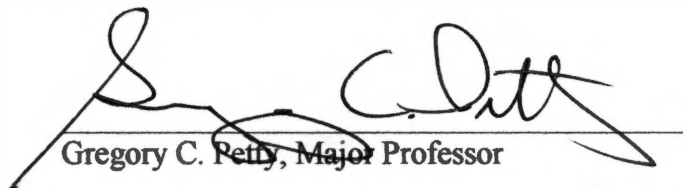


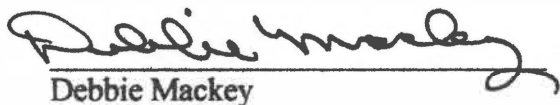
To the Graduate Council:

I am submitting herewith a thesis written by Heather Keller entitled "Work Ethic of Teachers: A Comparison of Teaching Levels, Genders, and Generation X and Baby Boomers." I have examined the final paper 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, with a major in Human Resource Development.

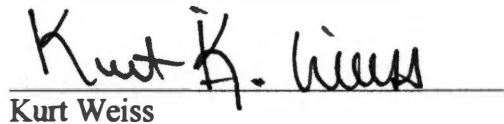


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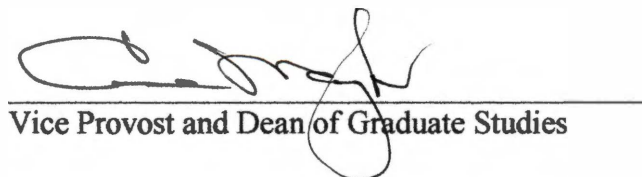


Debbie Mackey



Kurt Weiss

Accepted for the Council



Vice Provost and Dean of Graduate Studies

**Work Ethic of Teachers:
A Comparison of Teaching Levels,
Genders, and Generation X and
Baby Boomers**

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

Heather Keller

May 2002

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Abstract

The present study was conducted to investigate the work ethic of educators, at different teaching levels, the work ethic of men and women, the work ethic of educators in Generation X and Baby Boom generations. Due to the current need for teachers, understanding the work attitude or work ethic of teachers is important for reasons of recruitment, training, and retainment. This researcher designed this study to determine if any differences in work ethic existed among educators in different teaching levels, different genders, and different generations.

The subjects for this study were teachers from the Bradley County School System who were present on a in-service day on January 18, 2002. The Occupational Work Ethic Inventory, designed by Dr. Greg Petty, was used to determine the work ethic of each of the subjects. The OWEI is broken down into four factors. These four factors are: cooperative, dependable, ambitious, and considerate.

Testing statistics were run after all data were collected. Running a Tukey-Post Hoc test the data were analyzed and the means were compared. The results indicated some significant differences existed. The researcher found a significant difference between elementary teachers and middle school and high school teachers in the areas of dependable and cooperative. Also a slight significant difference resulted between men and women teachers in the areas of dependable and cooperative. No significant difference in the work ethic between Generation X and Baby Boom generations of teachers. Conclusions were discussed based on the findings.

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Chapter I

Introduction

Studies have provided evidence that work ethic is a top job skill that is looked for by employers (Work Ethic Top Job Skill, 1994). A strong work ethic is an expected attribute of successful workers in the twenty-first century workplace. Understanding what a good work ethic is or what constitutes a good work ethic may be different for each employee. Employers must consider the different work ethics or work attitudes of each employee for reasons of attracting new talent, training and development, and retaining employees.

Occupational perceptions of work ethic can be studied by examining the largest industry of the United States---public schools. Expenditures for all K-12 schooling top \$646 billion for the year 2000 (National Center for Education Statistic, 2000). The impact that education has on the United States economy can be measured by the 7 percent it makes up of the total gross domestic product. Educators as well as their support staff from all school levels--elementary, middle, and secondary--comprise a significant part of the American labor force. Public schools, as employers, need to recognize the large labor force of teachers is declining. The teacher shortage provides evidence that public school systems need to enhance their abilities to recruit, train, and retain their workforce.

The workforce of educators is comprised of different generations. The Baby Boom and Generation X are the two generations of the teaching labor force that are

different in terms of behaviors, attitudes, and values. The difference between these two generations is what shapes the way they think about work. As older generations are replaced by new generations, society as a whole changes to reflect the attitudes and values of the current generation (Mitchell 1998). According to McDermott (2001), multigenerational mixing in the workplace frequently leads to clashes around different values, ambitions, and attitudes towards work. Along with a recognition that work ethic is a key element in the workplace has come a concern that Generation X does not adequately embrace or appreciate a good work ethic. If the new generation of educators does not have a good work ethic or work attitude, which is expected from their employers, the outcome will not be harmonious (Hill 1996).

Another factor that has shaped the workforce of educators is the number of women who are in the field. “Women bring a different perspective to work than do men so any study of work attitudes should encompass potential gender differences” (Hill 1996, p. 14). Employers need to understand how men and women differ in regards to work ethic. By determining the different work ethics of women and comparing it to men, employers (public schools) can determine how to better manage their employees through training and developmental activities.

A challenge that many employers face is how to balance advancing current employees’ careers while simultaneously attracting and acquiring new employees (Noe 2000). It is essential that employers reconsider the concept of career management in order to motivate and keep employees. Career management is important from the employee’s point of view and from the employer’s point of view. From the employee’s perspective, lack of career management can result in feelings of frustration, lack of

commitment to the job, and low morale. From the employers perspective lack of career management can result in a shortage of employees to fill the positions, lower innovation from employees and a low work ethic (Noe 2000).

Statement of the Problem

The problem investigated in this study was the different work ethics among educators of the current workforce. Information about how future or past generations view work ethic is important to a variety of audiences but mostly to employers (Imel 1990). This importance stems from the need to understand how each generation within the workforce differs in their attitudes and values they place on work. Many researchers have studied age and generations and how different views of work ethic affects the workplace (Hazim 2001, Lankard 1995, Zemke, Raines, Filipczack 2000). Most work ethic studies have been related to employees of the business sector. Few studies have investigated work ethic as it pertains to educators within public schools.

Dramatic changes are approaching in the teacher labor market. The need for entry-level teachers in the United States has become very real and in some cases drastic. Baby Boomer teachers are starting to retire and the small number of Generation X teachers are left to fill the void (Duarte 2000). To address the need for new teachers, school systems must develop and adopt new ways to recruit, train, and retain future employees. Information on attitudes, values, and interpersonal skills, particularly the work ethic of different generations of educators, may be useful for employers, educators,

and researchers in determining ways to attract and keep teachers in the workforce (Dilworth and Imig 1995).

Purpose of the Study

The purpose of this study was to compare the work ethic between different teaching levels of educators by (a) Elementary School, (b) Middle School, (c) High school, between men and women educators, and between Baby Boomers and Generation X. This was determined by using the Occupational Work Ethic Inventory created by Dr. Gregory Petty.

Null Hypotheses

The researcher developed the hypotheses based upon the review of literature.

HO1: There is no significant difference in the work ethic, as measured by the OWEI, of educators categorized by teaching levels.

HO2: There is no significant difference in work ethic, as measured by the OWEI, between men and women educators.

HO3: There is no significant difference in the work ethic, as measured by the OWEI, between Baby Boomers and Generation X.

Research Limitations, Delimitations and Assumptions

Limitations

The study would be limited in that:

1. Teacher participants would only be used from the Bradley County School System in Cleveland, Tennessee.
2. The study would involve only teachers at one school system; thus, it would have limited generalizability to other school systems.
3. The study would only involve current educator participants that were at work on the particular day of the study.
4. Participants for the study had limited time to fill out their responses to the OWEL.
5. Participants for the study may not rate themselves accurately.

Delimitations

The study would be delimited by the following:

1. The study would be conducted at one school system.
2. The researcher is affiliated with the school system by teaching at one of the schools being studied.

Assumptions

The following assumptions would be made during the study:

1. All participants would fill out the OWEI properly.
2. All participants would be able to evaluate themselves accurately when reporting his or her work ethic.
3. The procedure form administering the OWEI would essentially be the same at all times.

Definitions

For purposes of this research project, the following terms are defined:

1. Baby Boomers: Individuals born between the years of 1946 to 1964 (Mitchell 1998).
2. Boomers: Another term used for Baby Boomers (Mitchell 1998).
3. Generation X: Individuals born between the years of 1965 to 1976 (Mitchell 1998)
4. Multigenerational mixing: Two or more generations working together (McDermott 2001)
5. Occupational Work Ethic Inventory (OWEI): An inventory, designed by Dr. Gregory Petty (1993), University of Tennessee, to measure an employee's work ethic.
6. Work ethic: The beliefs, values and principles that guide the way individuals interpret and act upon their job rights and responsibilities (Miller and Coady 1986).

Chapter II

Review of Literature

The following review of literature explores various research, studies, and findings related to generations, genders, attitudes towards work or work ethic, and the teacher workforce.

Generation X

Generation X refers to the population that followed the Baby Boom generation. Research found that sources differ as to the exact years, which this generation was born. Noe (2000) suggested 1961-1980; Brown (1997) proposed 1961-1981; and Mitchell (1998) suggested 1965-1976. Figure 1 as depicted by Mitchell (1998), author of *The American Generations, Who they are, How they live, What they think*, illustrates the time and the number of births for this cohort. Whatever the birth years, this generation shares common life experiences that have shaped their attitudes and have fostered a new way of thinking and learning. There are over 44 million Generation Xers. Business and media pay close attention to this “youth market” waiting for it to transform our culture and economy as past generations did before them (Mitchell 1998). Generation Xers are more global, technologically literate, and culturally diverse than any generation before them. This cohort came of age when continuous change was the norm, when incomes were falling, and career paths were no longer traditional (Lankard 1995).

Birth of Generation X, 1965 to 1976

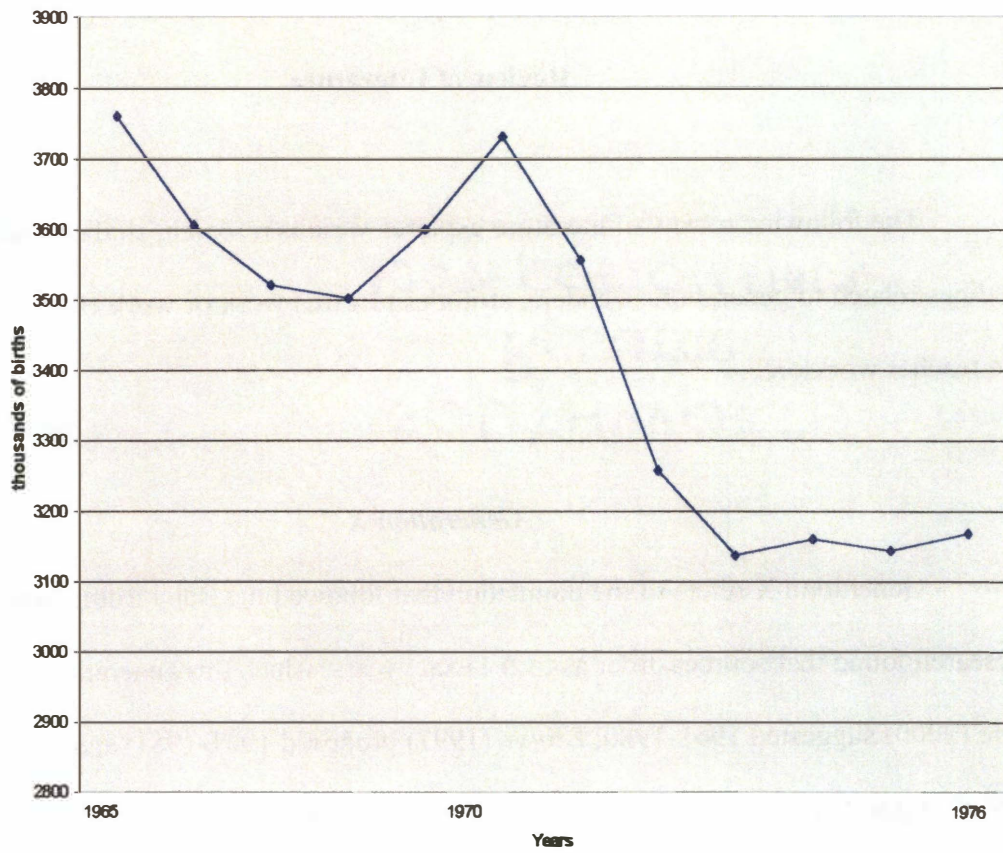


Figure 1. Birth of Generation X, 1965-1976. (Mitchell 1998, p. 14)

Many studies, articles, and reports have described Generation Xers as “slackers”, cynical, and lazy, with no dedication to a job (Sacks 1998 and Jennings 1999). However, some writers have characterized this group as ambitious, flexible, independent, and creative (McDermott 2001 and Lewis 1999). Generation Xers view the concept of careers differently than those before them. This generation is not interested in working their way up in a company. They use job-hopping as a way to build their skills to make themselves more marketable (Zemke 2000). Although the Baby Boom generation may view these behaviors as a low work ethic, it may be that Generation X just views the concept of work differently. The Generation X worker wants and understands the importance of a balanced lifestyle between work and life. They seek companies or organizations whose policies and benefits support work/life balance. Generation Xers may have been the first to place an emphasis on work/life issues; however, the right balance of work and life is important to all workers (Vincola and Farren 1999).

A study that used Douglas Coupland’s book *Generation X* was used to help analyze the attitudes, views, and behaviors of this generation (i.e., Generation X). Subjects for this study consisted of two separate generations: 187 persons born between 1946-1962 identified as Baby Boomers and 258 persons born between 1964-1980 identified as Generation X, a total of 445 subjects. A questionnaire with a seven-point Likert-type scale consisting of 109 items was used. A confirmatory measurement model was developed to verify and assess the factors. The responses of the subjects to the questionnaire could be placed in a four-factor measurement model. The four Generation X attitude measurements were (a) McJobs, (b) parents,

(c) shopping, and (d) yuppies. Findings revealed that Generation Xers have a more negative outlook with regard to jobs, parents and yuppies than did the Baby Boom generation (Manolis, Levin, Dahlstrom 1997).

The Generation X work force entered the labor market with no expectations. Witnessing their parents being laid off, they place little faith in job security. “ This generation does not lack a work ethic, rather this generation has a different kind of work ethic, and companies need to know how to capitalize on their skills in order to utilize them to the fullest” (Baldwin 1999, p.1).

Baby Boomers

The Baby Boom generation happened after World War II. Debates over the years that make up this generation are not as prevalent as that of Generation X. Boomers make up approximately 78 million people born between the years of 1946-1964 (Mitchell 1998). Figure 2 illustrates the annual number of births for this generation per year. This generation was defined as much by its own experiences as it was by the world’s experiences. Within the United States, this generation grew up in the greatest economic expansion that has yet to be experienced. Boomers lived in nuclear families with a stay-at-home mom. They grew up optimistic, with a “the world is here to serve my needs” attitude (Zemke 2000).

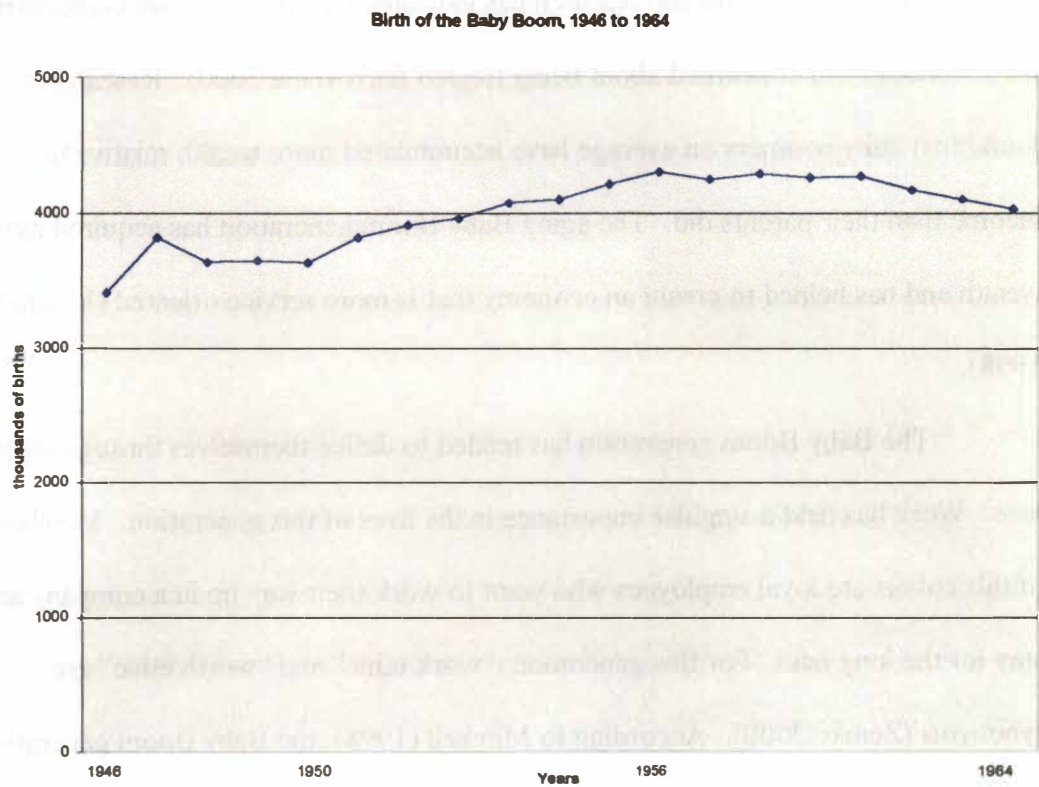


Figure 2. Birth of Baby Boomers, 1946-1964. (Mitchell 1998, p. 19)

Popular perception and research has indicated that Boomers are competitive, hard working, and concerned about being treated fairly (Noe 2000). Researchers found that baby boomers on average have accumulated more wealth relative to income than their parents did. The aging Baby Boom generation has acquired more wealth and has helped to create an economy that is more service oriented (Mitchell 1998).

The Baby Boom generation has tended to define themselves through their jobs. Work has held a singular importance in the lives of this generation. Members of this cohort are loyal employees who want to work their way up in a company and stay for the long haul. For this generation, “work ethic” and “worth ethic” are synonyms (Zemke 2000). According to Mitchell (1998), the Baby Boom generation dominates the work force by representing nearly half of the work force while Generation X is made up of nearly one-third. Figure 3 shows the distribution of the labor force by generation.

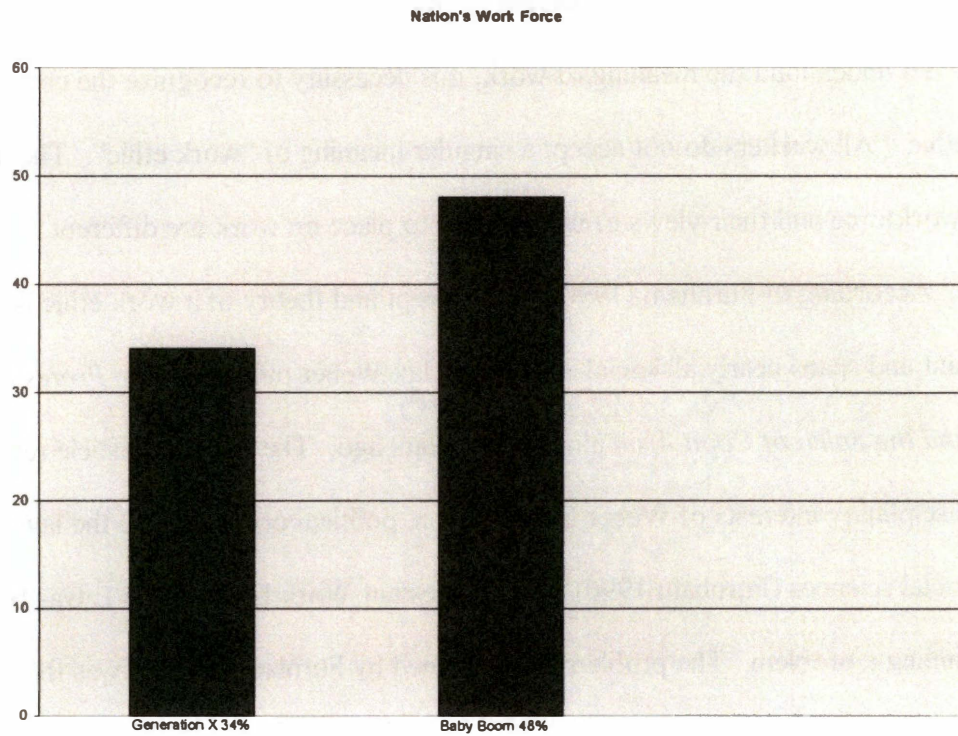


Figure 3. Percent distribution of the labor force by generation. (Mithchell 1998 p. 309)

The Origin of the Work Ethic

To understand the meaning of work, it is necessary to recognize the concept of a work ethic. All workers do not accept a singular meaning of “work ethic”. The diversity of the workforce and their views of what values to place on work are different.

According to Furnham (1990), the concept and theory of a work ethic is important and spans nearly all social sciences. Max Weber published *The Protestant Ethic and the Spirit of Capitalism* almost 100 years ago. The two-part article reflects the multi-disciplinary interests of Weber from religion, political economy and the law, to other social sciences (Furnham 1990). The Protestant Work Ethic or PWE was born out of explaining a problem. The problem, as explained by Furnham (1990), was the fact that people pursued material wealth or profit for its own sake, not out of necessity. Weber explained this problem by examining the Puritan asceticism. The Puritan concept was one of being called upon by God to fulfill one's duty in the world. According to Weber, Puritans felt obligated to do good work because they were chosen by God. Occupational rewards thus came to be seen as a sign of being the elect. “Puritans sought to achieve salvation through economic activity” (p.2).

Cherrington (1980) pointed out that the PWE typically has a broader meaning and referred to one or more of the following beliefs:

1. People have a normal and religious obligation to fill their lives with heavy physical toil. For some, this means that hard work, effort, and drudgery are to be valued for their own sake; physical pleasures and enjoyments are to be shunned; and an ascetic existence of methodical rigor is the only acceptable way of life.
2. Men and women are expected to spend long hours at work, with little or no time for personal recreation and leisure.

3. A worker should have a dependable attendance record, with low absenteeism and tardiness.
4. Workers should be highly productive and produce a large quantity of goods or services.
5. Workers should take pride in their work and do their jobs well.
6. Employees should have feelings of commitment and loyalty to their profession, their company, and their work group.
7. Workers should be achievement-oriented and constantly strive for promotions and advancement. High-status jobs with prestige and the respect of others are important indicators of a 'good' person.
8. People should acquire wealth through honest labor and retain it through thrift and wise investments. Frugality is desirable; extravagance and waste should be avoided (Cherrington 1980 p. 20).

Cherrington (1980) placed the meaning of work on a continuum of importance, as shown in Figure 4. Two factors are characterized on the continuum: meaning of work and time perspective. Seven points are identified and include: Workaholic, Work Ethic or Terminal Value, General Instrumental Value, Worth Ethic or Self Evaluation, Specific Instrumental Value, Leisure Ethic or Unfortunate Obligation, and Mind-Numbing Violence (p. 24). According to Furnham (1990), an interesting and important distinction is made within the PWE as viewed by Cherrington (1980). He offered work as a terminal virtue (like honesty or loyalty) and work as an instrumental virtue as it helps to achieve.

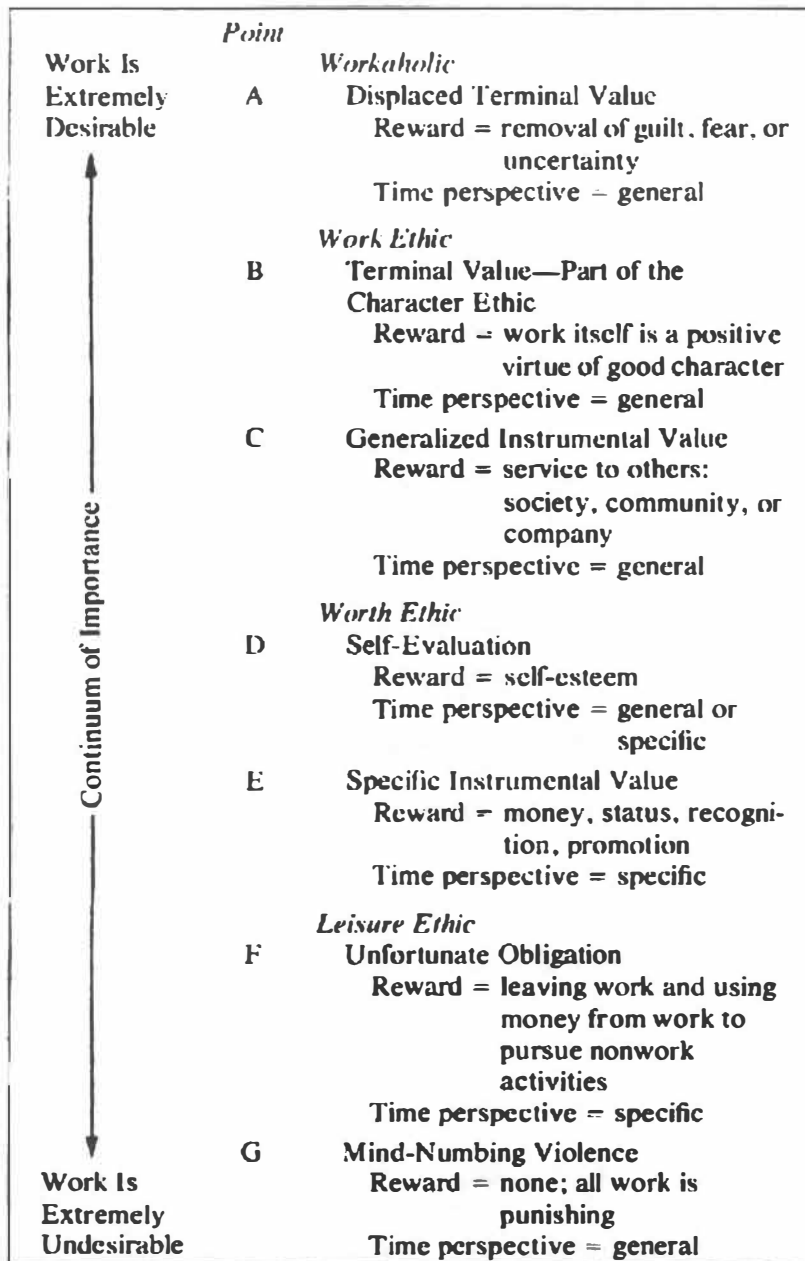


Figure 4: Continuum of Importance: The Meaning of Work (Cherrington 1980, p24).

Work Ethic and the Workforce

In reviewing the literature, the researcher came across many definitions of work ethic. The *World Book Dictionary* defined work ethic as “the attitude of a group or a society toward work, especially the attitude or belief that work is good for man and higher on society’s scale of values than play or leisure” (Barnhard 1994). Another definition of work ethic as defined by Webster (2000) is “a belief in work as a moral good.” The researcher selected the Miller and Coady (1986) definition,

the term “work ethic” is referred to as the beliefs, values, and principles that guide the way individuals interpret and act upon their job rights and responsibilities with the work context at any given time (p. 5).

Reports have provided evidence that a strong work ethic is what employers seek. The National Association of Colleges and Employers reported that one of the top 10 qualities that employers seek is a good work ethic (The National Association of Colleges and Employers 2001). Statistics from Hill (1996) have shown that large companies within the United States rank work ethic as the number one job skill they look for.

The workforce is more diverse now than it has ever been. Individuals that comprise the workforce are different in terms of backgrounds, age, gender, race, values, and career expectations. Employers must be ready to face the challenge of a diverse workforce by understanding the different work attitudes of each employee. Maywood (1982) provided evidence that employers have traditionally agreed on the behaviors and attitudes they expect from employees. To facilitate job success, employers and employees must be supportive and attempt to understand the unique

attitudes, behaviors and habits common to people of various generations (Lankard 1990).

Generational diversity is evident not only in age and appearance, but also by a generation's work ethic and characteristic traits. The diversity of the workforce provides a dynamic opportunity and challenge to its employer. Employers must understand the uniqueness of generations of employees. These different generations will likely have different career goals, needs, and interests. Figure 5 highlights some of the personal characteristic traits of Generation X and Baby Boomers (Noe 2000).

Suggested Characteristics of Different Generations of Employees

GENERATION	AGE	TRAITS
Generation X	Mid 20 to early 40s	Diverse Independent Entrepreneurial Team players
Baby Boomers	Mid 40s to late 50s	Idealistic Competitive Question authority “Me” generation

Figure 5: Personal characteristics of Generation X and Baby Boomers. (Noe 2000, p.371)

A misunderstanding of what work ethic is to different generations is causing a problem between older workers and younger workers. Research has indicated that Generation X perceives work as a way to improve on certain skills and move on, while the Baby Boom generation views work as a long commitment (Zemke 2000). Work ethic depends on the perspective of each generation. It will be unlikely that employees from different generations will hold the same work values.

Multiple generations have different expectations of the work place (Hazim 2001). While the Boomers grow increasingly more influential in the workforce, they will attempt to achieve a more balanced work life. Work is slowly losing priority with the Boomer. A more relaxed atmosphere at work in combination with a renewed interest in family will bring about a change in the workplace. According to research this change will have a positive effect on the workplace. "Generation Xers may find this change refreshing, and for once, the two generations will find they actually have something in common" (Zemke 2000 p.288).

Recognizing that a good work ethic is needed in the workplace, employers are concerned that schools should be preparing students to understand attitudes and behaviors that foster a good work ethic. New workers entering the labor market must learn and appreciate the significance of work ethic and work attitudes that are expected from future employers.

Changes in work ethic or the attitude toward work was re-introduced by Maywood (Maywood et al., 1982) as the Protestant Work Ethic. Maywood (1982) pointed out that Protestant Work Ethic is an old more traditional approach to what appropriate work attitudes and behaviors are. The Protestant Work Ethic has also aided in teaching students about appropriate attitudes towards work (Naylor et al., 1988).

A study by Hill (1996) reported that integration of workplace experiences into high school vocational education programs could enhance student learning of what appropriate and effective work attitudes and work ethic are. For this study a sample of 183 high school vocational education students at a county vocational high

school were compared with a sample of 1160 workers from 158 different worksites within the same county. The Occupational Work Ethic Inventory survey was used to measure and compare the two sample groups. The Hotelling-Lawley Trace statistical procedure was used to assess work ethic and work attitudes broken down into three categories. The categories chosen included interpersonal skills, initiative, and being dependable.

Freitage (2000) reported that businesses are looking for employees to have “soft skills”, skills that include good attitude, work ethic, team building, and group dynamic skills. He suggested that businesses and education programs work cooperatively to prepare students to learn personal skills as well as academic skills. According to Freitag (2000), businesses want high schools and colleges to prepare the future labor market by integrating and teaching “soft skills” into the curriculum. This study provided notable trends while keeping the future job market in perspective. These trends include:

1. Business is rethinking their needs as far as new employee requirements for hire.
2. Customizing is the new catchword to satisfying the New World market.
3. Business is shifting priorities from strict academic criteria to a blend of academics and more important “soft skills” (interpersonal skills).
4. Business has the capacity to train and sharpen the needed academic skills.
5. These skills in demand now are: attitude, work ethic, teams building, problem solving, and group dynamic skills.
6. This “integrity” is the latest overall package that business is looking for in potential candidates (p. 171).

It is important for employers to understand how employees perceive work ethic because recruiting, training, and retaining these employees will require a change in policy.

The Changing Teacher Labor Market

Research from the Department of Educator's Schools and Staffing Survey addresses and identifies reasons of the flow of teachers into, out of, and back into teaching. More importantly, this research can provide a basis for describing the changes that will be approaching or that has already happened in the teacher labor market. Data from Grissmer and Kirby (1997) stated

The labor market demand for entry-level teachers has undergone dramatic shifts over the last 30 years. During the period of the 1960s and early 1970s, the baby boom generation increased school enrollments by 25 percent, and demand for entry-level teachers increased dramatically. As the baby boom generation passed out of schools and enrollments declined in the late 1970s and early 1980s, the demand for entry-level teachers plummeted and fell to about 500,000 by the early 1980s. However, increasing enrollments in the early 1990s have pushed the demand for teachers to about 750,000 (p.46).

This data provides evidence that the teacher labor market is one that is continually changing with each new generation. Information about the future labor market needs of teachers combined with the changing composition of the workforce is going to have an impact on public schools.

Research suggested that teaching jobs in the future would far out number the workforce that will try to accommodate it (Dervarics 1999, Duarte 2000). According to Dervarics (1999), the shortage of teachers due to the large number of Baby Boomers retiring and the small number of Generation X to replace them is not the

issue; the problem also hinges on the schools' ability to train, mentor, and retain teachers. Major changes in the workforce of the future include a shrinking pool of younger people available to enter the workforce due to declining population growth as more women, minorities, and immigrants enter the workforce (Johnston and Packer 1987).

Shifting from one generation to the next will also affect the teacher labor market by forcing economical changes in the education budgets. Reduction in salary and fringe benefits will take place as the massive amount of Baby Boom generation of teachers is replaced by the small size of Generation X teachers. This reduction is based on the statistic that teacher salaries and fringe benefits are usually 50-60 percent of education budget (Grissmer, Kirby 1997).

Another reason for changes in the teacher labor market is the retaining of new teachers. According to NEA Today, The Magazine for the National Education Association (Jehlen 2001), 30 percent of new teachers leave the profession in the first five years; in larger cities 50 percent leave within the first five years. Reasons for leaving include low pay, lack of benefits, and having no adequate support training and a mentor.

Current research has reflected that over the next ten years, 2.2 million teachers will be needed in public schools (Duarte2000). Research has also shown that Baby Boom teachers are starting to retire, and by 2006 American schools will enroll more than 54 million students (Jones 2001). This will create an enormous impact on American school systems. This impact will affect Generation X by requiring this generation to fill the void. According to Jones (2001) demand for new

teachers in the South and West is rapidly growing, where student enrollments are expected to grow by 10 percent over the next seven years. The National Center for Educational Statistics provided information that over the next 10 years more than 700,000 new teachers must be hired for inner city and high need schools. School districts across the country will need to hire 200,000 new teachers each year. As a result, school districts and states across the country are trying to identify ways to recruit, hire, train, and retain teachers.

Training and Development for Teachers

The workplace is constantly in a state of transition, with independence and self-sufficiency being promoted as the stabilizing factor in the quest for employment security. One of the biggest challenges today's employers face is creating an organization that attracts and retains employees (Pink 1997). Research has shown that in greatest demand are qualified workers who will share responsibility for achieving the company's goals and objectives. In this environment, the focus is on challenges, rewards, and satisfaction (Brown 1997).

Job satisfaction is not high among teachers. The Department of Education has examined teacher dissatisfaction. Statistics show that 30 percent of elementary school teachers and 40 percent of secondary school teachers have a low level of satisfaction with their jobs (Dervarics 1999). However a recent survey conducted by the Open Society Institute reported that 96 percent of new teachers loved their jobs. These teachers, the survey revealed, most appreciated that teaching enabled them to "make a difference" (Jones 2001).

American public schools are facing the same challenges as other employers in the areas of recruiting, training, and retaining teachers as employees. According to Noe (2000), ways for employers to recruit and maintain talented employees is by providing training and development opportunities. Noe (2000) also recommended that for employers to successfully manage a diverse work force, training should be incorporated with the following skills:

1. Communicating effectively with employees from a wide variety of backgrounds.
2. Coaching and developing employees of different ages, educational backgrounds, ethnicities, physical abilities, and races.
3. Providing performance feedback that is free of values and stereotypes based on gender, ethnicity, or physical handicap.
4. Creating a work environment that allows employees of all backgrounds to be creative and innovative (p. 18).

For the retention of employees career development programs must be developed and updated frequently. Career development as defined by Noe (2000) is “the process by which employees progress through a series of stages, each characterized by a different set of developmental tasks, activities, and relationships” (p. 373). Understanding the process and the stages that the worker goes through in career development programs will benefit both employer and employee. According to Brown (1998), career development programs must focus on career awareness, exploration, and skill development.

There are many career development program models. However the researcher has chosen to use Noe’s model of career development as illustrated in figure 6. Four stages are identified: exploration, establishment, maintenance, and disengagement. Each career

stage is characterized by developmental tasks, activities, relationships, age, and years on the job. Employees are influenced at each stage in their attitudes, needs, and job behaviors (Noe2000).

Research has indicated that rather than seeing teachers in career stages; a more holistic view of the development of a teacher from novice to advanced practitioner is needed (Dilworth 1995). Professional development for teachers must be organized to shift teachers away from dependency on external sources and more toward a professional career growth and self-reliance. According to Smylie and Conyers (1991) this concept of professional career growth has emerged as a crucial initial part of teacher education as prospective teachers become increasingly diverse in background, age and experiences.

	Career Stage			
	<i>Exploration</i>	<i>Establishment</i>	<i>Maintenance</i>	<i>Disengagement</i>
Developmental tasks	Identify interests, skills, fit between self and work	Advancement, growth, security, develop life-style	Hold on to accomplishments, update skills	Retirement planning, change balance between work and nonwork
Activities	Helping Learning Following directions	Making independent contributions	Training Sponsoring Policy making	Phasing out of work
Relationships to other employees	Apprentice	Colleague	Mentor	Sponsor
Typical age	Less than 30	30–45	45–60	61+
Years on job	Less than 2 years	2–10 years	More than 10 years	More than 10 years

Figure 6: A model of Career Development Stages (Noe 2000, p. 374).

Gender Differences

The American workforce is not only diverse in different generations, but it is also diverse in gender. One change in the composition of the workforce is the growing percentage of female employees. Women and minorities now account for more than 90 percent of all labor force growth (United States Department of Labor, 1998). Historical trends in gender differences have impacted the views of many. Gender studies have provided important changes both educationally and occupationally for women. Over the last 40 years women have helped shape the workforce by working full-time jobs outside of the home.

Gender has long been implicated as an important factor to many studies. Studies have found that young women place greater importance than young men on intrinsic, altruistic, and social rewards of work (Furnham and Muhiudeen 1984; Hall 1990; Hill and Rojewski et al. 1999). A study by Lyson (1984) found that men and women differ dramatically on what they find important in job characteristics. Men wanted a job that enhanced social status, while women sought out jobs which allowed them to help people.

Another study by Hill and Petty (1994) also studied gender differences as it pertains to work ethic. In this study women were found to report a higher work ethic endorsement than men. Reasons why women have a higher work ethic more so than men is explained in Hill and Rojewski (1999) study. A reasonable explanation for women scoring higher than men on work ethic assessment is that women believe in the ability to succeed by working hard; they expect that hard work will bring good results, and they are committed to personal goals.

Chapter III

Methodology

This chapter includes the methods and procedures that were used in this study. The following sections of Methodology include: Research Design, Population, Instrumentation, Independent and Dependent Variables, Procedure, Data Collection, and Data Analysis.

Research Design

The quantitative descriptive research approach was used for this study. This study was conducted to compare the work ethic of teachers in different teaching levels, and to compare the work ethic of genders, and to compare the work ethic of Baby Boomers to Generation X in the teaching profession. A letter was mailed to the Director of Schools for Bradley County explaining the purpose of the study, and to request the use of teachers as subjects (Appendix A). A follow up phone call, and a meeting was made with the Director of Schools within the next two weeks. The meeting consisted of explaining the instrument and to discuss an appropriate time to schedule the study. A letter of approval was sent to the researcher (Appendix B). Teachers who were employed by the Bradley County School System, located in Cleveland, Tennessee, who were at work on January 18, 2001, were used for this study. Data were collected using the survey research method. The survey that was used was the Occupational Work Ethic Inventory (OWEI).

Population

The subjects for this study included all Bradley County teachers that attended an in-service meeting on January 18, 2002. This was a required in-service meeting for all county teachers. The administration of Bradley County Schools provided data, which indicated that 449 teachers were actually present on this particular day of the in-service meeting. From this population 394 responses were collected. All 394 instruments were usable for the study and final response rate of 87.8% was established.

The school system was selected because the researcher could administer the OWEI to all teachers in one setting. The teachers of the Bradley County School System offered a relevant population source of up-to-date, measurable data of public school teachers.

Instrumentation

The researcher chose to use the Occupational Work Ethic Inventory (OWEI) as the instrument for this study (Appendix C). The OWEI, developed by Dr. Gregory Petty (1990), was designed to measure the occupational work ethic for its respondents. The OWEI instrument consists of three segments. The first segment is the introduction, it provides instruction for the participant on how to fill out the OWEI, and provides confidentiality assurance. The second segment represents a rating scale of 50 one-word descriptions of words that represent a work attitude or ethic. A seven-item Likert type scale (1=Never; 2=Almost Never; items 3=Seldom; 4=Sometimes; 5=Usually; 6=Almost Always; 7=Always) for rating each of the 50

descriptors was used to indicate how one could describe oneself. The third segment is used to collect demographic information from the participants.

The OWEI instrument has been used to measure work ethic characteristics of workers and how it relates to a person's work. The 50 one-word descriptors, in the second segment of the OWEI, have been categorized in clusters, which represent work ethic characteristics of workers. In 1990 Petty directed a panel of experts to establish and categorize the one-word descriptors into groups of clusters. The resulting clusters were labeled Dependable, Ambitious, Considerate, and Cooperative.

A study by Hill and Petty (1994) used the OWEI to determine occupational work ethic differences between men and women. The results were based on a random sample representing more than 200 industries. A response rate of 62% was identified. There were 1,284 responses from females, and 936 from males. The results were that women tended to be more heavily concentrated in occupations classified as technical, clerical, or sales, and men were more evenly distributed across occupations. A multivariate analysis of variance was used to test gender, using the Hotelling-Lawley Trace, a .05 level was significant. So an analysis of variance was used to detect if there were significant differences in responses for each OWEI subscales (i.e. cooperative, ambitious, dependable, and considerate). Petty and Hill (1994) concluded that women exhibited a stronger work ethic than men.

The OWEI has also been used in many previous studies by Hill (1992), Petty and Hill (1994), and Hatcher (1994, 1995). One of the first studies to utilize the OWEI instrument was by Hill (1993). The study focused on the differences in work

ethic of workers categorized by Standard Occupational Classification (SOC), level of education, age, gender, and years of full-time work experience, or empowerment.

While running a multivariate analysis of variance procedure, it was found that significant differences in work ethic for all the groupings existed. The 1993 study by Hill proved that the OWEI was found to be highly reliable, based on a computed coefficient alpha of .95. For the four subscales the correlation coefficients were also calculated. These values were Cooperative=.72, Ambitious=.75, Dependable=.86, and Considerate=.87. These calculations also provide evidence of high reliability for this instrument.

Independent Variables

Independent variables for this study were Generation X and Baby Boomers and participation in the in-service meeting on the particular day. Demographic information obtained through the OWEI was also considered as independent variables. These included: (a) current teaching level, (b) work experience outside of teaching, (c) years of teaching experience, (d) gender, (e) education level, and (f) age.

Current level of teaching had three categories: (a) Elementary, (b) Middle School, (c) High School. Extent of work experience outside of public education had four categories: (a) None, (b) 0-2 years, (c) 2-6 years, (c) more than 6 years. Years of teaching as a full time teacher had four categories: (a) less than two years, (b) 2-8 years, (c) 8-20 years, (d) more than 20 years. Gender had two categories: (a) female and (b) male. Level of highest education achieved had five categories: (a) high

school degree or GED, (b) some college, (c) 2 years of college or Associate's degree, (d) Bachelor's Degree, (e) Master's Degree or beyond.

Dependent Variables

The Occupational Work Ethic Inventory categories of work ethic consisting of (a) cooperative, (b) considerate, (c) dependable, and (d) ambitious were the dependent variables.

Procedure

Data collection began after obtaining permission from the Director of the Bradley County Schools. A meeting was arranged to inform all principals of the day and time that the distribution of the OWEI surveys would take place. The Director of Schools suggested to all principals that an upcoming in-service meeting would be an appropriate time to distribute the surveys. This was agreed upon and the researcher was informed of the approval and of the time and day (Appendix B). The researcher handed out the surveys to participants upon their entering the in-service meeting for that particular day. To insure a good return of the surveys, the researcher enticed the participants by raffling off \$50 at the end of the in-service meeting. The participants handed in a completed survey and were then handed a raffle ticket. Announcing the winner for the raffle was done at the end of the in-service meeting.

Data Collection

All data were collected on the day of in-service. Returned surveys were then numbered and examined for completeness. Numerical coding helped to identify the surveys. Data of each survey were coded and entered; descriptive statistic was used to summarize the data.

Data Analysis

Appropriate statistical information was used to calculate the data. Excel spreadsheet was used to input the scores of each survey. Input of the scores was derived from the circled answers from each of the OWEI surveys. The null hypotheses were tested for each independent variable to determine if a difference could be shown. The data were further analyzed using SPSS statistics that calculated ANOVA's to compare the independent variables.

Chapter IV

Analysis of Data and Results

The purpose of this research was to determine if there were any differences in the work ethic of public school educators in different teaching levels, between men and women, and between Baby Boomers and Generation X.

This chapter includes the return response rate, the subscales of the Occupational Work Ethic Inventory (OWEI), the characteristics of the sample, the results of each hypothesis, and a discussion of the data analysis.

Return Response Rate

A total of 449 Occupational Work Ethic Inventories (OWEI) were distributed to Bradley County Employees that were present on the particular day of in-service January 18, 2002. Of the 449 surveys distributed, 394 were collected and filled out properly. This was approximately 87.8% return rate for the study.

Subscales of the OWEI

A study by Hill and Petty (1995) identified a four-factor subscale solution for the OWEI. The factor label chosen by Hill and Petty included interpersonal skills, initiative, and being dependable. The fourth factor reversed the items to prevent a patterned response. Another four-factor subscale also identified for the OWEI by Petty (1995) consisted of cooperative, dependable, considerate, and ambitious. For this study, the Petty (1995) four-factor subscales were chosen. The four-factor subscales of cooperative,

dependable, considerate, and ambitious represent the dimensions of the work ethic.

Table 1 illustrates the overall means for the four-factor subscales for this study. The Cronbach's alpha was run to measure internal reliability of the instrument; the result was an alpha of .896. This indicates the reliability of the study for anything above a .8 is considered reliable.

Table 1. The subscales and their means for the OWEI.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative	394	3.56	7.00	5.8710	.54583
Dependable	394	3.53	6.93	5.7794	.46574
Considerate	394	2.40	6.40	5.3589	.65962
Ambitious	394	3.43	7.00	5.6106	.60319
Valid N (listwise)	394				

Characteristics of the Sample

The OWEI survey asked six questions that referred to background information that consisted of: (1) Level currently teaching at, (2) Extent of work experience outside of public education, (3) Years employed as a full time teacher, (4) Sex, (5) Level of education, and (6) Age.

Frequency statistics were calculated for the 394 responses. The gender make-up of the sample was predominately 321 females at 81% and 73 males at 18%. Table 2 represents the current level of teaching with Elementary School representing

54% of the respondents, Middle School representing 16%, and High School representing 29% of the respondents.

Table 2. The break down of teaching levels.

		School			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	213	54.1	54.1	54.1
	Middle School	64	16.2	16.2	70.3
	High School	117	29.7	29.7	100.0
	Total	394	100.0	100.0	

One hundred and twenty-three subjects representing 31% had worked outside of public education more than six years. While 118 representing 29% had 2-6 years work experience outside of public education, 84 respondents totaling 21% had 0-2 years, and 68 subjects representing 17% had no experience. One respondent in the study did not indicate previous work experience

Table 3 indicates the extent of the work experience as a full time teacher. The largest group representing 35% had more than 20 years experience as a full time teacher, 23% had 8-20 years experience, and 25% represented the 2-8 years of experience, while less than 2 years reported 17%.

Table 3. Length of employment for the subjects.

Length of Employment				
		Frequency	Percent	Cumulative Percent
Valid	Less than 2 years	67	17.0	17.0
	2-8 years	99	25.1	42.1
	8-20 years	92	23.4	65.5
	More than 20 years	136	34.5	100.0
	Total	394	100.0	100.0

Of all the subjects, 166 (42%) of them had a Master's degree or beyond, 173 (43%) of them had a Bachelor's degree, 13 (3%) had an Associate's degree or two years of college, while 27 (6%) of them had a High School diploma or GED, and 15 (3%) had less than a High School diploma.

The age question was broken down into five categories. The categories were 19 or under, 20-26, 27-35, 36-55, and over 55. Categories of ages ranging from 19 or under to 20-26 and 27-35 make up the Generation X category. Respondents that selected the ages ranging from 36-55 and over 55 make up the Baby Boomers. Table 4 indicates that 53 (13%) were between the ages of 20-26, 87 (22%) were between the ages of 27-35, and respondents between the ages of 36-55 represented the largest group being 205 (52%), while over 55 represented 49 (12%).

Table 4. Age of the subjects.

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-26	53	13.5	13.5	13.5
	27-35	87	22.1	22.1	35.5
	36-55	205	52.0	52.0	87.6
	Over 55	49	12.4	12.4	100.0
	Total	394	100.0	100.0	

Results of each Hypothesis

Hypothesis One

HO1: There is no significant difference in the work ethic, as measured by the OWEI, of educators categorized by teaching levels.

Table 5 shows the subscales broken down by teaching levels and the means. Multivariate analysis of variance (MANOVA) was used to test for differences between teaching levels. The results of the MANOVA were: F-value (8,776)=2.954, and a $p=.003$. The MANOVA indicated at least one of the scale scores differed by teaching levels.

Table 5. The subscales broken down by teaching levels.

Descriptive Statistics						
	School	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative	Elementary School	213	4.39	7.00	5.9481	.50782
	Middle School	64	3.56	7.00	5.7786	.63208
	High School	117	4.50	6.78	5.7811	.54527
Dependable	Elementary School	213	4.40	6.93	5.8723	.42135
	Middle School	64	3.53	6.60	5.6208	.53714
	High School	117	3.87	6.87	5.6969	.46597
Considerate	Elementary School	213	3.30	6.40	5.3934	.66747
	Middle School	64	2.40	6.40	5.2563	.72482
	High School	117	3.30	6.30	5.3521	.60538
Ambitious	Elementary School	213	4.29	7.00	5.6405	.58039
	Middle School	64	3.43	7.00	5.5603	.68503
	High School	117	4.14	7.00	5.5836	.59867
Valid N (listwise)	Elementary School	213				
	Middle School	64				
	High School	117				

To determine which of the scale scores differed an analysis of variance (ANOVA) was used. Table 6 depicts a significant difference between teaching levels in the subscale area of cooperative ($p=.009$) and dependable ($p<.000$). To determine how they differed a multiple comparisons were run.

Table 7 shows the multiple comparisons of each teaching level and the subscales of cooperative and dependable. Elementary School was more cooperative than High School with $p=.021$. A possible difference existed with Elementary School being higher than Middle School in the area of cooperative with $p=.073$ for Middle School. No significant difference between Middle School and High School in the area subscale of cooperative with $p=1.000$.

Table 6. The ANOVA Table for teaching levels of each subscales.

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Cooperative	2.757 ^a	2	1.378	4.714	.009
	Dependable	4.244 ^b	2	2.122	10.244	.000
	Considerate	.934 ^c	2	.467	1.073	.343
	Ambitious	.438 ^d	2	.219	.600	.549
Intercept	Cooperative	10618.551	1	10618.551	36314.902	.000
	Dependable	10236.522	1	10236.522	49412.739	.000
	Considerate	8870.317	1	8870.317	20394.499	.000
	Ambitious	9759.176	1	9759.176	26768.429	.000
SCHOOL	Cooperative	2.757	2	1.378	4.714	.009
	Dependable	4.244	2	2.122	10.244	.000
	Considerate	.934	2	.467	1.073	.343
	Ambitious	.438	2	.219	.600	.549
Error	Cooperative	114.329	391	.292		
	Dependable	81.001	391	.207		
	Considerate	170.060	391	.435		
	Ambitious	142.550	391	.365		
Total	Cooperative	13697.606	394			
	Dependable	13245.227	394			
	Considerate	11485.740	394			
	Ambitious	12545.592	394			
Corrected Total	Cooperative	117.086	393			
	Dependable	85.245	393			
	Considerate	170.994	393			
	Ambitious	142.988	393			

a. R Squared = .024 (Adjusted R Squared = .019)

b. R Squared = .050 (Adjusted R Squared = .045)

c. R Squared = .005 (Adjusted R Squared = .000)

d. R Squared = .003 (Adjusted R Squared = -.002)

Table 7. The multiple comparisons of teaching levels for cooperation and dependable.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Cooperative	Elementary School	Middle School	.1694	.07708	.073	-.0119	.3508
		High School	.1670*	.06222	.021	.0206	.3134
	Middle School	Elementary School	-.1694	.07708	.073	-.3508	.0119
		High School	-.0025	.08407	1.000	-.2002	.1953
	High School	Elementary School	-.1670*	.06222	.021	-.3134	-.0206
		Middle School	.0025	.08407	1.000	-.1953	.2002
Dependable	Elementary School	Middle School	.2515*	.06488	.000	.0988	.4041
		High School	.1754*	.05238	.003	.0522	.2987
	Middle School	Elementary School	-.2515*	.06488	.000	-.4041	-.0988
		High School	-.0760	.07076	.531	-.2425	.0905
	High School	Elementary School	-.1754*	.05238	.003	-.2987	-.0522
		Middle School	.0760	.07076	.531	-.0905	.2425

Based on observed means.

*. The mean difference is significant at the .05 level.

In the subscale area of dependable the following results were concluded. Elementary School is significantly higher than Middle School with $p < .001$. Elementary School is higher than High School with $p = .003$. There was no significant difference between Middle School and High School in the area of dependable with $p = .0531$. The null hypothesis was rejected based on the results.

Hypothesis Two

HO2: There is no significant difference in work ethic, as measured by the OWEI, between men and women educators.

Three hundred and twenty one respondents were female and seventy- three was male. Table 8 shows the subscales and their means broken down by gender. Multivariate analysis of variance (MANOVA) was used to test for differences between genders. Results of the MANOVA were: F-value (4,389)=2.192, and a $p = .069$. These results are not significant at .05; however, they may indicate marginal differences exist. Due to the uneven sample size we ran an ANOVA and looked for possible trends or patterns.

The ANOVA procedure was used to determine any marginal differences that existed for the gender category. Looking at the ANOVA, Table 9, perhaps differences with cooperative and dependable exist. Cooperative has a $p = .093$ and dependable has a $p = .022$. This indicates that female teachers are dependable than males. Based on the results the null hypothesis was rejected.

Table 8. The subscales broken down by gender.

Descriptive Statistics						
	Sex	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative	Female	321	3.67	7.00	5.8930	.51862
	Male	73	3.56	6.89	5.7740	.64738
Dependable	Female	321	3.87	6.93	5.8050	.44143
	Male	73	3.53	6.87	5.6667	.54964
Considerate	Female	321	2.90	6.40	5.3835	.64625
	Male	73	2.40	6.20	5.2507	.71007
Ambitious	Female	321	4.14	7.00	5.6075	.58590
	Male	73	3.43	6.86	5.6243	.67826
Valid N (listwise)	Female	321				
	Male	73				

Table 9. The ANOVA Table for gender.

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Cooperative	.843 ^a	1	.843	2.843	.093
	Dependable	1.138 ^b	1	1.138	5.303	.022
	Considerate	1.049 ^c	1	1.049	2.420	.121
	Ambitious	1.677E-02 ^d	1	1.677E-02	.046	.830
Intercept	Cooperative	8095.626	1	8095.626	27300.424	.000
	Dependable	7826.787	1	7826.787	36478.289	.000
	Considerate	6725.726	1	6725.726	15513.757	.000
	Ambitious	7502.845	1	7502.845	20571.424	.000
SEX	Cooperative	.843	1	.843	2.843	.093
	Dependable	1.138	1	1.138	5.303	.022
	Considerate	1.049	1	1.049	2.420	.121
	Ambitious	1.677E-02	1	1.677E-02	.046	.830
Error	Cooperative	116.243	392	.297		
	Dependable	84.108	392	.215		
	Considerate	169.945	392	.434		
	Ambitious	142.971	392	.365		
Total	Cooperative	13697.606	394			
	Dependable	13245.227	394			
	Considerate	11485.740	394			
	Ambitious	12545.592	394			
Corrected Total	Cooperative	117.086	393			
	Dependable	85.245	393			
	Considerate	170.994	393			
	Ambitious	142.988	393			

a. R Squared = .007 (Adjusted R Squared = .005)

b. R Squared = .013 (Adjusted R Squared = .011)

c. R Squared = .006 (Adjusted R Squared = .004)

d. R Squared = .000 (Adjusted R Squared = -.002)

Hypothesis Three

HO3: There is no significant difference in the work ethic, as measured by the OWEI, between Baby Boomers and Generation X.

For this study there were 140 Generation X subjects and 254 Baby Boomers. Table 10 shows the means of Generation X and Baby Boomers broken down by subscales. Multivariate analysis of variance (MANOVA) was used to test for differences between Generation X and Baby Boomers. The results for the MANOVA were $F(4,389)=2.516$, and a $p=.041$. This indicates there are scale score differences.

Table 11 depicts the ANOVA ran for each of the subscales. Although the MANOVA were significant, none of the ANOVA were significant. The reason for this was the p-value for the MANOVA was barely at the .05 significant level. However, the means differed by .01 to .07 and were not practically significant. Even if the study found a statistical significance it would not be practically significant because the means are so small. Based on the results we failed to reject the null hypothesis.

Table 10. Means of each generation broken down by subscales.

Descriptive Statistics						
	Generation	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative	Generation X	140	3.56	6.89	5.9242	.50844
	Baby Boomers	254	3.67	7.00	5.8416	.56421
Dependable	Generation X	140	3.53	6.93	5.7429	.49241
	Baby Boomers	254	3.87	6.87	5.7995	.45009
Considerate	Generation X	140	2.40	6.30	5.3629	.63578
	Baby Boomers	254	2.90	6.40	5.3567	.67362
Ambitious	Generation X	140	3.43	6.86	5.6337	.57939
	Baby Boomers	254	4.14	7.00	5.5979	.61667
Valid N (listwise)	Generation X	140				
	Baby Boomers	254				

Table 11. The ANOVA Table generations broken down by subscales.

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Cooperative	.615 ^a	1	.615	2.071	.151
	Dependable	.289 ^b	1	.289	1.335	.249
	Considerate	3.429E-03 ^c	1	3.429E-03	.008	.929
	Ambitious	.116 ^d	1	.116	.318	.573
Intercept	Cooperative	12494.281	1	12494.281	42051.402	.000
	Dependable	12024.103	1	12024.103	55480.973	.000
	Considerate	10370.952	1	10370.952	23775.671	.000
	Ambitious	11385.284	1	11385.284	31237.985	.000
AGEGRP	Cooperative	.615	1	.615	2.071	.151
	Dependable	.289	1	.289	1.335	.249
	Considerate	3.429E-03	1	3.429E-03	.008	.929
	Ambitious	.116	1	.116	.318	.573
Error	Cooperative	116.471	392	.297		
	Dependable	84.956	392	.217		
	Considerate	170.990	392	.436		
	Ambitious	142.872	392	.364		
Total	Cooperative	13697.606	394			
	Dependable	13245.227	394			
	Considerate	11485.740	394			
	Ambitious	12545.592	394			
Corrected Total	Cooperative	117.086	393			
	Dependable	85.245	393			
	Considerate	170.994	393			
	Ambitious	142.988	393			

a. R Squared = .005 (Adjusted R Squared = .003)

b. R Squared = .003 (Adjusted R Squared = .001)

c. R Squared = .000 (Adjusted R Squared = -.003)

d. R Squared = .001 (Adjusted R Squared = -.002)

Chapter V

Conclusions and Recommendations

This chapter includes the conclusions for each hypothesis and concludes with recommendations and implications. The conclusions of this study are based on the statistics that were collected using the OWEI. These conclusions are based on the Cronbach's alpha reliability test score of .08, which proved reliable and valid.

Conclusions

All conclusions presented here are determined from the findings of this study on the work ethic of educators of the Bradley County School System categorized by teaching levels, gender, and generation. Analysis of the data from this study have resulted in these findings:

1. There was a significant difference in work ethic between elementary teachers and middle teachers and high school teachers in the factor areas of cooperation and dependable.
2. There was not a significant difference in work ethic of men and women. However a possible slight difference did exist with females being more cooperative and dependable than males.
3. There was not a significant difference in work ethic between Generation X and Baby Boom teachers.

For Hypothesis One, the significant difference in work ethic between elementary school teachers and middle school teachers and high school teachers could be the result of different perceptions of their work or the different demands of their occupations. Elementary school teachers were more cooperative and dependable than middle school or high school teachers. The researcher believes that another reason that elementary teachers scored higher on cooperative and dependable is that elementary teachers have more support from parents and from the school system. Therefore, elementary teachers view themselves differently than middle school teachers or high school teachers in terms of cooperative and dependable, because of the support from outside sources.

For Hypothesis Two, a slight difference was observed between men and women teachers in regard to work ethic. Women scored higher than men in the areas of cooperative and dependable though not significantly different.

For Hypothesis Three, there was no significant difference between Generation X teachers and Baby Boom teachers. It is important to note however that when formulating this conclusion for this hypothesis the statistical significance probably would not be a practical significance. Although a statistically significant MANOVA was computed for work ethic of Generation X and Baby Boomers, the ANOVA was run and showed no significant differences.

Recommendations

The following conclusions derived from this study resulted in the following recommendations based on the findings from this study:

1. Replicate the study in other school systems. Public school systems as well as private school systems.
2. Have more even sample size in regards to gender and teaching levels.
3. School administration should consider differences in work ethic by elementary teachers from middle and high school teachers in their staff development activities.

Implications

Future research could include a longitudinal study showing a relationship between work ethic and employee recruiting, training, and retention. Since employers face the challenge of a changing workforce they also must balance how to train employees while simultaneously attracting and acquiring new employees. Future research could also build upon the employee's work ethic in relation to their developmental tasks at each career stage. Research suggests that at each stage of the employee's career changes in needs, attitudes, work ethics, and behaviors develop (Noe 2000).

The present study also suggests that future research could include why the work ethic of men and women differ in regards to cooperative and dependable. The evidence in this study showed a significant difference between cooperative and dependable with women scoring higher than men. Future research or studies of work ethic should include gender as a variable and measure the relationship and interaction it has with work ethic.

Results from this study and related research suggested that employers should be aware of the importance of work ethic and how it relates to employee training and development. The results of this study have provided a basis for other work ethic studies.

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APPENDICES

Appendix A

Letter Requesting Permission For School Employees to Participate



John Driver
Principal

Bradley Central High School

1000 South Lee Highway • Cleveland, TN 37311 • Ph. (423) 476-0650 • FAX (423) 476-0613

December 4, 2001

Dear Mr. Taylor,

As you know, I am currently working on my graduate degree from The University of Tennessee at Knoxville. I am planning on conducting a study comparing work ethics of teachers within different teaching levels and generations as well as gender. The results of my research may indicate that work ethic differences exist between teachers of different ages, teaching levels, and gender.

I am requesting permission to use Bradley County employees to participate in my study. I would like to set up an appointment and discuss with you the instrument that will be used and the time and date of conducting my study.

Please be assured that the use of this data will be strictly confidential and will be used for research purposes only. At no time will a participants name be associated with their response.

I will be in contact with you to set up an appointment to discuss this research further. If you have any questions, please contact me at 423-478-8895. Thank you for your cooperation.

Sincerely,

Heather Keller
Marketing Educator

A National School of Excellence designated by the United States Department of Education

Appendix B
Letter of Permission

Bradley County Schools

Robert L. Taylor
Director of
Schools

January 7, 2002

Ms. Heather Keller
Bradley Central High School
1000 South Lee Hwy.
Cleveland, TN 37311

Dear Ms. Keller:

You had asked my permission to distribute your survey, "The Occupational Work Ethic Inventory," to our faculty at the in-service meeting scheduled for January 18, 2002 at Walker Valley High School.

The principals and I discussed your study and the survey at their last meeting. This letter is to inform you that you are permitted to conduct your study. I hope you get the response and results needed for your study.

Best wishes to you in your endeavors. Your work at Bradley Central High School is greatly appreciated.

Yours truly,



Robert L. Taylor
Director of Schools

pt



800 South Lee Hwy.
Cleveland, TN 37311
(423) 476-0620
Fax (423) 476-0485

Appendix C
Occupational Work Ethic Inventory (OWEI)

BACKGROUND INFORMATION

DIRECTIONS:

Please check the appropriate response for each item. Completion of this inventory acknowledges your understanding that this data will be used for research purposes only and will be kept completely confidential.

(1) Level you are currently working at

- ☐ Elementary level
☐ Junior High level
☐ High School level

(2) Extent of work experience outside of public education (i.e. private industry):

- ☐ None
☐ 0-2 years
☐ 2-6 years
☐ more than 6 years

(3) Years employed as a full time teacher:

- ☐ less than 2 yr
☐ 2 - 8 yr
☐ 8-20 years
☐ more than 20 yr

(4) Sex:

- ☐ female
☐ male

(5) Level of education:

- ☐ high school degree or (GED)
☐ some college
☐ 2 years of college or Associate's degree
☐ a Bachelor's Degree
☐ Master's Degree or beyond

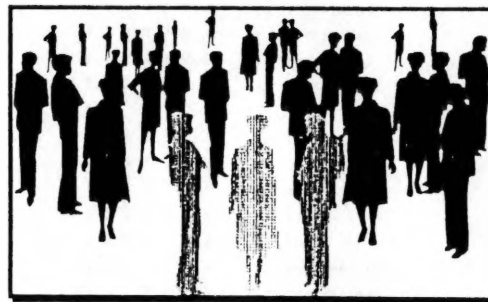
(6) Age:

- ☐ 19 or under
☐ 20-26
☐ 27-35
☐ 36-55
☐ over 55

OCCUPATIONAL WORK ETHIC INVENTORY

© 1991 by G. C. Petty

The purpose of this inventory is to obtain information about desirable characteristics of working individuals. Your responses will be kept strictly confidential and your name is not required on this form. It is important for you to answer each item as truthfully as possible.



DIRECTIONS:

For each work ethic descriptor listed below, CIRCLE THE NUMBER that most accurately describes your standards for that item. There are seven possible choices for each item:

Never Almost Never Seldom Sometimes Usually Almost Always Always
1 2 3 4 5 6 7

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

At work I can describe myself as:

Descriptors	Never							Always						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1. dependable								1	2	3	4	5	6	7
2. stubborn								1	2	3	4	5	6	7
3. following regulations								1	2	3	4	5	6	7
4. following directions								1	2	3	4	5	6	7
5. independent								1	2	3	4	5	6	7
6. ambitious								1	2	3	4	5	6	7
7. effective								1	2	3	4	5	6	7
8. reliable								1	2	3	4	5	6	7
9. tardy								1	2	3	4	5	6	7
10. initiating								1	2	3	4	5	6	7
11. perceptive								1	2	3	4	5	6	7
12. honest								1	2	3	4	5	6	7
13. irresponsible								1	2	3	4	5	6	7
14. efficient								1	2	3	4	5	6	7
15. adaptable								1	2	3	4	5	6	7
16. careful								1	2	3	4	5	6	7
17. appreciative								1	2	3	4	5	6	7
18. accurate								1	2	3	4	5	6	7
19. emotionally stable								1	2	3	4	5	6	7
20. conscientious								1	2	3	4	5	6	7

At work I can describe myself as:

Descriptors	Never							Always						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
21. depressed								1	2	3	4	5	6	7
22. patient								1	2	3	4	5	6	7
23. punctual								1	2	3	4	5	6	7
24. devious								1	2	3	4	5	6	7
25. selfish								1	2	3	4	5	6	7
26. negligent								1	2	3	4	5	6	7
27. persevering								1	2	3	4	5	6	7
28. likeable								1	2	3	4	5	6	7
29. helpful								1	2	3	4	5	6	7
30. apathetic								1	2	3	4	5	6	7
31. pleasant								1	2	3	4	5	6	7
32. cooperative								1	2	3	4	5	6	7
33. hard working								1	2	3	4	5	6	7
34. rude								1	2	3	4	5	6	7
35. orderly								1	2	3	4	5	6	7
36. enthusiastic								1	2	3	4	5	6	7
37. cheerful								1	2	3	4	5	6	7
38. persistent								1	2	3	4	5	6	7
39. hostile								1	2	3	4	5	6	7
40. dedicated								1	2	3	4	5	6	7
41. devoted								1	2	3	4	5	6	7
42. courteous								1	2	3	4	5	6	7
43. considerate								1	2	3	4	5	6	7
44. careless								1	2	3	4	5	6	7
45. productive								1	2	3	4	5	6	7
46. well groomed								1	2	3	4	5	6	7
47. friendly								1	2	3	4	5	6	7
48. loyal								1	2	3	4	5	6	7
49. resourceful								1	2	3	4	5	6	7
50. modest								1	2	3	4	5	6	7

(OVER PLEASE)

VITA

Heather Keller was born in Cleveland, Tennessee on November 27, 1972. She attended public schools in the Bradley County School System in Cleveland, where she graduated from Bradley Central High School in 1991. She attended The University of Tennessee at Chattanooga, Chattanooga, Tennessee and graduated during May 1995 with a Bachelor of Science in Human Ecology. She worked for Buster Brown Manufacturing Company as a designer of children's clothing for three years. She then worked in the retail industry. In 1999, Heather began teaching Marketing at Bradley Central High School. While employed at Bradley Central High School, she entered the marketing and economics certification program and the graduate program at The University of Tennessee, Knoxville in Human Resource Development. She received a Master of Science degree in May 2002 and also holds a license to teach marketing and economics.

3785 2850 97

08-07-02

MAB

