AN ABSTRACT OF THE THESIS OF

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Title: A COMPARISON OF WORK VALUES OF EMOTIONALLY DISTURBED
   ADOLESCENTS AND NORMAL ADOLESCENTS

Abstract approved: ____________________________
Dr. Leda S. Scrimsher

The primary purpose of this study was to determine
the work values of the emotionally disturbed adolescents
and to compare these values with those indicated by adoles-
cents of the same age level from a regular public school.
A secondary objective was to compare the work values of the
age levels, grade 7-9 with those of grade 10-12, within
each group.

The population sample consisted of 100 students.
Fifty students from the Farm Home in Corvallis, Oregon,
were identified as the emotionally disturbed adolescents.
Fifty students from the Corvallis School District 509J
were surveyed as normal adolescents for the study. Each
group was subdivided into grade levels, 7-9 and 10-12,
with 25 students in each level.

The Ohio Work Values Inventory was the instrument
used for collecting the data. The teachers were instructed about the instrument prior to the day they administered it. All questionnaires were completed during the 45 minute class period and collected from all respondents.

Means and variances were computed for each work value scale and the data were analyzed to test three hypotheses: H₁ there is no significant difference between the mean scores of emotionally disturbed adolescents and adolescents in a regular public school on the altruism scale and each of the other ten scales: H₂ there is no significant difference between the mean scores of grades 7-9 and grade 10-12 on the altruism scale and each of the other ten scales: H₃ there is no significant interaction effect between groups and grade levels. The F statistic was the basis for computing the analysis of variance. The critical significance level was set at α = .05.

Data indicated that emotionally disturbed adolescents surveyed for this study ranked the work values similar to adolescents from the regular public school. The values rated the highest were: Task Satisfaction, Self Realization, Money, and Security.

Mean scores were significantly different for five (5) of the eleven constructs. Three H₁ hypotheses for the constructs - Altruism, Object Orientation, Solitude - were rejected. One (1) H₂ hypothesis was rejected for the con-
struct, Independence. An interaction effect (H3) of critical significance was found for the value, Money. When the mean scores were analyzed the interaction was found to be disordinal. Emotionally disturbed adolescents valued money significantly more for grade level 7-9 than did the 10-12 grade level. The regular school adolescents valued money significantly more for grade level 10-12 than did the 7-9 grade level adolescents.

It was recommended that similar studies be planned with emotionally disturbed adolescents to determine to what extent the findings of this study might be further tested. This research also suggested the need for a follow-up study concerning the value judgments of the emotionally disturbed. Further recommendation was made for a study which would reveal the effects of drugs upon the value system of adolescents and their retention of skills, both motoric and symbolic.
A Comparison of Work Values of Emotionally Disturbed Adolescents and Normal Adolescents

by

Reed Lewis King

A THESIS submitted to Oregon State University

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A COMPARISON OF WORK VALUES OF EMOTIONALLY DISTURBED ADOLESCENTS AND NORMAL ADOLESCENTS

CHAPTER I

INTRODUCTION

Career education is presently being pushed throughout the United States. Sidney P. Marland (1971) stated that too many students are now attending school for the wrong reasons. Numbers of students are being "turned off" by present school practices as early as the third grade. Large percentages of high school students drop out because of disinterest, while others continue on to higher education because they do not know how to earn a living or adjust to the world of work.

The author has been working directly with emotionally disturbed students for the past six years and has been concerned about these youngsters as they leave school to pursue interests or jobs about which they seem to know very little. This deep concern prompted a variety of informal experimental attempts at helping these students to establish goals.

Additional study is needed, however, to establish guidelines which will help the emotionally handicapped students develop realistic work goals. Research findings
indicate that values related to the world of work begin to form in childhood and that these values enter into pre-adolescent vocational behavior (Chaney 1968; Gribbons & Lohnes 1965; Hales & Fenner 1972).

The influence of the family, including family socio-economic status, on individual values has been reported by a number of investigators (Centers 1948; Chaney 1968; Ginzberg et al. 1951; Paine, Deutsch and Smith 1967; Thompson 1966). Since the emotionally disturbed (as defined for this study) have had very disrupted family backgrounds, there is an even greater need for additional guidance or awareness to provide these youngsters with a realistic concept about work values.

This research is an effort to try and determine what the work values of the identified emotionally disturbed are, as compared to students in a regular school setting.

Rationale For The Study

In recent years, additional Federal money has been spent on educational programs for the disadvantaged. Emotionally disturbed youth qualify for these additional funds since they are handicapped socially, educationally, and economically in most cases. It is a never ending search to find more effective ways of getting students to take advantage of the instructional programs available. The majority
of these students have never experienced success, or at least have experienced failure so often they are afraid to try for success. There needs to be different ways sought to arouse their interest.

Perhaps career education is an answer to this quest for success. According to experts in the field, the central theme in career education is the job or one's ability to earn money (Baker 1973).

The type of job or work a person does greatly affects his life roles: the types of people he associates with, the kind of citizen he is, the amount of leisure or free time he will have, which will in turn affect the type of family life and the time he can spend with his family. Another role is the aesthetic, religious, and moral life as stated by Goldhammer (1972).

Moore (1972) indicates the following:

It seems unnecessary to say that before any career program of merit can be evolved and sustained, the program and its objectives must be precise and explicit. Unlike secondary and post-secondary programs designed to prepare the four-year college bound student who only knows that he will enroll in a liberal arts program, educational experiences for the student who hopes to terminate his education in one or two years or less, with a salable skill, requires more direction (p. 5).

Do emotionally disturbed adolescents expect to work at the same types of jobs as other adolescents or is their a difference in their work values?

Jencks (1972) stated the following:
If we want to equalize the educational attainment of children from different economic backgrounds, we will probably have to change not only their test scores and financial resources, but also their attitudes and values. Students with working-class parents assume that if they dislike school they can and should drop out. Students who plan to drop out usually assume they will have to take low-status jobs (p. 14).

Jencks (1972) further contended that the American schools give credentials according to grades or aptitude scores, which employers look at favorably, and therefore students with low grades or poor school records are hired for jobs which are less prestigious or less responsible.

Webster (1966) indicated that the average underprivileged person is not individualistic, introspective, self oriented, or concerned with self expression. It is unlikely that he will embrace an outlook that prefers moderation, balance, or seeing all sides of an issue.

While desiring a better standard of living, he is not attracted to a middle-class style of life, with its accompanying concern for status, prestige, and individualistic methods of betterment. A need for "getting by" rather than "getting ahead" in the self-realization and advancement sense is likely to be dominant. He prefers jobs that promise security to those that entail risk. He does not want to become a foreman because of the economic insecurity resulting from the loss of job seniority. It is the man, not the job, that is important.
The deprived individual seems to learn in what Miller and Swanson (1960) describe as a much more physical or motoric fashion. Some people can think through a problem only if they can work on it with their hands. Unless they can manipulate objects physically, they cannot perform adequately and become easily frustrated. Other people (symbolic learners) feel more comfortable if they can get a picture of the task and then solve it in their heads. These people may be handicapped in attacking problems that require a motoric orientation. Thus deprived individuals will likely prefer jobs which require manipulating things with their hands as compared with symbolic learners who prefer jobs which require abstract reasoning for problem solving.

The family has long been recognized as an important factor in vocational development. In one study of work adjustment, it was concluded that people take their early experiences and attitudes with them to their jobs and react to their work accordingly. (Friend and Haggard 1948). Centers (1948) found significant differences in work values among persons from various social strata: the higher groups emphasized the opportunity for self expression and leadership; the lower groups stressed security and the desire for independence. Porter (1954) found the prestige level of the father's occupation was related to vocational planning
and preference of high school boys.

Because emotionally disturbed children lack close family associations they have not experienced the work values or job information which are generated by the family. Many of these youngsters have become very defensive about their situation in life and blame their family for this. They do not like to be reminded of their job possibilities or future plans because this suggests another possible failure.

Upon numerous occasions the author had been verbally attacked by emotionally disturbed students when he questioned them with respect to the jobs they expect to do after finishing school. At other times the students indicated they had not thought about working or did not feel they could get a job because they were not planning to finish high school. Repeated verbal expressions of this type indicated the need for research pertaining to work values in order to establish parameters for realistic work goals for the emotionally disturbed adolescents which might be used to motivate these students.

Anderson and Dipboye (1959) stated from their research findings that high school students value interesting work above all other work values. Second is security. This strongly suggests that these pupils, at least, were more interested in having a stable job that they could enjoy and
from which they could derive some intrinsic satisfaction than they were in having a job that provided an opportunity for advancement or for work on their own. Boys and girls alike ranked the value of independence low, thus it would seem that these subjects have a greater need to be secure than to be their own boss.

Anderson and Dipboye further concluded that "these values" are very important to educators if they are to be of assistance to young people in helping them reach a decision, however tentative, regarding their choice of careers or occupation. These values held by an individual "constitute an essential and important element of his motivational structure and, if understood, can give us invaluable insights into his decision making processes." (p. 121)

Hales (1972) revealed that the development of values related to work is well underway for most children by the fifth grade, and that eighth graders showed similar profiles as a group. Eleventh graders also showed similarity in their value choices which indicated that within specific cultural settings, children develop work values early and these values appear to be relatively similar for a considerable age span. Hales also indicated that longitudinal studies are needed to determine an individual's work values over a period of time to see if they remain similar.
Purpose Of The Study

This study is a comparison of work values of emotionally disturbed students with those of students found in a regular school setting.

Objectives of this study were to answer the following questions:

1. What types of work values do emotionally disturbed students have?
2. Do emotionally disturbed students have the same work values as students from a regular school setting?
3. What differences or similarities of work values exist between the grade levels, 7-9 and 10-12 for the emotionally disturbed and regular school adolescents?

Definition Of Terms

1. Emotionally disturbed adolescents were defined for this study as adolescents whose emotional and behavioral problems have resulted in them being removed from their home or foster home and placed in an institution.
2. Normal adolescents were defined for this study as adolescents who are able to function well enough to remain in a public school and to live at home or in a foster home.

3. Work values - factors, responses, reactions which people feel are important and express consistently about a job. Eleven constructs were used for this study which were compiled by Hales and Fenner (1973) in the Ohio Work Values Inventory (OWVI).

   1. Altruism - helping other people
   2. Object Orientation - handling or making physical things.
   4. Control - being in charge of others.
   5. Self-Realization - using your abilities and talents.
   7. Money - being well paid.
   8. Task Satisfaction - liking the activities performed on the job.
   10. Ideas - using ideas and facts.
   11. Prestige - being known for your work.
Assumptions

The assumptions for this study were as follows:

1. Adolescents at the Farm Home School are emotionally disturbed as defined for this study (Higginson 1974).
2. Adolescents from the Corvallis, Oregon Schools were representative of a normal public school population (Quale 1974).
3. The Ohio Work values Inventory was a valid measure for work values of emotionally disturbed adolescents and regular school adolescents.

Limitations

The limitations for this study were as follows:

1. The population sample for the emotionally disturbed adolescents was limited to the fifty students enrolled at the Farm Home School in Corvallis, Oregon, March 27, 1974.

2. The population sample for the normal adolescents was limited to twenty-five students enrolled at Western View Junior High School, grades 7-9, and twenty-five students enrolled at Corvallis High School which was selected as described in the population sample, chapter III, group B.

3. Work values were limited to the eleven constructs of the Ohio Work Values Inventory.
Overview Of Thesis

Chapter II is a review of selected research which pertains to this study. The chapter is divided into four subheadings which are closely related to work values: (1) an examination of several theorists' viewpoints relating to occupational choice; (2) an analysis of how one establishes work values; (3) suggestions for educational programs and practices for the disadvantaged. (Special Federally funded programs have been under examination to determine different ways to help the disadvantaged develop better educational skills, and thus become productive citizens. Such programs should be made available to the emotionally disturbed to improve their skills also); and (4) is a review of relevant research studies pertaining to work values.

Chapter III is the methodology of the study. An explanation of the population sample along with the rationale for the instrument used is included. The administration of the instrument, the statistical design, and the method of analysis for testing the hypothesis follows in sequence. The research findings are presented in Chapter IV and are explained in the text, followed by statistical tables. Mean scores are used throughout this study.

The final Chapter, V, contains the summary, conclusions, and recommendations for further study. The bibliography and appendices follow Chapter V.
CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Extensive research has been done regarding the theory of occupational choice, personal value clarification, and problems concerning education for the disadvantaged. It is not the intent of this study to summarize all the findings in these areas, but only to point out, from selected studies, that information which is pertinent to this research.

This chapter is divided into four sub-headings, followed by a brief summary section:

1. examination of the theorists' viewpoint of occupational choice.
2. analysis of establishing values (including work-values).
3. suggestions for educational programs and practices for the disadvantaged.
4. review of relevant research studies pertaining to work values.

Theory of Vocational Choice

Super (1963) described the elements of a self-concept theory of vocational development and outlined the processes by which the self-concept affects vocational
development. They may be identified as the processes of formation, translation, and implementation of the self-concept.

Self-concept formation starts with infancy and continues throughout the entire course of life until selfhood ceases and identity is lost to the sight of man as we know him.

Exploration is the first phase, and starts when the infant plays with his toes or moves his hand in front of his face. The adolescent tries his hand at poetry or admires his skill in a shop project he has just completed. Similarly, as a person gets older he explores new methods of work which fit his physical and psychological changes which he senses in himself.

Self-differentiation is the second phase in the development of the self-concept. The infant notes that his hand moves as he wills it but his mother's hand moves independently. The young boy sees that he is smaller than his father, drinks milk instead of coffee, and is less skilled in doing a task than someone else might be. The graduate, as he starts on the job, notes that he has a different approach to his clients than does his fellow salesclerks, and is conscious of greater interest in the paper work pertaining to the job than his co-workers manifest.
Identification is another process which goes on more or less simultaneously with differentiation. The individual is continually being made aware of similarities and differences between himself and his father and mother. The boy is envious of his father's strength and power or the girl might be envious of her mother's jewelry, make up, or nice clothes. Tyler (1951) pointed out that a boy's identity is channeled by the occupations in men's lives. The father, uncle, older brother, neighborhood men, all go to work, come home from work, and talk about work which reinforces the boy's impression that maleness and occupation are more or less synonymous. Tyler (1951) emphasized this is less true for girls since their adult counterpart more often works at home and if they do work outside the home they tend to talk about it less than the men.

Role playing accompanies or follows identification. We have all seen small children emulate their parents in the things they do. A young baseball player may try his skill at batting left-handed because his favorite baseball player bats left-handed. Another child may have a desire to be a doctor because his last illness in the hospital made an impression on him, therefore, he decides to take biology as a ninth grader.

Reality testing stems directly from role playing. Life offers many opportunities for reality testing in the
form of children's play, school, or extra-curricular activities. A boy decides he should not be a ship builder after sinking his raft. High school algebra may have been the deciding factor for a boy who planned to be an engineer. A girl decides to be an opera singer because of her success in the spring musical. These reality testing experiences strengthen or modify self-concepts, and confirm or contradict the way in which they have been tentatively translated into an occupational role. Throughout the persons life, he establishes values which he uses to test the job or career of his choice.

Translation of the self-concepts into occupational terms may proceed in several ways.

1. Through association or identification with an adult, one may desire to play his occupational role.

2. Experience received through happenstance in a particular role may prove to be congenial.

3. Awareness of ones abilities or attributes which are said to be important in a certain field or work may lead one to look into that occupation.

Implementation of the self-concept is the result of these processes being used as the young man or woman moves from school or college into the world of work. The reality of having developed a successful self-concept is shown when
the young executive takes his place behind the desk with his own name plate in front of him. In contrast to this success, we have the high school drop-out who never did well in his studies, who was never accepted by his classmates, and who is fired from his first job that he finally got only after a number of rejections. He finds the occupational translation of his self-concept as ne'er-do-well confirmed and implemented. After a series of negative experiences, it takes a great deal of re-education to help him develop more positive self-concepts, to find a suitable occupational translation of this favorable picture of himself, and to turn it into a reality.

Ginzberg (1951) made a number of interesting remarks about vocational behavior. On the basis of the interview materials, Ginzberg and his collaborators have evolved a theory of occupational choice that has three components. First, occupational choice is not an event but a process which takes place over a period of some eight to ten years and which passes through a number of well-marked developmental stages. Second, this process is largely irreversible, i.e., earlier decisions tend to reduce the degrees of freedom available for later decisions. Third, compromise is an essential feature of every choice.

Ginzberg also contended the child is concerned largely with subjective factors during his years of early adoles-
cents: his own interests, capabilities, and values. Gradually, during his later adolescents and early adulthood, the individual becomes increasingly concerned with the realistic opportunities and limitations of available work environments and makes those compromises which result in a final occupational choice.

In the course of describing these three developmental stages, Ginzberg further suggested a number of substages within each. He thinks, for example, that during the tentative stage there is a gradual shift from an earlier phase where the sole preoccupation is with interests ("what would I like to be?") to a later phase in which there begins to be concern with capacities ("what kind of job am I best suited for?"). During the tentative period, the child also begins to be aware of values related to social status and social class. Similarly, the realistic period is subdivided into an earlier exploratory stage and later phases of crystallization and specification. Apparently, Ginzberg believed that these periods and stages are ordered in a sequential pattern and tend to take the same general course in most children.

Roe (1947) claimed that satisfaction and frustration of basic needs are clearly related to the parental handling of children and the psychological climate of the home. Such variables as parental overprotection and pressure,
parental rejection and neglect, and types of parental acceptance (casual or loving) are important factors influencing the focus of vocational activity. Experience with such variables, according to Roe, makes for the development of basic attitudes, interests, and capacities which gain expression in the general patterns of adult life, in personal relations, and ultimately in occupational choice.

In a later study, however, Roe (1964) conceded that "the choice of occupation is not nearly so direct an indication of childhood experience as had been supposed." (p. 113) She went on to say that an adequate theory of vocational development will have to be much more complex than she had initially presumed.

At the conclusion of the 1964 paper, Roe made a series of points which are sufficiently penetrating that they deserve quotation in full. Roe stated her current viewpoint on vocational development as follows:

Differentiations have been shown, but the typical personality pattern is never a universal one for the members of any group. All predictions of occupational choice are necessarily probabilistic. If predictions are made on the basis of personality alone, the probabilities must be small (emphasis added).

Personality is only one broad factor in the decisions made at any occupational choice point; how decisive a factor it is varies from instance to instance. . . . Any predictions must take external variables—such as the openness of society, the immediate economic situation, the changing in-
dustrial technology--into account. Beyond these are the factors of abilities, education and experience. . .

1. For those persons who fall in the middle ranges of the population in all of most relevant personality characteristics, occupational choice will depend chiefly upon the relevant sex stereotypes and the possession of appropriate abilities. Personality factors may have little differentiating effect.

2. Sex-typed occupations which require no special or extreme personality or ability factors will not generally attract people with marked deviations: e.g., populations of salesgirls, stenographers, and beauty operators should show minimal intergroup differences.

There is sparse evidence that both specific and general early experiences may be related to later vocational choices, but research in this field has barely begun and has not thus far touched upon the mediating mechanisms in the determination of choice.

The occupational life history is never dependent upon one choice alone. Vocational development is lifelong, and there are many choice points along the way. At any one of these, the weight given to any factor may differ from the weight appropriate to it at preceding or subsequent choice points. . .

Because vocational life histories of women are characteristically different from those of men, and because even for women who follow an uninterrupted career line there are considerations not relevant to men, studies of occupational histories for men and women may require different concepts. It may well be that occupational classifications, too, should be different for the two sexes.

Practical career predictions at our present state of knowledge may not go further than from one choice point to the next. The most appropriate predictive model is a multivariate one in which all of the appropriate factors can be combined in various weightings. (p. 211-212)
Tiedeman (1963) has shown that interest and personality inventories are better predictors of occupational choice than are aptitude tests. He has also provided empirical confirmation for certain of Ginzberg's observations, especially his beliefs that the self-concept in boys begins to take shape as they pass through school grades 9 to 12, and that a work-values stage (beginning around grade 12) is preceded by an interest-stage (grade 10).

Neff (1968) summarized the common features in the writings about theories of work personality as follows:

**First, personality theorists are generally concerned with the emotional sides of human behavior, rather than its cognitive or motor aspects.** Second, the primary domain of interest has to do with interpersonal relationships, including whatever the individual feels and believes is true about himself as a function of his relationships with others... Personality theorists tend, if anything, to be too general in their application. None of the theorists is wholly wrong, but none is wholly right. (p. 151)

... Freud may be perfectly right in maintaining that the neurotic is an individual who responds to other persons as if they were replicas of his parents. But, if true, this is precisely why we regard him as "sick." The theory begins to fail when it is simply generalized to account for the behavior of less traumatized people. Normal personality development involves the ability to discriminate between person and person, situation and situation, with a correspondingly differentiated repertory of emotional responses. An angry father evokes one kind of response, an angry friend a different kind, an angry employer still a third. (p. 152)

Neff continued in his writings, developing a descrip-
tion of the child's concept for a working adult. Even though the child is not required to work, as such, the values he experiences through playing, family associations—both with his parents and brothers and sisters, and the tasks he observes or participates in, all help mold his value patterns. A young child is required to master a great many skills, which produce certain values about work. This learning process may arouse intense affects both in the child and the parent before he starts school.

When a child enters school he soon finds out that he must produce. One basic demand of the school, which is central to all else, is the demand to achieve. He is expected to become task oriented and begin mastering a series of skills which will be instrumental in achieving some goal. He is expected to distinguish work from play, attain a certain level of achievement, be punctual, carry out fixed assignments, and live a certain portion of his life under constraints imposed by an extra-familial social system.

During middle and later childhood the child begins to develop a set of values concerning work and achievement and probably the initial source of these developing ideas are his parents. As powerful as parental influence may be, however, it is only one source among many. A significant role also is played by the teen-age subcultures in which
the child increasingly becomes imbedded, the values of which are often incongruent with the goals either of the school or the parents. Depending upon the variable strength and congruence among all these influences, the child develops his individual set of values about work. (Neff 1968).

**Establishing Work Values**

Katz (1963) expressed his hypothesis for helping individuals further their preference-building process as follows:

> If there is a single synthesizing element that orders, arranges, and unifies such interactions that ties together an individual's perceptions of cultural promptings, motivating needs, mediating symbols, differentiating characteristics, and sense of resolution, that relates perception to self-concepts, and that accounts most directly for a particular decision or for a mode of choosing, it is here suggested that that element is the individual's value system. (p. 16)

Freud (1958) claims man's closest link to his society is his job or profession. Dislocation in that area means trouble for both the community and himself. The health of the individual in a society and the health of society depend on how they are linked to each other. Freud said:

> Laying stress upon importance of work has a greater effect than any other technique of living in the direction of binding the individual more closely to reality; in his work he is at least securely attached to a part of reality, the human community... and yet as a
path to happiness work is not valued very highly by men. They do not run after it as they do after other opportunities for gratification. The great majority work only when forced by necessity, and this natural human aversion to work gives rise to the most difficult social problems.

Raths (1966) et al indicated that the child of today has a much harder time establishing the right kind of values which will help him mature and stabilize his actions in the world of work. Whereas, years ago, a young boy worked in the field or shop with his father and had ample associations with his father's work to develop similar values or work ethics, boys today may not even know where their father works, let alone what he does on the job.

Children growing up today have many outside influences which greatly affect the values they elect. The mass media, world events, and social activities present conflicting opinions about what values an individual should possess. One out of five families move every year which introduces new values, in many instances. People attending church less frequently, or not at all, schools no longer taking a stand on values, both parents working, and broken homes affect the youngsters value concepts. When children are helped to choose their values in a systematic and sensible way, they will have greater clarity. Peck & Havighurst (1960) put it succinctly:

It is temptingly easy and insidiously grat-
ifying to "mold" children, or to "whip them into line" by exercising one's superior status and authority as an adult. It is often personally inconvenient to allow children time to debate alternatives, and it may be personally frustrating if their choice contradicts one's own preferences. If there is any selfish, sensitive "pride" at stake, it is very hard for most adults to refrain from controlling children in an autocratic manner. Then, too, like any dictatorship, it looks "more efficient" to the dictator, at least. However, the effect on character is to arrest the development of rational judgement and to create such resentments as prevent the growth of genuine altruistic impulses. For thousands of years, the long-term effects have been ignored and sacrificed to short-term adult advantages, most of the time. Probably it is no accident that there are relatively few people who are, or ever will become, psychologically and ethically mature. (p. 191)

Simon (1972) suggested different ways to teach students awareness of their values. He claimed the ideal choices should be based on the values the individual holds for himself, but frequently the person is not clear about his own values.

Raths (1966) was not concerned with the content of people's values, but the process of valuing. His focus was on how people come to hold certain beliefs and establish certain behavior patterns.

When a person knows what he values, it is possible to set goals or devise activities which will be of interest to him. Anderson (1965) theorized "attitudes are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior." (p. 438)
Dale (1963) has proposed what he calls a Life Management Curriculum to help students in the critical choices, the big consequential decisions they will make during high school and after. The key ingredients in his curriculum would include an over-arching concern for the values comprising the good life; attention to effective communication in all its dimensions (reading, observing, listening, speaking, assessing, developing taste and discrimination in literature, music, and the fine arts); concern with improved mental, emotional, and physical health, including sensitivity to unrelenting pressures from advertising and sales sources; frequent experiences with success in learning as the basis for motivation to learn ("success is the best motivator"); development of a respect for time and its management; help with problems of the consumer in a modern society and development of effective and responsible work habits, including responsive human relationships and flexibility in a changing technological society.

Disruption of family ties and security makes the emotionally disturbed youngster alienated from the real world of work. He does not have the father or family relationship to promote stable work values. His peers have had similar experiences, therefore, because of their expectations and interest they do not feel education is necessary in acquiring a job (Passow, 1967).
Weaver (1960) claimed from his study of human values for those of urban life the following values:

We will doubtless come to appreciate that some of their (underprivileged groups) values - although strikingly different from those of the dominant groups in our society - are not only utilitarian but worthy of emulation. Many of their patterns of behavior, while unacceptable to the majority, may be compatible with successful urban living; others will require modification. .. opinion influences often confuse adjustment with conformity, believing that only middle-class oriented families can make an effective adaptation to urban life. (p. 53)

Educational Programs And Practices For Disadvantaged Youth

The literature and research dealing with education for the disadvantaged is voluminous. There are very limited sources, however, which deal strictly with the emotionally disturbed, but the category of disadvantaged is also characteristic of these youngsters. The sources cited in this study are indicative of the research.

Hallberg (1965) stated throughout her findings that the lower-class child is more often "motoric, concrete, thing oriented and non-verbal" (p. 1). Lower-class families are "present-oriented", value physical strength and manual skills, do not see formal education as vital, and are not so likely to develop self control and responsibility. These types of students respond best to teachers who (1) actually get involved with teaching the student; (2) accept the student as an individual; (3) are open to new
teaching styles and methods.

With respect to job aspirations, Hallberg further postulated that underprivileged persons seek vocational education rather than academic education. This is undoubtedly due to their inability to use abstract reasoning and their value system.

Because the emotionally disturbed child continues to meet failure and frustration in school achievement, he turns to his peers for more satisfying relations, and the peer group becomes more central in his life than it does with the middle-class child.

Dale (1963) based his proposal for a school program on the idea that the program must prepare the student for living effectively. His suggestions were:

... call attention to the fact that the critical choices of individuals are not chiefly mathematical, linguistic, scientific, or historical. Rather, they are choices of values, of friends or of a mate, choices in receiving and expressing ideas. They are choices on which one must focus the wisdom in school and out. These choices are made on the basis of what the individual values. (p. 3)

Passow (1967) defined the perimeters of curriculum content, not only for the disadvantaged but for all students, as understandings, processes, concepts, attitudes, norms, values, and feelings. He maintained that values are learned and are influenced by the schools, as well as, the family and other factors. Values are established
through choices and children need help in developing those kinds of values which will be most rewarding for them.

Zintz (1962) has worked with Indian children in the Southwest. He made the following statement:

The values of most teachers are middle-class values. This means that teachers come from homes where the drive for achievement and success causes parents to "push" their children to climb the ladder of success; where "work for work's sake is important; and where everyone is oriented to future-time values. To teach the child successfully, the teacher must recognize that the child may come to school with a radically divergent set of values, and the teacher must try to understand, not disregarde, these values. (p. 263)

... behaviors of children in the classroom will be interpreted both in terms of the life values of the child and the ability he has to communicate in the language of the school. (p. 265)

Emotionally disturbed adolescents take more time to learn a skill, therefore, they need additional time to use resource material or placement in a special class. For them, role playing helped produce significant differences in behavior and interpersonal relationships, personal effectiveness in a social situation, and problem solving. But there was no significant differences found in academic achievement (Miller, 1968).

Dr. Stanley Yolles (1969), who is the director of the National Institute of Mental Health, claimed children need to develop trust in themselves and those around them to prevent emotional disturbances. To do this one must
experience warmth, security, and consistency from his parents. If a child's physical or psychological environment is unstable, his ability to grow into a trusting individual is hampered. Therefore, if emotional disturbances are to be prevented or lessened, people working with these youngsters must show affection, concern, and interest in helping them develop self-confidence, self-worth, and self-values.

According to Doig (1969), schools need to teach students values and skills rather than content. They need to have clear-cut objectives and should make the students feel that the classroom is not merely a place for preparation for life, but is life itself, where risks and rewards are very real. Students like to feel teachers are honest or "tell it straight" about their performance and like to be made to feel as an important person, motivated to learn.

Emotionally disturbed youngsters feel rejected and unwanted in the school because of their removal from the family or community. Morse (1969) stated that these children lack the social skills necessary for them to function properly. These students operate on an impulse basis, doing what they want to do when they feel like it. Acting-out behavior is one sample of the unsocialized child. Role playing and demonstrations by models are useful to show
such children an acceptable behavior pattern.

In some children, act-out behavior in school is reaction to failure. No one wants to fail or even be in a marginal position; and yet thousands get failure messages every day they are in school. The child comes to hate the establishment that makes him fail, so he strikes back. Many times the child has been compared by his parents to another sibling who has always been good. This hatred toward his parents is often transferred to his teachers, who may never have been in the least unfair. Knowing the cause behind a child's misbehavior, makes it possible to work on an individualization program with the child which will help him succeed.

Morse (1969) concluded with three statements for helping the emotionally disturbed youngster establish reasonable human relationships:

1. The schools will have to re-examine how the curriculum, methodology, and experiences can be bent to enhance growth and minimize failure.

2. Teachers will have to learn new skills.

3. Teachers will have to become more open about their feelings toward disturbed children, because externalizing attitudes is a necessary step in changing negative feelings. (p. 34)

Foster children frequently show symptoms of emotional disturbance. Maluccio (1969) reported from studies which showed that the foster child has many adjustments,
such as, two sets of parents' values, a change in school locations, new self-concept as a foster child, new social or peer groups, and different teachers or classes.

Hoyt (1964) emphasized that, for the disturbed child "the school may be the one solid anchor of reality in an otherwise stormy and bewildering life experience. As such, the school performs a natural therapeutic function." (p. 92)

The school and the therapeutic team (case worker, psychologist, social agency, etc.) have a responsibility to collaborate closely in implementation of a mutually designed treatment plan geared to the individual needs of each emotionally disturbed child.

The teacher, of course, is the key person in the educational services for the child; his task is indeed challenging and demanding. He can be instrumental in helping the child grow, through disciplined use of himself as an educator and as a human being. In order to do this effectively, his relationship with the child must be based on understanding of his own reactions and values, as well as, the unique status of the child (Maluccio 1969).

Webster (1966) suggested the following items for the curriculums of the disadvantaged.

The teachers should point out the worthwhileness of education in terms of obtaining various kinds of jobs, dealing with red tape,
warding off manipulation and understanding the world.

It is easy enough to give the underprivileged child various vocational subjects, such as shop, which are attuned to his physical approach; our quest, however, is to find ways of utilizing his physical approach to achieve higher learning. In other words, the objective is not simply to follow the level of the child, but to utilize his physical interest as one avenue for leading him toward abstract thinking. (p. 59)

Raths (1966) stated the following about the theory of value clarification for those disadvantaged and non-motivated children.

Educators have long been perplexed about how to deal with students who do not seem to be motivated to learn in school. . . . Of the many remedies suggested, few seem to offer as much as does the value theory. This idea needs to be tested further, but we sense that a good part of the difficulty of these "problem" students stems from feelings of alienation, feelings of not being part of the society that runs the school and rewards school achievement. And, often, there is no other world of which they do feel a part. If there is something they have not done, it is to work out the relationship between self and society.

Thus, perhaps, far more than any other group, value-clarifying experiences—chances to think through what their lives are for in some accepting, aware and realistic fashion—are needed by these children. (p. 228-229)

Relevant Research Studies

Thompson (1966) designed a study to test Super's belief (which was verified by his study) that the ninth grader is in the vocational exploration stage. Freshmen students were very definite in what was important to them in
a vocation, and in their sophomore year over three-fourths still rated the importance of these occupational values just as they had done a year previously.

Job security, was much more important to students whose fathers were in the low-prestige occupations then to those whose fathers were in the professions. Rural students placed higher importance on security than did urban children. Students whose mothers worked outside the home deemed security exceedingly important.

Over ninety percent of the students wanted a vocation which encouraged individuality. Also, high pay was only moderately important while security was extremely important.

Centers (1948) found there to be distinct differences in the desires or value preference of the various occupational strata. Higher occupational groups preferred self expression, leadership, and interesting experiences while the lower groups emphasized their craving for security, independence, autonomy, or freedom. All people had generally high aspirations for their children's education, but the lower the occupational position of the parent the lower the aspiration he had for his children.

Paine, Deutch, and Smith (1967) investigated the relationship between family background characteristics and
expected work values for college undergraduates. They found that different, distinct, family-background patterns, e.g., including family income, number of times moved, emphasis on discipline, emphasis on material things, closeness of family, etc., existed for those youth who stress security and pleasant associations and working conditions; those who emphasize prestige, responsibility, and independence; those who stress creativity; and those who emphasize monetary benefits. The results of this research showed that more evidence is needed to check the several patterns of development that are suggested by the data.

Gribbons and Lohnes (1965) conducted a study to determine the shifts in adolescent vocational values. They found that students in the eighth grade had sufficient maturity of self-concept to justify counselor's attention, also shifts in values of some students testified to healthy maturation during adolescents. This study also contended that girls and boys appear to be more alike than different in their employment of vocational value categories, even though some differences were noted. They made the following statement about the role of the counselor:

*It has been shown that school counselors can interfere successfully in the vocational development process. It would seem that counselors should assist young people at an early age to an increased awareness of their personal*
values hierarchies, to the improvement of their values, and to the integration of these values concerning their aspirations and plans. (p. 252)

Several studies indicate the necessity of knowing the students well, in order to help them establish life goals which coincide with their values about work. (Dipboye & Anderson, 1959; Hales & Fenner, 1972; Perrone, 1965). The values held by an individual constitute an essential and important element of his motivational structure and, if understood, can give invaluable insights into his decision-making process.

"Schools should attempt to develop healthy attitudes toward work, e.g., that all productive forms of work are worthy of respect" (Hales & Fenner, 1972). Increasingly, vocational and technical training opportunities are coming within reach of America's young people. Therefore, teachers, as well as the counselors, should take an interest in helping the students explore the factors related to this value.
SUMMARY

Theorists tend to agree that occupational choice is dependent upon many factors and is a process which continues over a period of many years, perhaps even a lifetime. Some of the variables affecting a person's occupational choice are: family, school, community, and peers or society. All these factors affect the person's own value system and self-concept. The success a person experiences, whether it be through his family associations, school achievement, acceptance in his community, or work and play, have a great influence upon the way a person sees himself and what he values about work.

To make choices which are congruent with their values, it is necessary for people to consider the alternatives available. Teachers, parents, and counselors can help children develop the process of making deliberate, responsible, decisions. A skillful decision-maker has more freedom in his life because he is more likely to recognize, discover, or create new opportunities and alternatives. He also is able to control his life better because he is able to reduce uncertainty in his choices and limit the degree to which chance or other people determine his future.

Value-clarification is an effective way of helping
the disadvantaged youth understand themselves better and improve social interactions. Role playing and verbal discussions about "real" everyday life situations have shown positive results and improved behavior from these children.

Emotionally disturbed youngsters need to experience success and trust from those with whom they associate in positions of leadership. Educational experiences should involve materials or activities which probe the values or interests of the student. This is a motivational factor and lessens the chance of discipline problems. Since these youngsters have a low frustration level, it is advantageous, if not mandatory, to have small classes so as to give more personal help and encouragement.

Work values start to form early in a child's life and become more definite in the adolescent years. Therefore, occupational preparation should begin through awareness programs designed to help students make choices that agree with their values. Research studies have shown that large proportions of high school senior boys make fairly definite vocational plans and actually follow those plans after they graduate (Porter 1954).

Roe (1956) and others argue that no other factor in our society can satisfy as many needs in an individual's life as his occupation.
CHAPTER III

METHODOLOGY

The primary purpose of this study was to determine the work values of the emotionally disturbed adolescents and to compare these values with those indicated by adolescents from a regular public school of the same age level. A secondary objective was to compare the work values of the two age levels, grade 7-9 to those of grade 10-12, within each level.

Population Sample

The population sample for this study consisted of 100 students. The distribution was as follows:

Group A: Students from the Farm Home School in Corvallis, Oregon, identified as the emotionally disturbed sample, were chosen upon the recommendation of Dr. Gordon Higginson, the school psychologist. He contended that this population of students is representative of emotionally disturbed adolescents as defined for this study. (For additional demographic information see Appendix E) The grade levels ranged from 7-12 and the students were from 12 to 18 years of age. There were both boys and girls included in the sample with a
majority of boys. There were 25 students in each grade level at the time the inventory was administered.

**Group B:** Two classes were chosen from the regular school setting in Corvallis, Oregon, School District 509J. One class was selected from Western View Junior High, grades 7-9, as recommended by the principal. The other class was selected from Corvallis High School, grades 10-12, upon recommendation of the assistant principal in charge of curriculum. (For additional demographic information see Appendix E.) The inventories of 25 students from each level were used for the study. The classes were picked at random according to grade level mixtures, co-ed classes, and elective non-academic classes to coincide with the Group A population sample. These schools were chosen on the basis of student population and range of living standards. This population included parents who dropped out (did not complete high school) as well as, those parents who are medical professionals, lawyers, professors at Oregon State University, and prominent businessmen in the community. These schools were con-
sidered to be representative of a regular public school population. (Appendix D)

**Instrumentation**

**The Ohio Work Values Inventory**

The Ohio Work Values Inventory, (Appendix A) has been used for students from grades 5-11 and has a reading level of grade 2.8 (Hales 1973). Permission (Appendix C) was obtained from the author to use the instrument and additional information concerning its development was provided.

The theoretical foundations of the instrument, along with much of its basic rationale can be traced to five primary sources: (1) an analysis of values used in previous investigations. (Centers, 1948; Super 1968; Perrone 1965; Thompson 1966; Paine, Deutsch, and Smith 1967), (2) worker functions, as identified by the United States Department of Labor (1965), (3) the social psychological, psychoanalytically based personality need theory, as postulated by Maslow (1954), (4) adapted to a theory of occupational choice by Roe (1965), and (5) self theory, as stated by Combs and Snygg (1949).

Ten of the eleven value constructs have appeared in inventories, questionnaires, or rating scales used by other researchers in their investigations of work values
(Hales 1973). Solitude, while not explicitly included, has been clearly implied in at least two other scales (Super 1968; Gibbons and Lohnes 1965).

Validity and Reliability

For each scale, items thought to measure that value were written, tried in experimental forms, and revised. Each scale of the final form contained seven items (Appendix A).

Coefficient alpha and test-retest coefficients were used to evaluate test reliability for boys and girls of various social classes at various grade levels. Scale intercorrelations were calculated. One aspect of criterion related validity was investigated through a correlational study of the Ohio Work Value Inventory and other work value scales.

The sample for testing the instrument was comprised of 2174 elementary and secondary students from a large, midwestern school district. Included in the sample were 198 eleventh grade students, 486 eighth grade students, 490 seventh grade students, 500 sixth grade students, and 500 fifth grade students. The questionnaire was administered during the fall of 1971.

The results of the reliability study were favorable. All coefficients were reasonably high for the different grade levels, for boys and girls separately within grade
levels, and for different social levels. The lowest coefficient alpha was .72 for Task Satisfaction for sixth grade girls. With the exception of Task Satisfaction for the fifth grade and eighth grade samples, all test-retest coefficients were above .71. Most of the coefficient alphas were above .85 and most of the test-retest coefficients were above .80.

Because many of the emotionally disturbed adolescents at the Farm Home have reading difficulties the Ohio Work Values Inventory was deemed appropriate for this study.

The dependent variable for the study was the response of each student to the questionnaire.

Administration Of The Instrument

The instrument was administered by teachers of each class in order to maintain uniformity. The teachers were instructed about the use of the instrument prior to the time of administering the inventory.

The classes which were surveyed had the exact number of students present which were needed for the sample on the day the inventory was given. All the questionnaires were complete and were collected within the 45 minute class time.

Statistical Design and Significance

Testing Of The Hypotheses

The sampling technique was a two-way arrangement
(2x2 matrix) as illustrated in Table 1.

TABLE 1

TWO-WAY ARRANGEMENT SAMPLING TECHNIQUE

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Farm Home School</th>
<th>Corvallis Schools</th>
<th>( \Sigma )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group A</td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>7-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>10-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \Sigma )</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Methods Of Analysis

Means and variances were computed for each work value construct in the instrument and data were analyzed to test the following hypotheses:

\( H_1: \) There was no significant difference between the mean scores of emotionally disturbed children and children in a regular public school on the Altruism Scale and each of the other ten work values.

\( H_2: \) There was no significant difference between the mean scores of grades 7-9 and grades 10-12 on the Altruism Scale and each of the other ten work values.

\( H_3: \) There was no significant interaction effect between groups and grade levels.
The F statistic was used to compute the analysis of variance in order to test each of the hypotheses with the critical significance level being set at $\alpha = .05$. If $F$ (computed) was found to be greater than the tabular $F$ (3.94), then the hypothesis was rejected; otherwise, the hypothesis was retained.

The analysis of variance table which follows indicates the significance testing schema:

**TABLE 2**

**ANALYSIS OF VARIANCE SCHEMA**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F-Ratio</th>
<th>Critical $F = .05$ df=1,100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>1</td>
<td>A</td>
<td>A/1</td>
<td>$MS_A/MS_D$</td>
<td>3.94</td>
</tr>
<tr>
<td>Grade</td>
<td>1</td>
<td>B</td>
<td>B/1</td>
<td>$MS_B/MS_D$</td>
<td>3.94</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>C</td>
<td>C/1</td>
<td>$MS_C/MS_D$</td>
<td>3.94</td>
</tr>
<tr>
<td>Error</td>
<td>96</td>
<td>D</td>
<td>D/96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A further explanation of this table and terms are found in Courtney and Sedgwick (1972).*

The data scale used in the study was considered to be of the interval type. The assumption of underlying continuity was utilized in justifying this rationale. Underlying continuity, according to Courtney and Sedgwick (1972)
is exemplified by a score on a 100 point scale. The score of 83, for example, represents a value which is considered as a continuous measure, thus giving an instance when discrete data are treated as continuous.

The F statistic was considered to be robust enough to adequately analyze such data as were used in the present study.
CHAPTER IV

PRESENTATION OF THE FINDINGS

Chapter four is an objective presentation of the data derived from the responses of the students from the Farm Home and Corvallis schools to the questionnaire. As indicated previously the survey instrument contained eleven constructs, which are common work values, recognized by experts in the field. An introductory examination of the findings are provided by the histogram, FIGURE 1.

The F statistic (two-way analysis of variance technique) was used to analyze the data in this study. Differences in mean score results were tested for all students from the Farm Home and Corvallis schools to indicate variations between the two schools and to determine interaction effect between grade levels, 7-9 and 10-12.

By computing the means and variances for each of the eleven constructs in the questionnaire, the hypotheses, as stated in Chapter III, were tested.

The critical significance level was set at \( \alpha = .05 \). When the computed F for any construct was found to be greater than the tabular F (3.94) the hypothesis was rejected (Table 3). Five of the eleven work value constructs showed a significant difference beyond the critical level.
FIGURE 1. COMPARISON OF VARIABLE MEAN SCORES FOR THE ELEVEN WORK VALUE CONSTRUCTS (See page 9)
# TABLE 3

REJECTION OF THE H₀ FOR FIVE WORK VALUE CONSTRUCTS (SIGNIFICANT DIFFERENCES OF MEANS SCORES, α = .05)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group Effect</th>
<th>Grade Level Effect</th>
<th>Interaction Effect</th>
<th>Means</th>
<th>Computed F</th>
<th>Tabular F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H₁</td>
<td>H₂</td>
<td>H₃</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td>X</td>
<td></td>
<td></td>
<td>AF - 3.54</td>
<td>4.32</td>
<td>3.94</td>
</tr>
<tr>
<td>Object</td>
<td>X</td>
<td></td>
<td></td>
<td>AC - 3.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
<td></td>
<td>AF - 3.14</td>
<td>21.40</td>
<td>3.94</td>
</tr>
<tr>
<td>Independence</td>
<td>X</td>
<td></td>
<td></td>
<td>AC - 2.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>X</td>
<td></td>
<td></td>
<td>AF - 3.61</td>
<td>7.99</td>
<td>3.94</td>
</tr>
<tr>
<td>Solitude</td>
<td>X</td>
<td></td>
<td></td>
<td>AC - 2.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The null hypothesis \((H_1)\) was rejected between groups for three constructs. These constructs were Altruism, Object Orientation, and Solitude. An item by item examination of these constructs was conducted to determine the extent of the difference between the two groups and where the difference lay. The means for the opposite category of respondents were also examined as a means of comparison, even though they were not significantly different. For example, the first work value Altruism, was rejected when group responses were analyzed. Farm Home students valued working with people more than did students from Corvallis. On a five-point scale, the mean for the Farm Home students was 3.54 and 3.12 for Corvallis. When looking at the score responses for Altruism by grades, level II mean score was 3.40 and the mean score for level I was 3.26. This indicates that Farm Home students valued Altruism (working with people) significantly more than Corvallis students as a group, but not significantly between grade levels. Implications of these findings are given in Chapter V.

The null hypothesis \((H_2)\) was rejected between grade levels for only one construct, Independence. The mean scores for the grade levels were: Farm Home 3.49 and Corvallis 3.11. For this construct the group scores were not significantly different but when analyzed, the data showed Corvallis students (3.34) valued Independence more than did
the Farm Home students (3.26).

Table 3 shows the rejected hypotheses for each of the constructs, mean score values for each group or grade level, the computed F, and the tabular F.

The constructs for which the null hypotheses was retained, were Security, Control, Self Realization, Task Satisfaction, Idea/Data Orientation, and Prestige. Mean scores for all eleven constructs by all respondents are presented in Table 4 to show the statistical differences between the work values.

**Difference For The Interaction Effect**

The two-way classification analysis of variance tested eleven constructs for no interaction effect difference. The results are presented in Tables 5 and 6 which show the mean scores for groups and grade levels, the computed F, and the tabular F. The null hypothesis for interaction (H₃) was rejected for only one, Money, of the eleven constructs. FIGURE 2 is a plot of the interaction effect differences for this construct and shows it as being disordinal. This is explained further in Chapter V.

**Means**

The mean response was computed for each construct for students from the Farm Home School (Emotionally disturbed) and Corvallis (regular public school) for both
TABLE 4

MEAN RESPONSES TO ALL WORK-VALUE CONSTRUCTS (11)
BY GROUPS AND CORRESPONDING GRADE LEVELS

<table>
<thead>
<tr>
<th>Variable</th>
<th>AF</th>
<th>F2</th>
<th>F1</th>
<th>Means</th>
<th>AC</th>
<th>C2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Altruism</td>
<td>3.54</td>
<td>3.60</td>
<td>3.50</td>
<td>3.12</td>
<td>3.21</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>*Object Orient.</td>
<td>3.14</td>
<td>2.88</td>
<td>3.40</td>
<td>2.25</td>
<td>2.34</td>
<td>2.16</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>3.98</td>
<td>3.85</td>
<td>4.10</td>
<td>3.80</td>
<td>3.82</td>
<td>3.78</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>2.63</td>
<td>2.34</td>
<td>2.91</td>
<td>2.33</td>
<td>2.30</td>
<td>2.36</td>
<td></td>
</tr>
<tr>
<td>Self Real.</td>
<td>4.18</td>
<td>4.10</td>
<td>4.27</td>
<td>4.08</td>
<td>4.18</td>
<td>3.98</td>
<td></td>
</tr>
<tr>
<td>*Independence</td>
<td>3.26</td>
<td>3.02</td>
<td>3.50</td>
<td>3.34</td>
<td>3.21</td>
<td>3.47</td>
<td></td>
</tr>
<tr>
<td>*Money</td>
<td>3.87</td>
<td>3.61</td>
<td>4.13</td>
<td>3.62</td>
<td>3.93</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td>Task Sat.</td>
<td>4.53</td>
<td>4.47</td>
<td>4.58</td>
<td>4.61</td>
<td>4.68</td>
<td>4.53</td>
<td></td>
</tr>
<tr>
<td>*Solitude</td>
<td>2.95</td>
<td>3.02</td>
<td>2.88</td>
<td>2.40</td>
<td>2.16</td>
<td>2.65</td>
<td></td>
</tr>
<tr>
<td>Idea/Data Or.</td>
<td>3.11</td>
<td>3.14</td>
<td>3.07</td>
<td>2.91</td>
<td>2.98</td>
<td>2.84</td>
<td></td>
</tr>
<tr>
<td>Prestige</td>
<td>3.04</td>
<td>3.05</td>
<td>3.03</td>
<td>2.66</td>
<td>2.64</td>
<td>2.68</td>
<td></td>
</tr>
</tbody>
</table>

*Data showed significant difference for these constructs
**All Farm Home Students (AF) All Corvallis Students (AC)
Farm Home Grades 7-9 (F1) 10-12 (F2) Corvallis Grades 7-9 (C1) 10-12 (C2)
<table>
<thead>
<tr>
<th>Variable</th>
<th>Computed F</th>
<th>Hypothesis*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruism</td>
<td>.02</td>
<td>Retain</td>
</tr>
<tr>
<td>Object Orientation</td>
<td>3.27</td>
<td>&quot;</td>
</tr>
<tr>
<td>Security</td>
<td>.94</td>
<td>&quot;</td>
</tr>
<tr>
<td>Control</td>
<td>1.79</td>
<td>&quot;</td>
</tr>
<tr>
<td>Self Realization</td>
<td>2.03</td>
<td>&quot;</td>
</tr>
<tr>
<td>Independence</td>
<td>.34</td>
<td>&quot;</td>
</tr>
<tr>
<td>Money</td>
<td>7.74</td>
<td>Reject</td>
</tr>
<tr>
<td>Task Satisfaction</td>
<td>2.03</td>
<td>Retain</td>
</tr>
<tr>
<td>Solitude</td>
<td>2.60</td>
<td>&quot;</td>
</tr>
<tr>
<td>Idea/Data Orientation</td>
<td>.04</td>
<td>&quot;</td>
</tr>
<tr>
<td>Prestige</td>
<td>.03</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

* The level of significance was .05 percent, \( \alpha = .05 \).

The Tabular F was 3.94.
TABLE 6
DIFFERENCES IN RESPONSES BETWEEN FARM HOME AND CORVALLIS BY GRADE LEVELS
INTERACTION EFFECT DIFFERENCES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Farm Home(F)/Corvallis(C)* Computed F</th>
<th>Tabular F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>x Level 2(2)/Level 1(1)</td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>F2 - 3.61 C2 - 3.93 7.74 3.94</td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>F1 - 4.13 C1 - 3.31</td>
<td></td>
</tr>
</tbody>
</table>

* Farm Home = Emotionally disturbed school
Corvallis = Regular public school

FIGURE 2
INTERACTION EFFECT
grade levels and are shown in Table 7. This Table was compiled with the constructs in rank order according to the mean score response to show the similarity of the four units within the sample.

Students from the Farm Home School, as a group, responded with a higher mean score on nine of the eleven constructs than the Corvallis students. Corvallis students valued Independence and Task Satisfaction more than the Farm Home students, according to mean scores. All mean scores for the Farm Home students, 7-9 grades, were higher than those of the corresponding level from Corvallis. The Farm Home, grades 10-12, marked only six of the work values higher than did the corresponding Corvallis level. These findings are shown in Table 8.
### TABLE 7

STUDENT MEAN RESPONSE FOR ALL VARIABLES (Given in rank order)

<table>
<thead>
<tr>
<th></th>
<th>F2</th>
<th>C2</th>
<th>F1</th>
<th>Cl</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Sat.</td>
<td>4.47</td>
<td>Task Sat.</td>
<td>4.68</td>
<td>Task Sat.</td>
<td>4.58</td>
</tr>
<tr>
<td>Self Real.</td>
<td>4.10</td>
<td>Self Real.</td>
<td>4.18</td>
<td>Self Real.</td>
<td>4.27</td>
</tr>
<tr>
<td>Altruism</td>
<td>3.60</td>
<td>Altruism</td>
<td>3.21</td>
<td>Altruism</td>
<td>3.50</td>
</tr>
<tr>
<td>Idea/Data Or.</td>
<td>3.14</td>
<td>Independence</td>
<td>3.21</td>
<td>Independence</td>
<td>3.50</td>
</tr>
<tr>
<td>Prestige</td>
<td>3.05</td>
<td>Idea/Data Or.</td>
<td>2.98</td>
<td>Obj. Orient.</td>
<td>3.40</td>
</tr>
<tr>
<td>Independence</td>
<td>3.02</td>
<td>Prestige</td>
<td>2.64</td>
<td>Idea/Data Or.</td>
<td>3.07</td>
</tr>
<tr>
<td>Solitude</td>
<td>3.02</td>
<td>Obj. Orient.</td>
<td>2.34</td>
<td>Prestige</td>
<td>3.03</td>
</tr>
<tr>
<td>Obj. Orient.</td>
<td>2.88</td>
<td>Control</td>
<td>2.30</td>
<td>Control</td>
<td>2.91</td>
</tr>
<tr>
<td>Control</td>
<td>2.34</td>
<td>Solitude</td>
<td>2.16</td>
<td>Solitude</td>
<td>2.88</td>
</tr>
</tbody>
</table>

* F2 = Farm Home 10-12  C2 = Corvallis 10-12  F1 = Farm Home 7-9  Cl = Corvallis 7-9
TABLE 8
MEAN SCORES BY GRADE LEVELS

<table>
<thead>
<tr>
<th>Variable</th>
<th>F2</th>
<th>C2</th>
<th>F1</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Altruism</td>
<td>3.60</td>
<td>3.21</td>
<td>3.50</td>
<td>3.00</td>
</tr>
<tr>
<td>2. Object Orientation</td>
<td>2.88</td>
<td>2.34</td>
<td>3.40</td>
<td>2.16</td>
</tr>
<tr>
<td>3. Security</td>
<td>3.85</td>
<td>3.82</td>
<td>4.10</td>
<td>3.78</td>
</tr>
<tr>
<td>4. Control</td>
<td>2.34</td>
<td>2.30</td>
<td>2.91</td>
<td>2.36</td>
</tr>
<tr>
<td>5. Self Realization</td>
<td>4.10</td>
<td>4.18</td>
<td>4.27</td>
<td>3.98</td>
</tr>
<tr>
<td>6. Independence</td>
<td>3.02</td>
<td>3.21</td>
<td>3.50</td>
<td>3.47</td>
</tr>
<tr>
<td>7. Money</td>
<td>3.61</td>
<td>3.93</td>
<td>4.13</td>
<td>3.31</td>
</tr>
<tr>
<td>8. Task Satisfaction</td>
<td>4.47</td>
<td>4.68</td>
<td>4.58</td>
<td>4.53</td>
</tr>
<tr>
<td>9. Solitude</td>
<td>3.02</td>
<td>2.16</td>
<td>2.88</td>
<td>2.65</td>
</tr>
<tr>
<td>10. Idea/Data Orientation</td>
<td>3.14</td>
<td>2.98</td>
<td>3.07</td>
<td>2.84</td>
</tr>
<tr>
<td>11. Prestige</td>
<td>3.05</td>
<td>2.64</td>
<td>3.03</td>
<td>2.68</td>
</tr>
</tbody>
</table>

* F2 = Farm Home 10-12  F1 = Farm Home 7-9  
   C2 = Corvallis 10-12  C1 = Corvallis 7-9
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The basic purpose of this study was to determine the work values of the emotionally disturbed adolescents and to compare these values with those indicated by adolescents of the same age level from a regular public school. A subsequent objective was to compare the work values of the age levels, grade 7-9 and grade 10-12, within each group.

The population sample consisted of 100 students. The sample was comprised of two groups, 50 students each. Each group was subdivided into grade levels, 7-9 and 10-12, with 25 students in each level.

A search of the literature furnished a theoretical background for the development of one's occupational choice and value system. The literature provided further information concerning effective programs for the emotionally disturbed adolescents which may be used to assist them in becoming better prepared for the world of work. Other research studies in the area of work values supplied additional ideas which were used in conducting this study.

The questionnaire used for the study was The Ohio Work Values Inventory (Hales 1973) and was administered by the teachers of each class during the regular class period.
Teachers were instructed about the instrument prior to the day it was to be administered. All questionnaires were completed during the 45 minute period and collected from all respondents. Thus both groups were treated alike to ensure uniformity.

Means and variances were computed for each work value scale and the data were analyzed to test three hypotheses: 

\( H_1 \) - There is no significant difference between the mean scores of emotionally disturbed adolescents and adolescents in a regular public school on the Altruism scale and each of the other ten scales; 

\( H_2 \) - There is no significant difference between the mean scores of grades 7-9 and grade 10-12 on the Altruism scale and each of the other ten scales; 

\( H_3 \) - There is no significant interaction effect between groups and grade levels. The F statistic was the basis for computing the analysis of variance. The critical significance level was set at \( \alpha = .05 \).

Conclusions

Designing and conducting the research, testing the hypotheses, and an examination of the data provided the following conclusions:

1. Emotionally disturbed adolescents chose Task Satisfaction, Self Realization, Security, Money, Altruism, Independence, Object Orientation, Ideas/Data Orientation,
Prestige, Solitude, and Control as the work values they felt were important. These are arranged in order of preference from most valued (4.53) to least valued (2.63) on a five point scale.

These findings agree with the literature and are similar to the ordering of the value constructs by the students from Corvallis.

2. The mean score differences between the emotionally disturbed adolescents and adolescents from a regular public school indicated that for three (3) work values there was a critical significant difference; consequently, the hypothesis ($H_1$) was rejected. These work values were Altruism, Object Orientation, and Solitude.

It may be surprising that the Farm Home students value Altruism (Working with people) more than Corvallis students because these children have been so rejected by family, community, school, and people in general. However, according to Maslow's hierarchy of needs, the individual tries to satisfy only those needs which he feels are lacking. After these have been satisfied, they are no longer valued as highly as the next higher need. Corvallis students therefore, value Altruism less than did the Farm Home students because they have been more accepted by people. This construct deals with helping people who have problems and are having a difficult time making their lives pleasant.
Object Orientation showed the largest significant difference (21.40) which is a job that requires one to work with physical objects. Emotionally disturbed children value motoric rather than symbolic or abstract learning, according to the literature, because many of these students have been unable to succeed in our school programs. Since these students have difficulty with abstract reasoning, their ability to predict the future is distorted or uncertain and they live from moment to moment rather than risk the future. When working with objects they are able to see what they are doing right now. They do not have to rely on thought or memory in order to complete the job later. This is somewhat frustrating to many of these students too, however, because the reality of their failure, should they fail, is also plainly visible and cannot be denied. This causes outbursts of anger and violent behavior which often destroys their work so as to erase the failure.

Many of the emotionally disturbed students are unable to remember from one day to the next what project they were doing in the shop. As soon as they see the project, they can usually continue with the work. However, in other classes which require abstract reasoning or working with symbols, many of these students have great difficulty continuing from one day to the next.
to say nothing of the week ends or summer vacation.

As a result of this experience in school these students fear the same occurrence on the job. It is much less frightening if the objects are there as reminders.

Students from the Farm Home valued Solitude (working alone) more than did Corvallis students. This can possibly be explained by the fact that these students feel rejected and like individual attention. They have had little success in getting along with other people and do not like others to see their mistakes for fear of being criticized. If they work by themselves these children feel the job can be done according to their own liking. If someone else is working with them they are afraid of being told how and what to do. Many of these students have been harassed by older brothers and sisters, as well as parents, and want to be left alone to do as they so desire.

3. The mean score differences between grade levels 7-9 and 10-12 indicated that for one (1) work value there is a critical significant difference; therefore, (H2) was rejected for Independence.

An examination of the mean scores for this work value shows that the 7-9 grade level mean for Corvallis (3.47) was slightly lower than that of the Farm Home (3.50), while the mean for Corvallis 10-12 grade level (3.21) was much higher than the Farm Home (3.02).
The hypothesis (H2) was rejected because the mean score for the 7-9 group was higher (3.49) than the mean score for the 10-12 group (3.11).

The explanation for this data was rather obvious. Students at the lower grade level do not like to be told what to do all the time, therefore, a job which would give them independence is appealing. It is interesting to note, however, that the Farm Home 10-12 grade valued Independence less than Corvallis. The emotionally disturbed adolescents as they get older begin to realize how insecure and dependent they really are on someone else. They do not like to make decisions which require them to accept the responsibility for their own actions. As they get older they want to be told what to do so they can challenge the authority or blame someone else for the failure. Most of these students have not been required, or given the opportunity, to make choices which they could handle in order to develop their ability to be independent.

4. An interaction effect (H3) of critical significance was found for one (1) work value, Money. When the mean scores were analyzed the interaction was found to be disordinal. Emotionally disturbed adolescents valued Money significantly more for grade level 7-9 than did the 10-12 grade level, while regular school adolescents valued Money significantly more for grade level 10-12.
than did the 7-9 grade level adolescents.

Perhaps the reason for the decrease in the work value of Money for the Farm Home students was actually a realistic response. The lower age level students feel that if they had sufficient money all their problems would be solved. The older students realize that many of their needs cannot be satisfied or solved with money. They still want a good paying job but there are other characteristics about a job which they value more.

The students from Corvallis, on the other hand, probably expect to continue in school and are more realistic about the costs of living. They have experienced working on a job and have had parents supporting themselves, instead of living on welfare.

5. Emotionally disturbed adolescents surveyed for this study ranked the work values similar to adolescents from the regular public school. The mean scores were significantly different for five (5) of the eleven constructs.

Recommendations For Further Study

As a result of this investigation the following studies are recommended:

1. Similar comparative studies should be planned for other groups of this type.
2. A follow-up study to determine what types of jobs the emotionally disturbed students pursue after leaving the Farm Home. This type of study would help clarify the educational needs of these youngsters for employment.

3. An experimentation with different types of career education programs to determine the motivational effects for emotionally disturbed youth.

4. A study to determine the effect of the family background concerning the attitudes of the emotionally disturbed adolescent toward the world of work.

5. A study which would reveal the effects of drugs upon the value system of adolescents and their retention of skills, both motoric and symbolic.

Other recommendations for school curriculums are:

1. School curriculums should provide assistance for all students to experience making choices which will help them develop a sound value system. Emotionally disturbed adolescents especially, need help in clarifying their values if they are to be a productive part of the society.

2. All classes taught in the schools should help the students become more acquainted with work values associated with various jobs to help them make a more deliberate occupational choice. This could make school more interesting and meaningful.


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Hallberg, Irene. Summary of research studies relative to the disadvantaged child pursuant to section 205 (a) (8) Title I of P.L. 89-10. Salem Department of Education, Oregon, Division of Instruction, 1965.


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Morse, W. C. "Disturbed youngsters in the classroom." Todays Education, 58:30-37, April, 1969.


APPENDICES
APPENDIX A

THE OHIO WORK VALUES INVENTORY
OHIO WORK VALUES INVENTORY

People have their own reasons for choosing the work which they will do for a living. The work a person chooses often depends upon what is important to him or to her. If you really know how you feel about the different aspects of work, that is, what you value about work, it will be easier for you to make plans and choices which are right for you.

There are no right and no wrong answers to these questions because no one knows better than you do what you like in a job.

DIRECTIONS:

There are five empty spaces after each question. Draw an X in the one space you decide for your answer.

For example, one person marked two questions this way.

HOW MUCH WOULD YOU LIKE TO HAVE:

Not A Fairly A Very
much little much lot much

1. a job where you work outdoors most of the time? □ □ ☒ ☒ □

2. a job where you work at night? □ ☒ □ □ □

You can see that this person values working outdoors a lot. And, work that is done at night the person values a little.

Be sure to answer every question and to mark one space only for each question. You do not have to hurry in answering these questions.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruism</td>
<td>1, 12, 23, 34, 45, 56, 67</td>
</tr>
</tbody>
</table>
How much would you like to have:

1. a job that helps people?

2. a job where you put things together?

3. a job that is easy for you to keep?

4. a job where you can tell others what to do?

5. a job where you do many of the things you are able to do?

6. a job where you come and go as you please?

7. a job that pays you a lot of money?

8. a job where you do things you like to do?

9. a job that you do mostly by yourself?

10. a job where you often work with facts, ideas and opinions?

11. a job where a lot of people in your state will know what you do?

12. a job where you help people to have a better life?

13. a job where you make or build things?

14. a job that is yours as long as you want it?

15. a job where you would be the boss?
How much would you like to have:

16. a job where you can use the skills you have?
17. a job where you choose what you will do each day?
18. a job where you can earn all the money you need and more?
19. a job that gives you a lot of enjoyment?
20. a job where you work very little with other people?
21. a job where you sometimes think of new ways to do things?
22. a job that will make you well known?
23. a job where you do good things for others?
24. a job where you can see how and why parts of things fit together?
25. a job you are sure of having year after year?
26. a job where you give directions to other workers?
27. a job that lets you use your abilities?
28. a job where no one tells you what to do?
29. a job where there is a chance to get rich?
30. a job that makes you feel happy most of the time?
### How much would you like to have:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Not much</th>
<th>A little</th>
<th>Fairly much</th>
<th>A lot</th>
<th>Very much</th>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>a job that is done mostly by one person?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>a job where having ideas is important?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>a job where people admire you for your work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>a job where you can help people who have problems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>35.</td>
<td>a job where your main work is to make or fix things?</td>
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<td>36.</td>
<td>a job where no one will take your place unless you decide to leave the job?</td>
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<td>37.</td>
<td>a job where you are in charge of a group of workers?</td>
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<td>38.</td>
<td>a job that helps you to keep on improving as a person?</td>
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<td>39.</td>
<td>a job where you decide what hours you will work?</td>
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<td>40.</td>
<td>a job where you can earn a lot of money?</td>
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<td>41.</td>
<td>a job that you look forward to doing each day?</td>
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<td>42.</td>
<td>a job where you are on your own in doing the work?</td>
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<td>43.</td>
<td>a job where you try to make sense out of several ideas?</td>
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<td>44.</td>
<td>a job where many people will know you because of your work?</td>
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<td>45.</td>
<td>a job where you can help people who don't have a very easy life?</td>
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<td>46.</td>
<td>a job where you take things apart to see why they don't work?</td>
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</tbody>
</table>
How much would you like to have:

47. a job that you know is always yours?

48. a job where it is up to you to see that others do their work?

49. a job where you do the things you are good at doing?

50. a job where you can take time off when you want?

51. a job where you may sometimes make a lot of extra money?

52. a job that seems fun to do?

53. a job where you work by yourself most of the time?

54. a job where it is important that others understand your ideas?

55. a job where you have a chance to be famous?

56. a job where doing something for other people is your main work?

57. a job where you often handle things?

58. a job you can keep as long as you like?

59. a job where you plan and direct the work of others?

60. a job where you can develop your abilities?

61. a job where you decide how you will do your work?

62. a job that will make you a rich person?
<table>
<thead>
<tr>
<th></th>
<th>5 How much would you like to have:</th>
<th></th>
<th>5 Not much</th>
<th>A little</th>
<th>Fairly much</th>
<th>A lot</th>
<th>Very much</th>
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<tr>
<td>63.</td>
<td>a job that you enjoy doing?</td>
<td>63.</td>
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<td>64.</td>
<td>a job where you are not near other people much of the time?</td>
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<td>65.</td>
<td>a job where putting ideas together is important?</td>
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<td>66.</td>
<td>a job where you will be well known for the work you do?</td>
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<td>67.</td>
<td>a job that makes living more easy and happy for other people?</td>
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<td>68.</td>
<td>a job where you use tools in doing your work?</td>
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<td>69.</td>
<td>a job you know you can always have?</td>
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<td>70.</td>
<td>a job where others do the work the way you say?</td>
<td>70.</td>
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<td>71.</td>
<td>a job where you keep improving your skills?</td>
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<td>72.</td>
<td>a job that you can do your own way?</td>
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<td>73.</td>
<td>a job that gives you plenty of money?</td>
<td>73.</td>
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<td>74.</td>
<td>a job where the work you do makes you feel good?</td>
<td>74.</td>
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<td>75.</td>
<td>a job that you can do alone?</td>
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<td>76.</td>
<td>a job where developing ideas is important?</td>
<td>76.</td>
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<td>77.</td>
<td>a job where you get to know some important people?</td>
<td>77.</td>
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</tbody>
</table>
Name __________________________________________

School __________________________________________

Grade _____  Circle one:  boy  Age _____  girl

What job would you like to have some day?

________________________________________________

Your father's job:

________________________________________________

Father's education: How far did he go in school?

________________________________________________
APPENDIX B

LETTER OF REQUEST
February 7, 1974

Dr. Loyde W. Hales  
Dept. of Educational Research  
Ohio University  
Athens, OH 45701

Dear Dr. Hales:

I am in the beginning stages of my Doctoral thesis and have been searching for the right instrument to use.

My question is: "Do emotionally disturbed children have the same attitudes about career goals or jobs as children from a 'normal school' setting?"

Dr. Henry TenPas at Oregon State University showed me a copy of your Ohio Work Values Inventory. Basically, it seems to fit my problem accurately, however, the emphasis of my study is career values. Would it be possible to modify your instrument to meet this criteria? Example: How much would you like to have: (1) a career that helps people? (2) a career where you put things together? (3) a career that is easy for you to keep? Etc.

I would appreciate any suggestions you may have for administering this instrument, previous findings, or sources of literature which show some uses of this instrument, and any revisions since 1971.

If you would like a summary of the findings I would be happy to send you a copy. Thank you for your kind consideration.

Sincerely,

Reed L. King

1835 NW Menlo Drive  
Corvallis, OR 97330

dk

Enclosure - self-addressed envelope for your response
APPENDIX C

LETTER OF PERMISSION
Mr. Reed L. King
1835 NW Menlo Drive
Corvallis, Oregon 97330

Dear Mr. King:

In response to your letter of February 7, all things are appropriate. The word "job" was carefully selected for use in our instrument—The Ohio Work Values Inventory. Not all children understand the concept of career, this being more middle class than lower class in conceptualization. The word "job" is generally understood by children to include all employment (occupations and vocations), i.e., to include all types of careers. Since the instrument was developed and standardized with the word "job," change in wording could invalidate the norms and research data concerning the instrument.

A copy of the instrument and some papers and articles concerning the instrument are enclosed. An additional reference is found in the Vocational Guidance Quarterly, March 1972, pages 199 to 203, "Work Value of 5th, 8th, and 11th Grade Students." Tentative norms on approximately 5,000 children in grades 4 through 8 can be made available, if you so desire. A manual for administering the instrument, as well as multiple copies of the OWVI, can be purchased from Bradford J. Penner, 71 Mulligan Road, Athens, Ohio 45701.

I hope this is of use to you. If you do use our instrument, I would like a summary of your findings.

Sincerely,

Loyde W. Hales
Director

Enclosures
APPENDIX D

STATEMENT OF VERIFICATION
March 28, 1974

TO WHOM THIS MAY CONCERN:

The students surveyed in this study from Western View Junior High, grades 7-9, and those from Corvallis High, grades 10-12, are representative of a regular public school population as stated in Chapter III, Group B of the study.

Dr. Fred E. Quale
Assistant Superintendent for Instruction

FEQ/cln
APPENDIX E

DEMOGRAPHIC INFORMATION


Demographic Information

The Farm Home was founded nearly fifty years ago by the Woman's Christian Temperance Union as a home for children with no place to go. It has evolved in response to the needs of children into a residential center treating behavior problems of boys and girls between the ages of 12 and 18 who are unable to live in their own homes or foster homes because of family conflicts, emotional problems, or inability to function in the public schools. This institution serves the entire state of Oregon and referrals are received from Juvenile Courts and Children Services Division of each county. There are also private placements and referrals from other agencies such as Family Counselling, Mental Health Clinics, and School Social Service departments.

Extending westward from the Willamette River, the agency is situated on 285 acres between Corvallis and Albany on Highway 20. Four residence cottages, three for boys and one for girls, plus a non-denominational Chapel, school facilities, service buildings, and the administration building are situated around an oval drive which cover ten acres.

The boys and girls eat together in a central dining hall and **must** attend school, usually at the Farm Home School. The enrollment varies, but ranges from 45 to 54
students.

This institution provides (1) a "home" for those students who are unable to function in their paternal or foster home and have not attended school regularly; (2) therapeutic treatment for adolescents temporarily removed from their home environment; (3) a means, whereby the parents can establish rapport with their child which will permit them to function as a family in the community.

The Farm Home staff is composed of 45 people, all of whom are involved at least part of their day in being helpful to children. Four case workers are responsible for coordinating efforts of staff, school faculty, outside agencies, and families for the benefit of the students. Many volunteers are involved in supporting activities such as tutoring, recreation, transportation, arts and crafts, etc.

A psychologist meets two full days weekly, providing diagnostic services and consultation to staff. Some additional help is given by Benton County Mental Health Clinic and Corvallis School System.

A psychiatrist administers a program that provides psychologically supportive drugs for those children who need temporary assistance to get them over particularly traumatic periods in their treatment.

A registered nurse conducts a daily clinic to administer to any medical needs. She is supervised by a team of
six physicians from Corvallis who participate in weekly clinics to provide more extensive examinations and medical care for referrals.

The primary goal of the Farm Home is to return boys and girls to their communities and families as soon as possible. In order to do this, basic needs must be met, such as, creating a secure, safe place for all students to live; developing an environment that reinforces appropriate social behavior; and creating a stimulating atmosphere in which to learn. The institution is concerned with what is best for each individual youngster and tries to promote growth as fast as possible. It is a difficult task to alter behavior patterns which have been reinforced throughout the child’s life.

The objective of the Farm Home is to help each adolescent change his behavior so he can: (1) function in his home, with real or foster parents; (2) attend a public school and develop skills which will sustain a productive and enjoyable life; (3) be a cooperative citizen in the community; and (4) cultivate stable peer relationships which will stimulate growth and maturity, both socially and mentally. (The Farm Home, 1973)

Corvallis, Oregon is a rural and industrial area with its main payroll being from Oregon State University. It has a population of 39,750 and the school district consists
of 14 elementary schools (Kindergarten is a part of the school system on a half-day basis), three junior high schools for grades seven through nine, and two senior high schools. Corvallis has an evening adult education program and a variety of courses offered through the Division of Continuing Education and Linn-Benton Community College. 
(Chamber of Commerce, 1974)