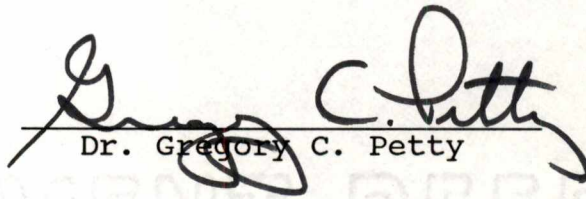


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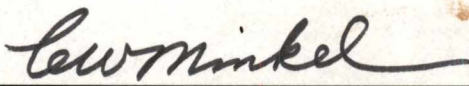
I am submitting herewith a thesis written by Glenda Sue Hall entitled "Work Attitudes of Traditional And Non-traditional Technical Community College Students". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Education, with a major in Technological and Adult Education.


Dr. Gregory C. Petty

We have read this thesis
and recommend its acceptance:



Accepted for the Council:


Associate Vice Chancellor
and Dean of The Graduate School

**WORK ATTITUDES OF TRADITIONAL AND
NON-TRADITIONAL TECHNICAL COMMUNITY COLLEGE STUDENTS**

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee

Glenda Sue Hall

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CHAPTER I

INTRODUCTION

Technological advances in the past 100 years have brought about dramatic changes in the make-up of the American work force. There is now greater diversity in the demographic structure of the American worker than ever before. The diversities are manifested in educational background, more women and minorities, a shorter work week and smaller families. These changes and advances are creating an evergrowing portion of adults entering the educational mainstream as non-traditional students due to age, gender, and work experience.

Most labor economists agree that the American work force will experience changes in demographic attributes during the 1990's (Macke, Hudis, & Larrick, 1978; Katzell, 1979; Andrisani & Parnes, 1983; Lyson, 1984 and Spitze & Waite, 1980). Among these changes are:

- A larger percentage of workers will have been born and raised in a middle-class, urban, American cultural milieu than has been the case previously;
- The average age of workers will increase; the proportions of workers in their teens and early twenties will decrease sharply, whereas those in the 25 to 44 year-old bracket will increase; changes in mandatory retirement

may further increase the proportion in their sixties;

- Women are likely to increase in their rate of participation in employment from the present level of approximately 40 percent, especially in professional and managerial occupations;

- The average educational level will continue to increase, as a result of fewer workers with less than a high school education and more workers with at least some post-secondary education;

- The average level of income and socioeconomic factors will rise (Katzell, 1979, p. 50).

- The structure of the present work force is also changing from an industrial and agrarian base to an information and service base.

The changing work force structure and other cultural and societal changes are creating job obsolescence and requiring more technical skills of workers. These changes are providing the motivation for these workers to participate in continuing education programs.

In addition to needs for retraining, workers are returning to colleges for many other reasons. Men more often cite job-related concerns for continuing training or pursuing educational credentials while women cite divorce, widowhood, and children leaving home or going to school as their reasons (Bers & Smith, 1987). Therefore, more than twenty million adults (non-traditional college students) are

becoming students on college campuses.

Workers who return to the classroom bring experiences resulting from work involvement that contribute to the formation of work habits, values, and attitudes. These adults also bring expectations and attitudes to the classroom or laboratory that the traditional college freshman or sophomore has not had. Instructors of non-traditional students are now faced with the task of becoming adult educators as well as college professors.

Rationale

Cultural, economic, historic, and sociological events affect the work attitudes and values of students. Attitudes are acquired through experiences gained from work and as we become older (Pine & Innis, 1987). As experiences change, so do attitudes. "The experiences that give rise to attitudes stem from two sources: (1) the experience of others, transmitted to members of a society via its "culture" and (2) the personal experiences of each individual, largely growing out of the roles and statuses he or she occupies in society" (Katzell, 1979, p.47).

In 1975, Cherrington and his colleagues surveyed the attitudes and values of 3,053 American workers. The study found there were differences in attitudes and values between older and younger workers. Cherrington (1980) suggested that these differences could be influenced by four

variables: income, education, seniority and occupational level (p. 15).

These variables contribute to the experiences of individuals which in turn have an effect on the attitudes and values that develop as individuals mature.

"Whether a person wants to work or not is a fundamental attitude toward work. A person's work role has been perceived as central to his or her persona - who the person is has been defined pretty much by what he or she does for a living" (Katzell, 1979, p. 36). The person to whom work is important displays the following qualities: (a) is older and more involved; (b) has a sense of personal responsibility; and (c) has a work ethic that says hard work brings success. This person is usually middle-class and has a stimulating, enriching job that allows for opportunities to participate in decision making. (Katzell, 1979).

Katzell also (1979) revealed that work roles are changing dramatically as a result of rapid innovations in technology and as these jobs change so will work attitudes. One example would be the changing role of women at work. The redefining of women's work roles may be accompanied by associated changes in women's work attitudes, as well as in the attitudes of men. Current trends that are likely to affect work attitudes include:

- Reduced concern with economic insecurity,
- Revised definitions of success, with less emphasis on

material achievement and more on personal fulfillment,

- More flexibility and equal division of work roles between the sexes,
- Growing psychology of entitlement to the good life,
- Greater questioning of efficiency as a criterion of goodness,
- Shifting emphasis from bigness and growth to smallness and conservation,
- Growing beliefs that work organizations are obligated, not only or evenly to make profits, but also to contribute to the quality of life and of society,
- Rising concern with the welfare of consumers,
- Greater awareness of issues pertaining to health, both physical and mental,
- Greater social acceptance of ethnic minorities, and a
- Growing conviction that there is more to life than working (Katzell, 1979, p. 48-49).

The work attitudes of a population can be estimated, to some extent, by projecting changing patterns of behavior, values, and beliefs. Many Americans consider "important and meaningful work" as an important job factor (Dowling & Nagel, 1986). The feeling of contributing to meaningful and important work helps to build positive work attitudes which can help establish a stable and successful employment career.

Purpose

Cherrington's (1980) study found that age, as well as gender and work experience, have an affect on the work attitudes of employees. As adults return from the work force to technical community college campuses, the attitudes and values acquired through the experiences of adults come with them. Non-traditional students come to college motivated and "ready to learn with a problem-centered or a performance-centered frame of mind" (Knowles, 1986, p. 53).

These attitudes and values on the part of adults challenge instructors and professors to prepare programs differently for adults than they would for traditional students. However, there is little research to assist the technical instructor or the community college professor about the differences in work attitudes of non-traditional students as compared to the work attitudes of traditional students.

Therefore, the purpose of this study is to determine whether the work attitudes of technical community college students differ between male and female students, students in different age groups, and students with various years of work experience.

Research Hypotheses

Data were collected from a sample of technical community college students using the Work Attitudes Inventory (WAI). The following are the research hypotheses for this study:

1. There is a significant difference in work attitudes, as measured by the WAI, between male and female students.
2. There is a significant difference in work attitudes, as measured by the WAI, of students who have had less than two years work experience and those students who have had more than three years work experience.
3. There is a significant difference in work attitudes, as measured by the WAI, between students who are 19 years old and younger and those who are 20 years old and older.

Definition Of Terms

Traditional Student - as operationally defined for this study, a student with two years or less work experience who has graduated from high school and gone on to college in the traditional sense and is 19 years old or younger.

Non-traditional student - as operationally defined for this study, a student with three years of work experience or more and who has chosen to pursue a college education at a non-traditional age of 20 years old or older.

Work Ethic - a variety of attitudes and beliefs that in some sense reflect a "positive attitude about work" (Cherrington, 1980, p. 19).

Work Attitudes - stable awarenesses and cognitions that people have about work which have an evaluative or dispositional aspect (Katzell, 1979).

Work Values - "an individuals needs and priorities and consequent dispositions and orientation to work roles that have perceived capacity to satisfy those needs and priorities" (Pine & Innis, 1987, p. 280).

Affective Work Competencies - good work attitudes, values, and habits as necessary for survival in the work force.

Methodology

Sample. The population for this study consisted of approximately 2800 students enrolled in classes at Chattanooga State Technical Community College (CSTCC) during the Spring Quarter, 1987. A sample of 1387 students was selected utilizing a randomized block design (by classroom) in accordance with the directions and guidelines established by the CSTCC director of institutional research. Work Attitude Inventory (WAI) instruments were distributed from the director's office to classroom instructors. These instructors administered the instruments while the students were in class. The instruments were then collected from the

students and returned by the instructors to the director's office. The instruments were forwarded from the director's office at CSTCC to the Department of Technological and Adult Education at the University of Tennessee (UT).

Data collected from the WAI instruments were entered into a computer data base. This data base was the source of data used for this secondary study on work attitudes. From the sample, there were 1354 usable student responses to the Work Attitudes Inventory (WAI). Thirty-three responses were unusable for the purposes of this study.

Instrumentation. The Work Attitudes Inventory (WAI) was the instrument used to collect data on work attitudes. The WAI was developed from a factor analysis of data previously collected by the Affective Work Competencies Inventory (AWCI). This work was conducted at the University of Missouri-Columbia in 1978 (Kazanas, 1978). The AWCI contained 95 items that were measured by way of a five-point Likert-type scale.

The WAI, as reported by Brauchle, Petty, and Morgan (1983), is the result of the determination of construct validity of the AWCI. Vocational educators (120), industrial supervisors (567), and industrial workers (789) were given the AWCI to examine their perceptions of affective work competencies. The factor analysis resulted in five factors that accounted for most of the variance

while using only about half of the original 95 items.

The WAI contains 45 variables that were ranked on a five-point Likert-type scale. The WAI has five indices or measures of work attitudes: ambition, self-control, organization, enthusiasm, and conscientiousness. These were used as the dependent variables. As a self-reporting instrument, the WAI records the individuals response at the time it is administered.

Descriptive Data Analysis. Data collected on the demographic variables were quantitatively analyzed. Frequency distributions of the population were calculated for the six study variables. These descriptive variables were utilized in identifying groups for comparison purposes.

Inferential Data Analysis. The three hypotheses were tested using the one-way multivariate analysis of variance (MANOVA) statistical procedure. The data were simultaneously tested by the Hotelling Lawley's Trace Test. These tests were used to determine the overall significant differences between independent variables for each of the hypotheses tested. Where there was statistical significance, a univariate procedure was used to identify the source of difference. Fisher's LSD was used to test the least squares means in order to determine the significance of the dependent variables.

Limitations

The following limitations apply to this study:

1. This study was limited to the students enrolled at Chattanooga State Technical Community College in Chattanooga, Tennessee.

2. This study was limited to the responses to the survey instrument as they have been recorded and stored in a data base.

Organization Of The Study

Chapter I contains an introduction to the study, the purpose of the study, the research hypotheses, the definition of terms, methodology (sample, instrumentation, and data analysis), the limitations, and the organization of the study.

Chapter II contains a review of related literature and research.

Chapter III contains the findings of the study, analysis of the data and the researcher's interpretation of the data.

Chapter IV contains the summary of the findings, conclusions, discussion, implications, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Work Values

Work values have long been recognized as a critical concept in career planning and development, with significant implications for theory and practice. Pine and Innis (1987) define work values as an individual's needs and priorities and consequent dispositions and orientation to work roles that have perceived capacity to satisfy those needs and priorities (p. 280). In his study Baker (1985) concludes that there is a lack of emphasis on the value of work. He maintains that traditionally, the value of work was taught at home within the family unit and throughout the development of young people from childhood through adolescence. These work values have been an accepted part of the work ethic. Values which contribute to the development of strong work attitudes involve strong family expectations for good performance, work experiences in early childhood, religious commitments, and individual initiative (p. 15).

Pine and Innis (1987) have found that "cultural and work values indicates that economic patterns in our society and the values embedded in those patterns have a profound influence on individual work values. There is a strong

reciprocal relationship between economic conditions and individual work values. The individual is a part of a very complicated economic and social system that, in diverse ways, shapes his or her view of self and that system. How a person views or observes the world of work will be largely influenced by implicit and explicit conceptions of his or her own society and the individuals place in it. Increased longevity, changes in the family structure, marital patterns, the automation of the work place, telecommunications, the information explosion, and the move toward a global economy will profoundly effect cultural and individual work values" (Pine and Innis, 1986, p. 285-286).

Work Ethics

Cherrington (1980) defines work ethic as a variety of attitudes and beliefs that in some way reflect a "positive attitude about work" (p. 19).

Attitudes formed prior to labor force participation often continue to affect the experiences of young men and women during their early years at work. Among women, the findings (Andrisani & Parnes, 1983) indicate that those who express a greater commitment to market work have lower hourly wages and lower annual earnings in the initial postschool period. The interpretation of this result is that these women are accepting jobs in which entry-level wages are lower but in which opportunities for training and

advancement are greater (p. 107).

Differences among otherwise comparable workers in other aspects of the work ethic - for example, aspirations to achieve in the market, the belief that one's efforts will lead to the achievement of one's career goals, commitment to work, 'intrinsic' versus 'extrinsic' orientation toward work, attitudes toward the relative importance of work in the market vs. home, and positive attitudes toward work - were also shown to be related to subsequent labor market experience (Andrisani, 1978).

Research has shown that work ethic is not related to productivity and has not changed enough to have an appreciable effect. This conclusion, incidentally, is lent some support by the very high levels of positive work attitudes toward work reported by Yankelovich (1982): "88 percent of all American workers feel it is personally important to work hard and to do their very best jobs, 78 percent report an inner need to do their very best regardless of pay, and 75 percent would prefer to work even if they could live comfortably without working for the rest of their lives" (Andrisani & Parnes, 1983, p. 116)

Work Attitudes of Youth

Students develop their work values as they grow up. The crucial periods are most commonly seen as the years of secondary education or the beginning of the college years.

These 'formative' years determine values for life (Pine & Innis, 1987). Longitudinal studies have shown that high adolescent commitment to work (and high occupational aspirations) predicts vocational achievement and adjustment many years later. Similarly, psychologists have emphasized the importance of early vocational maturity for subsequent socioeconomic attainment and work adjustment. Vocational maturity has been operationalized to include: (a) measures of achievement motivation; (b) the crystallization of occupational choice; (c) the development of vocational interests, occupational knowledge; and (d) commitment to implementing a vocational preference. Each of these components could reflect the degree of adolescent involvement in work.

"The effects of adolescent involvement on adult occupational attainment thus challenges the hypothesis that differences in work involvement can be fully attributed to the experiences and rewards that are encountered in the occupational environment" (Lorence & Mortimer, 1981, p.301).

With adolescence comes the loosening of bonds between parents and youths. This allows for an increase in the rights and responsibilities of these youth. As a result, many teenagers envision a widening range of opportunities and experiences that bring promises of increased rewards. They have the ability to make substantial contributions through their initiative and youthful zeal. "The belief that

one's goals are attainable, are linked to a successful transition from school to work" (Andrisani, 1978, p. 103).

However, this can be a frustrating time for teenagers. Stephen Hamilton (1990) refers to these formative years as the 'floundering period'. Youth are generally limited to the secondary job market (low-wage, low-status jobs) regardless of their ability. These floundering years often find youth moving from one job to another. Discouragement with occupational involvement can have a negative impact on future involvement in the labor market and on attitudes toward work (The Forgotten Half: Non-College Youth In America, 1988).

Borus (1981) worked with unemployed youth ages 16-21. The research examined the willingness of youth to work at various jobs and at various rates of pay. Borus (1981) found that more single men took jobs in factories, cleaning up neighborhoods, and working in parks, whereas more young women were willing to take jobs in a hamburger or fast food restaurant and at supermarket checkout counters. The sex differences for selecting jobs either washing dishes or other cleaning jobs were not significant.

Most minority youth were not willing to work at jobs that were a part of the federal government youth employment and training programs at \$2.50 an hour while only a small percentage would work at \$5.00 an hour. Most of these youth would require more than the \$5.00 an hour to work at these

types of jobs.

In each of seven job categories, unemployed youth were more willing to work at both pay rates than were youth who were classified as out of the labor market. Youth looking for work were willing to accept low pay rates while those already working required higher pay rates to move to new jobs. The willingness of youth to accept lower wages in order to enter the labor force may indicate their desire to gain work experience.

Earnings are correlated to levels of educational attainment and regardless of race or ethnic background, the more years spent in education, the greater the annual income. Young males 25 years and older, working full-time, without a high school diploma, earned an annual income of \$18,881 in 1985. Those young men who had graduated from high school earned \$23,853 while college graduates earned \$32,822 in 1985 (The Forgotten Half: Non-College Youth In America, 1988).

In a longitudinal study conducted by Lorence and Mortimer (1981), it was found that involvement in work in the senior year of college had an affect on both income and work autonomy ten years later. There seems to be a stability in the relationship between work involvement and work autonomy which is apparently "due to the socializing effects of work experience on attitude" (p. 301).

"The findings, therefore, present further justification

for our earlier conclusion that occupational autonomy is the work experience with the most important implications for psychological change. Decision-making ability, innovative thinking, and challenge on the job were found in prior analyses of the data to enhance the self-concept, heighten the sense of competence, and both intrinsic and people-oriented reward values" (Lorence & Mortimer, 1981, p. 319). Work involvement remains stable for young men in the early stages of their career and this stability promotes a commitment to continued education which in turn leads to more rewarding occupational positions.

Job Satisfaction

Much of the literature on work attitudes has been concerned with differing aspects of job satisfaction. Traditionally, various concepts of work values have been employed to explain an individual's level of job satisfaction as the extent to which a job satisfies his needs as well as to forecast his occupational entry (Zytowski, 1970). Super (1968) theorized that "...satisfaction in one's work and on one's job depends on the extent to which the work, the job, and the way of life that goes with them, enable one to play the kind of role that one wants to play" (p. 127). Super (1968) goes on to say that "work is a way of life, and that adequate vocational and personal adjustment are most likely to result

when both the nature of the work itself and the way of life that goes with it (that is, the kind of community, home, leisure-time activities, friends, etc.) are congenial to the aptitudes, interests, and values of the person in question" (p. 127).

Recently, job satisfaction has been defined by Ronen and Sadan (1984) as the "level and direction of an emotional state, or effective orientation, resulting from the appraisal of one's job and job experience, and is, in part, a function of the individual's work values" (p. 78). Ronen and Sadan (1984) have also identified two groups of variables that contribute to variations in a person's level of job satisfaction. These include: (1) subjective characteristics of the individual such as age, career stages, education, and sex, and (2) objective characteristics such as class and occupational status.

Many recent theories about job attitudes argue that the overall level of job satisfaction is determined by combinations of varying facets of satisfaction such as coworkers, wages, promotions, environment, and supervisors. These varying facets of job satisfaction have been classified into two categories: intrinsic factors which are related to work content and extrinsic factors which are related to work context. Work content would include such aspects of work as achievement and autonomy. Work context would include job security, pay, and supervision. "The

prevailing notion in the literature is that employees draw their job satisfaction from both intrinsic and extrinsic factors" (Ronen & Sadan, 1984, p. 78-79).

Bardoudi (1985), in working with information systems (IS) personnel, found that job satisfaction and organizational commitment have important consequences for effective management of personnel. Commitment to the organization results in increased effectiveness.

McGuire and Liro (1986) found that flextime gives employees more control over a portion of the work environment that has traditionally been in the control of management. Giving employees "increased responsibility and planning is an important element of job enrichment efforts and can be turned into opportunity for employees to learn new skills and obtain a broader picture of the organization" (McGuire & Liro, 1986, p. 66). These attributes have a beneficial influence on employee attitudes.

Conversely, when requirements of a job lead to role conflict and role ambiguity, then job-related attitudes are negatively affected. The results are increases in grievances, ill health, and absenteeism which reflects reduced job satisfaction (Bardoui, 1985).

Women In The Labor Force

Female labor force participation has risen sharply in recent years among mothers with young children. This sharp

increase can be attributed to inflationary pressures, and increased demand for female workers, but primarily from changes in attitudes toward women's economic role in society. Demographic influences such as education, family composition, income, wage potential, and labor market characteristics have also contributed to women entering the work force (Spitze & Waite, 1980).

Job training and education are strong influences on labor force participation (Macke, Hudis, & Larrick, 1978, Macke & Mott, 1980, Spitze & Waite, 1980). Recent trends also reflect increasing enrollments among women in colleges and universities. The number of years of schooling has a positive effect on employment status (Macke & Mott, 1980, & Spitze & Waite, 1980). These women become more work oriented, which is not surprising due to the "strong liberalizing effect the college experience has on all types of adults" (Macke & Mott, 1980, p. 142). Formal schooling also increases a woman's earning power.

Sex-role attitudes effect whether a young woman is in the labor force during the first few years after schooling if she is married and has children. No such effect exists for those groups of women who remain single or are married without children. This is "probably because single and childless married women usually have little discretion in their labor market decisions" (Spitze & Waite, 1980, p. 8). Macke et. al (1978) found that, for both younger and older

women, work experience causes sex-role attitudes to become more liberal.

It is the quality of that work experience that actually has an effect on changing attitudes. The suggestion has also been made that satisfying job experiences will increase the taste for work among women. However, Spitze (1978) found that the opposite is true for those young women who choose to work immediately following high school; that is the taste for work decreases.

Women working at this point find that their work is unsatisfying and low-paying. This negative experience decreases their desire for later activity in the labor market.

Attitudes of young women are somewhat more affected by their mothers' attitudes. Daughters of mothers who have participated in the workforce are more work oriented than other young women. This effect has been shown to last well into the later adult life of young women. "In fact, the impact of the mothers behavior was actually greater later in a woman's life, when she was actually making work decisions, than when she was still in high school, at home, and living under her mother's care. This finding coincides with past research which found that high school girls' attitudes are less affected by their mothers work behaviors than college women's attitudes appear to be" (Macke & Mott, 1980, p. 142).

It could be surmised that these college women have strong tastes for work. In a labor market that is heavily segregated by sex, it is reasonable to suggest that many of these women will select atypical occupations. There are a variety of explanations for women making these choices. It could be that women are rejecting the typical societal notions of femininity, however, it could also be related to the typical aspects of a male occupation such as higher income and prestige, and rewards for continuous work experience (Spitze & Waite, 1980).

Work attitudes in women may develop "primarily as a result of labor force decisions, rather than developing independently and influencing work choices. That is, women may change their views to fit their situation rather than basing decisions on their attitudes" (Spitze & Waite, 1980, p. 27). Women may have relatively strong beliefs about what mothers in general should do. However, women tend to make their job decisions based solely on their personal situation.

The Life Cycle

Experiences begin to take on a different meaning as young people enter their adult years. As children, experiences are those external events that happen to them. Children identify themselves primarily in terms of who their mother and father are. Their experiences are also different

from those of adults. They observe events such as living with family members, births, taking responsibility in church and community, and assuming care for the welfare of others, such as a grandparent, but have not experienced these for themselves.

Adults, on the other hand, experience all of these types of events and identify who they are based on the accumulation of their own unique set of experiences. When asked to describe themselves, adults will mention their level of education or training, occupation, where they have worked, or their various achievements. Therefore, individuals become a composite of the events that they have participated in and experienced (Knowles, 1980).

Several studies have indicated that attitudes toward work are formed in the early years (Pine & Innis, 1987, Andrisani & Parnes, 1983, Lorence & Mortimer, 1981, Spitze & Waite, 1980, & Zytowski, 1970), prior to entry into the work force, and remain relatively stable moving toward adulthood. However, adult theorists such as Erikson (1963), Loevinger (1976), and Levinson (1978) provide insights into adult development and the changes that adults face as they move through the adult years.

As individuals move through the life cycle, life events become catalysts for learning which enable the individual to move successfully from one phase of development to another. The life cycle model makes the

assumption that the life cycle moves into and out of typical phases which can bring about changes in values. It also assumes that value changes can be predicted based on age and developmental phases. Havighurst (1972) has termed these phases as 'developmental tasks'.

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

(Havighurst, 1972, p. 2)

Where developmental tasks for youth appear to be the results of mental and physiological maturation, those for adults result from the evolution of social roles. Havighurst (1972) divides the adult years into three phases or stages - 'early adulthood,' 'middle age,' and 'later maturity' (see Figure II.1). There are "ten social roles of adulthood: worker, mate, parent, homemaker, son or daughter of aging parents, citizen, friend, organization member, religious affiliate, and user of leisure time" (Knowles, 1980, p. 51). As individuals move through the three phases of adulthood, the requirements for performing these social roles change.

"For example, in a person's role of worker, the first developmental task is to get a job. At that point individuals are ready to learn anything required to get a job, but they definitely are not ready to study supervision.

Having landed a job, they are faced with the task of mastering it so that they will not get fired from it; at that point they are ready to learn the special skills it requires, the standards that are expected, and how to get along with fellow workers. Having become secure in a basic job, the next task becomes one of working up the occupational ladder. Now they become ready to learn to become a supervisor or an executive. Finally, after reaching their ceiling, they face the task of dissolving the role of worker - and to learn about retirement or substitutes for work" (Knowles, 1980, p. 51).

Developmental psychologists often refer to these tasks as reference points in the life of adults. However, each adult is different and experiences these tasks differently. By exploring these differences in segments of the population, "we can more readily anticipate work patterns at different stages of the life cycle...." (Macke, Hudis, & Larrick, 1978, p. 132).

For women, there are some determinants to entering the work force which may be related to different phases of their life cycle (Macke & Mott, 1980). These might include: tastes for work, maternal work attitudes and behaviors, impact of education, influence of family, and previous work experiences that would influence the approval of women working. Two of the most important determinants to women working are maternal characteristics and life events (such

Early Adulthood (ages 18 to 30)

- Selecting a mate
- Learning to live with a marriage partner
- Starting a family
- Rearing children
- Managing a home
- Getting started in an occupation
- Taking on civic responsibility
- Finding a congenial social group

Middle Age (ages 30 to 55)

- Achieving adult civic and social responsibility
- Establishing and maintaining an economic standard of living
- Assisting teenage children to become responsible and happy adults
- Developing adult leisure-time activities
- Relating to one's spouse as a person
- Accepting and adjusting to the physiological changes of middle age
- Adjusting to aging parents

Later Maturity (ages 55 and over)

- Adjusting to decreasing physical strength and health
- Adjusting to retirement and reduced income
- Adjusting to the death of a spouse
- Establishing an explicit affiliation with one's age group
- Meeting social and civic obligations
- Establishing satisfactory physical living arrangements

Figure II.1. Havighurst's Model of Developmental Tasks

as education and family events).

The point in the life cycle of an individual may also have an effect on the individual's attitudes toward work and their commitment to the work ethic. In a study of National Longitudinal Study (NLS) respondents, Andrisani & Parnes (1983) found that work ethic may be strongest at particular stages of the life cycle where these attitudes matter most. Similar studies based on the NLS cohort of older men are also noteworthy because they suggest that the strength of the work ethic is not impervious to changes in labor market circumstances, even at later stages of the life cycle.

Among the investigators of the midlife transition, or midlife crisis, several have indicated shifts in interests and commitments later in life. The individual begins to turn attention to such areas as establishing a standard of living, relating to one's spouse, and achieving community responsibility.

Work Attitudes of Vocational Educators

Work attitudes, as well as work values and habits, are intrinsic components of job survival (Kazanas, 1978). Vocational educators agree on the importance of positive work attitudes but often fail to teach these skills to their students because of its lack of emphasis in curriculum materials (Petty & Campbell, 1988). Kazanas (1978) terms these skills as affective work competencies and from these

competencies five factors of work attitudes have been developed and tested (Kazanas, 1978; Brauchle, Petty, & Morgan, 1983; Petty, 1983; Petty & Campbell, 1986; and Petty & Campbell, 1988). These factors, along with their main points, are listed as follows:

"FACTOR 1: Ambition; set personal job goals, set personal work goals, improve yourself, learn new skills to advance on the job, participate in group activities. FACTOR 2: Self-Control; be tolerant, keep cool, calm down, be stable, be positive toward other. FACTOR 3: Organization; cleanliness, be organized, keep supplies arranged, keep records and files in order. FACTOR 4: Enthusiasm; work toward new goals, pride in accomplishments, accept challenging assignments, complete the job, adjust to change. FACTOR 5: Conscientiousness; be diligent, mind your own business, be a self starter, stick by your word, be on time" (Petty, 1983).

Petty (1983) found that employers and supervisors differed from workers and students in their perceptions of affective work competencies (work attitudes, values and habits). These perceived differences indicate the need for vocational educators to include these skills in their curriculum. Stevenson & Bowers (1986) recommended that vocational education and other educators make a major effort to "create positive attitudes toward self and the job in all of their students" (p. 7). When asked how an employee

displayed 'positive work attitude(s)', employers replied with the following:

- Willingness to work
- Will do a little extra work on the job
- Do the job to the best of their ability
- Understand the job and the company goals
- On time - few absences
- Out going - Communicate with fellow workers and boss
- Want to learn
- Care about the job
- Interested, motivated, enthusiastic, cooperative
- Like job and like people
- Have a plan - follow through
- Help others with work
- Make the most of the day
- See good things in a situation
- Keep busy
- Willing to accept the way the company does things
- Willing to change
- Cooperate with staff
- Friendly with customers
- Do extra work - Go beyond the requirements of the job
- Do it the boss's way
- Take assignments pleasantly
- Pride in work
- Eye contact, body language, tone of voice reflect

attitude (Stevenson & Bowers, 1986, p. 7-8).

Vocational educators should teach these 'positive attitude' skills to every student through practice in as realistic a setting as possible while each vocational teacher serves as a role model by displaying a positive attitude toward the student and the job for which he/she is training.

CHAPTER III

FINDINGS

Demographic Study Variables

The demographic variable data that were collected on this population at CSTCC has been displayed on Table I. The sample was composed of 59.3 percent female and 40.7 percent male students. The sample also consisted of students nineteen years old or younger (17.7%), while 82.3 percent were 20 years of age and older. It was interesting to note that there were more students 36 years old and older (14.4%) than there were students ages 27 to 30 (13.8%).

Marital status revealed that 36.6 percent of the students were married, while 55.2 percent of the students were single and 8.1 percent were currently divorced. There was no information available for 0.1 percent of the respondents.

The enrollment status of the students showed that 57.7 percent were full-time; 38.1 percent were part-time, while 1.9 percent said that they were first year students and 1.4 percent said they were second year students. There was no information available for 0.9 percent of the respondents.

Educationally, 69.4 percent indicated that a high school diploma was their highest degree.

TABLE I
Demographic Study Variables
Frequency and Percent

Item	Group	Frequency (n=1387)	Percent
AGE			
19 & younger	1	246	17.7
20 to 22 years	2	373	26.9
23 to 26 years	3	216	15.6
27 to 30	4	191	13.8
31 to 35	5	162	11.7
36 to 40	6	84	6.1
40 to 55	7	109	7.9
over 55 years	8	6	0.4
SEX			
Male	1	565	40.7
Female	2	822	59.3
MARITAL STATUS			
	0	1	0.1
Married	1	508	36.6
Single	2	766	55.2
Divorced	3	112	8.1

TABLE I (continued)

Item	Group	Frequency (n=1387)	Percent
ENROLLMENT STATUS			
	0	12	0.9
Full-time	1	800	57.7
Part-time	2	529	38.1
First Year	3	27	1.9
Second Year	4	19	1.4
HIGHEST DEGREE			
	0	19	1.4
High School	1	963	69.4
Technical Prog. Cert.	2	102	7.4
Associate	3	179	12.9
Bachelors	4	73	5.3
Masters	5	9	0.6
Doctors	6	1	0.1
Professional	7	11	0.8
Other	8	30	2.2

TABLE I (continued)

Item	Group	Frequency (n=1387)	Percent
WORK EXPERIENCE			
	0	33	2.4
less than 1 year	1	241	17.4
1 to 2 years	2	258	18.6
3 to 5 years	3	330	23.8
6 to 10 years	4	253	18.2
11 to 20 years	5	208	15.0
over 20 years	6	64	4.6

There was no information for 1.4 percent of the respondents.

Work experience self-reported by this population showed that 36.0 percent of students had two years or less experience. The majority of students (61.6%) reported having had three years or more work experience. There was no information for 2.4 percent of the respondents.

Quantitative analysis suggests that the sample was a homogeneous mix with regard to the demographic characteristics. There were more female students than males and more than half of the respondents were 23 years of age and older and single.

The majority of the students in the population held a high school diploma as their highest degree. Work experience ranged the full scale from less than one year to more than 20 years of experience.

Independent and Dependent Variables

This study was designed to determine whether the work attitudes of technical community college students differ between male and female, students of traditional age versus older, non-traditional students, and students with less than or more than two years of work experience.

Three null hypotheses were developed from the research hypotheses and tested using the Work Attitudes Inventory (WAI). They were:

Ho1: There is no significant difference in the mean scores, as measured by the WAI, between male and female students.

Ho2: There is no significant difference in mean scores, as measured by the WAI, between the students who have had two years of work experience or less and those students who have had three years or more work experience.

Ho3: There is no significant difference in the mean scores, as measured by the WAI, between students from different age groups.

It was found, as shown on Table II, that there was a significant difference in the work attitudes between male and female students.

Since there was a significant difference at the .05 level between the two groups, the null hypothesis was rejected.

TABLE II

Multivariate Analysis of Variance for Mean Scores
of Male and Female Students

Hotelling Lawley Trace Test		df	F	Pr<F
Male and Female Students	0.04812	5,1342	12.9167	.0001*

* $p < .05$.

Table III shows that there was a significant difference between students who had worked two years or less and those who had worked three years or more. Due to the significant difference at the .05 level, the null hypothesis was rejected.

TABLE III

Multivariate Analysis of Variance for Mean Scores
for Different Levels of Work Experience

	Hotelling Lawley Trace Test	df	F	Pr<F
Work Experience	0.01862	5,1342	4.9982	.0002*

* $p < .05$

In testing the third hypothesis, a significant difference was found between two age groups of students. The age categories were divided into two groups: those students 19 years old and younger and those students 20 years old and older. (Table IV) Since H_{03} was statistically significant at the .05 level, the null hypothesis was rejected. Of these two groups, those 20 years old and older rated higher on all five of the work attitude factors.

TABLE IV
Multivariate Analysis of Variance for Mean Scores
for The Different Age Groups

	Hotelling Lawley Trace Test	df	F	Pr<F
Different Age Groups	0.0109	5,1342	2.9450	.0119*

* $p < .05$.

Further analysis reveals the factors in which differences occurred. Female students rated significantly higher in ambition, organization, enthusiasm, and conscientiousness. Female students were also higher in self-control, though not significantly (see Table V).

TABLE V
Mean Scores for The Five Factors of Work
Attitudes for Male and Female Students

Factor	Male Students	Female Students
Ambition	15.5475	16.0150*
Self-Control	32.0179	32.2785
Organization	16.2172	17.1944*
Enthusiasm	82.2746	83.9146*
Conscientiousness	53.9371	55.3989*

* Significant at the .05 level

The data also reveal that those students who had worked two years or less rated higher in self-control and organization, though not significantly. However, those who worked three years or more were significantly higher in ambition and enthusiasm. Even though this group rated higher in self-control, organization, and conscientiousness, the differences were not significant. Table VI shows these results.

TABLE VI
Mean Scores for the Five Factors
of Work Attitudes for
Work Experience

Factor	2 years or less	3 years or more
Ambition	15.3827	16.0795*
Self-Control	32.3667	32.0573
Organization	16.9358	16.7087
Enthusiasm	82.1282	83.8888*
Conscientiousness	54.5350	54.9508

* Significant at the .05 level.

In looking at the differences between those who were 19 years and younger and those who were 20 years and older, those who were 20 years and older scored higher on all five of the factors of work attitudes. Ambition and enthusiasm

were significantly higher for this age group. These can be seen on Table VII.

TABLE VII
Mean Scores for The Five Factors of Work
Attitudes for Two Different Age Groups

Factor	19 years & younger	20 years & older
Ambition	15.1608	15.9581*
Self-Control	32.0695	32.1921
Organization	16.6260	16.8265
Enthusiasm	81.4391	83.6085*
Conscientiousness	54.5608	54.8460

* Significant at the .05 level.

CHAPTER IV

SUMMARY

The purpose of this study was to determine if there were differences in work attitudes between male and female students, students with varying years of work experience, and students in differing age groups. The results of this study could provide some valuable information regarding student's work attitudes. Instructors and curriculum developers could use this information for course preparation for these students.

The three research hypotheses that were analyzed are as follows:

1. There is significant difference in the work attitudes between male and female students as measured by the WAI.
2. There is significant difference in the work attitudes of students who have had two years or less work experience and those students who have had three years or more work experience as measured by the WAI.
3. There is significant difference in the work attitudes of students from different age groups as measured by the WAI.

The population for this study consisted of students enrolled in classes at Chattanooga State Technical Community

College (CSTCC). Respondents indicated their rating of the 45 items on the WAI by using a five-point Likert-type scale with 1 being 'Never' and 5 being 'Always'. The instrument was administered to 1387 students at CSTCC. The data collected was placed into a data base. The data base provided the data for this secondary study of work attitudes. Of the 1387 instruments collected, 1354 (97%) were used in the data analysis.

Summary of Findings

With regard to the first hypothesis, results show a significant difference in work attitudes between the 557 male and 797 female respondents at CSTCC. Since the statistical procedure used for this study corrected for unequal n's (more females than males), it is assumed that differences were due to actual differences in attitudes toward work. Females rated significantly higher on four of the five factors of work attitudes: ambition, organization, enthusiasm, and conscientiousness. They also scored higher, though not significantly, on self-control. Because there was a significant difference between male and female students, the null hypothesis was rejected.

The second hypothesis also resulted in a significant difference for the years of work experience (two years or less and three years or more) that were compared. The two year or less category consisted of 499 students. There were

855 students who had three years or more work experience. Those with three years or more work experience rated overall higher in work attitudes than did those with two years or less.

Further analysis of the data revealed that the non-traditional students who had three years or more work experience rated significantly higher on the factors of ambition and enthusiasm. They were also higher for conscientiousness, though not significantly, and rated lower than traditional students with two years or less work experience in self-control and organization. Since there were significant differences between the two groups, the null hypothesis was rejected.

The third hypothesis tested for differences in work attitudes between two age groups. Those students age 19 and younger describe the traditional student while those students ages 20 and older describe the more non-traditional student. Students ages 20 years or older were significantly higher in their attitudes toward work. This group also rated higher on all five of the factors of work attitudes showing significant differences in ambition and enthusiasm.

The non-traditional students also rated higher in self-control, organization, and conscientiousness, however, these were not significant differences. Due to the overall significant difference between students 19 years old and younger and students 20 years old and older, the null

hypothesis was rejected.

Conclusions

From the findings, there are three conclusions which can be drawn:

1. Female students at CSTCC rated higher in work attitudes than male students.
2. Those students at CSTCC with three years or more work experience rated higher in work attitudes.
3. Students at CSTCC who are 20 years old and older rated higher in work attitudes.

The conclusions drawn from this study indicate that work attitudes of older students differ from work attitudes of younger students. These differences appear to be a reflection of experiences, gender, and age.

Discussion

Of the five factors of work attitudes, ambition and enthusiasm appear to be the most commonly held grouping of attitudes among the three groups that scored higher in all three of the hypotheses tested. A closer look at these two factors of ambition and enthusiasm may reveal some interesting issues for students and educators.

Ambition. A closer look at ambition as a factor of work attitudes reveals that females, those with three years or more work experience, and students who are 20 years old

and older perceive themselves as individuals who set personal job goals, set personal work goals, participate in activities to improve themselves, learn new skills to advance on the job, and participate in group activities. These attributes which were prevalent among the female population could suggest the reason that there were more female students enrolled in classes at CSTCC. For those students with more years of work experience, it may have become clear that these attitudes may be necessary for further job success. The same could be said of older students.

Enthusiasm. Items for the work attitude factor of enthusiasm include working hard to accomplish goals, adjusting to change, completing difficult tasks, putting forth extra effort, accepting challenging assignments, completing work without constant supervision, listening to instructions, organizing work activities, and responding to the greetings of co-workers. Some of these items reflect personal values and attitudes toward work and work relationships. Other items clearly reflect attitudes of enthusiastic behavior by showing real interest and excitement about one's work (Petty & Campbell, 1988).

Implications

The challenge facing technical community college instructors and professors is to become adult educators; to

effectively deal with the wave of non-traditional college students. Adults in the classroom bring different demands to education and different opportunities to the educator (Havighurst, 1964, p.18). Adults are returning to technical community colleges as workers seeking to gain technical training, obtain degrees, or to improve employability in general. Adults in the classroom bring a variety of past experiences and levels of maturity that traditional students are unable to bring.

As educators of these adults, professors and instructors will have to develop a different orientation to teaching. They will have to be attuned to the concerns of both the adults they serve as well as the institutions they serve. Educators will need to develop learning activities that will enable adults to articulate concerns and lessons learned.

Since adults approach learning from a problem-centered orientation, curriculum needs to reflect problem areas, such as "Business Letter Writing" or "Business Reports and WordPerfect". The design of the learning experience is important and the best starting point would be with the problems and concerns of the participants. This helps adults to focus on specific experiences and problems which enables adults to better deal with their concerns.

Experience plays a major role in the formation and the changing of attitudes. Educators can use the experiences of

their students to the best advantage by allowing adults to draw from their experiences within learning activities.

With reinforcement of positive work attitudes through the technical community college experience, individuals can succeed in the labor market and develop stronger work attitudes.

Knowledge of possible work attitude differences between older and younger technical community college students, as well as gender and work experience differences, will help instructors and administrators offer a more effective curriculum. This knowledge can also ease the transition of the non-traditional student to the classroom and improve college success.

Recommendations

Further research on work attitudes is needed. The attitudes exhibited by the American work force in the coming years could play a vital role in the productivity and competitiveness of America in a global economy.

Further research is also recommended with technical community college students and other post-secondary training programs. Closer examination of the population taking part in these programs will help vocational and post-secondary educators and curriculum developers meet the needs of these non-traditional individuals as they continue to return to college campuses and participate in training programs.

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APPENDICES

APPENDIX A

FORM A

(PLEASE TYPE ON THIS FORM)
(Instructions on reverse
side of this form)

FORM A
Certification of Exemption from Review
for Research Involving Human Subjects

CRF
Received
in ORC

- A. PROJECT DIRECTOR(s) and/or CO-DIRECTOR(s): (For student projects, list both the student and the advisor)
Glenda Sue Hall and Dr. Gregory C. Petty
- B. COMPLETE MAILING ADDRESS and PHONE NUMBER OF PI/PO and CO-PI/PO:
445 Claxton Addition, University of Tennessee, Knoxville, Tn. 37996-3400
- C. TITLE OF PROJECT:
Work Attitudes of Traditional and Non-Traditional Technical Community
- D. DEPARTMENT/College Students
Technological and Adult Education
- E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):
N/A
- F. GRANT SUBMISSION DEADLINE (if applicable):
N/A
- G. STARTING DATE: "Upon certification by Director of Research Compliances"
(NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED)
- H. ESTIMATED COMPLETION DATE:
(Include all aspects of research and final write-up)
May 1, 1991
- I. Objective(s) of Project: (see Section 8.4 of GUIDE)

To determine whether work attitudes of technical community college students differ between male and female students, students of traditional age versus students of non-traditional age, and students with various years of work experience.

II. Subjects: (see Section 8.5 of GUIDE)

Dr. Gregory C. Petty collected data from the student population of Chattanooga State Technical Community College in the spring of 1987. A total of 1456 instruments were completed and returned.

The thesis will be based strictly on the recorded data. There will be no contact of any kind with any of the respondents to the questionnaire.

III. Methods or Procedures: (see Section 8.6 of GUIDE)

The data for this thesis will be an analysis of the data that was collected in the spring of 1987. The data is in a database and has not been previously used for research purposes.

IV. CATEGORY(ies) FOR EXEMPT RESEARCH PER 45 CFR 46: _____ (see reverse side for categories)

CERTIFICATION: The research described herein is in compliance with 45 CFR 46 101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Investigator	<u>Glenda Sue Hall</u>	Signature	<u>[Signature]</u>	Date	<u>10/22/90</u>
Advisor	<u>Dr. Gregory C. Petty</u>	Signature	<u>[Signature]</u>	Date	<u>10/22/90</u>
Dept. Head	<u>Dr. Gerald Cheek</u>	Signature	<u>[Signature]</u>	Date	<u>10-23-90</u>
CERTIFICATION BY DIRECTOR, OFFICE OF RESEARCH COMPLIANCES	_____	Signature	_____	Date	_____

REVISED 6/86

APPENDIX B
LETTER OF PERMISSION

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of
Education

Department of
Technological and
Adult Education

MEMORANDUM

To: Whom it may Concern *Gregory C. Petty*
From: Gregory C. Petty Associate Professor
Date: October 18, 1990
Subject: Data use approval

This letter is my permission for Ms. Glenda Sue Hall to use research data I previously collected and recorded. The use of this data by Ms. Hall is for her thesis and for research purposes only.

APPENDIX C
WORK ATTITUDES INVENTORY

WORK ATTITUDES INVENTORY

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P. Brauchle, G. Petty

The purpose of this inventory is to obtain information about the behavior and characteristics of working individuals.

Your responses are strictly confidential (your name is not required on this inventory), please answer each item in the inventory as truthfully and completely as possible.

Directions: Circle the number that most nearly represents your work behavior. There are five choices that may be made for each statement:

1. Never 2. Seldom 3. Sometimes 4. Usually 5. Always

THERE ARE NO RIGHT OR WRONG ANSWERS. There is no time limit, but you should work as rapidly as possible. Please respond to every item in the inventory.

WHILE I'M AT WORK, I:

- | | Never | Always |
|---|-----------|--------|
| 1. Acquire new skills in order to advance on the job. | 1 2 3 4 5 | |
| 2. Control my temper. | 1 2 3 4 5 | |
| 3. Push my work on to other workers. | 1 2 3 4 5 | |
| 4. Am reminded by others to begin work. | 1 2 3 4 5 | |
| 5. Interrupt others. | 1 2 3 4 5 | |
| 6. Avoid work. | 1 2 3 4 5 | |
| 7. Set personal work/job goals. | 1 2 3 4 5 | |
| 8. Participate in group activities. | 1 2 3 4 5 | |
| 9. Complain. | 1 2 3 4 5 | |
| 10. Disturb others who try to work. | 1 2 3 4 5 | |
| 11. Maintain an even temperament. | 1 2 3 4 5 | |
| 12. Lose interest in my work. | 1 2 3 4 5 | |
| 13. Set goals for self-improvement. | 1 2 3 4 5 | |
| 14. Adjust to various work situations. | 1 2 3 4 5 | |
| 15. Get angry. | 1 2 3 4 5 | |
| 16. Keep my work area clean. | 1 2 3 4 5 | |
| 17. Say that I will do something and then do not do it. | 1 2 3 4 5 | |
| 18. Gaze out the window or at the clock. | 1 2 3 4 5 | |
| 19. Take steps to complete work without constant supervision. | 1 2 3 4 5 | |
| 20. Become angry at others. | 1 2 3 4 5 | |
| 21. Listen to instructions. | 1 2 3 4 5 | |
| 22. Practice safe work habits. | 1 2 3 4 5 | |
| 23. Talk out of turn at group meetings. | 1 2 3 4 5 | |

WHILE I'M AT WORK, I:

- | | Never | Always |
|---|-----------|--------|
| 24. Stay angry or upset all day. | 1 2 3 4 5 | |
| 25. Complete difficult tasks. | 1 2 3 4 5 | |
| 26. Return material and equipment to their proper places. | 1 2 3 4 5 | |
| 27. Am late for work or meetings. | 1 2 3 4 5 | |
| 28. Argue about my job assignments. | 1 2 3 4 5 | |
| 29. Accept challenging assignments. | 1 2 3 4 5 | |
| 30. Volunteer suggestions. | 1 2 3 4 5 | |
| 31. Adjust to change. | 1 2 3 4 5 | |
| 32. Respond to greetings from co-workers | 1 2 3 4 5 | |
| 33. Read directions. | 1 2 3 4 5 | |
| 34. Keep work area clean and organized. | 1 2 3 4 5 | |
| 35. Annoy other people. | 1 2 3 4 5 | |
| 36. "Blow my stack". | 1 2 3 4 5 | |
| 37. Keep my records and files in order. | 1 2 3 4 5 | |
| 38. Work hard to accomplish new goals. | 1 2 3 4 5 | |
| 39. Organize my work activities. | 1 2 3 4 5 | |
| 40. Put forth extra effort when I encounter difficulty. | 1 2 3 4 5 | |
| 41. Work hard only when someone is watching me. | 1 2 3 4 5 | |
| 42. Keep my supplies neatly arranged. | 1 2 3 4 5 | |
| 43. Speak favorably of future work assignments. | 1 2 3 4 5 | |
| 44. Complain about my job tasks. | 1 2 3 4 5 | |
| 45. Am eager to perform work. | 1 2 3 4 5 | |

Grade or Occupation _____ Date _____

School or Firm _____ Address _____

WORK ATTITUDES INVENTORY

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BACKGROUND INFORMATION

Directions: Please check the appropriate response. The information you supply is for research purposes only and will be kept completely confidential.

AGE: ☐ 19 or under ☐ 20-22 ☐ 23-26 ☐ 27-30 ☐ 31-35 ☐ 36-40 ☐ 40-55 ☐ over 55	SEX: Male ☐ Female ☐	MARITAL STATUS: Married ☐ Single ☐ Divorced ☐
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RACIAL/ETHNIC GROUP:

☐	Asian American, Oriental, or Pacific Islander
☐	American Indian or Alaskan Native
☐	Afro American/Black
☐	Caucasian
☐	Other

ENROLLMENT STATUS: ☐ Full Time ☐ Part Time ☐ First Year ☐ Second Year	HIGHEST DEGREE/CERTIFICATE OR DIPLOMA ☐ High School Diploma ☐ Technical Program Certificate ☐ Associate Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctor's Degree ☐ Professional Degree ☐ Other
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FULL TIME WORK EXPERIENCE IN YEARS

☐ Less than one year
☐ 1-2
☐ 3-5
☐ 6-10
☐ 11-20
☐ More than 20

MAJOR AREA OF STUDY: _____

OVER

VITA

In 1976, Glenda Sue Hall graduated from the University of Tennessee with a Bachelor of Science degree in Agriculture. She was employed as the first female agriculture teacher in East Tennessee and taught vocational agriculture for six years. After having taught chemistry and biology for one year Sue retired from teaching to raise a family. She has three sons.

In January of 1989, Sue enrolled in the Department of Technological and Adult Education to pursue a master's degree. As a graduate research assistant for the department, she was selected to accompany the department on a field study to Germany in May of 1990. In August of that year, Sue developed a session on "Adults As Learners" for the National Joint Apprenticeship Training Committee's trainers conference for the International Brotherhood of Electrical Workers.

Sue is currently working with Oak Ridge Associated Universities in the Training and Management Systems Division. She is involved with two Department of Defense projects: (1) needs assessment and training programs at Rocky Mountain Arsenal (RMA) for the cleanup and restoration of the reservation and (2) the development of a solid waste awareness video for the Naval Energy and Environmental Support Activity.