his fellow worker.

Inner Satisfaction of Working. The inward physical and psychological feeling and opinion of worthwhile accomplishment from work.

Expectations of Future Advancement. The benefits, job opportunities and promotion anticipated or looked for in the future.

CHAPTER II

REVIEW OF LITERATURE

Related readings indicated that work attitudes were considered very important for successful employment. It was found that school age youth needed the opportunity to continuously and systematically explore, from an internal frame of reference, their values, attitudes, aptitudes and interests in relation to the wide range of career opportunities which were available to them. Vocational guidance was developed to provide students with the opportunity to explore their interests and ability to develop proper attitudes. Later, vocational guidance became integral and continuous part of vocational education, according to Gysbers.¹

Kirchner² studied attitudes toward work and job performance of outdoor advertising salesmen. Results indicated that persons with more favorable general work attitudes were better salesmen; or, conversely, the better salesmen as measured by objective job

¹Norman C. Gysbers, "Occupational Development and Its Implications for Vocational Education." (University of Missouri, Columbia).

²Wayne K. Kirchner, "Relationship between general and specific attitudes toward work and objective job performance for outdoor advertising salesmen." Journal of Applied Psychology 49, No. 6, pp. 455-457, 1965.

performance had better general attitudes.

The work attitude survey used in this study was based upon attitudes toward statements in seven areas. The areas included are: (1) Adequacy of School's Preparation; (2) Supervision and Supervisors; (3) Peers; (4) Choosing a Job; (5) Rights and Responsibilities of Employees; (6) Inner Satisfaction of Working; and (7) Expectations of Future Advancements.

ADEQUACY OF SCHOOL'S PREPARATION

Bruner³ summarized the role of the school exceedingly well when he stated, "The first object of any act of learning.....is that it should serve us in the future." Educators talk about developing skills, competencies, attitudes, enthusiasm and about encouraging growth for self-actualization. Representatives of schools also stated that a student should be assisted in the development of his or her fullest potential. Mager⁴ stated that regardless of the words used to describe teaching goals, no teaching goal can be reached unless the student was influenced to change his behavior as a result of the instructions.

³Jerome S. Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1960, p. 17).

⁴Robert F. Mager, Ph.D., Developing Attitudes Toward Learning (Palo Alto, California: Ferson Publishers, 1969, p. 8).

The likelihood of the student putting his knowledge to use was influenced by his positive or negative reaction to the information taught. If the learner did not have the proper attitude, the information was usually quickly forgotten. It was important for the teacher to develop in the learner positive attitudes toward the information which was presented. Learning was influenced by carefully stated objectives by the teacher. A useful stated objective, according to Mager,⁵ was one that helped the learner visualize where he was going and told him how to know when the objective was accomplished. The lack of motivation, self-confidence and initiative was not only a problem of youth it was also a problem which was fostered and precipitated by society and the educational system of which the learner was a part, stated Burshill.⁶

In a study by Garbin⁷ "lack of knowledge of real demands of work and fear of the unknown" was an impediment cited by 43.5 percent of the respondents. It was quite probable that the youths' attitudes as well as their unrealistic aspirations and expectations were founded partially on this lack of knowledge.

⁵Mager, op. cit., pp. 11, 13.

⁶George Burshill, Work-Study Programs for Alienated Youth (Chicago: Science Research Associates, Inc., 1962).

⁷A. P. Garbin, "Problems in Transition from High School to Work as Perceived by Vocational Educators," (Columbus: The Center of Vocational Education, Ohio State University, 1967), p. 32.

Olsen's⁸ study of former students indicated that job adjustment failures were due to low self-concepts, defeatist attitudes and a lack of opportunity. Such responses suggested a need for more information, successful experiences and improvement of the self-concepts on the part of student learners. Responses also indicated a general need to provide knowledge necessary for a positive attitudinal base.

Other studies reported school dropouts occurred most frequently among boys enrolled in academic courses at the 10th grade level. Evidence by McQueen⁹ suggested that learners who finished high school would have had more personal satisfaction from a vocational-technical curriculum. Occupational preparation, when provided in schools, made students ready for successful introduction to employment or to post high school training. This made these years more valuable to the students while lowering the rate of high school dropouts. When a concentrated program of occupational guidance began early in elementary grades, more accurate information about fields of work and the nurture of positive

⁸L. C. Olsen, "Development of a Projective Technique for Obtaining Educationally Useful Information Indicating Pupil Attitudes Toward Work and Occupational Plans." (Pullman: Department of Education, Washington State University, 1968).

⁹Robert McQueen, "The Role of Vocational-Technical Education and the Holding Power of the School." (Reno: Nevada Occupational Research Coordinating Unit).

attitudes of respect and admiration for labor was attained.

More than 85 percent of the respondents in a study by Garbin¹⁰ indicated that schools inadequately prepared students for work and possibly created a lack of motivation and an "unwillingness to learn" within the students. High school youths needed a technical knowledge of jobs and skills and an understanding of the training and opportunities that were available. Also, a knowledge of how to communicate effectively, understanding of status and role in the organizational structure, complete preparation for pre-employment interviews and guidance while on the initial job were also important requirements for successful job establishment.

SUPERVISION AND SUPERVISORS

Psychologists reported that as a leader or as a participant at a lesser level in business, the worker had to get along with the people with whom he worked. The worker had to realize that all personnel were important and should not be taken for granted. It was also stated that each worker faced problems of adjustment to new situations, the fulfillment of responsibilities, and the use of knowledge and skills to the best advantage. Atherton¹¹

¹⁰Garbin, op. cit., p. 51.

¹¹J. C. Atherton and Anthony Mumphrey, Essential Aspects of Career Planning and Development (Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969), p. 157.

stated that the best way to get along with others was to develop an attitude of cooperation and consideration.

In surveying related literature on supervision it was stressed that good relationships between management and the employee were not the results of chance. Good relationships were the outcome of the efforts of all parties concerned to cooperate in the performance of work tasks. A mutual feeling of respect and warmth was desired to make work more pleasant.¹²

Leimbach¹³ indicated employers preferred to hire persons with a good background in English, speech, salesmanship, mathematics and specialized study in the area of vocational agriculture related to their particular agri-business. An aggressive leader who followed orders, accepted responsibility and got along well with people possessed the personal traits which employers desired. In the relationship between the worker and his work some of the conditions which determined attitudes were the appropriateness of the job to the worker's intelligence, the degree of skill or responsibility demanded by the job and the quality

¹²Ibid., p. 158.

¹³Gale J. Leimbach, "A Study of Vocational Agriculture for Students from Urban Homes." (Master's Thesis, The Ohio State University, Columbus, 1964), Summaries of Studies in Agricultural Education, 1963-65 (Danville, Illinois: The Interstate Printers and Publishers, Inc. 1968), pp. 48-49.

of the supervision.¹⁴

Despite the knowledge youngsters gained concerning the requirements of the world of work, many were still unable to cope with its demands because they had poorly developed work habits and limited skills of personal management. In a study by Garbin¹⁵ "absenteeism and tardiness" were relevant problems along with "lack of respect for authority, willingness or ability to follow directions, and willingness to take criticism" among young workers. In a study made by Kirchner¹⁶ he found the worker's attitudes toward supervision to be related to the amount of production on the job.

PEERS

Result of a study by Olsen¹⁷ indicated that the projective technique he developed did yield evidence of worker attitudes toward tasks, tools, materials, environments and interpersonal relationships associated with work.

Teachers, according to Mager,¹⁸ had not controlled all of

¹⁴Donald E. Super, Vocational Development: A Framework for Research, (New York: Teachers College, Columbia University), 1957, p. 50.

¹⁵Garbin, op. cit., p. 32.

¹⁶Kirchner, op. cit.

¹⁷Olsen, op. cit., p. 4.

¹⁸Robert F. Mager, Ph.D., Developing Attitudes Toward Learning (Palo Alto, California: Ferson Publishers, 1969), p. 11.

the factors that influenced a student's attitude. There were parents, peers and the neighborhood which also influenced attitudes. Other important attitudinal considerations mentioned included an uncle the student always admired, and also the mass media. Therefore, it was important for the teacher to have been realistic in his instructional expectations.

It was reported that most people liked to be noticed. Many had longed for personal attention and genuine affection. A little thoughtfulness on the part of the worker returned marvelous dividends from the standpoint of building friendships and securing genuine cooperation from associates. Mutual planning and mutual sharing were possible only when there was an attitude of trust and faith in those persons who came in contact with each other in daily labors.¹⁹

CHOOSING A JOB

Although educated Americans enjoyed unparalleled freedom of choice and self-determination, the student had to take a thorough, honest look at himself. The individual's personality, physical qualifications, interests and abilities had to be assessed before vocational objectives, specific career opportunities; and, finally, particular job offers could be considered. Persons who

¹⁹Atherton, op. cit., p. 133.

failed to discipline themselves in this way stood at a disadvantage in the world of work, according to Letcher.²⁰

There were conflicting views about implementation of vocational exploration courses in the ninth grade as indicated in studies made by Bergland.²¹ Super²² stated that ninth graders tended to be psychologically ready for vocational exploration, but that the self-knowledge of the ninth graders left much to be desired. Super and Overstreet²³ stated that ninth graders were clearly in an exploratory stage and were not in a decision-making phase as yet. When ninth graders were in the exploratory stage they were responsive to vocational exploration courses.

According to a study by Hepner²⁴ mental habits and attitudes grew out of adjustments made by outstanding achievements. Hepner

²⁰Arthur J. Letcher, "The 1969 Annual Report of the University of Pennsylvania Placement Service," Journal of College Placement, XXX, 4, April, 1970, p. 57.

²¹Bruce W. Bergland, "An Optimal Grade Level for Career Exploration," The Vocational Guidance Quarterly, XVIII, 1, September, 1969, p. 30.

²²D. E. Super, "The Critical Ninth Grade: Vocational Choice or Vocational Exploration," Personnel and Guidance Journal, XXXIX, 1960, pp. 106-109.

²³D. E. Super and P. L. Overstreet, The Vocational Maturity of Ninth Grade Boys, (New York: Bureau of Publications, Teachers College, Columbia University, 1960).

²⁴Harry Walker Hepner, Psychology Applied to Life and Work (New York: Prentice-Hall, Inc., 1966), p. 198.

further stated that the motives developed in processes of adjustment on the part of the individual were exceedingly important. These adjustments were used by the individual in setting up and striving toward vocational goals and in setting psychological resistances which handicaped the individual in learning common school subjects. The individual's own definitions and convictions regarding himself were the potent factor in the development of talent and skills or lack of them.²⁵

RIGHTS AND RESPONSIBILITIES OF EMPLOYEES

Poor attitudes toward work and working, lack of responsibility, maturity, self-discipline and lack of knowledge of the real demands of work were reported as being responsible for poor job adjustment by more than 40 percent of the subjects studied by Garbin.²⁶ Poor attitudinal and behavioral manifestations which typified the behavior of youth caused difficulty in adjustment to the work regime. Further results of Garbin's²⁷ survey of educators described some youths as lacking initiative, motivation and self-confidence. The educators reported that in a work situation the youths experienced problems of understanding and adaptiveness to the demands of the job. Many former students

²⁵Ibid., p. 210.

²⁶Garbin, op. cit., p. 50.

²⁷Garbin, op. cit., p. 51.

had poor work habits and were frequently tardy or absent. According to the respondents, many youths also lacked respect for superiors and were unwilling and/or unable to follow directions and accept criticism. The vocational educators²⁸ seemed to believe that young workers perceived their first job as a means to an end. They wanted the rewards of working adults without accepting the responsibilities. They tended to view their first job essentially as a source of income, not as the beginning of a career.

It was considered advisable to enter employment with the attitude that the job, the management and associations with fellow employees would be pleasant. Work was much more pleasant when there was harmony within the business. Quality of the work done was dependent upon the attitude of those engaged in the task.²⁹ Being an efficient worker was not the product of an accident. It was the result of the combination of persistence and dedication. One of the first things the successful workers did was to plan and set some specific aims which were attainable and realistic. The aims were merely guidelines which indicated the types of action which were to be followed. The attitude of being

²⁸Ibid., p. 32

²⁹J. C. Atherton and Anthony Mumphrey, Essential Aspects of Career Planning and Development (Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969), p. 116.

punctual in reporting to work each day was considered very important. Another attitude the employee needed was the identification of one's task and its efficient performance. It was considered unlikely that a worker would do creditable work when ignorant of what was involved. The conscientious worker learned his task and applied himself to it with enthusiasm and vigor. For a successful career it was found that acceptance of employment of a temporary nature should demand the best efforts of the worker.³⁰

INNER SATISFACTIONS OF WORKING

Kendall³¹ studied many variables that affected job satisfaction. He concluded that no possible combination of satisfaction measures alone was related to any possible combination of behavioral measures. It was found that high quality of performance, along with high rate of absences was associated with a combination of satisfaction and personal background data. Satisfaction with the job and with life in general was associated with evidence of financial security.

³⁰Ibid., p. 115.

³¹Lorne M. Kendall, "Canonical Analysis of Job Satisfaction and Behavioral Personal Background and Situation Data," Dissertation Abstract 24, No. 10, 4285, 1964, p. 34.

Work attitudes were found to be associated with feelings and opinions concerning the dignity of work, pride in performance, and job satisfaction. Job satisfaction was influenced by individual aspiration and capability levels and was related to personal needs and values.³²

The Lenski³³ study of "The Religious Factor" focused on the importance of both social class and religion as determinants of various attitudes including attitudes toward work and leisure.

EXPECTATIONS OF FUTURE ADVANCEMENT

Dignity of work was found to be associated with the performance of activities believed to be worthwhile by the individual and which were related to his personal needs and values. Pride in the performance of work provided a sense of personal and group worth, economic and social fulfillment and was related to job advancement, according to a study by Warren.³⁴

In Garbin's³⁵ study 44.9 percent of the vocational educators

³²Mary A. Warren, "Generalizations Related to Concepts Important for Youth Orientation to the World of Work," (Stillwater: Oklahoma State Board for Vocational Education, 1967), p. 71.

³³G. Lenski, The Religious Factor (New York: Doubleday & Co., 1961).

³⁴Warren, op. cit., p. 72.

³⁵Garbin, op. cit., p. 27.

felt that the successful adjustment of youth to the work situation was impeded by unrealistic aspirations and expectations as to their abilities, the salary they received, the position they occupied initially, and the status they were accorded within the economic organization.

It is possible that many young workers were neither aware of, nor concerned with, the major implications of their initial work activities. They may have viewed their initial jobs as "only beginning jobs" and assigned them a position of secondary importance. The monetary reward which was derived from their work represented their central interest. There was a danger that the attitudes, values and behavioral patterns which prevailed during their initial work period would be transmitted into subsequent stages of career development when work usually assumed a higher level of importance.³⁶ If this were the case, work became a source of frustration for the worker, his self concept became characterized by a feeling of uselessness and his work career became highly unstable.³⁷

There was little doubt concerning the personal and societal significance of the adjustment problems of youth in transition

³⁶Hyman Meltzer, "Age Difference in Happiness and Life Adjustment of Workers," Journal of Gerontology, XVIII, January, 1963, pp. 66-70.

³⁷Garbin, op. cit., p. 3.

from school to work. Yet, a fairly systematic and extensive survey of the relevant literature yielded surprisingly few empirical studies which addressed themselves to specific worker adjustment problems faced by youth in the school-to-work transition. Efforts to ascertain solutions which had the potential of alleviating the problems have been few in number, according to Garbin, Jackson and Campbell.³⁸

SUMMARY

In summary, a review of the related literature indicated that there was a large amount of information about guidelines for successful attitudes toward work. Many authors addressed themselves to commonly accepted guidelines for successful adjustment to work situations. There were few authors who reported on actual empiric observations where actual work adjustment behaviors were identified. A search of related information indicated that much information was available in the seven areas of worker adjustment which was utilized in this study.

³⁸A. P. Garbin, Dorothy P. Jackson, and Robert E. Campbell, Workers Adjustment: Youth in Transition from School to Work: An Annotated Bibliography of Recent Literature. (Columbus: The Center for Vocational and Technical Education, Ohio State University, 1967).

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to survey and compare the attitudes toward work as expressed by the male students of Ensign High School who had vocational agriculture and the male students of Cimarron High School who had no vocational agriculture during the 1970-71 school year.

Ensign High School had an enrollment of 28 boys and 24 girls making a total enrollment of 54. The enrollment at Cimarron High School was 69 boys and 102 girls, giving a total of 171. The only course offered at Ensign High School and not at Cimarron High School was vocational agriculture. However, Cimarron High School offered Mechanical Drawing, General Shop and Metal Work. Other subjects offered were Debate, Spanish II and Advanced Math. When considering the background of the students of Ensign High School and Cimarron High School it was found that similarities existed in the type of education, course offering, educational levels of parents, religious training and rural community background. The percentage of male students who lived on farms, participated in athletics and in other extra curricular activities was nearly the same.

Ensign and Cimarron are located in Gray County. The 1970 census showed the county population at 4,516. Cimarron, located

18 miles west of Dodge City, is the county seat with a population of 1,406. Therefore, it has a complete business district with more businesses than Ensign. The businesses in Cimarron are agri-related. There is a small manufacturing company which makes cattle handling equipment. The principal businesses located in Cimarron are the Cimarron Insurance Co. and the Wheat-growers Hail Insurance Co.

Ensign is a small community of 245 people located on Highway US 56 and the branch line of the Santa Fe Railroad 13 miles southwest of Dodge City. The only businesses in town are the John Deere Dealer, Farmers Cooperative, Fertilizer Sales Co., grocery store, cafe, auto repair shop, two service stations, well-drilling service and T. V. sales and repair.

The basic industry of Gray County is the production of crops and livestock. The county has a growing and stable economy due to the expansion of irrigation, beef cattle feeding operations and soil and water conservation practices. Several residents of both Cimarron and Ensign work in Dodge City.

A questionnaire was needed to survey the attitudes toward work of the male students of Ensign and Cimarron High Schools. Dr. James Albracht assisted in the selection of the questionnaire used in this study. The questionnaire contained forty-nine statements in seven areas of work attitudes which are summarized in

this report. The questionnaire was a product of a project conducted on the importance of attitudes toward work.

The questionnaire was administered to all male students in the Cimarron High School by Neal Phelps, Guidance Counselor, during English classes. The questionnaire was given to the vocational agriculture students at the Ensign High School by the writer during vocational agriculture classes. The questionnaire was administered to the students after an explanation of the purposes and objectives of the study and how each student was to respond to each of the forty-nine work attitude statements. Each student was asked to respond with his reactions as follows: "Strongly Agree," "Mildly Agree," "Mildly Disagree" or "Strongly Disagree" for each statement included in the instrument. It was indicated to the students that there were no right or wrong answers, and that unbiased and impartial responses were desired.

The responses were tabulated for each of the forty-nine individual work attitude statements in each of the seven areas. After analyzing the results contained in each of the tables, the findings were summarized. Conclusions were made on the basis of the summary of the data collected. Recommendations were made for further investigation or study.

CHAPTER IV

FINDINGS

The information in Chapter IV summarizes the findings of the study. Included in the tables were the frequency statistics of the responses of twenty-eight male students of Ensign High School who had vocational agriculture and sixty-four male students of Cimarron High School who had no vocational agriculture regarding their attitudes toward work. There were seven major areas presented and discussed as follows: (1) Adequacy of School's Preparation; (2) Supervision and Supervisors; (3) Peers; (4) Choosing a Job; (5) Rights and Responsibilities of Employees; (6) Inner Satisfaction of Working and (7) Expectations of Future Advancement.

Each of the seven areas included attitude statements regarding work adjustment. There were forty-nine individual attitude statements included in the seven areas of the instrument. Information included in tabular form consisted of the statements which were considered to be important in worker adjustment for each of the seven areas. The statements were either positive or negative, and for each positive statement the respondents were given a score of 4 points for Strongly Agree, 3 points for Mildly Agree, 2 points for Mildly Disagree and 1 point for Strongly Disagree. For a negative statement each respondent was given 4

points for Strongly Disagree, 3 points for Mildly Disagree, 2 points for Mildly Agree and 1 point for Strongly Agree.

Weighted averages for the twenty-eight male students of Ensign High School and the sixty-four male students of Cimarron High School were determined by dividing the accumulated point totals for the responses by the number of students involved in each of the groups. A sum average for each area was obtained by adding the weighted averages for each statement and dividing by the number of statements in each of the seven areas.

ADEQUACY OF SCHOOL'S PREPARATION

The results of the weighted average determinations of the Adequacy of School's Preparation for work as indicated in Table I showed that the responses of the twenty-eight male students and the sixty-four male students of Cimarron High School who had no vocational agriculture were nearly identical as shown by the sum average score of 2.92 for Ensign students and 2.90 for Cimarron students. The students of Ensign High School scored higher than the students of Cimarron High School in response to the positive statement, "I think the school helps you get a job by training you to have favorable qualities for a job," as evidenced by 3.08 and 2.76 weighted averages, respectively. The negative statement, "Sometimes I think the school goes too far in trying to help you get a job," was given a higher weighted

TABLE I

ATTITUDES TOWARD THE ADEQUACY OF SCHOOL'S PREPARATION FOR WORK
AS EXPRESSED BY TWENTY-EIGHT MALE STUDENTS OF ENSIGN HIGH
SCHOOL AND SIXTY-FOUR MALE STUDENTS
OF CIMARRON HIGH SCHOOL

Attitude Statements	Ensign Cimarron	
	wt. ave.	wt. ave.
8. It doesn't seem as though our school helps people get jobs by making sure they get the training needed. (-) *	2.54**	2.55
16. I think the school helps you get a job by training you to have favorable qualities for a job. (+) ***	3.08****	2.76
19. I want a job with which I have had some experience. (+)	3.08	3.04
34. Sometimes I think the school goes too far in trying to help you get a job. (-)	2.96	3.25
47. I think I can get a job I'll be satisfied with for a long time even without further training. (-)	2.93	2.92
Sum Average	2.92	2.90

* A negative symbol (-) indicates that a negative response by the student was considered correct.

** The weighted average for each negative statement was determined by giving 4 points for Strongly Disagree, 3 points for Mildly Disagree, 2 points for Mildly Agree and 1 point for Strongly Agree.

*** A plus symbol (+) indicates that a positive response by the student was considered correct.

**** The weighted average for each positive statement was determined by giving 4 points for Strongly Agree, 3 points for Mildly Agree, 2 points for Mildly Disagree and 1 point for Strongly Disagree.

average score by the Cimarron students (3.25) than by the Ensign students (2.96). These differences indicated that on the basis of the student responses that Ensign High School was considered to be providing more training for jobs and providing more help in getting jobs than was considered to be provided for the students of Cimarron High School. However, the Ensign students also reported that the school might go too far in helping them get a job.

SUPERVISION AND SUPERVISORS

The attitudes of respondents toward Supervision and Supervisors, as shown in Table II, indicated that the sum average (2.55) of the students in Ensign High School was less favorable than the sum average (2.71) of the students of Cimarron High School. The responses of the students of Ensign and Cimarron High Schools had nearly the same weighted average score on the negative statements, "I have a tendency to rebel under supervision," "I think most bosses are just average humans like me but somehow they've had pull and money," "I expect to have some trouble getting a job because most employers don't like teenagers" and "I think the boss should be able to discuss your problems with you at any time of the day." There was a weighted average difference of .14 in favor of Ensign High School students for the positive statement, "I think the employer should see to

TABLE II

ATTITUDES TOWARD SUPERVISION AND SUPERVISORS AS EXPRESSED BY
 TWENTY- EIGHT MALE STUDENTS OF ENSIGN AND SIXTY-FOUR MALE
 STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statement	Ensign	Cimarron
	wt. ave.	wt. ave.
5. I think the boss is there to help you. (+)	3.17	3.34
22. I want a boss who is kind, but strict. (+)	3.11	3.40
23. I think the employer should see to it that the worker gets the rights that are really important to him. (+)	3.42	3.28
25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend. (-)	2.32	2.76
28. I don't think I need to admire my boss just because of his position. (-)	1.75	2.11
30. I have a tendency to rebel under supervision. (-)	2.85	2.91
32. Most bosses tend to be not quite fair to everyone in their employ. (-)	2.04	2.39
36. I think most bosses are just average humans like me but somehow they've had pull and money. (-)	2.11	2.11
41. I expect to have some trouble getting a job because most employers don't like teenagers. (-)	2.57	2.59
43. I think the boss should be able to discuss your problems with you at any time of the day. (-)	2.17	2.22
Sum Averages	2.55	2.71

it that the worker gets the rights that are really important to him," and a .17 difference in favor of the Cimarron High School students for the positive statement, "I think the boss is there to help you."

There was a marked difference in the weighted average scores for the respondents to the positive statement, "I want a boss who is strict," as evidenced by Ensign's score of 3.11 and Cimarron's score of 3.40. The largest difference in the weighted average scores which favored Cimarron was in the negative statements, "I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend," "I don't think I need to admire my boss just because of his position" and "Most bosses tend to be not quite fair to everyone in their employ," with a weighted average differences of .44, .36 and .35, respectively. Cimarron High School students were superior in the areas of attitudes toward Supervision and Supervisors as noted by the weighted sum average difference of .16.

PEERS

The results of the weighted average determinations as indicated in Table III showed that the response of the twenty-eight students of Ensign (3.14) and the sixty-four students of Cimarron (3.11) in attitudes toward Peers were nearly identical. Ensign respondents had a slightly higher weighted average score (3.21)

TABLE III

ATTITUDES TOWARD PEERS AS EXPRESSED BY TWENTY-EIGHT MALE
STUDENTS OF ENSIGN AND SIXTY-FOUR MALE
STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statement	Ensign	Cimarron
	wt. ave.	wt. ave.
7. I think there are bound to be one or two workers on any job who won't cooperate. (+)	3.21	3.00
12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work. (-)	3.32	3.14
20. After I start work I hope I can associate with a better class of people than those I go around with now. (-)	2.64	2.75
24. So many people these days seem hard to get along with. (-)	2.21	2.39
33. I want to work with people who can get along with me well. (+)	3.39	3.40
38. I want to work with people who take their work seriously enough to do a good job. (+)	3.75	3.75
46. I think people who work usually realize the value of a pleasing personality. (+)	3.43	3.34
Sum Averages	3.14	3.11

for the positive statement, "I think there are bound to be one or two workers on any job who won't cooperate," than did the respondents from Cimarron (3.00). Ensign students also had the higher weighted average score (3.32) on the negative statement, "I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work," than did the Cimarron students (3.14). The respondents of Cimarron High School had a weighted average score of 2.39 and Ensign students a weighted average score of 2.21 for the negative statement, "So many people these days seem hard to get along with." The weighted average scores for the other attitude statements were nearly the same.

Because of the nearly identical sum average scores of 3.14 and 3.11 and the small differences in responses to individual statements in Table III it would be concluded that the attitudes of the twenty-eight male students of Ensign High School and the sixty-four male students of Cimarron High School were favorable and above average in their attitudes toward Peers.

CHOOSING A JOB

In Table IV attitudes toward Choosing a Job were summarized by using weighted averages. The students at Ensign High School scored higher than the students of Cimarron High School on two attitude statements. The weighted average score for the positive

TABLE IV

ATTITUDES TOWARD CHOOSING A JOB AS EXPRESSED BY TWENTY-EIGHT
MALE STUDENTS OF ENSIGN AND SIXTY-FOUR MALE
STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statement	Ensign	Cimarron
	wt. ave.	wt. ave.
4. I want to work for a person who gives me a chance to show my ability. (+)	3.85	3.80
6. I would like to work with people who live the same kind of life I do. (+)	3.18	3.04
14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job. (-)	2.96	2.72
21. I would like a job which offers a great deal of advancement. (+)	3.43	3.39
27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life. (+)	3.25	3.29
40. I would like the type of work that would be varied and challenging. (+)	3.38	3.43
49. I want a job where I can please the boss as well as myself. (+)	3.68	3.65
Sum Averages	3.39	3.33

statement, "I would like to work with people who live the same kind of life I do," gave Ensign students a weighted average score of 3.18 and Cimarron students a weighted average score of 3.04. Ensign students responded with a weighted average score of 2.96 and Cimarron students with a weighted average score of 2.72 on the negative statement, "I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job." This attitude statement received the lowest weighted average score on the table. The other attitude statements had little difference in their weighted average scores.

The sum average scores of 3.39 for Ensign students and 3.33 for Cimarron students indicated a high level of positive attitudes toward Choosing a Job. The small difference in the weighted average score in favor of Ensign in Choosing a Job may be due to vocational agriculture training.

RIGHTS AND RESPONSIBILITIES OF EMPLOYEES

The summarized results of attitudes toward Rights and Responsibilities of Employees as expressed by the twenty-eight male students of Ensign High School and the sixty-four male students of Cimarron High School are shown in Table V. There were twelve related attitude statements in this table with six of the attitude statements receiving nearly the same weighted average scores. Ensign respondents were rated higher for the negative statement,

TABLE V

ATTITUDES TOWARD RIGHTS AND RESPONSIBILITIES OF EMPLOYEES AS
EXPRESSED BY TWENTY-EIGHT MALE STUDENTS OF ENSIGN AND
SIXTY-FOUR MALE STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statements	Ensign	Cimarron
	wt. ave.	wt. ave.
1. I would like a boss who would listen to my ideas. (+)	3.68	3.61
9. My going to work and holding a job doesn't mean much to my country's growth and prosperity. (-)	3.46	3.20
10. The way I am treated on the job is just as important to me as the money it pays. (+)	3.68	3.43
11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me. (+)	3.71	3.65
13. I think the worker has the right to respect and consideration from others. (+)	3.71	3.46
15. I don't think it's right for the boss to ask you to work late since most people have their own plans. (-)	2.68	2.65
17. I want a fair salary that I feel my work is worth. (+)	3.71	3.57
18. I think unions are good for group protection, because the employer is bound to listen to so many voices. (+)	2.46	2.78
26. I think it is part of your job to get along with your co-workers. (+)	3.61	3.53
31. I think the employer has the right to expect good appearance from me. (+)	3.21	3.46

TABLE V (continued)

Attitude Statements	Ensign	Cimarron
	wt. ave.	wt. ave.
39. I think the worker should be able to list his complaints with the supervisor or boss. (+)	3.43	3.56
45. I have a tendency to dislike following rules, when I think I can get by with it. (-)	2.50	2.84
Sum Average	3.32	3.31

"My going to work and holding a job doesn't mean much to my country's growth and prosperity," with a weighted average score of 3.46 as compared to a weighted average score of 3.20 for the Cimarron respondents. On the positive statements, "The way I am treated on the job is just as important to me as the money it pays" and "I think the worker has the right to respect and consideration from others," the Ensign students had weighted average scores of 3.68 and 3.71, respectively, while the Cimarron students had weighted average scores of 3.43 and 3.46, respectively, for the two attitude statements.

Cimarron students also ranked higher in three attitude statements than Ensign students. Cimarron students rated the positive statements, "I think unions are good for group protection, because the employer is bound to listen to so many voices" (2.78) and "I think the employer has the right to expect good appearance from me," (3.46) while the Ensign students had weighted average

scores of 2.46 and 3.21, respectively, for these items. Cimarron students scored the negative statement, "I have a tendency to dislike following rules, when I think I can get by with it," 2.84 compared to the weighted average score of 2.50 for the Ensign students.

There were three statements rated with weighted average scores of less than 3.00 by both groups. They were the negative statements, "I don't think it's right for the boss to ask you to work late since most people have their own plans," "I have a tendency to dislike following rules, when I think I can get by with it," and the positive statement, "I think unions are good for group protection, because the employer is bound to listen to so many voices." This lack of a higher response for positive statements regarding unions could be due to the fact that unions were not present in the communities.

The sum average scores for all attitude statements toward Rights and Responsibilities of Employees were indicated by scores of 3.32 for Ensign students and 3.31 for Cimarron students. Both groups indicated above average ratings for attitudes toward Rights and Responsibilities of Employees.

INNER SATISFACTION OF WORKING

As indicated in Table VI there was little difference in attitudes toward Inner Satisfaction of Working as expressed by

TABLE VI

ATTITUDES TOWARD INNER SATISFACTIONS OF WORKING AS EXPRESSED
BY TWENTY-EIGHT MALE STUDENTS OF ENSIGN AND SIXTY-FOUR
MALE STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statements	Ensign	Cimarron
	wt. ave.	wt. ave.
2. I think holding down a job is a sign of maturity in a person. (+)	3.25	3.50
3. I don't look forward to work unless I can earn enough money to make it worthwhile. (-)	2.46	2.23
29. I think anyone who works should take pride in his job and do the best he can. (+)	3.86	3.76
35. I want to go to work so I can support myself and won't have to depend on mom and dad. (+)	3.71	3.67
48. I think young people look forward to work because they don't know what work is. (-)	2.69	2.84
Sum Average	3.19	3.20

twenty-eight students of Ensign High School and sixty-four students of Cimarron High School with a sum average score of 3.19 and 3.20, respectively. The results indicated an above average rating for appropriate attitudes toward Inner Satisfaction of Working on the part of all respondents in each school.

A slightly lower rating was indicated by weighted average scores of the Ensign students compared to ratings of the Cimarron

students for the positive statement, "I think holding down a job is a sign of maturity in a person," and the negative statement, "I think young people look forward to work because they don't know what work is," with weighted average scores of 3.25 and 2.69 for the Ensign students, respectively, and 3.50 and 2.84 for the Cimarron students. Ensign students scored the negative statement, "I don't look forward to work unless I can earn enough money to make it worthwhile," with a higher weighted average score of 2.46 compared to a weighted average score of 2.23 for the Cimarron students.

The lowest weighted average scores for both groups occurred when the negative statements, "I don't look forward to work unless I can earn enough money to make it worthwhile" and "I think young people look forward to work because they don't know what work is" were rated. This indicated a need for a greater understanding of inner satisfaction for working and the value of remuneration for work on the part of the students in both schools.

EXPECTATIONS OF FUTURE ADVANCEMENT

A summary of the attitudes toward Expectations of Future Advancement as expressed by the students of Ensign and Cimarron High Schools is shown in Table VII. Ensign students indicated more positive attitudes for Expectations of Future Advancement by responding with a sum average score of 3.16 compared to a sum

TABLE VII

ATTITUDES TOWARD EXPECTATIONS OF FUTURE ADVANCEMENT AS
EXPRESSED BY TWENTY-EIGHT MALE STUDENTS OF ENSIGN AND
SIXTY-FOUR MALE STUDENTS OF CIMARRON HIGH SCHOOLS

Attitude Statements	Ensign	Cimarron
	wt. ave.	wt. ave.
37. I can do no more than work my hardest to buck for promotion. (+)	3.14	3.00
42. I think you have to have "connections" in most jobs in order to get a promotion. (-)	3.00	2.73
44. I think a person who tries to do a little more than he has to may be promoted to a better job. (+)	3.35	3.51
Sum Average	3.16	3.08

average score of 3.08 for Cimarron students.

The largest difference in weighted average scores was on the negative statement, "I think you have to have 'connections' in most jobs in order to get a promotion," with Ensign students having a weighted average score of 3.00 and Cimarron students a weighted average score of 2.73. Ensign students had a higher weighted average score on the positive statement, "I can do no more than work my hardest to buck for promotion," (3.14) as compared to a weighted average score of 3.00 for Cimarron students. A weighted average score of 3.51 was given the positive statement, "I think a person who tries to do a little more than he has

to may be promoted to a better job," by the Cimarron respondents and the Ensign students gave it a weighted average score of 3.35. The results indicated an above average expression of positive attitudes toward Expectations of Future Advancement among the respondents of both schools.

STATEMENTS RATED HIGHER BY ENSIGN STUDENTS

A presentation of the attitude statements rating .21 or higher weighted average scores by the twenty-eight male students of Ensign High School than the sixty-four male students of Cimarron High School are included in Table VIII. Eight attitude statements occurred in this category.

Three attitude statements were from the area of Rights and Responsibilities of Employees. They were the negative statement, "My going to work and holding a job doesn't mean much to my country's growth and prosperity," and the positive statements, "The way I am treated on the job is just as important to me as the money it pays" and "I think the worker has the right to respect and consideration from others." In the area of Adequacy of School's Preparation the only statement which the Ensign students rated higher than the Cimarron students was the positive statement, "I think the school helps you get a job by training you to have favorable qualities for a job." This reaction could be due to the vocational agriculture training received by the Ensign students.

TABLE VIII

ATTITUDE STATEMENTS GIVEN A MINIMUM OF .21 HIGHER WEIGHTED
AVERAGE SCORE BY THE TWENTY-EIGHT MALE STUDENTS OF
ENSIGN HIGH SCHOOL THAN THE SIXTY-FOUR MALE
STUDENTS OF CIMARRON HIGH SCHOOL

Attitude Statement	Ensign wt. ave.	Cimarron wt. ave.	Differ- ence
3. I don't look forward to work un- less I can earn enough money to make it worthwhile. (-)	2.46	2.23	.23
7. I think there are bound to be one or two workers on any job who won't cooperate. (+)	3.21	3.00	.21
9. My going to work and holding a job doesn't mean much to my country's growth and prosperity. (-)	3.46	3.20	.26
10. The way I am treated on the job is just as important to me as the money it pays. (+)	3.68	3.43	.25
13. I think the worker has the right to respect and consideration from others. (+)	3.71	3.46	.25
14. I would not be as concerned about the benefits a company has as the salary it pay, when choosing a job. (-)	2.96	2.72	.24
16. I think the school helps you get a job by training you to have favorable qualities for a job. (+)	3.08	2.76	.32
42. I think you have to have "connections" in most jobs in order to get a promotion. (-)	3.00	2.73	.27
Sum Average	3.19	2.94	.25

The Ensign students understood the possibility of the lack of cooperation on the job as indicated by their ratings for the positive statement, "I think there are bound to be one or two workers on any job who won't cooperate." This statement related to Peers. In Choosing a Job the Ensign students were rated higher by their reaction to the negative statement, "I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job."

The lowest ranking for both groups, as indicated in Table VIII, was received on the negative statement, "I don't look forward to work unless I can earn enough money to make it worthwhile." This was an attitude statement in the area of Inner Satisfaction of Working. Ensign students had a weighted average score of 2.46, and Cimarron students had a weighted average score of 2.23 with a difference of .23 between the groups. The scores indicated that the students placed more emphasis on money and less emphasis on the other facets of worker satisfaction than was intended by the instrument.

In the area of Expectation of Future Advancement the negative statement, "I think you have to have 'connections' in most jobs in order to get a promotion," received a weighted average score of 3.00 by Ensign respondents and a weighted average score of 2.73 by Cimarron respondents. The sum average scores in Table VIII indicate Ensign students had a sum average score of 3.19

compared to a sum average score of 2.94 for Cimarron students.

STATEMENTS RATED HIGHER BY CIMARRON STUDENTS

Information in Table IX summarizes the attitude statements which had a minimum of .21 or higher weighted average scores by the sixty-four male students of Cimarron High School than the twenty-eight male students of Ensign High School. The negative attitude statement, "Sometimes I think the school goes too far in trying to help you get a job," from the area of Adequacy of School's Preparation had a weighted average score of 2.96 for Ensign students and 3.25 for the Cimarron students. The difference of .29 indicated that Ensign students may have had more help in preparing for and obtaining jobs.

There were three attitude statements from the area of Supervision and Supervisors indicating a difference in the weighted average scores of .21 or more for the two groups. The positive statement, "I want a boss who is kind, but strict," and the negative statements, "I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend" and "Most bosses tend to be not quite fair to everyone in their employ," had weighted average scores of .29, .44 and .35, respectively, in favor of the Cimarron students.

In the area of Rights and Responsibilities of Employees three attitude statements were ranked higher by the Cimarron students.

TABLE IX

ATTITUDE STATEMENTS GIVEN A MINIMUM OF .21 HIGHER WEIGHTED
AVERAGE SCORE BY THE SIXTY-FOUR MALE STUDENTS OF
CIMARRON HIGH SCHOOL THAN THE TWENTY-EIGHT
MALE STUDENTS OF ENSIGN HIGH SCHOOL

Attitude Statement	Ensign	Cimarron	Differ- ence
	wt. ave.	wt. ave.	
2. I think holding down a job is a sign of maturity in a person. (+)	3.25	3.50	.25
18. I think unions are good for group protection, because the employer is bound to listen to so many voices. (+)	2.46	2.78	.32
22. I want a boss who is kind, but strict. (+)	3.11	3.40	.29
25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend. (-)	2.32	2.76	.44
31. I think the employer has the right to expect good appearance from me. (+)	3.21	3.46	.25
32. Most bosses tend to be not quite fair to everyone in their employ. (-)	2.04	2.39	.35
34. Sometimes I think the school goes too far in trying to help you get a job. (-)	2.96	3.25	.29
45. I have a tendency to dislike following rules, when I think I can get by with it. (-)	2.50	2.84	.34
Sum Average	2.73	3.04	.31

These were the positive statements, "I think unions are good for group protection, because the employer is bound to listen to so many voices" and "I think the employer has the right to expect good appearance from me," with differences of weighted average scores of .32 and .25, respectively, and the negative statement, "I have a tendency to dislike following rules when I think I can get by with it," with a weighted average score difference of .34. The Cimarron students rated higher in the knowledge of unions. Ensign students indicated a less desirable attitude toward the right of employers to expect good appearance and the responsibility of following rules.

The responses to the positive attitude statement, "I think holding down a job is a sign of maturity in a person" in the area of Expectation of Future Advancement was above average for both schools. Cimarron students had a weighted average score of 3.50 and Ensign students a weighted average score of 3.25. Results in Table IX indicate Ensign students had a sum average of 2.73 compared to the sum average score of 3.04 for the Cimarron students.

SUMMARY

A summary of the weighted average scores of the seven work attitude areas as expressed by the Ensign and Cimarron students was determined. Findings, shown in Table X, indicate that the

TABLE X

SUMMARY OF THE WEIGHTED AVERAGE SCORES OF THE SEVEN WORK
ATTITUDE AREAS AS EXPRESSED BY THE TWENTY-EIGHT MALE
STUDENTS OF ENSIGN HIGH SCHOOL AND THE SIXTY-FOUR
MALE STUDENTS OF CIMARRON HIGH SCHOOL

Attitude Areas	Ensign sum.ave.	Cimarron sum. ave.	Differ- ence
1. Adequacy of School's Preparation	2.92	2.90	.02
2. Supervision and Supervisors	2.55	2.71	.16
3. Peers	3.14	3.11	.03
4. Choosing a Job	3.39	3.33	.06
5. Rights and Responsibilities of Employees	3.32	3.31	.01
6. Inner Satisfaction of Working	3.19	3.20	.01
7. Expectation of Future Advance- ment	3.16	3.08	.08
Summary Average	3.11	3.08	.03

seven areas of work attitudes received virtually the same rankings by each group of students as indicated by the sum average scores of 3.11 for Ensign and 3.08 for Cimarron. There was a difference in the sum average scores of .16 in the area of Supervision and Supervisors with Ensign students rated at 2.25 and Cimarron students at 2.71. There was little difference in the other six areas of work attitudes.

In analyzing the individual attitude statements within the seven areas of the study it was noted that there was a difference of .21 or more in the weighted average score for sixteen individual attitude statements with each school leading in eight. The area of greatest difference was in the attitudes toward Rights and Responsibilities of Employees with a difference in six statements. Ensign rated higher in the statements, "My going to work and holding a job doesn't mean much to my country's growth and prosperity," "The way I'm treated on the job is just as important to me as the money it pays" and "I think the worker has the right to respect and consideration from others." Cimarron scored higher in the statements, "I think unions are good for group protection, because the employer is bound to listen to so many voices," "I think the employer has the right to expect good appearance from me" and "I have a tendency to dislike following rules when I think I can get by with it."

It was noted that Cimarron High School students rated higher on three statements in the area of Supervision and Supervisors. The statements were "I want a boss who is kind, but strict," "I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend" and "Most bosses tend to be not quite fair to everyone in their employ."

The students in each school were rated higher for one

attitudes statement in the area of Adequacy of School's Preparation. Ensign rated higher for the statement, "I think the school helps you get a job by training you to have favorable qualities for a job" and Cimarron rated higher for the statement, "Sometimes I think the school goes too far in trying to help you get a job."

In the area of attitudes toward Inner Satisfaction of Working there were differences for two statements. Ensign students were rated higher for the statement, "I don't look forward to work unless I can earn enough money to make it worthwhile," and Cimarron students scored highest for the statement, "I think holding down a job is a sign of maturity in a person."

The results of the attitudes toward Peers indicated a difference in only one statement, "I think there are bound to be one or two workers on any job who won't cooperate" with the score in favor of Ensign students. Ensign had a higher weighted average score for one statement, "I would not be as concerned about the benefits a company has as the salary it pays when choosing a job" which was in the area of Choosing a Job. The attitude statement, "I think you have to have 'connections' in most jobs in order to get a promotion" in the area of Expectation of Future Advancement was rated higher by Ensign students.

Although the sum average scores for the Ensign and Cimarron groups were nearly identical for each of the seven areas of work

attitude statements, there were greater differences in the weighted average scores for individual attitude statements by the two groups. Most of the conclusions and recommendations for this study were based upon the differences of the two groups in the weighted average scores for the individual statements.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The study was designed to survey and compare the attitudes toward work of the twenty-eight male students of Ensign High School who had vocational agriculture and the sixty-four male students of Cimarron High School who had no vocational agriculture. Data was collected by the use of a questionnaire which contained forty-nine statements in seven areas of work attitudes. The seven areas were: (1) Adequacy of School's Preparation; (2) Supervision and Supervisors; (3) Peers; (4) Choosing a Job; (5) Rights and Responsibilities of Employees; (6) Inner Satisfaction of Working and (7) Expectation of Future Advancement.

It was found that the students of each school were rated nearly equal in the seven areas of work attitude statements as indicated by the overall summary sum average of 3.11 for the Ensign students and 3.08 for the Cimarron students.

The students of Ensign High School had higher sum average scores in the following areas: Choosing a Job; Expectation of Future Advancement; Peers; Rights and Responsibilities of Employees and Adequacy of School's Preparation. Cimarron students had higher sum average scores in the areas of Supervision and

Supervisors and Inner Satisfaction of Working.

Both groups of students rated highly in most areas and on most statements as indicated by weighted average scores of 3 or more on a 4-point scale. The statements were either positive or negative, and for each positive statement the respondents were given a score of 4 points for Strongly Agree, 3 points for Mildly Agree, 2 points for Mildly Disagree and 1 point for Strongly Disagree. For a negative statement each respondent was given 4 points for Strongly Disagree, 3 points for Mildly Disagree, 2 points for Mildly Agree and 1 point for Strongly Agree.

The lowest weighted sum average scores for both groups were for the area of Supervision and Supervisors. The lowest weighted average scores for individual statements were for the negative statement, "I don't think I need to admire my boss just because of his position."

The highest weighted sum average scores for both groups were for individual statements in the area of Choosing a Job. The highest weighted average scores for individual statements were for the positive statements, "I want to work for a person who gives me a chance to show my ability" and "I think anyone who works should take pride in his job and do the best he can."

CONCLUSIONS

Both groups were nearly equal in overall sum weighted average scores for the seven areas of work attitudes. By and large the scores were good on all statements. There were differences in the two groups for individual attitude statements.

Students in both groups were rated 3.5 or higher for the following work attitude statements:

1. I want to work with people who take their work seriously enough to do a good job.
2. I want to work for a person who gives me a chance to show my ability.
3. I want a job where I can please the boss as well as myself.
4. I would like a boss who would listen to my ideas.
5. The way I am treated on the job is just as important to me as the money it pays.
6. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.
7. I think the worker has the right to respect and consideration from others.
8. I want a fair salary that I feel my work is worth.
9. I think it is part of your job to get along with your co-workers.

10. I want to go to work so I can support myself and won't have to depend on mom and dad.
11. I think anyone who works should take pride in his job and do the best he can.

All of the above highest rated attitudes were positive statements. Six of the attitudes statements, numbers 4 through 9, were from the area of Rights and Responsibilities of Employees.

Students in both groups were rated 2.5 or less for the following work attitude statements:

1. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.
2. I don't think I need to admire my boss just because of his position.
3. I think most bosses are just average humans like me but somehow they've had pull and money.
4. Most bosses tend to be not quite fair to everyone in their employ.
5. I think the boss should be able to discuss your problems with you at any time of the day.
6. So many people these days seem hard to get along with.
7. I don't look forward to work unless I can earn enough money to make it worthwhile.

The first five of the above attitude statements were in the

area of Supervision and Supervisors. Students rated the lowest on work attitude statements which had a negative response.

The Ensign students were rated higher than the Cimarron students as indicated by weighted average scores of .21 or greater for the following individual statements of work attitudes:

1. I don't look forward to work unless I can earn enough money to make it worthwhile.
2. I think there are bound to be one or two workers on any job who won't cooperate.
3. My going to work and holding a job doesn't mean much to my country's growth and prosperity.
4. The way I am treated on the job is just as important to me as the money it pays.
5. I think the worker has the right to respect and consideration from others.
6. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.
7. I think the school helps you get a job by training you to have favorable qualities for a job.
8. I think you have to have "connections" in most jobs in order to get a promotion.

The Cimarron students were rated higher than the Ensign students as indicated by weighted average scores of .21 or more for each of the following individual work attitude statements.

1. Sometimes I think the school goes too far in trying to help you get a job.
2. I want a boss who is kind, but strict.
3. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.
4. Most bosses tend to be not quite fair to everyone in their employ.
5. I think unions are good for group protection, because the employer is bound to listen to so many voices.
6. I think the employer has the right to expect good appearance from me.
7. I have a tendency to dislike following rules, when I think I can get by with it.
8. I think holding down a job is a sign of maturity in a person.

RECOMMENDATIONS

After analyzing the findings of the study, the following recommendations were made:

1. More studies should be made for further comparison of work attitude responses by students in urban settings with the responses of students in rural settings.

2. Further study should be made of the attitude statements included in the areas of Supervision and Supervisors and the Adequacy of the School's Preparation. Both groups of students in the study were rated the lowest for these two areas of attitude statements.
3. The results of this study should be considered when instruction for the development of appropriate work attitudes is included in the curriculum.

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APPENDIX

SURVEY OF ATTITUDES TOWARD WORK

Name: _____

Age: _____

School: _____

Date: _____

When young people are asked about their problems, nearly all list as one of their major problems selecting a vocation and worrying about getting and keeping a job after high school. We think the schools could help you meet these problems better if they could understand more fully the attitudes of young people toward work.

This questionnaire is designed to help you express your feelings toward work. It is based on actual statements made by teenagers just like yourselves. We would like to know whether you agree or disagree with the ideas of these young people.

ATTITUDES TOWARD WORK

Please read each of the statements below and then rate them as follows:

A a d D

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered.

A a d D 1. I would like a boss who would listen to my ideas.

A a d D 2. I think holding down a job is a sign of maturity in a person.

- A a d D 3. I don't look forward to work unless I can earn enough money to make it worthwhile.
- A a d D 4. I want to work for a person who gives me a chance to show my ability.
- A a d D 5. I think the boss is there to help you.
- A a d D 6. I would like to work with people who live the same kind of life I do.
- A a d D 7. I think there are bound to be one or two workers on any job who won't cooperate.
- A a d D 8. It doesn't seem as though our school helps people get jobs by making sure they get the training needed.
- A a d D 9. My going to work and holding a job doesn't mean much to my country's growth and prosperity.
- A a d D 10. The way I am treated on the job is just as important to me as the money it pays.
- A a d D 11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.
- A a d D 12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work.
- A a d D 13. I think the worker has the right to respect and consideration from others.
- A a d D 14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.
- A a d D 15. I don't think it's right for the boss to ask you to work late since most people have their own plans.
- A a d D 16. I think the school helps you get a job by training you to have favorable qualities for a job.
- A a d D 17. I want a fair salary that I feel my work is worth.

- A a d D 18. I think unions are good for group protection, because the employer is bound to listen to so many voices.
- A a d D 19. I want a job with which I have had some experience.
- A a d D 20. After I start work I hope I can associate with a better class of people than those I go around with now.
- A a d D 21. I would like a job which offers a great deal of advancement.
- A a d D 22. I want a boss who is kind, but strict.
- A a d D 23. I think the employer should see to it that the worker gets the rights that are really important to him.
- A a d D 24. So many people these days seem hard to get along with.
- A a d D 25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.
- A a d D 26. I think it is part of your job to get along with your co-workers.
- A a d D 27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life.
- A a d D 28. I don't think I need to admire my boss just because of his position.
- A a d D 29. I think anyone who works should take pride in his job and do the best he can.
- A a d D 30. I have a tendency to rebel under supervision.
- A a d D 31. I think the employer has the right to expect good appearance from me.
- A a d D 32. Most bosses tend to be not quite fair to everyone in their employ.

- A a d D 33. I want to work with people who can get along with me well.
- A a d D 34. Sometimes I think the school goes too far in trying to help you get a job.
- A a d D 35. I want to go to work so I can support myself and won't have to depend on mom and dad.
- A a d D 36. I think most bosses are just average humans like me but somehow they've had pull and money.
- A a d D 37. I can do no more than work my hardest to buck for promotion.
- A a d D 38. I want to work with people who take their work seriously enough to do a good job.
- A a d D 39. I think the worker should be able to list his complaints with the supervisor or boss.
- A a d D 40. I would like the type of work that would be varied and challenging.
- A a d D 41. I expect to have some trouble getting a job because most employers don't like teenagers.
- A a d D 42. I think you have to have "connections" in most jobs in order to get a promotion.
- A a d D 43. I think the boss should be able to discuss your problems with you at any time of the day.
- A a d D 44. I think a person who tries to do a little more than he has to may be promoted to a better job.
- A a d D 45. I have a tendency to dislike following rules, when I think I can get by with it.
- A a d D 46. I think people who work usually realize the value of a pleasing personality.
- A a d D 47. I think I can get a job I'll be satisfied with for a long time even without further training.
- A a d D 48. I think young people look forward to work because they don't know what work is.
- A a d D 49. I want a job where I can please the boss as well as myself.

FINAL TABLE OF SPECIFICATIONS

ATTITUDES TOWARD WORK SCALE

Attitude Areas	Percent	Items
Adequacy of School's Preparation	10	8, 16, 19, 34, 47
Supervision and Supervisors	20	5, 22, 23, 25, 28, 30, 32, 36, 41, 43
Peers	15	7, 12, 20, 24, 33, 38, 46
Choosing a Job	15	4, 6, 14, 21, 27, 40, 49
Rights and Responsi- bilities of Employees	25	1, 9, 10, 11, 13, 15, 17, 18, 26, 31, 39, 45
Inner Satisfaction or Working	10	2, 3, 29, 35, 48
Expectations of Future Advancement	5	37, 42, 44
Total	100	

A STUDY OF THE ATTITUDES TOWARD WORK AS EXPRESSED BY THE TWENTY-
EIGHT MALE STUDENTS OF ENSIGN HIGH SCHOOL AND THE SIXTY-FOUR
MALE STUDENTS OF CIMARRON HIGH SCHOOL IN 1970-71

by

DENNIS GAIL LAMUNYON

B. S., Oklahoma State University, 1953

AN ABSTRACT OF A MASTER'S REPORT

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1971

The study was designed to survey the attitudes toward work of the twenty-eight male students of Ensign High School who had vocational agriculture and the sixty-four male students of Cimarron High School who had no vocational agriculture during the 1970-71 school year. Data was collected by the use of a questionnaire which contained forty-nine statements in seven areas of work attitudes. The seven areas of work attitudes were: (1) Adequacy of School's Preparation, (2) Supervision and Supervisors, (3) Peers, (4) Choosing a Job, (5) Rights and Responsibilities of Employees, (6) Inner Satisfaction of Working and (7) Expectation of Future Advancement.

The forty-nine attitude statements were either positive or negative. The respondents were given a score of 4 points for Strongly Agree, 3 points for Mildly Agree, 2 points for Mildly Disagree and 1 point for Strongly Disagree for each positive statement. Each respondent was given 4 points for Strong Disagree, 3 points for Mildly Disagree, 2 points for Mildly Agree and 1 point for Strongly Agree for each negative statement.

Weighted averages for the two groups of students were determined by dividing the accumulated point totals for the responses by the number of students involved in each of the groups. A sum average for each area was obtained by adding the weighted averages for each statement and dividing by the number of statements in each of the seven areas.

Ensign High School students had higher sum average scores in the following areas: Adequacy of School's Preparation; Peers; Choosing a Job; Rights and Responsibilities of Employees and Expectation of Future Advancement. Cimarron High School students had higher sum average scores in the areas of Supervision and Supervisors and Inner Satisfaction of Working. It was found that the sum average scores of the two groups for the seven areas were nearly the same.

Some marked differences in the scores of students in each school for individual attitude statements were found. The lowest weighted sum average scores for both groups occurred in the area of Supervision and Supervisors. The highest weighted sum average scores for both groups involved the area of Choosing a Job. The scores were generally high on all work attitude statements.

Students in both groups were rated the highest for the following work attitude statements:

1. I want to work for a person who gives me a chance to show my ability. (+)
2. I think anyone who works should take pride in his job and do the best he can. (+)
3. I want to work with people who take their work seriously enough to do a good job. (+)
4. I want to go to work so I can support myself and won't have to depend on mom and dad. (+)

5. I feel I am mature enough to handle some responsibility and I appreciate its being given me. (+)

Students in both groups scored the lowest on the following work attitude statements:

1. I don't think I need to admire my boss just because of his position. (-)
2. Most bosses tend to be not quite fair to everyone in their employ. (-)
3. I think most bosses are just average humans like me but somehow they've had pull and money. (-)
4. I think the boss should be able to discuss your problems with you at any time of the day. (-)

Studies of the work attitude statements in the areas of Supervision and Supervisors and Adequacy of School's Preparation were recommended as a result of the study. Additional studies should be made to compare student attitudes toward work in urban and rural settings. Results of the study should be considered when incorporating a study of work attitudes into a curriculum.