

A STUDY OF THE LIFE-STYLE OF WORKING AND NON-WORKING
STUDENTS AT GRAMBLING COLLEGE, GRAMBLING, LOUISIANA

BY

JAMES EDWARD HAND

B. S., Elizabeth City State University, 1963

9589

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

Approved by:


Major Professor

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CHAPTER I

THE PROBLEM AND ITS DEVELOPMENT

Statement of the Problem

The purpose of this study is to compare the differences in the behavior patterns or life-style of the Grambling College working students and non-working students. This comparison is essential to any program which encourages or discourages students to earn college expenses while they learn.

Specific Questions to be Answered

Specific questions to be answered during this study are as follows:

1. Is there a significant difference in the life-style of working students and non-working students at Grambling College?
2. Is there a significant difference in student interests and social life of working students and non-working students?

Procedures

The report will be conducted as an investigation because the writer deems it the most appropriate way to obtain answers to the specific questions proposed. The investigation consists of a series of questions about the vocational, intellectual, physical, and interpersonal-emotional areas of a subject's life. Descriptions of life-styles are proposed in a questionnaire submitted to elicit

various types of responses from subjects. The responses will be compiled, analyzed, interpreted and presented as findings and conclusions.

Population and Sample

The writer selected a sample population from students currently enrolled at Grambling College, Grambling, Louisiana. No less than 100 subjects were used. The sample population was heterogeneous as to sex, age, classification, marital status and residence.

This study is concerned with a random sample of the 1971-72 student population. The subjects of this study were required to respond according to the letter of instructions about the questionnaire.

One hundred seventy-three questionnaires were sent to students to obtain the information. Of this number only one hundred thirty-three questionnaires were returned. However, the study consists only of analyses of the responses on one hundred of those returned.

Data and Instrumentation

Other data included research studies already done by others on the working and non-working college student.

Analysis

The writer analyzed the study in the following way:

1. Examined the questionnaires to determine the extent to which instructions were followed.
2. Compared the reasons given by students for working or not working.
3. Compared the out-of-class activities of working and non-working students.
4. Compared the leadership ability and participation in on-campus and off-campus activities of workers and non-workers.

5. Compared the responses of working and non-working students on questions which required explanations or gave reasons.

Definition of Terms

The following terms are defined as they related to this study.

Life-style - For the purpose of this study, life-style is the series of activities that make up the patterns of living, or way the student functions in this environment.

Working student - For the purpose of this study, the working student is an individual employed as an aide, clerical worker, custodial worker, food service worker, library helper, residence hall receptionist, and the like for the college or any other agency.

Non-working student - For the purpose of this study, the non-working student is an individual not gainfully employed by the college or any other agency.

CHAPTER II

REVIEW OF THE LITERATURE

There exists an abundance of published materials related to student life. Many studies have been made about the social life, dormitory life, financial aid problems, personnel work, commuter life, and academic problems of the college student workers. In recent months much is being considered about the independent student, that is, the student who expects no contribution from his family to finance his college education. As will be seen by the nature of the study presented here, it has been necessary to rely on written reports of surveys conducted with the use of questionnaires to determine the life-style of working and non-working students. The comprehensiveness of surveys based on a questionnaire instrument must always be questioned because the resulting replies often prove to be incomplete and depend somewhat more on the initiative of the individuals who reply rather than on the actual situation. This factor is noted particularly in the study presented here.

What follows in this chapter is an analysis of a number of pertinent and representative research studies and reports.

Since August 20, 1964, when President Johnson signed into law the Economic Opportunity Act of 1964, more and more attention has been given to the college student who is employed while pursuing his educational objectives. Under the work study program of the Economic

Opportunity Act of 1964 (Public Law 88-452) Title I, Part C, students may work up to 15 hours per week, if registered as students, and up to 40 hours per week if not registered for the particular term in which the work would be performed. The work-study program was included in the Act to stimulate and promote the part-time employment of students in institutions of higher education from low income families in need of earnings from such employment to pursue courses of study at these colleges.¹

Hay and Lindsay stated in their study that:

Students working 16 or more hours per week had consistently lower mean term GPA's than non-employed students. Furthermore, there was a trend for students working up to 16 hours per week to have a mean term average as high or higher than non-employed students. There are no sex differences when employed and non-employed baccalaureate degree students are compared. However, when the two categories of employed baccalaureate degree students are compared, the data show a much larger decrement in GPA for females who work over 16 hours per week than for males.

All prior studies, including the present one, which have examined student employment and achievement have been empirically oriented. What is needed to bring some order to the findings of prior studies and to guide future research is a theoretical framework, or as a minimum, a set of guiding hypotheses. For example, if the nature of the work a student performs is taken into account, perhaps the work experiences of some college students could be viewed as a positive aspect of their overall education. College students whose work is related to their major may receive lower grades than their non-working counterparts, while they are working. However, if the decrement is relatively small, the long-term educational value of the work experience might well outweigh any differences in a student's

¹John E. Hay and Carl A. Lindsay, "The Working Student: How Does He Achieve?" The Journal of College Student Personnel, X (March, 1969), p. 109.

graduation or term average that might be attributed to the time spent working.²

According to Bradfield, an examination of the differences that exist between students from low-income backgrounds and matched controls at the time the students enter college generally would seem to penalize the impoverished college student in adjusting to academic life and to social situations found within the college setting. The low-income students appeared lower in their need for precision, more resistant to structure and planning, less interested in amusements and recreation, and more non-conforming to the explicit and implicit "rules" of the college institution with its resultant social structure.³

Bradfield further stated:

A certain degree of conformity with the controls and regulations that an academic institution places upon the student would appear to be necessary for successful completion of his college career, in light of the studies of college dropouts that have shown them to be relative non-conformists who resist the control of the institution.⁴

Merritt, in a study, stated that:

If special attention is warranted, the following suggestions seem appropriate: (a) The counseling center should emphasize the availability of its services to commuter students for both individual and group counseling that would be particularly geared to handle personal adjustment problems. (b) Special orientation programs designed to introduce commuter students into the regimen of collegiate life need to be provided. In the orientation sessions, the commuter could get information about aspects of campus life that arouse his

²Ibid., p. 114.

³Eugene L. Bradfield, "College Adjustment and Performance of Low-Income Freshmen," The Personnel and Guidance Journal, IV (October, 1967), p. 127.

⁴Ibid., p. 127.

interests or cause him concern. He could also be made aware of campus services, of their locations and their personnel. The programs could also be continuous throughout the semester.

(c) There is a need for faculty advisers who are sensitive to the needs of commuter students. Commuters need to have someone with whom they may discuss their difficulties, reactions, enthusiasms, hesitations concerning academic or personal matters.

(d) The student union should provide special facilities for commuters, such as lounges for relaxation and study. Such special facilities could be of great help to the student in achieving a sense of belonging with the college. (e) The student activities personnel should notify commuter students through special bulletins or letters of the available cultural and recreational programs. Much of the satisfaction and meaning of the academic course content is achieved outside the classroom setting. Such extracurricular activities may help make the academic curriculum become much more meaningful for commuters.⁵

Research literature on the college student does seem to indicate that the environmental press of a particular campus will tend to influence student values, attitudes and behavior.⁶

According to Grant and Eigenbrod, as a student associates himself with members of various peer groups, whether roommates, suite-mates, fraternity brothers, club members, or teammates, he begins to take on characteristics of these groups and of the individuals who comprise them. Any fraternity man will readily attest to the shaping potential of the peer group. The mechanism used by the student culture has been described by Coleman (1966) as a system of rewards and punishments in reaction to the student behavior.

⁵Ray Merritt, "Adjustment of Commuter and Resident Students," The Journal of College Student Personnel, XI (July, 1970), p. 291.

⁶Harold W. Grant and Frederick A. Eigenbrod, "Behavioral Changes Influenced by Structured Peer Group Activities," The Journal of College Student Personnel, XI (July, 1970), p. 291.

Choice of groups is made not only on the basis of attitudes common to the student and the group, but also as a means of developing new attitudes and behaviors. As a member of a given group, the student begins to duplicate the behaviors of members of the group who serve as models.⁷

Financing Higher Education: Alternatives for the Federal Government gives some social benefits of higher education:

1. Improves citizenship. Educated people are better informed, more conscientious and more active than uneducated people.
2. Enhances manners and refinement of conduct and beauty of surrounding and thus adding to and reducing the tensions of social intercourse.⁸

As college living expands and becomes more unique in design and function, there is a growing interest in the relationship of the environment and the student.

Peterson, in a study, stated:

The social-cultural environment includes the attitudes, beliefs, ideas, values, and individual and group behavior patterns of all the significant people in the person's environment. It is within this environment that the individual is provided a structure, the nature of which allows, permits, encourages, or restricts that person to develop his resources and capabilities, and provides a direction for such growth.⁹

This writer feels that the gathering of behavioral reports will facilitate the use of a more structured instrument for recording or

⁷Ibid., p. 291.

⁸M. D. Orwig (ed.), Financing Higher Education: Alternatives for the Federal Government, V (The American College Testing Program, 1971), p. 168.

⁹Ronald A. Peterson, "Rehabilitation of the Culturally Different: A Model of the Individual Change," The Personnel and Guidance Journal, XLV (June, 1967), p. 1003.

analyzing college life-styles. Perhaps a daily diary or log would be appropriate not only to increase reliability but to give a clearer picture of the life-styles of working and non-working students.

CHAPTER III

THE ANALYSIS OF DATA AND THE FINDINGS

This chapter presents the analysis of the study findings. The series of tables to follow represent the summary of the findings in twelve different tables. To enhance the interpretation of findings, the writer presents the tables in pairs, that is, the responses of both working and non-working students on same stimulus are reported as to the number and percentage responding to each item. Each table is summarized in reference to the life-style descriptions upon which the study is based.

Tables 1 and 2 indicate that most students work to obtain fees to pay for the essential items incident to a college education, such as meals, lodging, books and supplies. It should also be noted that 10 percent of the working students (question 4), even though in college, help their families and 10 percent (question 11) work to gain job experiences along with tuition fees.

There were more non-working students, as indicated in (question 10) carrying full class schedules of 16 hours or more.

Tables 3 and 4 indicate the out-of-class activities of working and non-working students. Working students seem to participate in such activities as dances, movies, departmental clubs, seminars and church, in that order. Non-working students appear to participate more in dances, movies, departmental clubs and seminars in that order,

Table 1

Number and Percentage of the Reasons
Reported for Working Among Workers

Reasons	Number	Percentage
1. I work to earn money for college clothes.		
Very essential	10	20
Important	35	70
Satisfactory	5	10
Not applicable	0	0
2. I work to earn money to buy college supplies.		
Very essential	25	50
Important	25	50
Satisfactory	0	0
Not applicable	0	0
3. I work because I have spare time.		
Very essential	0	0
Important	1	2
Satisfactory	0	0
Not applicable	48	98
4. I work because I need the money for my family.		
Very essential	0	0
Important	5	10
Satisfactory	0	0
Not applicable	45	90
5. I work because my job gives me a chance to read books.		
Very essential	0	0
Important	0	0
Satisfactory	2	4
Not applicable	48	98

Table 1 (continued)

Reasons	Number	Percentage
6. I don't work because I don't need to earn money from this source for my college expenses.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
7. I don't work because I can't find a job.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
8. I don't work because I am a commuter.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
9. I don't work because Student Aid Office says I am not eligible in terms of need.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
10. I don't work because my class schedule is too full.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
11. I work to gain job experiences related to my career plans.		
Very essential	0	0
Important	5	10
Satisfactory	0	0
Not applicable	45	90

Table 2

Number and Percentage of the Reasons Reported
for Working Among Non-Workers

Reasons	Number	Percentage
1. I work to earn money for college clothes.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
2. I work to earn money to buy college supplies		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
3. I work because I have spare time.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
4. I work because I need the money for my family.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
5. I work because my job gives me a chance to read books.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100

Table 2 (continued)

Reasons	Number	Percentage
6. I don't work because I don't need to earn money from this source for my college expenses.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
7. I don't work because I can't find a job.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
8. I don't work because I am a commuter.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100
9. I don't work because Student Aid Office says I am not eligible in terms of need.		
Very essential	0	0
Important	5	10
Satisfactory	0	0
Not applicable	45	90
10. I don't work because my class schedule is too full.		
Very essential	0	0
Important	17	34
Satisfactory	0	0
Not applicable	33	66
11. I work to gain job experiences related to my career plans.		
Very essential	0	0
Important	0	0
Satisfactory	0	0
Not applicable	50	100

Table 3

Number and Percentage of the Out-of-Class Activities
That Working Students Participate in as a Part
of Their Life-Style at Grambling College

Activities	Number	Percentage
Basketball	10	20
Sororities	15	30
Choir	9	18
Movies	40	80
Track and Field	0	0
Bowling	15	30
Drama	3	6
Seminars	30	60
Fraternities	20	40
Band	12	24
Dances	45	90
Departmental Clubs	40	80
Others (activities listed by subjects)		
Church	25	50
Skating	5	10
Swimming	3	6
Tennis	7	14

Table 4

Number and Percentage of the Out-of-Class Activities
That Non-Working Students Participate in as a Part
of Their Life-Style at Grambling College

Activities	Number	Percentage
Basketball	12	24
Sororities	13	26
Choir	13	26
Movies	33	66
Track and Field	7	14
Bowling	17	34
Drama	1	2
Seminars	21	42
Fraternities	19	38
Band	8	16
Dances	41	82
Departmental Clubs	31	62
Others (activities listed by subjects)		
Church	19	38
Baseball	3	6

but a tie in the out-of-class participation rate for fraternities and the church is noted in the summary of responses on these items.

Tables 5 and 6 show something of the leadership abilities of working and non-working students. It also indicates some differences found in leadership traits as student worked on- and off-campus with social groups.

The questionnaire revealed that in the areas of leadership, participation in activities, and as officers of organizations, there seems to be a higher percentage among working students. Non-working students appear to participate in more off-campus activities with social groups.

Tables 7 and 8 report a profile of some aspects of the life-style of working and non-working students. Non-working students rate slightly higher in reading ability (question 1) according to their own judgment of this particular skill. The percentage of definite career choices is also slightly higher (question 3). The non-workers would like to have spectacular or glamorous jobs (question 4). It should be noted that both groups seem to have about the same amount of leisure time.

More working students have hobbies (question 7), prefer choosing careers near their communities (question 5), think religious beliefs and practices are not exaggerated (question 13) and have satisfactory boy-girl relationships (question 16). Also the working students were able to get along with most people, according to their appraisal of the meaning of the statement, "harmonious interpersonal relationships."

Table 5

Number and Percentage of Responses on Group Leadership
and Participation of Working Students

Questions	Number	Percentage
Leadership:		
1. Have you been elected to any office as a student at Grambling College?		
Yes	15	30
No	34	70
Don't know	0	0
2. Are you a member of two or more student groups?		
Yes	40	80
No	10	20
Don't know	0	0
3. Do you serve on a student-faculty committee?		
Yes	5	10
No	45	90
Don't know	0	0
Participation:		
1. Have you organized a college group or campaign?		
Yes	0	0
No	50	100
Don't know	0	0
2. Do you work actively off-campus with social groups		
Yes	2	4
No	45	90
Don't know	3	6

Table 5 (continued)

Questions	Number	Percentage
3. Do you work actively on-campus with social groups?		
Yes	2	4
No	45	90
Don't know	3	6

Table 6

Number and Percentage of Questions About Leadership
and Participation of Non-Working Students

Questions	Number	Percentage
Leadership:		
1. Have you been elected to any office as a student at Grambling College?		
Yes	9	18
No	41	82
Don't know	0	0
2. Are you a member of two or more student groups?		
Yes	27	54
No	23	46
Don't know	0	0
3. Do you serve on a student-faculty committee?		
Yes	1	2
No	49	98
Don't know	0	0
Participation:		
1. Have you organized a college group or campaign?		
Yes	0	0
No	50	100
Don't know	0	0
2. Do you work actively off-campus with social groups?		
Yes	4	8
No	46	92
Don't know	0	0
3. Do you work actively on-campus with social groups?		
Yes	17	34
No	33	66
Don't know	0	0

Table 7

Number and Percentage of Life-Style
Profile About Workers

Questions	Number	Percentage
1. Do you have average reading ability?		
Yes	47	94
No	0	0
Undecided	3	6
2. Are you unable to budget your study time successfully?		
Yes	36	72
No	8	16
Undecided	6	12
3. Have you made a definite career choice?		
Yes	24	48
No	8	16
Undecided	18	36
4. Do you want a spectacular or glamorous job?		
Yes	21	42
No	9	18
Undecided	20	40
5. Is the career of your choice available in your community or afield?		
Yes	31	62
No	11	22
Undecided	8	16
6. Is your leisure time adequate?		
Yes	42	84
No	2	4
Undecided	6	12

Table 7 (continued)

Questions	Number	Percentage
7. Do you have a hobby?		
Yes	39	78
No	4	8
Undecided	7	14
8. Do you have any handicapping physical condition?		
Yes	2	4
No	48	96
Undecided	0	0
9. Are you usually tense about some situation?		
Yes	32	64
No	14	28
Undecided	4	8
10. Does your job affect your study and college success?		
Yes	2	4
No	48	96
Undecided	0	0
11. Does the social emotional climate of your home affect you in any way?		
Yes	14	28
No	36	72
Undecided	0	0
12. Do you feel that you are a religious person?		
Yes	39	78
No	5	10
Undecided	6	12
13. Do you think religious beliefs and practices are necessary or exaggerated?		
Yes	28	56
No	11	22
Undecided	11	22

Table 7 (continued)

Questions	Number	Percentage
14. Are you unable to get along with most people?		
Yes	7	14
No	41	82
Undecided	2	4
15. Do you like being seen and heard at all times?		
Yes	20	40
No	21	42
Undecided	9	18
16. Do you have a satisfactory boy-girl relationship?		
Yes	50	100
No	0	0
Undecided	0	0

Table 8

Number and Percentage of Life-Style
Profile About Non-Workers

Questions	Number	Percentage
1. Do you have average reading ability?		
Yes	48	96
No	0	0
Undecided	2	4
2. Are you unable to budget your study time successfully?		
Yes	36	72
No	4	8
Undecided	10	20
3. Have you made a definite career choice?		
Yes	33	66
No	4	8
Undecided	13	26
4. Do you want a spectacular or glamorous job?		
Yes	31	62
No	2	4
Undecided	17	34
5. Is the career of your choice available in your community or afield?		
Yes	27	54
No	15	30
Undecided	8	16
6. Is your leisure time adequate?		
Yes	42	84
No	8	16
Undecided	0	0

Table 8 (continued)

Questions	Number	Percentage
7. Do you have a hobby?		
Yes	36	72
No	7	14
Undecided	7	14
8. Do you have any handicapping physical condition?		
Yes	0	0
No	50	100
Undecided	0	0
9. Are you usually tense about some situation?		
Yes	37	74
No	6	12
Undecided	7	14
10. Does your job affect your study and college success?		
Yes	0	0
No	50	100
Undecided	0	0
11. Does the social emotional climate of your home affect you in any way?		
Yes	19	38
No	20	40
Undecided	11	22
12. Do you feel that you are a religious person?		
Yes	37	74
No	7	14
Undecided	6	12
13. Do you think religious beliefs and practices are necessary or exaggerated?		
Yes	30	60
No	19	38
Undecided	1	2

Table 8 (continued)

Questions	Number	Percentage
14. Are you unable to get along with most people?		
Yes	9	18
No	32	64
Undecided	9	18
15. Do you like being seen and heard at all times?		
Yes	16	32
No	24	48
Undecided	10	20
16. Do you have a satisfactory boy-girl relationship?		
Yes	47	94
No	3	6
Undecided	0	0

Tables 9 and 10 show some of the ways college life has influenced the workers and non-workers.

College life has influenced the career plans of both workers and non-workers, but more so the workers. College life did change the group associates of about two thirds of the non-workers. However, more than half of the workers report change. The student interests among non-workers seemed to be influenced more than among the workers. It is also interesting to note that working in college did not affect the grades of workers.

Tables 11 and 12 are a summary of the most frequent responses by working and non-working students about their work and social life.

The working students gave their reasons (question 1) for working in this order, (1) to purchase college clothing, (2) to buy college supplies and (3) to pay tuition and fees. They felt that they had as much leisure time as non-working students.

The non-working students felt (question 4), that they had more time for studying and some (question 2) said they were not working because they were not eligible. Others stated that they did not know why, or failed to comment.

Table 9

Number and Percentage of Questions About the
Influence of College Life on Workers

Questions	Number	Percentage
1. Grambling College has influenced my career plans.		
Agree	38	76
Disagree	8	16
Have no opinion	6	12
2. College life has changed my student, my group associates.		
Agree	29	58
Disagree	11	22
Have no opinion	10	20
3. College life has changed my student interest.		
Agree	31	62
Disagree	17	34
Have no opinion	2	4
4. Working in college has affected my grades.		
Agree	1	2
Disagree	48	96
Have no opinion	1	2

Table 10

Number and Percentage of Questions About the
Influence of College Life on Non-Workers

Questions	Number	Percentage
1. Grambling College has influenced my career plans.		
Agree	27	54
Disagree	13	26
Have no opinion	10	20
2. College life has changed my student, my group associates.		
Agree	33	66
Disagree	8	16
Have no opinion	9	18
3. College life has changed my student interest.		
Agree	37	74
Disagree	5	10
Have no opinion	8	16
4. Working in college has affected my grades.		
Agree	0	0
Disagree	46	92
Have no opinion	4	8

Table 11

Summary of the Questions on Work and Social
Life of Working Students

1. Do you have a job at Grambling College? Yes.

Why?

(a) To help pay part of my college fees.

(b) To buy college supplies.

(c) To help buy college clothes.

2. If you are a non-working student at Grambling College, why?

Reasons

3. Do you feel your social life differs from that of a non-working student? No.

Why?

Because I have just as much leisure time as non-working students.

How?

4. Do you feel your social life differs from that of a working student?

Why?

How?

Table 12

Summary of the Questions on Work and Social
Life of Non-Working Students

1. Do you have a job at Grambling College? No.

Why?

I have been given the reason that no jobs are
available.

2. If you are a non-working student at Grambling College, why?

Reasons

Not eligible.

3. Do you feel your social life differs from that of a non-working
student?

Why?

How?

4. Do you feel your social life differs from that of a working
student? No.

Why?

How?

But I feel I have more study time.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This study was made to determine if there were differences in the life-style of working and non-working students at Grambling College.

Questionnaires were sent out to obtain the information about the life-style of working and non-working students.

It was necessary to take into consideration that the sex, age, classification, marital status and family income status would to some degree influence the responses of the respondents. The findings revealed that the life-style of workers and non-workers did differ in several areas.

1. Non-working students had more full schedules. (Table 2)
2. There was a slight difference in the out-of-class activities:
 - (a) Working students seemed to participate in such activities as dances, movies, departmental clubs, seminars and the church. (Table 3)
 - (b) Non-working students participated in dances, movies, departmental clubs, seminars, with church and fraternities tied in percentages. (Table 4)
3. In leadership ability and participation, working students seemed to have a higher percentage in elected offices and non-working students appeared to participate in more off-campus activities. (Tables 5 and 6)
4. Some other descriptive aspects of workers and non-workers that are important observations are:
 - (a) Ninety-six percent of the non-workers felt they had average reading ability as compared to ninety-four percent for workers.

- (b) More non-workers wanted spectacular or glamorous jobs.
 - (c) Both groups had the same percentage of leisure time.
 - (d) Working students had a higher percentage in hobbies, choose careers near their communities, being more religious, have satisfactory boy-girl relationships and are able to get along better with others. (Tables 7 and 8)
5. College life seems to influence the group associates and student interest of non-workers more so than workers. One interesting observation was that working seemingly did affect the grades of working students. (Tables 9 and 10)
 6. Working students felt they had as much leisure time as non-working students. The non-working students felt that they had more studying time. (Tables 11 and 12)

The difference in the life-style of working students and non-working students seems to be mainly in the areas of the types of jobs, hobbies, choosing careers near their communities, fraternities, satisfactory boy-girl relationships, but, the differences are slight.

On the basis of this study, the writer would recommend that the Institutional Research Bureau, the Student Personnel Department and/or the student government, or similar organizations make broader investigation to further clarify some of the aspects of the life-style of working and non-working students.

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APPENDIX

Kansas State - Grambling College
Project Pride

March 14, 1972

Dear Fellow Student:

Have you considered your pattern of living and your beliefs about a college education to be different from (1) a student who has to work to stay in college (2) a student who does not have to work to stay in college? If not, think about this now. I have included a few questions which I am asking you to read carefully, answer frankly and return to me promptly. Your answers will be kept in strict confidence. My return address is the Student Aid Office.

Now you are wondering why I want your responses. I'll tell you. I am a graduate student concerned about the conditions and opportunities for earning while you learn. If you will help me to make this study, I will share the findings with you. I feel that your responses are going to be an eye-opener for all involved.

Drop your completed questionnaire in a box I shall leave in the Student Aid Office on or before March 20, 1972.

Cooperatively yours,

James Edward Hand

QUESTIONNAIRE ON THE COLLEGE WORK-STUDY PROGRAM

PART I

From a list of reasons students give for working or not working, check the column where the answer describes you.

- A.

1. I work to earn money for college clothes.
2. I work to earn money to buy college supplies.
3. I work because I have spare time.
4. I work because I need the money for my family.
5. I work because my job gives me a chance to read books.
6. I don't work because I don't need to earn money from this source for my college expenses.
7. I don't work because I can't find a job.
8. I don't work because I am a commuter.
9. I don't work because Student Aid Office says I am not eligible in terms of need.
10. I don't work because my class schedule is too full.
11. I work to gain job experiences related to my career plans.

Very Essential
Important
Satisfactory
Not Applicable

B. From the list below check the out-of-class activities in which you participate as a part of your life-style while at Grambling College.

<input type="checkbox"/> Basketball	<input type="checkbox"/> Track and Field	<input type="checkbox"/> Fraternities
<input type="checkbox"/> Sororities	<input type="checkbox"/> Bowling	<input type="checkbox"/> Band
<input type="checkbox"/> Choir	<input type="checkbox"/> Drama	<input type="checkbox"/> Dances
<input type="checkbox"/> Movies	<input type="checkbox"/> Seminars	<input type="checkbox"/> Departmental Clubs
<input type="checkbox"/> Others:		

C. Answer the questions listed below which are applicable to you according to scale.

A - Yes

B - No

C - Don't know

Leadership:

- ☐ 1. Have you been elected to any office as a student at Grambling College?
- ☐ 2. Are you a member of two or more student groups?
- ☐ 3. Do you serve on a student-faculty committee?

Social Participation:

- ☐ 4. Have you organized a college group or campaign?
- ☐ 5. Do you work actively off-campus with social groups?
- ☐ 6. Do you work actively on-campus with social groups?

PART II

Directions: After reading carefully each question check column which best describes how you react to the question.

	Yes	No	Undecided
1. Do you have average reading ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Undecided
2. Are you unable to budget your study time successfully?			
3. Have you made a definite career choice?			
4. Do you want a spectacular or glamorous job?			
5. Is the career of your choice available in your community or afield?			
6. Is your leisure time adequate?			
7. Do you have a hobby?			
8. Do you have any handicapping physical condition?			
9. Are you usually tense about some situation?			
10. Does your job affect your study and college success?			
11. Does the social emotional climate of your home affect you in any way?			
12. Do you feel that you are a religious person?			
13. Do you think religious beliefs and practices are necessary or exaggerated?			
14. Are you unable to get along with most people?			
15. Do you like being seen and heard at all times?			
16. Do you have a satisfactory boy-girl relationship?			

PART III

Answer the questions listed below which are applicable to you according to scale.

A - Agree

B - Disagree

C - Have no opinion

- ____ 1. Grambling College has influenced my career plans.
- ____ 2. College life has changed my student, my group associates.
- ____ 3. College life has changed my student interest.
- ____ 4. Working in college has affected my grades.

PART IV

Answer each equation below with a single sentence. .

- 1. Do you have a job at Grambling College? Why?
- 2. If you are a non-working student at Grambling College, why? Give your reasons.
- 3. Do you feel your social life differs from that of a non-working student? Why? How?
- 4. Do you feel your social life differs from that of a working student? How or why?

A STUDY OF THE LIFE-STYLE OF WORKING AND NON-WORKING
STUDENTS AT GRAMBLING COLLEGE, GRAMBLING, LOUISIANA

by

JAMES EDWARD HAND

B. S., Elizabeth City State University, 1963

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

ABSTRACT

The purpose of this study was to determine the differences in the life-style of working and non-working students enrolled at Grambling College, Grambling, Louisiana.

In an attempt to identify differences in the life-style of working and non-working students, the writer conducted an investigation. From the 173 questionnaires mailed to students currently enrolled at Grambling College, 133 were returned. One hundred students were selected as the subjects of this study. The students were selected heterogeneously as to sex, age, classification, marital status, and residence. Questionnaires were sent to the students to obtain information on their life-style.

The findings revealed that a higher percent of non-working students carried full schedules and participated in more off-campus activities. Ninety-six percent of non-working students, reporting had average reading ability, and that college life influenced their group associates and student interests.

Working students appeared to exhibit leadership ability in a greater variety of settings than did non-working students. Other areas where working students rated higher than non-working students included hobbies, career choices, religious activities, satisfactory boy-girl relationships and the ability to get along better with others.

The writer feels that the study clarified specified aspects of the life-style of the working and non-working students, for example,

reading ability, group associations, church activities, hobbies, boy-girl relations and leadership abilities. It is hoped that this study will give some insight to those who plan educational programs for students at the college level.