

THE PERCEIVED AFFECTIVE WORK COMPETENCIES
OF VIRGINIA HOME ECONOMICS RELATED OCCUPATIONS CHAPTER MEMBERS

by

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Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Vocational and Technical Education

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December, 1986

Blacksburg, Virginia

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(ABSTRACT)

The primary objective of this study was to examine the basis of the assumption that vocational student organizations (VSOs) are teaching devices for affective work competencies (AWC). It addressed as the major question: What is the relationship between participation in Home Economics Related Occupations (HERO) activities and HERO members' perceived AWC? The study also sought to determine if other selected variables (adviser effectiveness, age, work, work experience, occupational area, and sex) existed in explaining AWC. Equally important was the determination of variable combinations that best predicted AWC.

Purposive, structural sampling provided 410 HERO members in 18 chapters selected from the five home economics supervisory areas of Virginia: Eleven chapter advisers were identified as more effective and seven were identified as less effective.

Data were collected via two self-report instruments: The HERO Participation Inventory (developed by the researcher) and the Work Attitudes Inventory (Brauchle & Petty, 1983). The stepwise model of

multiple linear regression analysis (MRA) and analysis of variance (ANOVA) were statistical procedures used to analyze the data.

Major conclusions were the following: (1) A positive and significant relationship existed between HERO participation and AWC variable factors of Ambition, Self-Control, Enthusiasm, and Conscientiousness. (2) HERO participation was the best predictor of Ambition, Self-Control, and Enthusiasm, and the fourth best predictor of Conscientiousness. (3) Adviser effectiveness correlated positively and significantly with Ambition, Enthusiasm, and Conscientiousness, and was the second best predictor of Ambition and Enthusiasm.

ACKNOWLEDGEMENTS

It is with sincere appreciation that I acknowledge the individuals who have made this endeavor possible.

I owe a debt of gratitude to Dr. Curtis R. Finch, chairman of my doctoral studies, for his invaluable aid in the guidance of my research and the direction of my dissertation; and to my committee members, Drs. Penny L. Burge, James P. Clouse, K. Kurt Eschenmann, and Shirley C. Farrier for their constructive critiques and positive evaluations.

I extend my thanks to the HERO advisers and HERO members of participating chapters for willingly providing the data for my investigation, the Virginia Home Economics supervisors for their cooperation and help in procuring the sample for the study, and the panel of judges and vocational directors for their assistance.

I am grateful to my friends and colleagues: Dr. John R. Cox for his assistance with the statistical analysis and data interpretation, Mrs. Georgia I. Busic for expert proofing of copy and helpful suggestions, and Mrs. Jo Osborne for her excellent work in typing the manuscript and unending patience with the author.

Finally, I thank my family: Gary and Mark for their sincere expressions of confidence and support, Martha for her boundless love and labor, and my husband, Harold, for showing faith in my abilities, support of my endeavors, and joy in my accomplishments.

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Chapter 1

INTRODUCTION

Background of the Problem

From its inception, vocational education has had as a central focus the preparation of youth for the world of work. Curriculum planning for this preparation has never been a simple task, and is becoming increasingly difficult because "...the three bases of a stable national pattern of work - technology, the work force and social conditions - are all in flux" (Coates, 1982, p. 27). In a changing society, vocational curriculum planners must answer the major question: What competencies are needed for the vocational student to enter and survive in today's workplace? Traditionally, vocational education curriculum content has emphasized technical skills and knowledge - those competencies in the cognitive and psychomotor domains of education (Miller and Usoro, 1981).

However, Luft and Suzuki (1980) cite ample evidence (Klaurens, 1972; Shartle, 1959; Wallace, 1970) to suggest that other competencies which are nontechnical in nature may be as important, if not more important, to employability. They quote Klaurens (1972, p. 130) as stating that "...studies of reasons why people lose their jobs usually show that attitudes, motivation, personality factors, and other behaviors that involve value choices are the principal reasons for

terminating employment" (p. 79).

Educators are not alone in identifying the need to include nontechnical, affective competencies in vocational education curricula. Business and industry leaders have expressed the same view. Robert Watson (1982), manager of plant training programs for Westinghouse Electric Corporation, in an article addressed to vocational educators stated, "...I believe you must develop a program of employment skills that will address the old problem of attitude - behavior, being on time, cleaning up, general work habits" (p. 35).

James Campbell (1980), expressing the view of the U.S. Chamber of Commerce, described desirable employees:

Employers want employees who are competent to face life's ups and downs with courage; committed to doing a good job at whatever they plan to do with their lives; able to recognize that every project has a beginning, a middle, and an end; and able to decide how to begin an assignment and take each step to carry the project to a conclusion of which the employee can be proud. (p. 30)

Gordon L. Hough, who recently retired as Chairman of the Board of Directors for Pacific Telephone, said in an interview for VocEd, (Hendricks, 1980):

The nature of the business environment, as we have seen, is one of change. Employees must be ready to accept new tasks that are assigned to them; they must be able to cope with what often appears as ambiguity; they must learn to work with others. In my view, a person's attitude toward work is the best predictor of his or her employment success. (p. 40)

The above quotes clearly indicate that business and industry want workers who possess positive work attitudes and good work-related interpersonal skills. Today's employers express a need for vocational

education graduates with not only technical skills and knowledge but affective skills as well. Consequently, the question arises: Is vocational education meeting this need? Greenan (1983) thinks not. Citing Craven (1977) and Faddis (1979) he states, "Although students have continued to acquire vocational/technical skills, they typically have not acquired the attitudes and interpersonal skills necessary to succeed in vocational programs and occupational settings" (p. 46).

To rectify this apparent deficiency in vocational instructional programs, research findings (Beach and Kazanas, 1981; Nelson, 1977) suggest that vocational educators concentrate their efforts in assisting students in the acquisition of desirable work values, habits, and attitudes - affective work competencies. Luft and Suzuki (1980) state their conclusion in this manner, "The importance of nontechnical employment competencies justifies their inclusion in vocational education instructional programs in an effort to assure longevity of employment and economic rewards in occupations for which students are prepared" (p. 79). Luft (1980) further delineated the problem in his article, "Teaching Important Intangibles". He raised the following questions:

Once the important personal traits are identified, what is the best way to assist the student in developing them? Is the best approach on an individual basis or in group activities? Should it be done in the classroom, in student organizations, by an employer in a cooperative work situation, or through a combination of these? (p. 26g)

It is not surprising that Luft suggested vocational student organizations as a possible teaching device for affective work

competencies. It has long been assumed by vocational educators that vocational education students receive educational benefits from vocational student organizations. The report of Committees 3 and 4 from the National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices (Luster, 1967) reported these benefits in the following manner:

Becoming employable is one of the needs of youth. We recognize that the purpose of all vocational programs is to prepare individuals for gainful employment in a selected occupation. Vocational youth organizations supplement classroom instruction by involving youth in activities that are designed to develop skills, attitudes, and understandings necessary for gainful employment; activities that are youth initiated, planned, carried out and evaluated under the guidance of the adviser. Members of youth organizations should plan experiences which will increase their understanding of personal qualities needed for success as an employee. Activities should motivate members to want to acquire these personal qualities and the desire to work. (p. A47)

In summation, the need to incorporate the teaching of affective work competencies (desirable work values, habits, and attitudes) into the vocational student's curriculum has been acknowledged by both educators and potential employers. It has been suggested by some educators and claimed by others that a feasible teaching device for affective work competencies is the vocational student organization (VSO). It was in light of the preceding background information that the problem addressed by this study was posed.

Statement of the Problem

The need to integrate the teaching of affective work competencies into the vocational curriculum and the resulting problem of identifying and assessing instructional techniques which could be effectively used to assist the student to develop them, provided the impetus for the study. One investigation which dealt with this problem was conducted by Nelson and Nies (1978) to determine preferences of secondary school teachers (vocational and nonvocational) regarding the instructional techniques they would use to teach essential work skills necessary for workers to successfully maintain their occupations. Group discussion, problem solving, demonstrations, and supervised work experience were strategies identified most by teachers. These strategies were identified by teachers as being student centered and participatory in nature. As has been stated, a teaching technique unique to vocational education and recognized as being student centered and participatory in nature, with which the aforementioned study did not deal, is the vocational student organization (VSO). Luft (1980) suggested that participation in a student organization could possibly impact on a student's affective work competencies. Others have made more explicit statements. Larry Johnson, the Vocational Industrial Clubs of America (VICA) Executive Director, expressed his views as follows:

The day is gone when you can walk into a job with just a skill. You've got to have a salable personality and job attitude and that's what VICA does for students. We're

going to revolutionize the employment practices of industry in this country. No longer will they seek employees on the basis of what it says on their report cards, but rather on the basis of their record with the student organizations. (Askari, 1978, p. 36)

It was this purported relationship between participation in vocational student organization activities and the perceived affective work competencies of the participant that provided the situational problem for this research. Empirical data were lacking relative to the use of VSO participation as a potential teaching environment for the development of affective work competencies. Therefore, this study addressed the problem created by the lack of these data through an investigation of possible existing relationships between VSO participation and perceived affective work competencies.

Research Questions

The primary objective of this study was to examine the basis of the assumption that vocational student organizations are teaching devices for affective work competencies. It addressed as the major question: What is the relationship between participation in vocational student organization activities and the participant's perceived affective work competencies? In doing so, the study sought to determine if other selected variables existed in explaining the criterion variable. Equally important was the attempt to determine which combination of variables tended best to predict the participant's perceived affective work competencies. More specifically, the following

research questions were formulated:

1. What relationships exist between vocational student organization (Home Economics Related Occupations - HERO) participation level and the HERO member's perceived affective work competencies?

2. Is membership in a chapter with a more effective or less effective adviser related to the HERO member's perceived affective work competencies?

3. Is there a difference between the HERO member's perceived affective work competencies as a function of the home economics occupational area of enrollment?

4. Which combination of variables including HERO participation, chapter member's adviser's effectiveness, age, work, work experience, and sex tend best to predict perceived affective work competencies?

Rationale for the Study

Citing the work of various authors (Borow, 1964; Kimbrell and Vineyard, 1975; Thompson, 1973), Miller and Usoro (1981) indicate that poor attitudes and lack of work-related interpersonal skills are the main reasons young workers lose their jobs. They also cite research by Kazanas and Wolff (1972) which points out that affective skills may be more important for job survival than cognitive and psychomotor skills. In view of such disclosures, one apparent responsibility of vocational educators is the teaching of affective skills to prepare youth for survival in the work world. A literature search yielded limited research

to investigate teaching techniques/devices that educators can successfully use for this purpose. However, claims have been made that vocational student organizations provide activities for their members which impact on their affective work skills. Due to limited research and unvalidated claims concerning the VSO as an effective teaching device for affective work competencies, the need existed to address the following question: Is there a relationship between participation in activities that are provided by a VSO and the attainment of the participant's perceived affective work competencies? The answer to this question should provide useful data for vocational administrators, evaluators, instructors, curriculum developers, HERO advisers, and teacher educators in decision-making situations. An identification and description of existing relationships can supply empirical input on which to base educational decisions.

Assumptions and Limitations

This study was based on the following assumptions:

- 1. Affective work competencies that are important to the vocational curriculum can be taught and measured.*
- 2. The vocational student organization is an integral part of the vocational curriculum and serves as a teaching device.*

The following limitations were associated with the study:

- 1. One of the eight vocational student organizations (VSOs) was utilized to provide the data base for the study. This organization was*

Home Economics Related Occupations (HERO) chapters of the Future Homemakers of America (FHA).

2. The HERO chapters in this study were located in the state of Virginia. Findings of the research can thus be generalized only to other HERO chapters in Virginia.

Definition of Terms

The following definitions as they relate to this study are congruent with the use of these terms in other major studies:

Affective work competencies: A set of desirable work values, habits, and attitudes, nontechnical in nature, which in our culture are considered necessary for long term survival in the world of work; operationally defined as the scores obtained by HERO members on the Work Attitudes Inventory.

Affective Work Competencies Inventory: A self-report, Likert-type scale developed by H. C. Kazanas, used to rate one's level of affective work competencies.

Work Attitudes Inventory (Initially the Revised Affective Work Competencies Inventory): A revised edition of the Affective Work Competencies Inventory, resulting from a study to determine the factorial validity of the AWC, designed to measure work attitudes, values, and habits - affective work competencies.

Vocational student organization: A national organization for students enrolled in a vocational education program; considered integral

to the curriculum. The organizations and their respective vocational education programs follow in order of their establishment:

1. *Future Farmers of America (FFA) for agriculture students.*
2. *Future Business Leaders of America (FBLA) for business students.*
3. *Future Homemakers of America (FHA) for home economics students.
FHA chapters for consumer and homemaking students.
HERO chapters for occupational home economics students.*
4. *Distributive Education Clubs of America (DECA) for distributive education students.*
5. *Vocational Industrial Clubs of America (VICA) for trade and industrial students.*
6. *Office Education Association (OEA) for office occupations students.*
7. *Health Occupations Students of America (HOSA) for health occupations students.*
8. *American Industrial Arts Student Association (AIASA) for industrial arts students.*

For purposes of this study, a VSO is a HERO chapter.

Vocational student organization member: *A student whose dues have been paid to the national affiliate; operationally, a member of a HERO chapter of Future Homemakers of America.*

HERO Participation Inventory: *An inventory developed by the researcher to gather biographical information and rate the level of participation of the HERO member.*

HERO participation: Operationally defined as the scores obtained on the HERO Participation Inventory (HERO participation score).

Work: Operationally defined as whether or not the HERO member has worked for pay outside the home.

Work experience: Operationally defined as the number of weeks (40 hours = 1 week) the HERO member has worked for pay.

Occupational area: For purposes of this study, defined as the program area of Occupational Home Economics in which the student was enrolled.

Chapter Summary

The information presented in the sections of this chapter dealt with the mission of vocational education (to prepare individuals for employment) and the resulting challenge and concern to vocational educators. To meet this challenge, the assumption was made that affective work competencies, desired and demanded by potential employers and needed for survival by employees, must be taught in the vocational curriculum. The question was asked: Can affective work competencies be taught via vocational student organization participation? In order to address the problem created by lack of empirical data to answer this question, specific research questions were derived. These questions were posed to identify and describe existing relationships between VSO member's level of participation in VSO activities and member's affective work competencies. The limitations of the study identified Virginia Home

Economics Related Occupations (HERO) members as the population for investigation. The concluding section of this chapter was devoted to the definition of terms related to the inquiry.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

Overview

Student organizations are strongly supported by business and the vocational education profession. The profession believes in them so firmly that a vigorous campaign was waged until the U.S. Department of Education issued a policy statement in 1981 that VSOs are integral to the vocational curriculum. Business has also provided support. It is estimated that over 1,000 corporations, trade associations, and labor unions donate time, money, or some other service to these national organizations. In 1979, it was estimated that 142 of the top 500 U.S. public companies, including 33 of the top 50, contributed funds to one or more VSOs (Tannenber, 1984). The basis for this mutual support is explained by Dieter Tannenber, senior vice president of AM International and president of Multigraphs, as the attitude that VSO participation develops:

This positive attitude counts, not only to teachers, but to employers. Survey after survey of personnel officers and other managers shows the same result: an entry-level employee with a good attitude can make it; an employee with a bad attitude gets a one-way ticket out. Because employers and teachers know that attitude development is important, they look for ways to make it happen. They support VSOs. (p. 46)

The above overview provides a description of the problem area with

which this study was concerned. A review of the literature and research related to the problem area was conducted for the purpose of conceptualizing and delineating the basic problem and refining the research questions. Literature for the review is grouped into the following two categories: (1) literature related to the affective domain in vocational education and (2) literature related to affective work competencies and selected variables.

Literature Related to the Affective Domain in Vocational Education

Affective Domain Education

In education, regardless of the learning theory expressed, a component of that theory will be "changed behavior." However, due to the complexity of human behavior, educators have found it useful to talk about domains of learning behavior. The usual domains considered can be defined as follows: (1) cognitive - all forms of intellectual activity, (2) psychomotor - all behaviors involving body movements or muscular control, and (3) affective - all behavior connected with feelings and emotions, which includes attitudes and values and the aspects of personality adjustment (Ringness, 1975, pp. 4-5).

Vocational educators have consistently advocated the inclusion of all three domains in the vocational curriculum. Finch and Crunkilton (1984) described the focus of vocational curriculum:

The vocational and technical curriculum deals directly with helping the student to develop a broad range of knowledges, skills, attitudes, and values, each of which ultimately

contributes in some manner to the graduate's employability. The vocational and technical education learning environment makes provision for student development of knowledges, manipulative skills, attitudes, and values as well as the integration of these areas and their application to simulated and realistic work settings. (p. 10)

Despite statements of the inclusion of affective learnings in the vocational curriculum, Greenan (1983) cited others (Evans, 1971; McKinlay, 1976) to support the assertion that "Vocational program course content traditionally concentrates on technical skills" (p. 46). Beach and Kazanas (1981) addressed the same concern by indicating that "Many educators still concentrate the majority of their efforts to assist students in learning performance skills and cognitive information" (p. 50).

Gonsalves (1984), a nonvocational educator, in an abstract titled "Validating Affective Experiences" made this statement:

It is a well-known phenomenon that students will forget most of the cognitive material learned in a course unless that material is quickly and then frequently put to use. What will survive for a longer period of time, however, are the attitudes generated by the instructional experiences. But in spite of what we know about forgetting and about the importance of developing good attitudes toward learning, there continues to be a prevailing instructional disposition to narrowly emphasize content material at the expense of positive attitude development. (p. 1)

Beach and Kazanas (1981) suggested that the above may be true in the vocational educator's case because the educator considers acquisition of desirable work values, habits, and attitudes an incidental factor in the instructional program. However, research studies from industry reflect the importance of extensive planning for affective learning experiences. Burns (1973) found that personal traits

were the reasons many workers did not progress or advance in their organization; and Wilson (1973) suggested that more people fail or lose their jobs because of personal qualities or general attitudes than insufficient job skills or inadequate performance in their duties. If then, the focus of the vocational curriculum is, in part, to help the student develop attitudes and values which contribute to their employability (Finch and Crunkilton, 1984), it is important that planned, not incidental, instructional experiences are provided for this purpose. Rogers (1969) states two principles of learning that he has abstracted from experience and research. They are as follows: (1) much significant learning is acquired through doing, and (2) learning is facilitated when the student participates responsibly in the learning process (p. 162). As was suggested in the overview, a component of the vocational curriculum which allows Roger's principles to be followed and provides instructional experiences for attitude development is the vocational student organization.

Affective Competencies and VSOs

Vocational student organizations have been considered as teaching devices since the first (FFA) organization began in 1928. There is an abundance of literature suggesting that many outcomes of these teaching devices are skills and competencies in the affective domain. In 1967, at a national seminar to improve the use of youth organizations in vocational education as teaching devices, a committee report was given which indicated VSOs could be utilized in the following ways: (1) to

supplement family teaching in areas of responsibility, determination, and social relationships, and (2) to instruct students in civic responsibilities, working in groups, organizational planning, and social behavior. The committee also reported that, "It was felt that an increase of activities of youth organizations in the classroom provides an increase in vocational competency" (Luster, 1967, p. A26). Harris and Sweet (1981) made a systematic study of the skills which could be taught through the VSO. After examining the published materials, the history, creed, pledge, motto, goals and objectives of the eight VSOs, the following competencies were summarized: (1) vocational understanding, (2) leadership development, (3) civic consciousness, (4) social intelligence, (5) building self-confidence, (6) home improvement, (7) thrift, (8) scholarship, (9) effective use of leisure time, (10) spirit of competition, (11) respect for work, (12) ethics, and (13) understanding employer/employee relationships. Their report further stated, "Providing opportunities for developing self-confidence, self-expression, and personal responsibility through the VSO will make it possible for your students to understand and eventually assume their roles as productive employees" (p. 35).

In an article titled "Student Organizations - Vocational Education in Action", Reel (1979) seemed to summarize the above concept that VSOs can teach affective competencies by declaring, "Vocational student organizations help young people develop a professional attitude toward work and a positive attitude toward life" (p. 215). Research has also been conducted that seems to indicate that VSOs can be teaching devices

for competencies in the affective domain. Bales (1981) conducted a national study to identify potential leadership skills common to and developed through VSOs. Her findings indicate that 85 potential leadership skills are common to the six VSOs used in the investigation. Many of these skills were affective in nature, for example: display a cooperative attitude. Townsend (1981) investigated the relationship between participation in FFA activities and a member's personal development. She concluded that FFA activities assisted in the leadership and personal development of the members, particularly during local level participation. Her Personal Development Inventory consisted of ten scales: leadership, self-confidence, occupational choice, home surroundings appreciation, agricultural orientation, citizenship, cooperation, thrift, scholarship, and health and recreation. Leadership and overall personal development were positively correlated with FFA activity participation.

Hudson (1978/1979) examined the effects of VICA experiences on the attitudes of Vocational Industrial students. Using The Meaning and Value of Work Scale, Self-Esteem Inventory, and Survey of Interpersonal Values instruments, Hudson concluded that students' attitudes toward conformity to society and toward the meaning of work may be influenced by instructional experience offered in the Vocational Initiative and Club Achievement program or by VICA activities. However, attitudes toward the values of work, self-esteem, support, recognition, independence, benevolence, and leadership do not appear to be influenced. McKenzie (1978) investigated perceptions about activities of the Office Education

Association (OEA) to provide a basis for identifying the major merits of this VSO. Her data indicated a significant correlation between development of the self-confidence characteristic and club participation.

Summary

Literature related to the affective domain in vocational education can be summarized as follows: (1) Learning experiences in the affective domain are important to include in the vocational education curriculum because lack of these experiences seem to impact on the student's employability. (2) Vocational student organizations have affective competencies as their objectives and can enhance affective learning by providing learning activities for the student to (a) learn by doing, and (b) participate responsibly in the learning process. (3) Research seems to indicate a relationship between some affective competencies and VSO participation.

Literature Related to Affective Work Competencies and Selected Variables

Affective Work Competencies (AWC)

There is a growing awareness among vocational educators and researchers (Beach and Kazanas, 1981; Greenan, 1983; Leach and Nelson, 1978; Luft and Suzuki, 1980) that the affective dimensions of human development must be given more emphasis in education to prepare individuals for the work world. Beach and Kazanas (1981) made the

following statement:

Affective work competencies, the socio-psychological characteristics such as work values, habits and attitudes, have become primary considerations for workers at all stages of their employment; entering the job market, sustaining employment, and gaining job promotions. (p. 50)

Leach and Nelson (1978) stress the importance of these skills by referring to them as occupational survival skills and note that "People not only work for economic survival, but also as a means of achieving self-fulfillment" (p. 328).

Efforts to identify and analyze affective work competencies, desirable and common for vocational education programs, have been made to preface curriculum planning. One such effort from which a growing body of research has emerged, was a project funded by the Research Coordinating Unit within the Missouri State Department of Elementary and Secondary Education (Beach and Kazanas, 1981). The first phase of this project utilized a computer search of thousands of relevant articles, books, and research reports dealing with affective work habits, values, and attitudes. An analysis of the information revealed 59 specific competencies described by employers and educators. From these, 15 clusters were developed. Phase two of the project produced a measuring instrument - the Affective Work Competencies Inventory (AWCI). To develop an objective instrument, a large number of criterion indicators were proposed for each competency cluster and consensus was reached by a panel of experts of 173 criterion indicators. The pilot instrument was then administered to establish content reliability. Correlation coefficients for each criterion indicator within the competency clusters

were determined and indicators with low correlations were eliminated. A third phase of the project produced training modules (Beach, 1979). It was concluded from the analysis of post-test scores that when economically disadvantaged youth completed an Affective Work Competency training module, the immediate achievement effect was statistically significant.

Following these initial phases of the project, numerous studies (Benson, 1982; Good, 1981; Morgan, 1981; Petty, 1979; Sapko, 1979; Savage, 1981; Usoro, 1981) have been conducted utilizing the AWCI with secondary and post secondary students, workers and supervisors, and vocational educators.

In 1981, Petty and Brauchle studied the factorial validity of the AWCI in another project funded by the Missouri Department of Elementary and Secondary Education. This study resulted in a revised edition of the inventory consisting of five factors (Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness) which accounted for most of the test variance, while using about half the number of items in the original instrument. This abridged version of the instrument is now called the Work Attitudes Inventory. Harrison (1982) used the instrument to rate perceived affective work competencies when she studied the comparative effect of affective work competencies and self-concept on classroom performance in disadvantaged, handicapped, and regular vocational students. Findings of her study indicated that the perceived presence of the affective work competency factors of Enthusiasm, Organization, and Conscientiousness was significantly related to

performance in a vocational program; Self-Control was not. No mention was made of the subscale factor of Ambition.

The above literature and research indicate that affective work competencies which are important to student employability and classroom performance can be identified, taught, and measured. The purpose of this study was to examine the assumption that they can be taught through participation in a VSO. The next topic addressed is VSO participation as it relates to affective work competencies. Latter sections of the literature review will deal with other possible variables which might explain affective work competencies.

AWC and VSO Participation

Numerous studies (Hudson, 1978/1979; McKenzie, 1978; Ricketts and Newcomb, 1984; Townsend, 1981) have indicated that affective competencies such as self-confidence, the meaning of work, conformity to society, leadership, and personal development, are impacted upon by participation in a VSO. However, none of the above studies identified AWC as the dependent variable or utilized the WAI for data collection.

Townsend's (1981) study and Ricketts and Newcomb's (1984) investigation did, however, measure VSO participation. The purpose of the first study was to describe the relationship between participation in FFA activities and development of leadership, citizenship, and cooperation competencies while the latter addressed participation in superior FFA chapters, non-superior FFA chapters, and students never enrolled in vocational agriculture. Both studies found that

participation on the local/chapter level had higher correlations to leadership and personal development than participation at the district, state, or national level.

A study by Benson (1982) utilized the AWC I to measure AWC as the dependent variable. This research compared affective work competencies and selected background experiences of students, graduates, and supervisors in agricultural mechanization. The three background experiences were FFA membership, agriculture course enrollment, and work experience. Subjects used in this study included students, graduates, and industry supervisors of Illinois Community College agricultural mechanization programs. There were significant differences found between the scores of respondents who had FFA membership in high school over those who had not. No studies could be found that addressed directly the relationship of VSO participation and affective work competencies.

AWC and Chapter Member's Adviser's Effectiveness

No studies were located that addressed directly this variable; however, much has been written suggesting that the effectiveness of the adviser determines the quality of the chapter and chapter activities.

Mary Fracaroli (1981) described the influence of the adviser as follows:

Effective advisers of vocational student organizations draw upon a rich store of personal attributes, attitudes, skills, and knowledge. They understand, work at and enjoy the role they play in helping students develop occupational competencies while promoting civic and personal responsibility. They are committed to mastering the tools of the trade and developing the personal philosophy that it takes to motivate students to learn through organizational activities. The adviser's attitude determines the success of the chapter. (p. 50)

In writing about the development of the WAI, Brauchle, Petty and Morgan (1983) concluded in the summary and implications:

The findings of this study imply that there are indeed specific constructs measured...Careful analysis of the items that make up the constructs can yield a mosaic of work attitudes and habits that teachers may include in their curricula...These items represent displayed behavioral characteristics that may be intrinsic value components. Perhaps the most effective way of teaching affective work competencies for job success is through student emulation of teacher behavior. (p. 608)

AWC and Age

Petty and Stewart (1983) conducted an investigation of the AWC of agriculture workers as compared by age. The WAI was used as the measuring instrument for AWC. Based on results of their study, it was concluded that workers in production and agribusiness did not differ significantly on the five affective work competency factors. However, significant differences were found among age groups. They concluded that younger agricultural workers do in fact perceive factors related to affective work competencies differently than do older workers. No studies were located that used age as a variable with secondary students.

AWC and Work Experience

The study cited earlier by Benson (1982) indicated that community college students and graduates with less than five years of work experience were not significantly different in their level of affective work competencies. However, research indicated that early work

experience with no educational component was related to poor work attitudes. The report, "Effects of Working on Adolescent Development" (Steinberg, Greenberger, Garduque, Ruggiero, & Vaux, 1982), concluded that working facilitates the development of personal responsibility, but not social responsibility; and working leads to the development of cynical attitudes toward work and the acceptance of unethical work practices.

AWC and Occupational Area

A study (Petty, Kazanas, and Eastman, 1981) that was part of the initial research utilizing the Affective Work Competencies Inventory compared the rated level of AWC as expressed by workers, supervisors, and vocational educators in the service areas of agriculture, business and office, distributive occupations, health occupations, and trade and industrial education. Respondents differed significantly among the six service areas on 10 of the 15 clusters. A comparison of levels of mean score differences revealed agriculture was generally rated lower than other service areas; business and home economics were rated higher.

Sapko (1979), when comparing twelfth grade trade and industrial students with twelfth grade industrial arts students, concluded that trade and industrial students possessed a higher degree of affective work competencies. Another study, conducted by Good (1981) investigated the affective work competencies of students within a service area. The purpose of Good's research was to ascertain the extent to which secondary vocational business and office students perceived their

affective work competencies. Differences between the business and office subgroups of secretarial/clerical and data processing were examined. The mean scores of the data processing subgroup were higher than those of the secretarial/clerical subgroup on the cluster of Efficient/Quantity of Work/Achieving/Speedy.

AWC and Sex

Savage (1981) used the AWC I to conduct a comparison of vocational students on affective work competencies and the selected demographic variables of sex, family size, birth order, ethnic group, father's occupation, father's education, mother's occupation, and mother's education. Of the relationships that existed between vocational students' mean cluster scores, the significant factors were found to be sex (in 73.3% of the clusters), father's education (33.3%), and father's and mother's occupation (13.3%). Other variables were not significant. Savage concluded that the sex of the student had a significant relationship with affective work competencies. The father's education and parents' occupation had significant, but not predominant, relationships.

Summary

The literature related to affective work competencies and selected variables can be summarized as follows: (1) The socio-psychological characteristics of the worker have become primary considerations for employment. (2) Research indicates that these work

values, habits, and attitudes - affective work competencies - have been identified and measured. (3) Literature and research findings indicate that the variables of (a) chapter member's adviser's effectiveness, (b) age, (c) work experience, (d) occupational area, and (e) sex could intervene when addressing the question: What is the relationship between participation in VSO activities and the participant's perceived affective work competencies?

Chapter Summary

The literature review provided a framework for this study of HERO participation and perceived affective work competencies. The concept of the affective domain of learning behavior and its importance to the preparation of vocational students for the world of work was explored in the opening section. A discussion of participation in the activities of a vocational student organization as a learning environment for the development of affective work competencies was also included in this section. The second section of the review was concerned with selected variables that might explain the affective work competencies of the vocational student participating in VSO activities. The identification and measurement of AWC and their paramount importance to employability was the focus of this section; however, other possible intervening variables (adviser effectiveness, age, work, work experience, occupational area, and sex) were identified from findings gleaned from the review.

Chapter 3

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the study design, sampling procedure, and instrumentation which were employed. The method of data collection and the statistical analysis used are also described.

The Design

This study can be described as an exploratory field study. According to Kerlinger (1973), the field study is an ex post facto inquiry which has three purposes: (1) to discover significant variables in the field situation, (2) to discover relationships among variables, and (3) to lay ground work for later more systematic and rigorous testing of hypotheses (p. 388). These purposes are in agreement with the intent of the study. Furthermore, the variables with which this study dealt have already occurred and were studied in retrospect for their possible relations to and effects on one another. Ary, Jacobs, and Razavich (1972) made the following statement:

Although there are many disadvantages of the ex post facto approach, it nevertheless is frequently the best method by which educational researchers can obtain necessary information about characteristics of defined groups of students or information needed for the intelligent formulation of programs in the school. (p. 281)

Ary et al. (1972) describe the basic design for ex post facto investigations as a modification of experimental designs:

Although, one variable in an ex post facto study cannot be said to depend upon the other in the same sense as in an experimental study, it is customary to designate variables as independent and dependent. The independent variable is the one on the basis of which the individuals are grouped; the dependent variable is the one observed or measured following grouping. The terms help to denote the direction of the prediction - from subjects' statuses on the independent variable to their statuses on the dependent variable. (p. 271)

In light of the above, VSO (HERO) participation was designated as the principal independent or predictor variable and affective work competencies as the dependent or criterion variable. It has been pointed out (Ary et al. 1972; Kerlinger, 1973) that the major weakness in ex post facto investigations is the lack of control over extraneous variables which singly or in interaction may account for the observed differences in the dependent variable of the study. In an effort to control confounding variables, this study incorporated into its design the possible alternative independent/predictor variables which might also be antecedent factors for the variation in the dependent/criterion variable. HERO participation, chapter member's adviser's effectiveness, age, work, work experience, occupational area, and sex were designated as the independent/predictor variables and perceived affective work competencies as the dependent/criterion variable. The statistical techniques of multiple linear regression and analysis of variance were utilized. Multiple regression analysis made it possible to ascertain the unique contribution, if any, a particular independent/predictor variable

made to the dependent/criterion variable. Analysis of variance aided in describing existing relationships and differences.

The Sample

The target population for the study consisted of VSO members in Virginia. The accessible population was the HERO membership of the state which during the 1983-84 school year totaled 2,608 members in 85 chapters. These chapters were located in five home economics supervisory areas.

A purposive, structural sampling technique (Smith, 1981) was employed. Smith describes purposive, structural samples as those which "...use as their units of selection units connected by some specific relationship. ...Since relational units rarely exist as working universe listings available for sampling, it is usually necessary to draw purposive samples of structural units" (p. 278).

Each of the five home economics supervisory areas had three of its more effective and three of its less effective HERO advisers identified. This was accomplished by recommendation of the home economics area supervisors. Prior to their recommendations, the area supervisors were given a set of criteria, presented by the researcher and validated by a group of vocational directors (see Appendices A & C), for the selection of more effective and less effective advisers. This provided a total of 30 chapters (15 with more effective advisers and 15 with less effective advisers) which were asked to participate in the study. The above

procedure provided 410 HERO members for the study.

Instrumentation

The independent/predictor variables chosen for this study were as follows: (a) HERO participation as the major variable, (b) chapter member's adviser's effectiveness, (c) age, (d) work, (e) work experience, (f) occupational area, and (g) sex. The dependent/criterion variable chosen was affective work competencies measured on the following five factors: (a) Ambition, (b) Self-Control, (c) Organization, (d) Enthusiasm, and (e) Conscientiousness. The variable selection process was guided by a need for the identification of such variables as gleaned from the review of the literature found in Chapter 2 and from what other studies have found to be potentially valid predictor variables. In addition, there existed only a limited amount of research concerning the major variable, HERO participation, especially as related to participants' affective work competencies.

The data measuring these variables were collected using the following instruments:

The HERO Participation Inventory (HEROPI). This inventory (see Appendix G) was developed as a part of the study. It consists of the following two sections:

A. *Biographical Information Section* - The information gathered by this section yielded the HERO participant's age, sex, work experience, and home economics occupational area of enrollment.

B. HERO Activity Participation Section - The information gathered by this section yielded the HERO participant's level of participation rating.

A critical review of FHA/HERO literature was conducted and a list of activities which could potentially contribute to the acquisition of affective work competencies was developed. A jury composed of state FHA/HERO officers, officer advisers, area supervisors, and the FHA/HERO specialist was asked to weight each activity on a scale from 1 to 11 according to that activity's relative importance as a measure of a member's total involvement in the organization (see Appendix H). This procedure yielded an inventory of 30 weighted activities. Certain activities were assigned higher weights if they were considered more important; therefore, the score represented not only the quantity, but also the quality of participation.

The Work Attitudes Inventory (WAI) (Brauchle, Petty, & Morgan, 1983). This inventory (see Appendices I & J), used to rate one's level of affective work competencies, is a self-report, Likert-type, five point scale consisting of 45 of the original 95 items on the Affective Work Competencies Inventory (AWCI) (Kazanas, 1978). The split-half reliability of the AWCI is .95, and its reliability by the Kuder-Richardson 20 procedure is .94 (Sapko, 1979). To assess construct validity, a factor analysis of data previously collected by the AWCI was performed (Brauchle, Petty, and Morgan, 1983; Petty and Brauchle, 1981). Factor extraction was determined by varimax rotation and indicated that 45 of the original items accounted for 76.3% of the total variance and

grouped on the following five factors: FACTOR 1: AMBITION: set personal job goals, set personal work goals, improve yourself, learn new skills to advance on the job, participate in group activities. FACTOR 2: SELF-CONTROL: be tolerant, keep cool, calm down, be stable, be positive toward others. FACTOR 3: ORGANIZATION: practice cleanliness, be organized, keep supplies arranged, keep records and files in order. FACTOR 4: ENTHUSIASM: work toward new goals, have pride in accomplishments, accept challenging assignments, complete the job, adjust to change. FACTOR 5: CONSCIENTIOUSNESS: be diligent, mind your own business, be a self-starter, stick by your work, be on time. When the five factors were subjected to tests for reliability, the lowest Kuder-Richardson formula 20 estimate obtained was .64 and the highest .89 (Petty, 1983).

The initial instrument, the Affective Work Competencies Inventory, has been utilized in more than a dozen research studies at the secondary, post secondary and adult levels (Miller and Usoro, 1981). It was first modified for use by students by Patey (1980) and differs from the form for employees only in terms of directions, with students asked to rate affective work behavior on the basis of vocational classroom work habits. The referent, "While I'm at work", is changed to "While I'm working in the lab" (Beach and Kazanas, 1981, p. 57). The student referent was used for this research.

Data Collection Procedure

After permission was granted to conduct the study, the home economics area supervisors were contacted (see Appendix B) and 30 chapters were suggested for participation. The chapters were contacted by the researcher (see Appendix D), and 18 chapter advisers agreed to participate. Materials were prepared and distributed to each participating chapter adviser. They contained instrumentation packets consisting of the HEROPI and the WAI for each chapter member and a cover letter and instructions for each adviser (see Appendices E & F). Advisers had the members complete the packets according to instructions and returned them to the researcher. A total of 410 usable packets were returned from 18 chapters.

Data Analysis

In order to identify and describe relationships among the independent/predictor variables of HERO participation, chapter member's adviser's effectiveness, age, work, work experience, and sex and the dependent/criterion variable factors of Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness, multiple linear regression was used as the statistical treatment. Multiple regression analysis (MRA) provides the means by which the contribution of each independent/predictor variable ($X_1 - X_k$) can be assessed when explaining its predictive ability/correlation to the dependent/criterion variable

(Y).

Kim and Kohout in SPSS: Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) state that the use of this technique will allow the researcher to focus not only on prediction of the dependent variable and its overall dependence on a set of independent variables, but "... the researcher may concentrate on the examination of the relationship between the dependent variable and a particular independent variable" (p. 321). In this case the focus is between affective work competencies (Y_k) and HERO participation (X_1)

where:

X_1 = HERO participation

X_2 = chapter member's adviser's effectiveness

X_3 = age

X_4 = work

X_5 = work experience

X_6 = sex

and where:

Y_k = 1,5 dependent variable factors

Y_1 = Ambition

Y_2 = Self-Control

Y_3 = Organization

Y_4 = Enthusiasm

Y_5 = Conscientiousness.

This study utilized the SPSSX (Norusis, 1983) statistical program for multiple linear regression analysis. Since the variable occupational

area was not a continuous variable, a one-way analysis of variance was used to address the question: Is there a difference between the HERO member's affective work competencies as a function of the home economics occupational area of enrollment?

Chapter Summary

This study was conducted during the 1985-86 school year to determine the relationship between HERO participation and perceived affective work competencies. An ex post facto, exploratory field study was the design employed.

The sample for the inquiry was selected from the population of Virginia HERO chapter members and included 410 members from 18 chapters. The advisers of the selected chapters had been identified as being more or less effective.

Two instruments were utilized in the research, the Work Attitudes Inventory and the HERO Participation Inventory. The first instrument furnished a perceived affective work competencies score measured on five factors. The second instrument yielded a HERO participation score weighted for the quality as well as the quantity of participation.

Following collection of the data, the stepwise model of multiple linear regression and analysis of variance were used to analyze the data.

Chapter 4

FINDINGS

The preceding chapter explained the research design, sampling procedure, instrumentation, data collection and statistical analysis employed. The purpose of this chapter is to report the findings relative to the research questions posed by this study.

The primary objective of the investigation was to examine the basis of the assumption that vocational student organizations are teaching devices for affective work competencies. To accomplish this task, the study focused on the major question: What is the relationship between participation in vocational student organization activities and the participant's perceived affective work competencies? Specifically, the following research questions were included in the study:

- 1. What relationships exist between vocational student organization (Home Economics Related Occupations - HERO) participation level and the HERO member's perceived affective work competencies?*

- 2. Is membership in a HERO chapter with a more effective or less effective adviser related to the HERO member's perceived affective work competencies?*

- 3. Is there a difference between the HERO member's perceived affective work competencies as a function of the home economics occupational area of enrollment?*

- 4. Which combination of variables including HERO participation,*

chapter member's adviser's effectiveness, age, work, work experience, and sex tend best to predict perceived affective work competencies?

Findings relevant to these questions are presented in this chapter. In the opening section, a descriptive analysis of the sample is given, followed by the results of data analysis conducted for each question.

Descriptive Analysis of the Sample

To gain relevant information, the 30 advisers (15 more effective and 15 less effective) suggested by the state home economics supervisors were contacted by mail and asked to participate. Of the 18 advisers that agreed to participate, 11 were categorized as more effective and 7 as less effective. This information is presented in Table 1. Since the 11 chapters with more effective advisers yielded 74.9% (307) of the responses, while 25.1% (103) were obtained from chapter members with less effective advisers (refer to Table 2), a chi-square was calculated on the adviser participation distribution. The test statistic in this analysis (2.22) did not exceed the critical value at the .05 level (3.84 with 1 degree of freedom) indicating that agreement to participate in the study was independent of adviser effectiveness. The 18 chapters yielded 410 usable responses.

Table 3 presents a frequency distribution of the home economics occupational areas in which HERO members were enrolled. Due to the large number of categories (13) and the absence of, or small number of responses in categories other than child care, clothing, and foods, the

Table 1

Chapter Adviser Participation in the Study

<i>Adviser</i>	<i>Invited to Participate</i>	<i>Agreed to Participate</i>	<i>Declined to Participate</i>
<i>Less Effective</i>	15	7	8
<i>More Effective</i>	15	11	4
<i>Total</i>	30	18	12

Table 2

Frequency of Responses by Adviser Effectiveness

<i>Adviser Effectiveness</i>	<i>Chapter Frequency</i>	<i>Response Frequency</i>	<i>Percent</i>
<i>Less Effective</i>	<i>7</i>	<i>103</i>	<i>25.1</i>
<i>More Effective</i>	<i>11</i>	<i>307</i>	<i>74.9</i>
<i>Total</i>	<i>18</i>	<i>410</i>	<i>100.0</i>

Table 3

HERO Members Enrolled in Various Home Economics Occupational Areas

Area	Frequency	Percent	Valid Percent
Child Care I	81	19.8	20.0
Child Care II	42	10.2	10.4
Clothing I	35	8.5	8.7
Clothing II	47	11.5	11.6
Foods I	98	23.9	24.3
Foods II	66	16.1	16.3
Home Furnishing I	2	.5	.5
Catering Specialist	2	.5	.5
Other	31	7.6	7.7
Missing	6	1.5	Missing
Total	410	100.0	100.0

occupational area variable was collapsed into three occupational groups. Child Care I and II became Group 1; Clothing I and II became Group 2; and Foods I and II became Group 3. This collapsed grouping utilized 369 or 91.3% of the 404 valid responses for the occupational area variable. Table 4 supplies a frequency distribution of the variable grouping.

The study included 56 males and 347 females. Table 5 provides frequency data for the sex variable.

There were 400 subjects supplying information concerning the work variable. The data, as presented in Table 6, indicated that 221 had worked outside the home for pay and 179 had not.

Condescriptive analysis produced the mean age of the sample which was 17.66 years with the minimum age being 14 and the maximum being 21.08 years. The mean weeks of student work experience was 18.03 weeks with 0 weeks being the minimum and 269 weeks the maximum. This information is provided in Table 7. Also provided in Table 7 are data related to the five affective work competency factors and HERO participation, the predictor variable of major interest.

Results Relative To Question 1

In order to assess what relationships existed between vocational student organization (HERO) participation level (the prime independent/predictor variable) and the HERO member's perceived affective work competencies, it was necessary to gather and analyze data relating to other possible predictor variables (described in Chapter 3).

Table 4

Occupational Areas Collapsed into Three Groups

<i>Group Variable I Child Care</i>		<i>Group Variable II Clothing</i>		<i>Group Variable III Foods</i>	
<i>Child Care I</i>	81	<i>Clothing I</i>	35	<i>Foods I</i>	98
<i>Child Care II</i>	42	<i>Clothing II</i>	47	<i>Foods II</i>	66
<i>Total</i>	123		82		164

Table 5

Frequency of Males and Females Participating in the Study

<i>Sex</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>Female</i>	<i>347</i>	<i>84.6</i>	<i>86.1</i>
<i>Male</i>	<i>56</i>	<i>13.7</i>	<i>13.9</i>
<i>Missing</i>	<i>7</i>	<i>1.7</i>	<i>Missing</i>
<i>Total</i>	<i>410</i>	<i>100.0</i>	<i>100.0</i>

Valid Cases = 403

Table 6

Frequency of HERO Members Having Worked Outside the Home for Pay

<i>Worked Outside Home for Pay</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>No</i>	<i>179</i>	<i>43.7</i>	<i>44.7</i>
<i>Yes</i>	<i>221</i>	<i>53.9</i>	<i>55.2</i>
<i>Missing</i>	<i>10</i>	<i>2.4</i>	<i>Missing</i>
<i>Total</i>	<i>410</i>	<i>100.0</i>	<i>100.0</i>

Valid Cases = 400

Table 7

Means and Standard Deviations for the Five Criterion Variable Factors and Three Predictor Continuous Variables

Variable	Mean	SD	Min	Max	Valid N
Ambition Factor	15.334	2.970	4.00	20.00	410
Self-Control Factor	29.951	5.040	11.00	40.00	410
Organization Factor	15.644	3.070	4.00	20.00	410
Enthusiasm Factor	62.393	9.820	17.00	80.00	410
Conscientiousness Factor	52.105	7.139	26.00	65.00	410
HERO Participation Scores	68.382	35.936	.00	200.02	410
*Local	63.946	31.060	.00	142.02	410
*Federation	1.850	4.775	.00	30.81	410
*State/Nat'l	2.586	7.438	.00	53.25	410
Age as of May 1985	17.661	1.044	14.00	21.08	400
Weeks of Work Experience	18.032	33.572	0.00	269.00	378

*A HERO participation score was computed for each of the categories of activities from the total participation score for each case in the sample.

These variables were chapter member's adviser's effectiveness, age, work, work experience, occupational area, and sex. It should be noted that the independent/predictor variables of adviser effectiveness, work, and sex are categorical and were coded as follows: adviser effectiveness = less effective "0" more effective "1"; work = have not worked outside the home for pay "0" have worked outside the home for pay "1"; and sex = female "0" male "1". Therefore, appropriate interpretation of a negative relationship with these predictor variables favors the less effective advisers, students who had not worked outside the home for pay, and females. Occupational area was also a categorical variable but, because of the previously stated reasons, it was decided not to enter each category of occupational area as a dummy variable in the regression analysis but collapse the categories (see Tables 3 and 4) and use a one-way analysis of variance to address Question 3. The other independent/predictor variables of HERO participation, age, and work experience, as well as the dependent/criterion variable factors of Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness were continuous, being derived from scores and answers on the two inventories described in Chapter 3.

Initially, a zero-order correlation matrix was generated for the variables to be entered in the regression analysis. These data are presented in Table 8. Intercorrelations ranged from .664 to $-.189$. A number of these relationships were significant at or beyond the .05 level. It should be noted that relative to Question 1, with the exception of Organization, HERO participation level had a positive

Table 8

Zero-Order Correlations Between the Five Dependent Variable Factors
and Six Independent Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Ambition Factor	1.000	.316***	.413***	.621***	.256***	.293***	.123**	.071	-.058	.012	.016
2. Self-Control Factor		1.000	.351***	.489***	.653***	.127**	.054	.037	-.040	-.091	.062
3. Organisation Factor			1.000	.664***	.409***	.014	.087	-.029	-.155***	-.103	.043
4. Enthusiasm Factor				1.000	.454***	.176***	.156**	-.032	-.101	-.043	.052
5. Conscientiousness Factor					1.000	.081*	.111*	-.023	-.189***	-.158**	-.046
6. HERO Participation						1.000	-.127*	.164**	-.107*	.152**	.176***
7. Adviser's Effectiveness							1.000	.002	-.041	.074	-.068
8. Age as of May 1985								1.000	.176***	.197***	.214***
9. Sex									1.000	.114*	.135**
10. Work Outside Home for Pay										1.000	.514***
11. Work Experience											1.000

* = $P < .05$

** = $P < .01$

*** = $P < .001$

correlation at or beyond the .05 level of significance to each of the affective work competency factors. The negative relationship of HERO participation to adviser effectiveness is noteworthy because the relationship favored the less effective advisers. This finding will be further addressed in Question 2.

Results Relative To Question 2

To determine if membership in a HERO chapter with a more effective or less effective adviser related to HERO members' perceived affective work competencies, the zero-order correlation matrix was examined (refer to Table 8). Adviser effectiveness was positively related at the .05 or beyond level of significance to three of the affective work competency factors: Ambition, Enthusiasm, and Conscientiousness. To further explore these relationships, a one-way analysis of variance was conducted. A summary of these findings is presented in Table 9. Results indicated that the greatest variance of mean scores was in the Enthusiasm factor with a F ratio of 8.04, significant at the .0048 level, followed by Ambition with 7.19, significant at the .0076 level, and Conscientiousness with a F ratio of 3.86 and a significance level of .0500. All these relationships favored the more effective advisers.

In an attempt to analyze further the negative relationship of adviser effectiveness to HERO participation, a local participation score, a federation participation score, and a state/national

Table 9

One-way Analysis of Variance of Three Affective Work Competency Factors
by Adviser Effectiveness

Adviser Effectiveness	N	Mean	SD	F Ratio	Prob.
<i>Ambition Factor</i>					
Less Effective	103	14.6602	2.5917		
More Effective	307	15.5603	3.0570	7.1914	.0076**
Total	410	15.3341	2.9698		
<i>Enthusiasm Factor</i>					
Less Effective	103	60.0388	8.8017		
More Effective	307	63.1824	10.0287	8.0397	.0048**
Total	410	62.3927	9.8199		
<i>Conscientiousness Factor</i>					
Less Effective	103	50.9126	6.4094		
More Effective	307	52.5049	7.3344	3.8632	.0500*
Total	410	52.1049	7.1393		

* = $P < .05$

** = $P < .01$

participation score was computed. A one-way analysis of variance was then conducted (see Table 10). Results indicated that the greatest variance of mean scores occurred at the local and federation levels of participation with *F* ratios of 5.15 and 16.33 respectively, favoring the members from chapters whose advisers had been categorized as less effective. Federation participation, the level of participation with the greatest variance, was significant at the .0001 level and favored the less effective advisers. It should be noted that FHA/HERO federations are not organized statewide and participation at this level may not have been an option for all cases.

Results Relative To Question 3

Analysis of variance was used to determine if a difference existed between the HERO member's perceived affective work competencies as a function of the home economics occupational area of enrollment. An ANOVA was conducted for each of the five factors of the affective work competencies variable: Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness by the three groups of the occupational area variable: Group 1 = Child Care, Group 2 = Clothing, and Group 3 = Foods. This information is presented in Tables 11, 12, 13, 14, and 15.

Results indicated that two of the affective work competency factors were influenced by the occupational area variable. They were the Ambition factor with a *F* ratio of 8.38 significant at the .0003 level and the Organization factor with a *F* ratio of 3.45 significant at the

Table 10

One-way Analysis of Variance of HERO Participation by AdviserEffectiveness

Adviser Effectiveness	N	Mean	SD	F Ratio	Prob.
<i>Total HERO Participation</i>					
Less Effective	103	75.8881	36.6161		
More Effective	307	65.8637	35.4100	6.0757	.0141*
Total	410	68.3820	35.9363		
<i>Local HERO Participation</i>					
Less Effective	103	69.9236	30.2577		
More Effective	307	61.9404	31.1161	5.1467	.0238*
Total	410	63.9459	31.0600		
<i>Federation HERO Participation</i>					
Less Effective	103	3.4651	6.0899		
More Effective	307	1.3080	4.1158	16.3300	.0001**
Total	410	1.8499	4.7750		
<i>State and National HERO Participation</i>					
Less Effective	103	2.4993	7.8346		
More Effective	307	2.6153	7.3125	.0187	.8912
Total	410	2.5862	7.4375		

* = $P < .05$ ** = $P < .01$

Table 11

Analysis of Variance of Ambition Factor by Occupational Area Groups

Group	N	Mean	SD	F Ratio	Prob.
1. Child Care	123	15.0163	3.1596		
2. Clothing	82	16.4878	2.8295	8.3775	.0003**
3. Foods	164	14.9634	2.8020		
Total	369	15.3198	2.9901		

** = $P < .01$

Multiple Range Test

Mean	Group	3	1	2
14.9634	3			
15.0163	1			
16.4878	2	#	#	

= Pairs of groups significantly different at .05 level

Table 12

Analysis of Variance of Self-Control Factor by Occupational Area Groups

Group	N	Mean	SD	F Ratio	Prob.
1. Child Care	123	29.4715	5.1825		
2. Clothing	82	30.7561	4.7883	1.9720	.1407
3. Foods	164	29.5366	5.0170		
Total	369	29.7859	5.0368		

Multiple Range Test

No two groups are significantly different at the .05 level

Table 13

Analysis of Variance of Organization Factor by Occupational Area Groups

Group	N	Mean	SD	F Ratio	Prob.
1. Child Care	123	15.8780	2.9157		
2. Clothing	82	15.8780	3.1560	3.4469	.0329*
3. Foods	164	15.0305	3.1631		
	369	15.5014	3.1017		

* = $P < .05$

Multiple Range Test

Mean	Group	3	1	2
15.0305	3			
15.8780	1	#		
15.8780	2			

= Pairs of groups significantly different at .05 level

Table 14

Analysis of Variance of Enthusiasm Factor by Occupational Area Groups

Group	N	Mean	SD	F Ratio	Prob.
1. Child Care	123	62.2683	9.9606		
2. Clothing	82	63.6707	10.1313	1.9926	.1378
3. Foods	164	61.0427	9.6493		
Total	369	62.0352	9.8883		

Multiple Range Test

No two groups are significantly different at the .05 level

Table 15

Analysis of Variance of Conscientiousness Factor by Occupational Area Groups

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F Ratio</i>	<i>Prob.</i>
1. <i>Child Care</i>	123	52.5122	7.2906		
2. <i>Clothing</i>	82	52.8415	7.3088	2.7211	.0671
3. <i>Foods</i>	164	50.9268	6.8342		
<i>Total</i>	369	51.8808	7.1282		

Multiple Range Test

No two groups are significantly different at the .05 level

.0329 level. A multiple range test of the Student-Newman Keuls procedure was then conducted which indicated that the two pairs of groups with a variance of mean scores at the .05 level of significance were: Group 2 (clothing) and Group 3 (foods) and Group 2 (clothing) and Group 1 (child care), favoring the clothing area in both instances. The same procedure indicated that in the analysis of the Organization factor, Group 1 (child care) and Group 3 (foods) were the only pair which differed at a significant level. In this instance the child care group was favored.

Results Relative To Question 4

Stepwise multiple linear regression analysis was employed to determine which combination of variables (HERO participation, chapter member's adviser's effectiveness, age, work, work experience, and sex) best predicted perceived affective work competencies. The stepwise model, a combination of backward and forward procedures, produces equations with the first variable entering the equation being the one with the largest positive or negative correlation with the criterion variable. The second variable is selected to enter the equation based on the highest partial correlation. At this point, the first variable is examined to see if it should be removed according to the removal criterion as in backward elimination procedure. In each succeeding step, variables not in the equation are examined for entry, and variables in the equation are examined for removal. Variable selection terminates when no more variables meet entry and removal criteria, which in this

case were .05 and .10. This analysis (MRA) produced a prediction equation for each of the five affective work competency factors. Tables 16, 17, 18, 19, and 20 present these results.

Table 16 presents the equation yielded from the regression analysis between the affective work competency factor Ambition and the six predictor variables of HERO participation, adviser effectiveness, age, work, work experience, and sex. The two variables meeting entry and removal criteria and thus remaining in the prediction equation were HERO participation and adviser effectiveness. This combination of variables had a multiple correlation of .33403 with an adjusted coefficient of determination of .10667. HERO participation (the prime variable of interest) entered the equation on the first step with a correlation of .29251 and an adjusted coefficient of determination of .08304.

The regression analysis of data presented in Table 17 provides the prediction equation for the affective work competency Self-Control factor. Three variables made up this equation, with HERO participation, work, and work experience entering the equation in that order. The combined multiple correlation was .20186 with an adjusted coefficient of determination of .03277. HERO participation contributed a correlation of .12681 and an adjusted coefficient of determination of .01337.

The prediction equation for the Organization factor is presented in Table 18. Only the predictor variable of sex met entry and removal criteria. The correlation for this variable was .15461 and the adjusted coefficient of determination was .02121. It should be noted that the regression coefficient in this analysis was negative, and since females

Table 16

Regression Analysis Between Two Predictor Variables and the Criterion Variable Ambition Factor

Stepwise Model

($n = 365$)

Variables	Regression Coefficient	Student "t"
6. HERO Participation	.313145	6.270**
7. Adviser Effectiveness	.162610	3.256**

STEP 1

Standard Error of Estimate = 2.85741

Correlation (1 variable) = .29251

Adjusted Coefficient of Determination (1 variable) = .08304

STEP 2

Standard Error of Estimate = 2.82036

Multiple Correlation (2 variables) = .33403

Adjusted Coefficient of Determination (2 variables) = .10667

** = $P < .01$

Table 17

Regression Analysis Between Three Predictor Variables and the CriterionVariable Self-Control Factor

Stepwise Model

(n = 365)

Variables	Regression Coefficient	Student "t"
6. HERO Participation	.130982	2.495**
10. Work Outside Home for Pay	-.177461	-2.946**
11. Weeks Work Experience	.129876	2.147*

STEP 1

Standard Error of Estimate = 5.00593

Correlation (1 variable) = .12681

Adjusted Coefficient of Determination (1 variable) = .01337

STEP 2

Standard Error of Estimate = 4.98112

Multiple Correlation (2 variables) = .16880

Adjusted Coefficient of Determination (2 variables) = .02313

STEP 3

Standard Error of Estimate = 4.95646

Multiple Correlation (3 variables) = .20186

Adjusted Coefficient of Determination (3 variables) = .03277

* = P < .05

** = P < .01

Table 18

Regression Analysis Between One Predictor Variable and the Criterion Variable Organization Factor

Stepwise Model

($n = 365$)

Variables	Regression Coefficient	Student "t"
9. Sex	-.154608	-2.982**

STEP 1

Standard Error of Estimate = 3.01617

Correlation (1 variable) = .15461

Adjusted Coefficient of Determination (1 variable) = .02121

** = $P < .01$

Table 19

Regression Analysis Between Two Predictor Variables and the Criterion Variable Enthusiasm Factor

Stepwise Model

($n = 365$)

Variables	Regression Coefficient	Student "t"
6. HERO Participation	.199288	3.886**
7. Adviser Effectiveness	.181452	3.539**

STEP 1

Standard Error of Estimate = 9.66778

Correlation (1 variable) = .17626

Adjusted Coefficient of Determination (1 variable) = .02840

STEP 2

Standard Error of Estimate = 9.51792

Multiple Correlation (2 variables) = .25192

Adjusted Coefficient of Determination (2 variables) = .05829

** = $P < .01$

Table 20

Regression Analysis Between Four Predictor Variables and the Criterion Variable Conscientiousness Factor

Stepwise Model

($n = 365$)

Variables	Regression Coefficient	Student "t"
9. Sex	-.153521	-2.983**
10. Work Outside Home for Pay	-.166842	-3.213**
7. Adviser Effectiveness	.130181	2.535*
6. HERO Participation	.106430	2.040*

STEP 1

Standard Error of Estimate = 7.01524

Correlation (1 variable) = .18918

Adjusted Coefficient of Determination (1 variable) = .03313

STEP 2

Standard Error of Estimate = 6.95541

Multiple Correlation (2 variables) = .23404

Adjusted Coefficient of Determination (2 variables) = .04955

STEP 3

Standard Error of Estimate = 6.91680

Multiple Correlation (3 variables) = .26043

Adjusted Coefficient of Determination (3 variables) = .06008

Step 4

Standard Error of Estimate = 6.88672

Multiple Correlation (4 variables) = .28013

Adjusted Coefficient of Determination (4 variables) = .06823

* = $P < .05$

** = $P < .01$

were "0" and males were "1", results should be interpreted accordingly.

HERO participation entered the prediction equation for the Enthusiasm factor on the first step as shown by the regression analysis data presented in Table 19. The second and last variable to enter the equation was adviser effectiveness. The combined correlation for the two variables was .25192 with an adjusted coefficient of determination of .05829. HERO participation contributed a correlation of .17626 and an adjusted coefficient of determination of .05829.

Table 20 provides the prediction equation for the Conscientiousness factor. Four predictor variables made up this equation and entered in the following order: (1) sex (2) work (3) adviser effectiveness and (4) HERO participation. The regression coefficients for the variables of sex and work outside the home were negative, thus interpretation of the results should be made favoring females and students never having worked outside the home for pay. The combined correlation of the four variables entering the equation was .28013. The addition of HERO participation (the predictor variable of prime interest) raised this correlation from .26043 to .28013 and the adjusted coefficient of determination from .06008 to .06823.

Chapter Summary

Presented in this chapter are the findings relative to the major question: What is the relationship between participation in HERO activities and the participant's perceived affective work competencies?

The opening section, a descriptive analysis of the sample, provided the following information: (1) The sample consisted of 410 Virginia HERO members from 18 chapters located in five home economics supervisory areas of the state. (2) Of the cases, 307 were from 11 chapters with advisers categorized as more effective; 103 were from 7 chapters with less effective advisers. (3) The mean age of the sample was 17.66 years. The following four sections of the chapter focused on the results of the data analysis conducted for each research question.

Results indicated that with the exception of the affective work competency factor of Organization, HERO participation had positive and significant relationships to Ambition, Self-Control, Enthusiasm, and Conscientiousness. Adviser effectiveness was related positively and significantly to three of the factors: Ambition, Enthusiasm, and Conscientiousness. The two AWC factors influenced by occupational area were Ambition and Organization. Students enrolled in clothing perceived themselves more ambitious than those enrolled in child care or foods. Students enrolled in child care perceived themselves more organized than those enrolled in foods. MRA provided the following prediction equations: (1) Ambition was best predicted by the variables of HERO participation and adviser effectiveness, (2) Self-Control was best predicted by the variables of HERO participation, work, and work experience, (3) Organization was best predicted by the sex of the student, (4) Enthusiasm was best predicted by HERO participation and adviser effectiveness, and (5) Conscientiousness was best predicted by sex, work, adviser effectiveness, and HERO participation.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Based upon the findings presented in Chapter 4, a number of conclusions may be drawn and implications made concerning the investigation. Chapter 5 provides this information in four sections. The opening section provides a summary of the study, while the second section presents conclusions. Two additional sections focus on implications for utilization and recommendations for further research.

Summary of the Study

Statement of the Problem

The primary objective of this study was to examine the basis of the assumption that vocational student organizations (VSOs) are teaching devices for affective work competencies (AWC). It addressed as the major question: What is the relationship between participation in VSO activities and the participant's perceived affective work competencies? The study also sought to determine if other selected variables (chapter member's adviser's effectiveness, age, work, work experience, occupational area, and sex) existed in explaining AWC. Equally important to the study was the determination of combinations of variables that were the best predictors of AWC.

The Sample

The sample for the study consisted of 410 HERO members of 18 HERO chapters selected from the five home economics supervisory areas of Virginia. Of these members, 307 were from 11 chapters with advisers identified as being more effective and 103 from 7 chapters with advisers identified as being less effective. Of the 403 HERO members reporting their sex, 347 were females and 56 were males. To analyze the occupational area variable, 369 cases were utilized. Of this number, 123 were enrolled in child care, 82 in clothing, and 164 in foods.

Instrumentation

The data were collected via two self-report instruments. Demographic information and a HERO participation level score for each case were reported on a HERO Participation Inventory (HEROPI) developed by the researcher. The HERO Participation Inventory provided data for the independent/predictor variables of HERO participation, adviser effectiveness, age, work, work experience, occupational area, and sex. Students' perceived affective work competencies were measured by the Work Attitudes Inventory (WAI). The WAI, a Likert-type scale, provided dependent/criterion variable AWC scores on five factors: Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness. A copy of these inventories can be found in Appendices G and I.

Data Collection

Five Virginia home economics area supervisors were contacted by the researcher. Based on a set of validated adviser effectiveness criteria, the supervisors suggested 30 chapters (15 with more effective advisers and 15 with less effective advisers) for participation in the study. Of the chapter advisers contacted, 18 agreed to participate. Materials were mailed to the participating advisers containing an instrumentation packet consisting of the HEROPI, WAI, and a cover letter for each chapter member. Also included was a return stamped envelope and instructions for each adviser to use when administering the inventories. The advisers had members complete the packets according to instructions and returned them to the researcher. Of the returned packets, 410 were usable.

Findings

Multiple linear regression (MLR) and analysis of variance (ANOVA) were used to identify and describe the relationships that existed between HERO participation, adviser effectiveness, age, work, work experience, occupational area, and sex (the predictor variables) and the AWC factors of Ambition, Self-Control, Organization, Enthusiasm, and Conscientiousness (the criterion variable).

The following paragraphs summarize the four research questions concerning the predictive abilities and correlations of the predictor variables that made significant contributions to their explanation.

Question 1: What relationships exist between HERO participation level and the HERO member's perceived affective work competencies? MRA revealed that HERO participation added useful and significant information in explaining four of the five AWC factors. The significant correlations revealed were with Ambition, Enthusiasm, Self-Control, and Conscientiousness.

Question 2: Is membership in a chapter with a more effective or less effective adviser related to the HERO member's perceived affective work competencies? The zero-order matrix generated as a part of the MRA, revealed that adviser effectiveness was positively and significantly related to three of the AWC factors: Enthusiasm, Ambition, and Conscientiousness. These relationships favored the more effective advisers in all instances.

Although not a direct part of the research question, another finding addressed was the negative relationship which existed between adviser effectiveness and HERO participation. The significant correlation of $-.127$ indicated that members of chapters with less effective advisers had higher HERO participation scores. A one-way analysis of variance computed on the three types of HERO participation (local, federation, and state/national) revealed that the greatest variance of mean scores occurred at the local and federation levels of participation.

Question 3: Is there a difference between the HERO member's perceived affective work competencies as a function of the home economics occupational area of enrollment? Analysis of variance revealed

that two of the AWC factors were influenced by occupational area: Ambition and Organization. In the Ambition factor, the two pairs of groups significantly different were (1) clothing and foods and (2) clothing and child care. Students enrolled in clothing perceived that they were more ambitious in both instances. In the analysis of the Organization factor, the pair differing at a significant level was child care and foods. The child care students perceived themselves as being more organized.

Question 4: Which combination of variables including HERO participation, chapter member's adviser's effectiveness, age, work, work experience, and sex tend best to predict perceived affective work competencies? Utilizing the stepwise model of MRA, a prediction equation was produced for each of the AWC factors that provided the following results:

(1) Ambition was best predicted by HERO participation and adviser effectiveness which, in concert, explained 10.7% of the variance. This result indicated that students with higher HERO participation scores and more effective advisers perceived themselves as more ambitious.

(2) Self-Control was best predicted by HERO participation, work, and work experience which together explained 3.3% of the variance. The best predictor was HERO participation. The second best predictor was the work variable and favored students having never worked; while the third best predictor, work experience, favored students having more experience.

(3) Organization was best predicted by one variable, sex, which

accounted for 2.1% of the variance and favored females.

(4) Enthusiasm was best predicted by HERO participation and adviser effectiveness. These predictors explained 5.8% of the variance and favored members with higher participation scores and more effective advisers.

(5) Conscientiousness was best predicted by four predictor variables: sex, work, adviser effectiveness, and HERO participation. This prediction equation accounted for 6.8% of the variance and favored females and those who had not worked outside the home for pay. In other words, females and members having never worked outside the home for pay, who had more effective advisers and higher HERO participation scores perceived themselves as being more conscientious.

Conclusions

This investigation examined the purported relationship between participation in vocational student organization (HERO) activities and the perceived affective work competencies of the participant (HERO member). Its purpose was to gather empirical data relative to the use of HERO participation as a potential teaching environment for the development of the HERO member's affective work competencies.

The results of the investigation indicated that indeed, a relationship existed between HERO participation and four of the AWC factors: Ambition, Self-Control, Enthusiasm, and Conscientiousness. Multiple regression analysis revealed that of selected variables, HERO

participation was the best predictor of Ambition, Self-Control, and Enthusiasm. It was the fourth best predictor of Conscientiousness, following sex, work, and adviser effectiveness in that order. These findings do not infer that perceived AWC factors were caused by HERO participation. However, it is concluded that participation in HERO activities, designed to help students "assume their roles as productive employees" (Luster, 1967, p. 35), was associated with the AWC of the members as evidenced by the positive and significant relationships identified. Based on the results, it is contended that HERO chapters have much potential to serve as teaching environments for affective work competencies.

Other possible intervening variables were selected for study and their predictive ability/correlation to AWC factors were analyzed. Adviser effectiveness was a variable which supplied useful and significant information in explaining the research questions of the investigation. It was discovered that adviser effectiveness correlated positively and significantly with three of the AWC factors: Ambition, Enthusiasm, and Conscientiousness. This variable was the second best predictor, following HERO participation, for both Ambition and Enthusiasm. It was the third best predictor for Conscientiousness, preceding HERO participation. One would expect adviser effectiveness and HERO participation to have a significant positive correlation, however, the reverse was true. The correlation of adviser effectiveness to HERO participation was negative and significant. The results indicated that members of chapters with less effective advisers had higher

participation scores. Again, this does not infer that less effective advisers cause high HERO participation scores; but rather, a plausible explanation might be that if opportunity for participation is provided, members will participate regardless of their adviser's perceived effectiveness. Analysis of variance indicated that the HERO members with less effective advisers had much higher mean scores on participation at the federation level. It was beyond the scope of the study to determine if federation activities were available to the HERO members with more effective advisers. Another possible explanation of the reverse relationship could be that the measure of adviser effectiveness was based on the reputation of the adviser's chapter's past performance beyond the local level; whereas, the jury weighted the activities highest at the local and federation level of participation.

Two variables which provided some useful information were the sex variable and the work variable. Sex was the only predictor of Organization and favored females. This finding supported the conclusion of Savage (1981) that the sex of the student significantly influences the affective work competencies of students. Sex of the student and work outside the home for pay were the best and second best predictors of conscientiousness. This equation favored females and members who had not worked outside the home for pay. One possible explanation of this finding might be that these students based their perception of conscientiousness entirely upon their classroom behavior since they had no other work place referent.

Occupational area of enrollment was a variable that significantly

influenced two of the AWC factors: Ambition and Organization. Students enrolled in clothing perceived themselves to be more ambitious than students enrolled in foods or child care. Relative to the Organization factor, students enrolled in child care perceived themselves to be more organized than students enrolled in foods. There was no difference in the AWC factors of Enthusiasm, Self-Control, and Conscientiousness of students as a function of their occupational area of enrollment.

Implications For Use of the Study

Several implications can be identified in the present study which may have relevance for use by vocational educators. First, the results provide empirical data for consideration by persons involved in home economics curriculum planning and evaluation at the state level. Even though HERO participation may appear to explain a small amount of the total variance of members' perceived affective work competencies (rather low coefficients of determination attest to that fact), the relationships discovered and described provide the beginnings of a research base for curricular decision-making. The results also seem to support and justify the present requirement of HERO chapters as an integral part of occupational home economics programs.

Second, the identification of the positive, significant relationships that existed between HERO participation and four AWC factors should be useful for home economics teachers and HERO advisers. They can consider utilizing chapter activities as a teaching environment

for the development of competencies relative to the Ambition, Enthusiasm, Self-Control, and Conscientiousness factors. Teacher educators may consider offering inservice and preservice classes on the use of the vocational organization as a teaching environment for competencies in the affective domain of education.

The last implication focuses on the prediction equations produced by the study. Some use may be made of the equations that had as the best predictor a student characteristic other than HERO participation. For example, a teacher should be aware that the best predictor of perceived organization is the sex (female) of the student; thus in situations where the desired learning outcome is organization, more learning activities for males should be planned.

Recommendations for Further Research

The design of the present study was identified as an exploratory field study which according to Kerlinger (1973, p. 388) has three purposes: (1) to discover significant variables in the field, (2) to discover relationships among variables, and (3) to lay ground work for later more systematic and rigorous testing of hypothesis. The following paragraphs are devoted to recommendations for further "systematic and rigorous testing".

In view of the rather low explained variance generated by the variables in the study, one may infer that other variables account for the unexplained portion; therefore, a similar study should be conducted.

Additional personal/socio-economic characteristics of the students should be included as variables in an effort to further explain perceived affective work competencies.

Second, the present study focused on HERO chapters. It is recommended that the research be extended to include other or all of the seven additional vocational organizations so that results may be generalized to other vocational student organizations and programs.

Third, further investigation should be made of the negative relationship existing in the present study between adviser effectiveness and HERO participation in an effort to discover competencies of effective advisers. The methods of measuring adviser effectiveness should be explored after an instrument for that purpose is further refined.

A final recommendation is for researchers to study further the types of VSO participation (local, federation, and state/national) and specific VSO activities and their relationships to affective work competencies. An identification and description of the relationships that may exist among these variables and perceived affective work competencies can expand the research data base for curricular decision-making. This expansion of the present study can perhaps answer questions concerned with specific ways a VSO can be utilized as a teaching environment for affective work competencies.

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APPENDICES

APPENDIX A
ADVISER EFFECTIVENESS VALIDATION

VOCATIONAL STUDENT ORGANIZATION ADVISER EFFECTIVENESS

DIRECTIONS: The following statements have been used to describe vocational student organization advisers. Utilizing your experience, will you please check the statements that you feel best describe the most effective adviser, the least effective adviser, and neither.

THE VOCATIONAL STUDENT ORGANIZATION ADVISER:	MOST EFFECTIVE	LEAST EFFECTIVE	NEITHER
1. Discourages chapter participation beyond the local level.	_____	_____	_____
2. Exhibits no current interest or knowledge of the professional community relative to the vocational organization.	_____	_____	_____
3. Lacks administrative support and guidance.	_____	_____	_____
4. Discusses leadership development.	_____	_____	_____
5. Helps members assess his/her own leadership skills.	_____	_____	_____
6. Helps members set self-improvement goals.	_____	_____	_____
7. Is unenthusiastic about chapter events.	_____	_____	_____
8. Is unable or unwilling to identify members who are officer candidate material.	_____	_____	_____
9. Encourages committee formation and work organization.	_____	_____	_____
10. Resists change or new ideas in the organization.	_____	_____	_____
11. Helps members set goals for human relationship skills.	_____	_____	_____
12. Maintains contact with the professional community relative to the vocational organization.	_____	_____	_____

	MOST EFFECTIVE	LEAST EFFECTIVE	NEITHER
13. Gives special recognition for jobs well done.	_____	_____	_____
14. Is solely responsible for the chapter's program of work.	_____	_____	_____
15. Teaches members to plan, execute and evaluate activities.	_____	_____	_____
16. Identifies and encourages local, area, and state officer candidates.	_____	_____	_____
17. Encourages member-centered leadership.	_____	_____	_____
18. Supervises activities based on occupational relevancy.	_____	_____	_____
19. Initiates no public relations activities for the chapter.	_____	_____	_____
20. Encourages communication so that chapter members are informed.	_____	_____	_____
21. Makes all decisions for the chapter.	_____	_____	_____
22. De-emphasizes the importance of planning and goal setting.	_____	_____	_____
23. Encourages chapter participation in area, state, and national conferences.	_____	_____	_____
24. Informs administration, faculty, parents, advisory committee, and community of chapter developments.	_____	_____	_____
25. Helps chapter plan a budget for chapter activities.	_____	_____	_____
26. Initiates all chapter action.	_____	_____	_____
27. Maintains an adviser-oriented chapter.	_____	_____	_____
28. Helps chapter plan projects based on members' concerns.	_____	_____	_____
29. Involves all members in decision making.	_____	_____	_____

	MOST EFFECTIVE	LEAST EFFECTIVE	NEITHER
30. Exhibits a negative attitude toward chapter, state, and national affiliation.	_____	_____	_____
31. Does not teach leadership traits.	_____	_____	_____
32. Sees that desirable and undesirable tasks are rotated.	_____	_____	_____
33. Encourages all members to take an active part.	_____	_____	_____
34. Enters competition with a "winning above all else" attitude.	_____	_____	_____
35. Supervises the chapter public relations program.	_____	_____	_____
36. Assists members to prepare for leadership activities.	_____	_____	_____
37. Suggests resources - people, places, materials - to finance and implement the program of work activities.	_____	_____	_____
38. Helps to develop an honest, healthy attitude toward competition.	_____	_____	_____
39. Coordinates all forms of student recognition.	_____	_____	_____
40. Considers the adviser role an extra duty.	_____	_____	_____
41. Sees that meetings have a purpose/ reason for being.	_____	_____	_____
HAVE YOU EVER SERVED AS AN ADVISER TO A VOCATIONAL STUDENT ORGANIZATION?		YES	NO
		—	—
WERE YOU A MEMBER OF A VOCATIONAL STUDENT ORGANIZATION WHEN YOU WERE IN HIGH SCHOOL.			
		—	—

APPENDIX B
CORRESPONDENCE WITH HOME ECONOMICS SUPERVISORS

March 19, 1985

Dear

I have recently been given permission by Dewey Oakley to contact each of the Home Economics area supervisors for help in securing the sample for a study I am conducting as a doctoral student at Virginia Polytechnic Institute and State University.

My research design includes issuing a survey instrument to HERO members. I am attempting to determine the relationship between participation in HERO activities and the HERO member's affective work competencies. To achieve this, it will be necessary to account for the variable of the HERO member's adviser's effectiveness. I would appreciate it if you would assist me in this study by providing the names and school addresses of three of the more effective HERO advisers and three of the less effective HERO advisers in your area.

To insure that we are in agreement in our conception of adviser effectiveness, a list of statements describing vocational student organization advisers was presented to fifteen vocational directors for validation. I have included, with this letter, the statements upon which all directors agreed. Will you please study these and submit six HERO chapters to sample, three with more effective advisers and three with less effective advisers? Your responses will be treated in a confidential manner and no advisers will be identified in the study as to area or as being more or less effective.

After receiving your suggestions, I will contact the advisers and ask them to participate in my study by administering the survey instruments to their HERO chapter members. A copy of these instruments; (1) The Work Attitudes Inventory; and (2) the HERO Participation Inventory are included for your information.

It would be most helpful if I could receive your reply by April 5, 1985. My address is Drawer E, Rosedale, VA 24280. Thank you for your cooperation.

Sincerely,

Carol Ann Van Hook

APPENDIX C
CRITERIA FOR DETERMINING ADVISER EFFECTIVENESS

HERO ADVISER EFFECTIVENESS**The more effective HERO adviser:**

1. Helps members assess his/her own leadership skills.
2. Encourages committee formation and work organization.
3. Helps members set goals for human relationship skills.
4. Gives special recognition for jobs well done.
5. Teaches members to plan, execute, and evaluate activities.
6. Encourages communication so that chapter members are informed.
7. Encourages chapter participation in area, state, and national conferences.
8. Informs administration, faculty, parents, advisory committee, and community of chapter developments.
9. Helps chapter plan projects based on members' concerns.
10. Sees that desirable and undesirable tasks are rotated.
11. Helps to develop an honest, healthy attitude toward competition.
12. Sees that meetings have a purpose/reason for being.

The less effective HERO adviser:

1. Is unable or unwilling to identify members who are officer candidate material.
2. Initiates no public relations activities for the chapter.
3. De-emphasizes the importance of planning and goal setting.
4. Does not teach leadership traits.
5. Considers the adviser role an extra duty.

APPENDIX D
CORRESPONDENCE WITH HERO ADVISERS

April 9, 1985

Dear:

I am a HERO adviser at the Russell County Vocational School and also a doctoral student at Virginia Polytechnic Institute and State University. For my research, I am conducting a study to determine the relationship that exists between a HERO member's participation in HERO activities and that member's affective work competencies (work attitudes).

My research design necessitates surveying the members of selected HERO chapters and I need your help in doing this. My request of you would entail administering to each of your HERO members, two questionnaires: (1) The Work Attitudes Inventory and (2) The HERO Participation Inventory. This activity would take approximately 20-30 minutes of your class time. Your responsibility would be to distribute the instruments to your chapter members, read aloud the directions, and collect and mail the completed forms back to me in a supplied envelope. All responses will be handled in a confidential manner and will become anonymous in the analysis of data and report of this study.

Your participation and cooperation in helping conduct this study is needed and will be greatly appreciated. Will you please return the enclosed postcard indicating the number of HERO members in the chapter you advise? If for some reason you cannot participate, check the "NO" section of the postcard. It would be most helpful if I could receive your reply by Friday, April 19, 1985, at which time I will mail the questionnaires to you.

If you have other questions or find it more convenient to respond by phone, I can be reached at (703) 889-3224 between the hours: 8:30 - 9:00 a.m., 11:45 a.m. - 12:30 p.m., and 3:00 - 3:30 p.m. or at (703) 880-1148 after 5 p.m.

Thank you for your consideration of my request.

Sincerely,

Carol Ann Van Hook

PLEASE COMPLETE THE FOLLOWING INFORMATION AND MAIL

NAME: _____

SCHOOL: _____

PHONE: WORK _____ HOME _____

_____ YES, I WILL PARTICIPATE IN THE HERO STUDY.
THERE ARE _____ MEMBERS IN OUR CHAPTER.

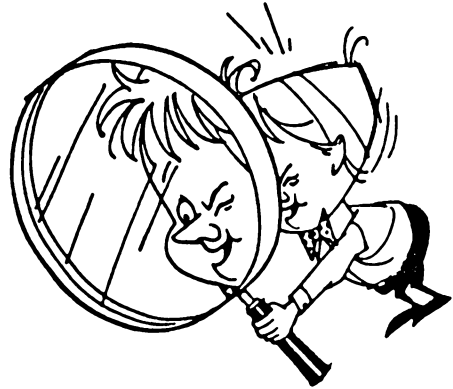
_____ NO, I AM UNABLE TO PARTICIPATE IN THE STUDY.

Charles Carroll Postage



USA 14

CAROL ANN VAN HOOK
DRAWER E
ROSEDALE, VA 24280



Some days ago I mailed letters to several HERO advisers asking for their help with a research study that I am conducting as a doctoral student at VPI. The response is going well. I have mailed questionnaires to 470 HERO members thus far, but I would really like to include your chapter too.

Perhaps you did not receive your letter, or you've just been too busy to drop the reply card in the mail, or you did and I did not receive it. Whatever the case, I'd still like to hear that you will participate. I am enclosing another card with the information I need from you. I would greatly appreciate it if you would fill out this postcard as soon as possible and just drop it in the mail.

If you have any questions, please contact me at home or at school

Cordially,

Carol Ann Van Hook

APPENDIX E

HERO PARTICIPATION INVENTORY COVER LETTER



DEAR HERO MEMBER:

THANKS TO YOU AND YOUR ADVISER FOR TAKING TIME TO PARTICIPATE IN THIS STUDY OF HERO ACTIVITIES. YOUR RESPONSE IS IMPORTANT FOR THE TOTAL PROJECT AND WILL BE COMBINED WITH THOSE OF OTHER HERO MEMBERS ACROSS VIRGINIA. YOU ARE NOT BEING ASKED TO IDENTIFY YOURSELF, SO PLEASE BE OPEN AND HONEST IN YOUR RESPONSES. YOU WILL NOTICE THAT ALL THE PAGES OF YOUR QUESTIONNAIRE HAVE AN IDENTIFYING NUMBER. THIS IS DONE SO I CAN TELL THAT BOTH OF THE INVENTORIES CAME FROM THE SAME PERSON, SHOULD THEY GET SEPARATED, NOT TO IDENTIFY WHO TOOK THE INVENTORIES.

AGAIN, THANKS FOR YOUR HELP AND COOPERATION. PLEASE WAIT FOR YOUR ADVISER TO READ THE INSTRUCTIONS.

APPENDIX F

DIRECTIONS FOR ADMINISTERING HERO PARTICIPATION INVENTORY

DIRECTIONS AND SCRIPT FOR GIVING THE QUESTIONNAIRES

NOTE TO ADVISER:

Please read the following prepared statement to your students prior to passing out the student questionnaires.

Our HERO Chapter has been selected to participate in a research study to determine the relationship that exists between a HERO member's participation in HERO activities and that member's work attitudes. You are being asked to complete two inventories. One is about your participation in HERO (it is green and has two sections) and the second is about your attitudes concerning your work behavior when you are working in the lab (it is yellow). Now I am going to pass the inventories out to you. Wait until they are all distributed and we will read the cover page together.

NOTE TO ADVISER:

Distribute packets and read the cover page aloud.

Dear Hero Member:

Thanks to you and your adviser for taking time to participate in this study of HERO activities. Your response is important for the total project and will be combined with those of other HERO members across Virginia. You are not being asked to identify yourself, so please be open and honest in your responses. You will notice that all the pages of your questionnaire have an identifying number. This is done so I can tell that both of the inventories came from the same person, should they get separated, not to identify who took the inventories.

Again, thanks for your help and cooperation. Please wait for your adviser to read the instructions.

INSTRUCTIONS:

You may now complete Section A. The name of your HERO Chapter is:

Name of your Chapter

NOTE TO ADVISER:

Please read anything that the students want read and give any help they might need for completing Section A.

(over)

INSTRUCTIONS:

You may now complete Section B. Read aloud the directions.

DIRECTIONS:

The following are a variety of HERO activities which you may or may not have done as a HERO member. Please answer the questions by circling YES or NO. This is not a test. There are no right or wrong answers. Please mark an answer for each question.

NOTE TO ADVISER:

Please read any questions the students need to have read. In number 19, serving as a page/host/hostess is a "yes".

INSTRUCTIONS:

You may now complete the work attitudes inventory. Read aloud the directions.

The purpose of this inventory is to obtain information about the behavior and characteristics of working individuals. Your responses are strictly confidential (your name is not required on this inventory), please answer as truthfully and completely as possible each item in the inventory. THERE ARE NO RIGHT OR WRONG ANSWERS. There is no time limit, but you should work as rapidly as possible. Please respond to every item in the inventory.

DIRECTIONS:

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

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

WHILE I'M WORKING IN THE LAB, I:**NOTE TO ADVISER:**

Please read anything the student may need read. If you have non-readers you may have the entire packet read to the student.

APPENDIX G

HERO PARTICIPATION INVENTORY

HERO PARTICIPATION INVENTORY

SECTION A

1. Please give the name of the HERO chapter of which you are a member:

2. Please circle the home economics occupational area in which you are enrolled:

Child Care Occupations I
Child Care Occupations II

Home Furnishings Occupations I
Home Furnishings Occupations II

Clothing Occupations I
Clothing Occupations II

Home and Institutional Services I
Home and Institutional Services II

Food Occupations I
Food Occupations II

Catering Specialist
Clothing Specialist

3. What is your age? Sex?
Years Months Male Female

4. Have you ever worked or are you now working outside your home for pay?
Yes No . If answer is yes, list your jobs and give the number of weeks
you worked at each. (40 hours = 1 week) Begin with your last or present job.

Present job first:

Weeks

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please wait for directions from your adviser before continuing with Section B of this inventory. Thank you!

HERO PARTICIPATION INVENTORY

SECTION B

DIRECTIONS: The following are a variety of HERO activities which you may or may not have done as a HERO member. Please answer the questions by circling YES or NO. This is not a test. There are no right or wrong answers. Please mark an answer for each question.

Since becoming a HERO member have you:

- Yes No 1. Received the individual degree?
- Yes No 2. Received the chapter degree?
- Yes No 3. Received the state degree?
- Yes No 4. Attended 90% of the chapter meetings?
- Yes No 5. Helped in chapter fund raising projects?
- Yes No 6. Worked on a chapter community service project?
- Yes No 7. Attended FHA/HERO leadership camp?
- Yes No 8. Coordinated an activity for national FHA/HERO week?
- Yes No 9. Served as a committee chairperson?
- Yes No 10. Been a candidate for a chapter office?
- Yes No 11. Been a candidate for a federation office?
- Yes No 12. Been a candidate for a state or national office?
- Yes No 13. Served as a local chapter officer?
- Yes No 14. Served as a federation officer?
- Yes No 15. Served as a state officer?
- Yes No 16. Served as chapter president?
- Yes No 17. Attended the state leadership conference?
- Yes No 18. Represented the chapter as a delegate at the state leadership conference?
- Yes No 19. Represented the chapter as a page at the state leadership conference?
- Yes No 20. Entered the proficiency event at the local or area level?

(over)

- Yes No 21. Represented the chapter as a proficiency event winner at the state level?
- Yes No 22. Been a program participant at a chapter meeting?
- Yes No 23. Been a program participant at a federation meeting?
- Yes No 24. Been a program participant at the state leadership meeting?
- Yes No 25. Attended the national FHA/HERO leadership meeting?
- Yes No 26. Attended a parent/employer/member banquet?
- Yes No 27. Been chosen for a chapter award?
- Yes No 28. Worked on a chapter project? (exhibit, float, bulletin board)
- Yes No 29. Presented a speech or talk at the chapter level?
- Yes No 30. Presented a speech or talk above the chapter level?

STOP! Please wait for directions from your adviser before completing the next inventory. **THANK YOU!**

APPENDIX H
CORRESPONDENCE WITH HEROPI JURY

April 18, 1985

FHA/HERO Specialist
P.O. Box 6Q
Richmond, VA 23216

Dear

Thank you very much for including my FHA/HERO Opinionnaire on the FHA/HERO executive committee agenda.

I have enclosed 18 copies, which should be enough for the officers, their advisers, area supervisors, and you. Should anyone else be present that would make a good judge (for example, a national officer, etc.) feel free to include them on the judges' panel. I would just need to know that they were included. I will pick up the completed forms during conference.

Thank you for your help; I deeply appreciate your support and encouragement.

Sincerely,

Carol Ann Van Hook



TO: FHA/HERO State Officers
FHA/HERO State Officers' Advisers
FHA/HERO Student Specialist
Home Economics Education Area Supervisors

FROM: Carol Ann Van Hook, HERO Adviser

DATE: April 3, 1985

SUBJECT: HERO PARTICIPATION STUDY

As a doctoral student at Virginia Polytechnic Institute and State University, I am conducting a study of participation in HERO activities and how that participation relates to the HERO member's affective work competencies (work attitudes). Participation in some activities may be of more importance and indicate more "involvement" in HERO than others. Therefore, I am asking you, because of your FHA/HERO experience, to serve as a member of a panel of judges to help in assigning weights to selected activities. A participation score for members can then be calculated using the weighted values of the actual activities in which members have participated. Will you please complete the attached HERO ACTIVITY PARTICIPATION OPINIONNAIRE?

Thank you for sharing your expertise, serving as a judge, and helping conduct this study.

HERO ACTIVITY PARTICIPATION OPINIONNAIRE

INSTRUCTIONS: Please indicate the degree of importance you would attach to each of the activities using the following scale:

1	2	3	4	5	6	7	8	9	10	11
Little or no importance				Average importance			Utmost importance			

In calculating a participation score for HERO members, how important are each of the following activities?

- _____ 1. Received the individual degree.
- _____ 2. Received the chapter degree.
- _____ 3. Received the state degree.
- _____ 4. Attended 90% of the chapter meetings.
- _____ 5. Helped in chapter fund raising projects.
- _____ 6. Worked on a chapter community service project.
- _____ 7. Attended FHA/HERO leadership camp.
- _____ 8. Coordinated an activity for national FHA/HERO week.
- _____ 9. Served as a committee chairperson.
- _____ 10. Been a candidate for a chapter office.
- _____ 11. Been a candidate for a federation office.
- _____ 12. Been a candidate for a state or national office.
- _____ 13. Served as a local chapter officer.
- _____ 14. Served as a federation officer.
- _____ 15. Served as a state officer.
- _____ 16. Served as chapter president.
- _____ 17. Attended the state leadership conference.
- _____ 18. Represented the chapter as a delegate at the state leadership conference.

(over)

- _____ 19. Represented the chapter as a page at the state leadership conference.
- _____ 20. Entered the proficiency event at the local or area level.
- _____ 21. Represented the chapter as a proficiency event winner at the state level.
- _____ 22. Been a program participant at a chapter meeting.
- _____ 23. Been a program participant at a federation meeting.
- _____ 24. Been a program participant at the state leadership meeting.
- _____ 25. Attended the national FHA/HERO leadership meeting.
- _____ 26. Attended a parent/employer/member banquet.
- _____ 27. Been chosen for a chapter award.
- _____ 28. Worked on a chapter project. (exhibit, float, bulletin board)
- _____ 29. Presented a speech or talk at the chapter level.
- _____ 30. Presented a speech or talk above the chapter level.

APPENDIX I

WORK ATTITUDES INVENTORY

WORK ATTITUDES INVENTORY

c Copyright 1983
P. Brauchle, G. Petty

The purpose of this inventory is to obtain information about the behavior and characteristics of working individuals. Your responses are strictly confidential (your name is not required on this inventory), please answer as truthfully and completely as possible each item in the inventory. THERE ARE NO RIGHT OR WRONG ANSWERS. There is no time limit, but you should work as rapidly as possible. Please respond to every item in the inventory.

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

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

<u>WHILE I'M WORKING IN THE LAB, I</u>	<u>NEVER</u>				<u>ALWAYS</u>
1. Acquire new skills in order to advance on the job.	1	2	3	4	5
2. Control my temper.	1	2	3	4	5
3. Push my work on to other workers.	1	2	3	4	5
4. Am reminded by others to begin work.	1	2	3	4	5
5. Interrupt others.	1	2	3	4	5
6. Avoid work.	1	2	3	4	5
7. Set personal work/job goals.	1	2	3	4	5
8. Participate in group activities.	1	2	3	4	5
9. Complain.	1	2	3	4	5
10. Disturb others who try to work.	1	2	3	4	5
11. Maintain an even temperament.	1	2	3	4	5
12. Lose interest in my work.	1	2	3	4	5
13. Set goals for self-improvement.	1	2	3	4	5
14. Adjust to various work situations.	1	2	3	4	5
15. Get angry.	1	2	3	4	5
16. Keep my work area clean.	1	2	3	4	5
17. Say that I will do something and then do not do it.	1	2	3	4	5
18. Gaze out the window or at the clock.	1	2	3	4	5
19. Take steps to complete work without constant supervision.	1	2	3	4	5
20. Become angry at others.	1	2	3	4	5

(over)

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

Grade and Vocational Course _____ Date _____

School or Firm _____ Address _____

APPENDIX J
WAI CORRESPONDENCE

Drawer E
Rosedale, VA 24250
October 17, 1984

Dr. Gregory C. Petty
Department of Vocational Technical Ed.
College of Education
University of Tennessee
Knoxville, TN 37996

Dear Dr. Petty:

This is to confirm our telephone conversation of October 9, 1984. At that time I received your permission to use the Revised Affective Work Competencies Inventory as the measuring instrument for the study I am proposing as my doctoral dissertation.

My topic is The Perceived Affective Work Competencies of Vocational Student Organization Members. It will be a comparison of VSO participation and AWC. I am enclosing the tentative outline of my literature review, and I would appreciate any referrals you might make to bibliographies or sources.

I believe I mentioned that Dr. Curtis Finch at Virginia Tech is the chairman of my committee. Please inform Dr. Finch or me of the information concerning my work that you would like to receive.

Thank you for the cooperation and consideration you have shown me.

Sincerely,

Carol Ann Van Hook

ph

enclosure



DEPARTMENT OF
TECHNOLOGICAL &
ADULT EDUCATION

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION

Departmental Office: 402 Claxton Addition, Knoxville, TN 37996-3400

October 22, 1984

Ms. Carol Ann Van Hook
Drawer E
Rosedale, VA 24250

Dear Ms. Van Hook:

This letter is in response to your telephone request to use the Revised Affective Work Competencies Inventory. Title of this instrument has been changed to more accurately reflect the revision as published in "Educational and Psychological Measurement," and to be more easily recognized by the non-academic community. I have enclosed a copy of the instrument and the article for your use.

You may want to retype the instrument since it is a poor copy. Please feel free to do so. You have my permission to use the instrument as published. I would like a summary of your results. An abstract will do fine.

I have written additional and related articles you may be interested in. One which addresses age was published in the AATEA Journal, Winter 1983.

Best of luck to you.

Sincerely,

Gregory (C) Petty
Associate Professor

meg

cc Dr. Paul Brauchle

Enclosures

**The vita has been removed from
the scanned document**