1-1-2008

Pilot Study Of Work Values Of Poor Versus Non-Poor Service Workers In Nevada

Freda Klein
University of Nevada, Las Vegas

KLEIN, FREDA

PILOT STUDY OF WORK VALUES OF POOR VERSUS NON-POOR SERVICE WORKERS IN NEVADA

University of Nevada, Las Vegas ED.D. 1979

University of Nevada,

Las Vegas

Pilot Study of Work Values of Poor versus Non-Poor Service Workers in Nevada

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Foundations and Counseling

by

Freda Klein

January 1979

The dissertation of Freda Klein is approved:

Advisor

Examining Committee Member

Examining Committee Member

Graduate Faculty Representative

Graduate Dean

University of Nevada,

Las Vegas

January 1979

ACKNOWLEDGEMENTS

To the following individuals:

Dr. Robert K. Dodge, Dr. Martha McBride, and Dr. Richard L. Hovey, members of my committee, for their suggestions and assistance in the preparation and finalization of my dissertation;

Dr. Verdun Trione, my advisor, for giving me a priceless gift--the inspiration and knowledge to seek out, explore, investigate and innovate; and

Jerry, my husband, for untold patience and understanding,

I offer my sincere appreciation and gratitude.

CONTENTS

TABLES

FIGURES

Chapter 1

INTRODUCTION

Statement of the Problem

Need exists to devise a criterion for work values of the "poor" minimally-skilled worker (Crites, 1969). Since this class of worker is difficult to counsel (Campbell, 1973), such a criterion would be invaluable to the vocational counselor in providing clues towards facilitating the counseling process.

Purpose of Study

It was the purpose of this study to devise a scale to distinguish the work values of "poor" minimally-skilled service workers as opposed to those of the "non-poor" semi-skilled service workers in Nevada. Such a scale would aid vocational counselors by: (1) identifying specific kinds of work values indigenous to these population samples; and (2) utilizing the derived work values information to make more precise placement of these populations into jobs or training for jobs, implying increased stability in said occupations. (Chapter 3 offers a detailed description of terms used in this study.)

Objectives

Objective 1: To devise a Work Values Scale, modified from the inventory originally constructed by Super (1960), including modified scales on

vocational interest values and job temperaments derived from the DOT (Dictionary of Occupational Titles, 1965).

Objective 2: To determine the work values of a defined population sample of "poor" minimally-skilled service workers in Nevada and compare them with sampled work values of "non-poor" semi-skilled service workers.

Justification for Study

Values form the baseline of attitudes about jobs (Rokeach, 1973; Calia, 1966). A work values instrument in which to retrieve and measure such values would be indispensable for the vocational counselor. This would provide objective data for counseling a client towards effective training (if needed), job placement and/or job stability. Further, such an instrument would assist the counselor and the client in making appropriate vocational judgments regarding job choice, job change and job adjustment.

Identification of an individual's values is a significant aspect of the decision-making process (Carkhuff, 1973; Gelatt and others, 1973; Koberg and Bagnall, 1976). An individual's job is often the fulcrum of his life, affecting all aspects of his existence. Therefore, the values he associates with his occupation do extend beyond the dimensions of income (Ginzberg, 1976).

The counselor's task is complicated by social class discrepancies among counselors and their clients. Substantial differences in attitudes, expectations, cognitions and general lifestyle exist, and the counselor must have criteria whereby he is prepared to deal with them (Calia, 1966).

Conclusions drawn from review of the literature* indicate that the population with the greatest need for a values assessment technique for the field of occupational counseling and placement is the poor population; it has been overlooked or ignored by investigators in this area (Crites, 1969). Instruments assessing work values are presently available only for the educated, middle-class, affluent individual (Rokeach, 1968). No such "values" instrument exists for the poor (Crites, 1969).

---

*See Bibliography.

Chapter 2

REVIEW OF SELECTED LITERATURE

Objective 1

> To devise a Work Values Scale, modified from the inventory originally constructed by Super (1960), including modified scales on vocational interest values and job temperaments derived from the DOT (Dictionary of Occupational Titles, 1965).

Problems of values appear in many fields of the social sciences (Williams, 1968). Value elements are important variables to be analyzed in critical areas of human endeavor. "More than any other concept, it is an intervening variable that shows promise of being able to unify the diverse interests of all the sciences concerned with human behavior" (Rokeach, 1973, p. 3).

Recently, significant value issues have become the subject for exploration and research by Smith and Peterson:

> The history of guidance in America in relation to values has been based largely on acceptance of assumed democratic values. When values are assumed, there are few attempts to make them explicit or to examine them in any depth (Smith and Peterson, 1977, p. 309).

It was not until the 1950's that studies devoted to values, such as those of Williamson, 1958; Wrenn, 1958; Lowe, 1959, Curran, 1960; and Rogers, 1961, began to appear in professional journals. These studies were followed by publications discussing the importance of values in counseling relationships, such as those by Kemp, 1967; Buhler, 1962; Raths, Harmin and Simon, 1966; Lowe, 1969; Peterson, 1970; and Clemens and Smith, 1973.

Krasner's (1964) review of counselors suggests that irrespective of techniques used (be it behavior modification to psychoanalysis), in all cases, they involve the communication of the counselor's implicit "values." It is evident from the professional literature that the counselor with more objective values information would have better success in influencing the behavior of his client (Shertzer and Stone, 1974).

Calia (1966), among others, has implied that counselors need objective measures and criteria to understand the values of socio-economic groups different from their own. In this instance the investigator contends that it is the work values which vocational counselors need to identify and differentiate (clarify) in order that counselor bias, should there be any, be reduced (Calia, 1966; Rokeach, 1973). The counselor can then deal more objectively with the aforementioned "poor" client.

Studies conducted in the 1950's and the 1960's, including those of Warner and others, 1949; Terman, 1954; Hammond, 1954; Ghiselli, 1955; Bendix and Stillman, 1958; Astin, 1964; Super and Overstreet, 1960; Crites, 1960 and 1969, attempted to describe and quantify values which were distinctive to American society. However, these studies suffered from two major methodological defects. Firstly, the samples were drawn mainly from college students, who represent the more educated and affluent segment of society. Secondly, the psychometric tests employed were geared to educated and affluent populations. In addition, the tests were found to be complex and lengthy (Rokeach, 1973).

Rokeach (1973) devised a value scale which he administered to

several strata of American society. His findings revealed that values vary as income and education vary. The pattern of results found for Americans differing in education was essentially the same as that found for Americans differing in income. Pervasive value differences were found for lower versus higher socioeconomic levels. There was a somewhat larger value gap between the educated and the less-educated than between the rich and the poor. The social value gap was significant in all instances.

Rokeach (1973) also found that when socioeconomic status was held constant, specified value differences between blacks and whites previously attributed to race disappeared or became non-significant. He did find an exception in value differences concerning "equality." Black Americans placed higher priority on equality than did white Americans. This was the sole value difference observed by Rokeach in his national sample of black and white Americans. He concluded this difference would decrease if equal opportunity genuinely increased.

Katzell (1964) cited investigations in support of the assumption that job satisfaction is a function of the extent to which "job features match the values of the incumbent" (Katzell, 1964, p. 341). However, there has been no large-scale descriptive research on the distributions of vocational values in the working population (Crites, 1969). Centers and Bugental (1966) conducted a study in which 692 individuals were interviewed with respect to their job motivations. Semi-skilled and unskilled workers in this study were included in a single group. They found that the higher occupational levels are motivated primarily by the intrinsic aspects of work (opportunity for self-expression, independence, interesting job functions) and the

lower levels by the extrinsic components (security, pay, co-workers).

A Work Values Inventory (WVI) was devised by Super (1960) consisting of 210 diads which were scored for fifteen work values. Subsequent investigators have found that a modified, free-response version of the WVI is related to vocational interests (Kinnane and Suziedelis, 1962), to family background (Kinnane and Pable, 1962), to certain life values (Kinnane and Graubinger, 1963), and to parental influence (Kinnane and Bannon, 1964).

While Super was aimed in the right direction, it is apparent that he did not address his scale towards the target population referred to as "poor." It is the opinion of this investigator that Super's scale could be modified, along with selected interest and temperament characteristics from the Dictionary of Occupational Titles (1965). A contrived scale, derived from these three resources ostensibly could provide "clarification of job values" which counselors sorely need (Bancroft, 1971; Sweeney and Walton, 1971; Calia, 1966).

Objective 2

To determine the work values of a defined population sample of "poor" minimally-skilled service workers in Nevada and compare them with sampled work values of "non-poor" semi-skilled service workers.

Findings in the field labeled "the culture of poverty" by writers such as Lewis, 1966; Gens, 1968; Rainwater, 1967; Calia, 1966; Caplovitz, 1962; Centers and Bugental, 1966; Metfessel, 1965; Irelan, 1966; Riessman, 1964; Rokeach, 1973, provide extensive support for the hypothesis that the values of the poor differ considerably from those of the affluent. Table 1 indicates the comparisons.

Table 1

Comparison of "Poor" Non-Skilled Worker Values vs. "Middle-Class" Values

"Poor" Non-Skilled	"Middle-Class" (Non-Poor)*
a. Wants basic material comforts (i.e., food, home, etc.).[1,2]	a. Material comforts taken for granted.
b. Seeks better job than father.[1,2]	b. Motivated for same jobs as fathers: like self-expression and independence; intrinsic rewards important.
c. Prefers security to advancement; tangible rewards of job.[1,2,8]	c.
d. Oriented to present.[1,2]	d. Future goals and systematic planning.
e. Resigned, fatalistic (what must be, must be).[1,2]	e. "Hard work" and "get up and go" emphasized to overcome hurdles.
f. Authoritarian family values. Cult of masculine superiority.[1]	f. Each family member encouraged to self-actualize.
g. Action oriented.[1,3]	g. Verbal skills. Encourage questions and dialogue.
h. Concrete verbal style.[1,2,5] Must relate to experiences.[3]	h.
i. Health naivete; vulnerable to disease; practice self-medication.[1]	i. Highly health-oriented; preventative programs sought; treatment sought with early symptoms.

*A question investigated by this study was: Is the transition from "poor" to "non-poor" also accompanied by a transition from "poor" to "middle-class" values? Such implications appear in the literature.

Table 1 (continued)

"Poor" Non-Skilled	"Middle-Class" (Non-Poor)*
j. Poor consumer skills; vulnerable to loan sharks.[1,2,4]	j. Savings important; more skills in buying.
k. Concerned about respectability, cleanliness.[1] Close church ties.[1,7,6]	k. Respectability taken for granted. Also cleanliness.
l. Women: greater significance to role of mother than wife; wife has significant influence in family decisions.[1,4]	l. Upper status wife accepts less responsibility; wife role more important than mother role.
m. Marriage: sharp demarcation of roles[4]; cling to social groups of prior to marriage; child rearing emphasis on discipline and conformity.[1,5] Tend to be close to families--help each other.[1,4] Children reflect "stimulus deprivation" (i.e., limited experiences outside family and social groups).[1,5]	m. Circle of friends and family accepted from both sides; seek common friends after marriage. Flexible pattern of roles. Self-actualization stressed. Joint planning accepted.
n. Achievement: Low need for academic skills[1,3]; jobs okay if pay is good--education unnecessary[5]; other directed; strive for extrinsic values of security, pay, co-workers[8]; high dropout rate from schools and labor force.[7]	n. Admire "eggheads"; like to intellectualize; education a necessity; abstract talking admired.

Table 1 (continued)

"Poor" Non-Skilled	"Middle-Class" (Non-Poor)*
o. Life strategies: Action oriented.[1,2] Prone to violence if thwarted[4]; depressed if failure.[4,5] Listening skills and verbal questioning and exchange at a minimum.[5] Self-deterministic.[6] Low values on intellectual competency.[7] High rates of "mental illness."[4] Resist efforts of people outside family and social group who wish to help.[4,7]	o. Reliance on planning and reasoning for effective decision making. Long-range security plans.

[1]Irelan, 1966

[2]Caplovitz, 1963

[3]Calia, 1966

[4]Rainwater, 1967

[5]Metfessel, 1965

[6]Reissman, 1964

[7]Rokeach, 1968

[8]Centers, 1966

Reissman (1964) found that low-income people, in comparison to middle-class people, are generally less introspective, less introvertive and less concerned with self. They respond more to the external, to the outside, to action and are involved more with self-determination rather than with self-actualization.

Using more rigorous investigative procedures, Rokeach (1973) found that

> . . . the poor are more religious than the rich; more other-directed and conforming to traditional values; less concerned with taking responsibility and with the security of the family; were motivated by a desire for love with members of the opposite sex (Rokeach, 1973, p. 71).

Finally, the poor differ from the rich or middle class by placing a lower value on competency, including intellectual and self-actualizing values.

The review of literature thus far indicated that investigators identify the fact that there are real value differences among socio-economic populations. In particular, the need to identify such values (in this case, work values) is quite pronounced in what is called the "poor" and/or disadvantaged (Peters and Hansen, 1971). Understanding these socioeconomic value differences will enable counselors to deal more effectively with the poor worker by:

(1) knowing the characteristics of such a population;

(2) being able to "vary" their approach as counselors:

(3) knowing how to understand and deal objectively with the "job expectations of the poor";

(4) taking direct initiative with such a client, since very few can verbalize their job values. (Such initiative means differing methods of interviewing and/or measures geared for that population); and

(5) identifying "value problems" of a poor client prior to vocational guidance and/or placement.

The present study, by providing objective criteria for work values of "poor minimally-skilled appliants," will enable the vocational counselor to guide this population towards work and/or training which will more precisely meet its individual needs.

Chapter 3

DESIGN OF THE STUDY

This study attempted to determine whether the work values of the "poor" minimally-skilled service worker differ significantly from the work values of "non-poor" semi-skilled service workers in Nevada. An assessment instrument, measuring work values, could assist the vocational counselor to guide "poor" minimally-skilled individuals towards work and/or training which is more meaningful in terms of work satisfaction.

The Null Hypothesis

There is no significant difference between the work values of "poor" minimally-skilled service workers and those of the "non-poor" semi-skilled service workers in Nevada. (See "Description of Terms" following.)

Description of Terms

Service Workers--Workers in occupations described by the Dictionary of Occupational Titles (DOT, 1965) as "concerned with performing tasks in and around private households; serving individuals in institutions and in commercial and other establishments; and protecting the public against crime, fire, accidents, and acts of war" (i.e., any occupational title beginning with a "3" digit). (See Appendix A, Document 1).

"Poor"--Those persons receiving some form of public assistance and/or whose income fits the "Lower Living Standard" criteria as described by the Bureau of Labor Statistics (1977), as follows:

Poverty Income Guidelines
All States Except Alaska and Hawaii
June 1977

Size of Family Unit	NonFarm Family	Farm Family
1	2,970	2,550
2	3,930	3,360
3	4,890	4,170
4	5,850	4,980
5	6,810	5,790
6	7,770	6,600
Each additional member	960	810

"Non-poor"--Those individuals whose income, based on family size, exceeds the "Lower Living Standards" as described above. Nevada is unique in that semi-skilled service workers, such as dealers, bartenders and food servers working in major gaming establishments, can realize earnings comparable to, and often in excess of, skilled, technical and professional workers.

Minimally-skilled--This skill level is determined by the Specific Vocational Preparation (SVP), "The amount of time required to learn the techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation" (DOT, Vol. II, p. 652), including:

Level 1 - Short demonstration only, and

Level 2 - Anything beyond short demonstration up to and including 30 days.

This term also refers to persons requiring a minimal degree of aptitude, "Specific capacities and abilities required of an individual in order to

learn or perform adequately a task or job duty" (DOT, Vol. II, 1965, p. 653).

Semi-skilled--This category is determined by an SVP level of from 3 to 6 (including training time of from over 30 days to over one year up to and including two years). "Semi-skilled" also refers to persons requiring an aptitude level which could include that possessed by the middle third of the average working population of the United States (DOT, Vol. II, 1965, p. 653).

Stratified Populations

Stratified sampling is a technique used to insure representativeness and to avoid bias by use of a modified sampling method. This method is applicable to the present study in that the subject population is composed of subgroups, and the representative samples must therefore contain individuals drawn from each category (Garrett, 1957).

First Field Test of Present Study

35 poor, minimally-skilled workers, 26 drawn from the Las Vegas, Nevada, CETA (Comprehensive Employment and Training Act) Program and 9 from Las Vegas welfare programs

versus

47 non-poor, semi-skilled, skilled and professional workers drawn from Las Vegas Employment Service applicants, as well as staff personnel.

Second Field Test of Present Study

28 poor, minimally-skilled service workers drawn from the Las Vegas, Nevada, CETA Program

versus

34 non-poor, semi-skilled, skilled and professional workers drawn from Las Vegas, Nevada, Employment Service applicants and graduate students from the University of Nevada, Las Vegas.

Final Sample of Present Study

119 poor, minimally-skilled service workers drawn from Las Vegas, North Las Vegas, Reno, Sparks and Carson City welfare and Work Incentive (WIN) programs

versus

119 non-poor, semi-skilled service workers drawn from Employment Service applicants in the Nevada cities of Las Vegas, North Las Vegas, Henderson, Reno, Sparks and Carson City.

Phase 1 - Development of the Retrieval Instrument

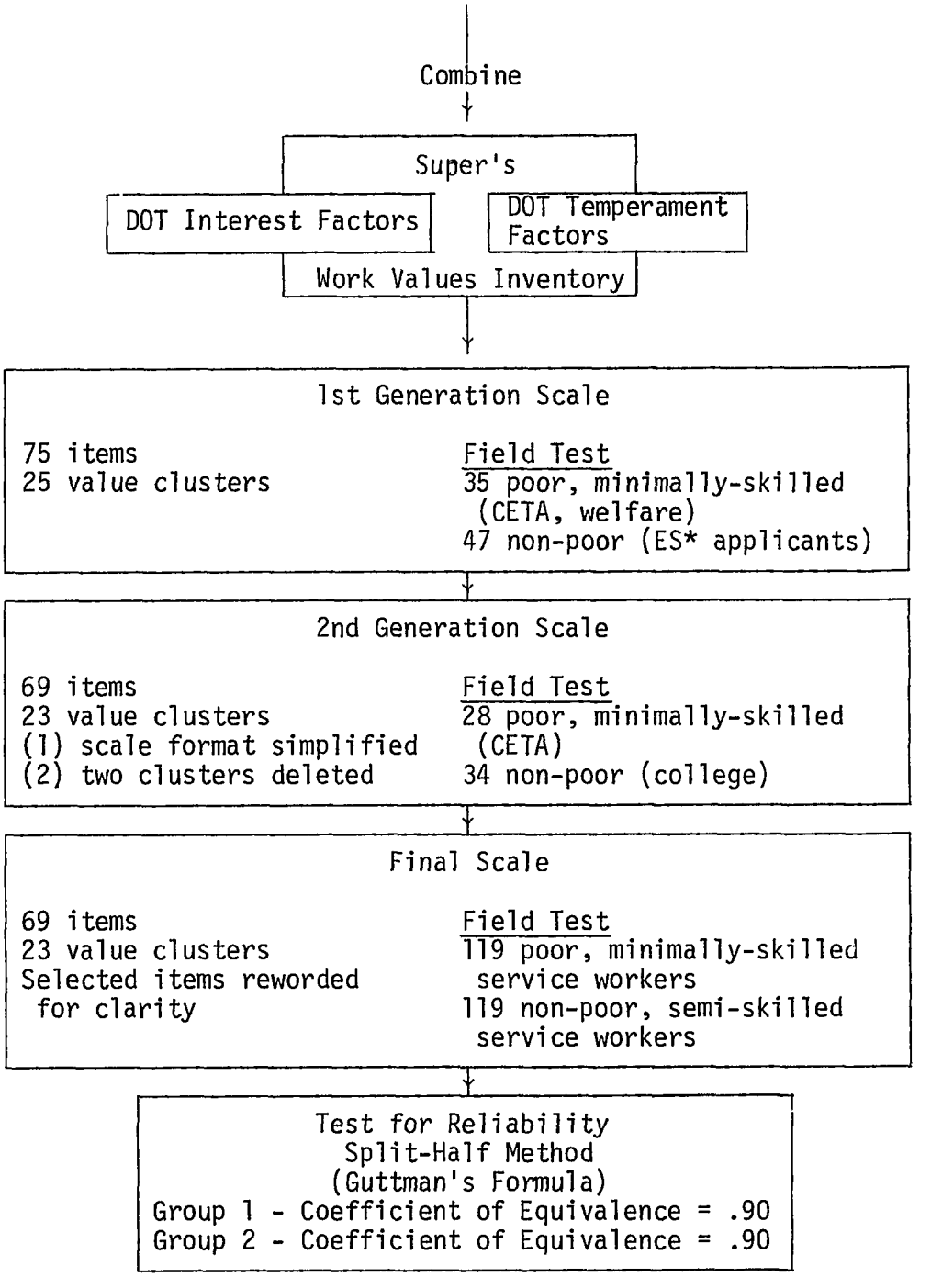
The present scale is an adaptation of Super's (1960) "Work Values Inventory" (see Appendix A, Documents 2 and 3). Fourteen of Super's fifteen work values were retained in the experimental scale. The work value concept, "Way of Life," was not included, as it has little meaning to people at low socioeconomic levels, according to Super (1970).

The Flow Chart, shown in Figure 1, describes the development of the final retrieval instrument used in this study.

Item Selection

The fourteen work values from Super's inventory were combined with the ten Interest Factors and ten Temperament Factors from the DOT (see Appendix A, Document 4).

The DOT Interest and Temperament Factors, as worker trait components, have been the subject of continuing research since 1934 by Department of Labor occupational research programs (DOT, Vol. I, 1965). Culminating forty-four years of such research, the Department of Labor



*Employment Service

Figure 1. Design of the Study: Phase 1 - Developing the Retrieval Instrument

is now working toward a computerized job-matching system to assist in the placement and/or counseling of applicants. Worker trait components are matched by computer against job requirement criteria to facilitate and expedite successful job placement (Computerized Automated Matching System, 1975).

It was determined that selected interest and temperament factors from the DOT were interchangeable in meaning with specified work values from Super's Inventory (see Table 2). Thus, by combining items from these two sources, it was possible to reduce the number of work values assessed. Each of the work values was measured in the scale by triads of preferential occupational activities measuring these values. The triad statements were arranged in random order on the scale (see Appendix A, Document 5). For example, the three statements measuring the work value "Variety" are statements numbered 3, 19, and 51 in the scale.

The first-generation scale (see Figure 1) contained 25 work values measured by 75 statements. The first field test revealed some redundancy of value content in two of the value clusters. Therefore, it was possible to eliminate them and further reduce the number of value clusters to 23 (measured by 69 statements). The 23 work values in the present scale, together with their data source, are shown in Table 3.

Format - Discrimination of the 23 Value Triads

In the present scale (see Appendix A, Document 6), the examinee responds to each of the 69 items by circling either Yes or No. The decision to use a Yes/No method rather than a Yes/No/Uncertain

Table 2

Super's Work Values which Overlap in Context with DOT Interest and Temperament Factors

Super's Work Values	DOT Interest and Temperament Factors
Altruism ←→	4a. A preference for working for the presumed good of people.
Esthetics ←→	3b. A preference for activities of an abstract and creative nature.
Creativity ←→	FIF - Adaptability to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint (see also 3B, above).
Intellectual Stimulation ←→	2b. A preference for activities of a scientific and technical nature.
Achievement ←→	5b. A preference for activities resulting in tangible productive satisfaction.
Prestige ←→	5a. A preference for activities resulting in prestige or the esteem of others.
Management ←→	DCP - Adaptability to accepting responsibility for the direction, control, or planning of an activity.
Economic Return ←→	5b. (See 5b, above)
Variety ←→	VARCH - Adaptability to performing a variety of duties often changing from one task to another of a different nature without loss of efficiency or composure. (REPCON and 3a, both referring to repetitive, routine, concrete tasks, are indicated by a negative response to this item (DOT, Vol. II, 1965)).

Table 3

Data Source of 23 Work Values

Super's values	Independence
	Security
	Surroundings
	Supervisory relations
	Associates
Super/DOT combined values	Altruism
	Esthetics
	Creativity
	Intellectual stimulation
	Achievement
	Prestige
	Management
	Economic return
	Variety
DOT Temperament Interest values	Working with things and objects
	Communication of ideas
	Performing adequately under stress
	Business contact with people
	Activities involving processes, machines and techniques
	Influencing people in their opinions, attitudes or judgments
	Evaluation of information against sensory or judgmental criteria
	Evaluation of information against measurable or verifiable criteria
	Situations involving precise attainment of set tolerances and limits

method or a five-point Likert (as in Super's scale) was practical. A five-point and three-point field test with a sample of items resulted in a chaotic pattern of responses. A field test with only Yes/No resulted in some reasonable distributions, suggesting better item utility. Further, it seemed apparent that the target population responded more positively to Yes and No. The investigator could only infer from the field tests that Yes and No permitted more independent rather than comparative confirmation of values (Fishbein, 1967). Also, the Yes and No Method seemed more in keeping with the cognitive-linguistic processes found in the lower socioeconomic groups, as suggested by Orem (1968) and Metfessel (1965).

Language

Findings in the literature indicated that the vocabulary of lower socioeconomic individuals is often restrictive, imprecise and reflective of a low level of conceptualization (Orem, 1968). In order to assure that all statements in the scale were easily understood, even by those with a third- or fourth-grade reading level, 26 of Super's items were revised. In some instances, sentences were shortened and in all items, vocabulary was simplified. Additionally, all items were changed from second person to first person to further simplify, personalize and facilitate internalization of preferential statements (Amos and Grambs, 1968).

Copies of the simplified scale were sent to three experts who were instrumental in developing DOT and Job Match vocabulary. All independently approved the simplified scale, advising that essential meanings were retained.

Reliability

The coefficient of equivalence was estimated by the split-half method, using Guttman's Formula (Cronbach, 1949). The rationale was to discover how precisely the test measured the individual's performance at the particular moment and to estimate how much his score would change if a different sample of questions testing the same value content were used (Cronbach, 1949). A coefficient of equivalence of .90 was obtained for both groups, indicating a high degree of reliability.

Phase 2 - Comparing Populations

Defining the Populations

In order to delimit the variables affecting the outcome of the study, populations in the final sampling were confined to workers in service occupations in Nevada. Since service workers comprise the single largest segment of the Nevada work force (25.31%), this category was selected for study (U.S. Dept. of Labor Projection Program, 1978).

To further delimit the variables, non-poor sampling was restricted to semi-skilled service occupations only. Additionally, in the final population samples, more rigorous controls for poor were instigated. Population was drawn primarily from welfare programs where eligibility requirements based upon poverty criteria were more stringent.

Statistical Treatment

Figure 2 presents Phase 2 - Comparing Populations.

Step 1. Poor, minimally-skilled service worker population

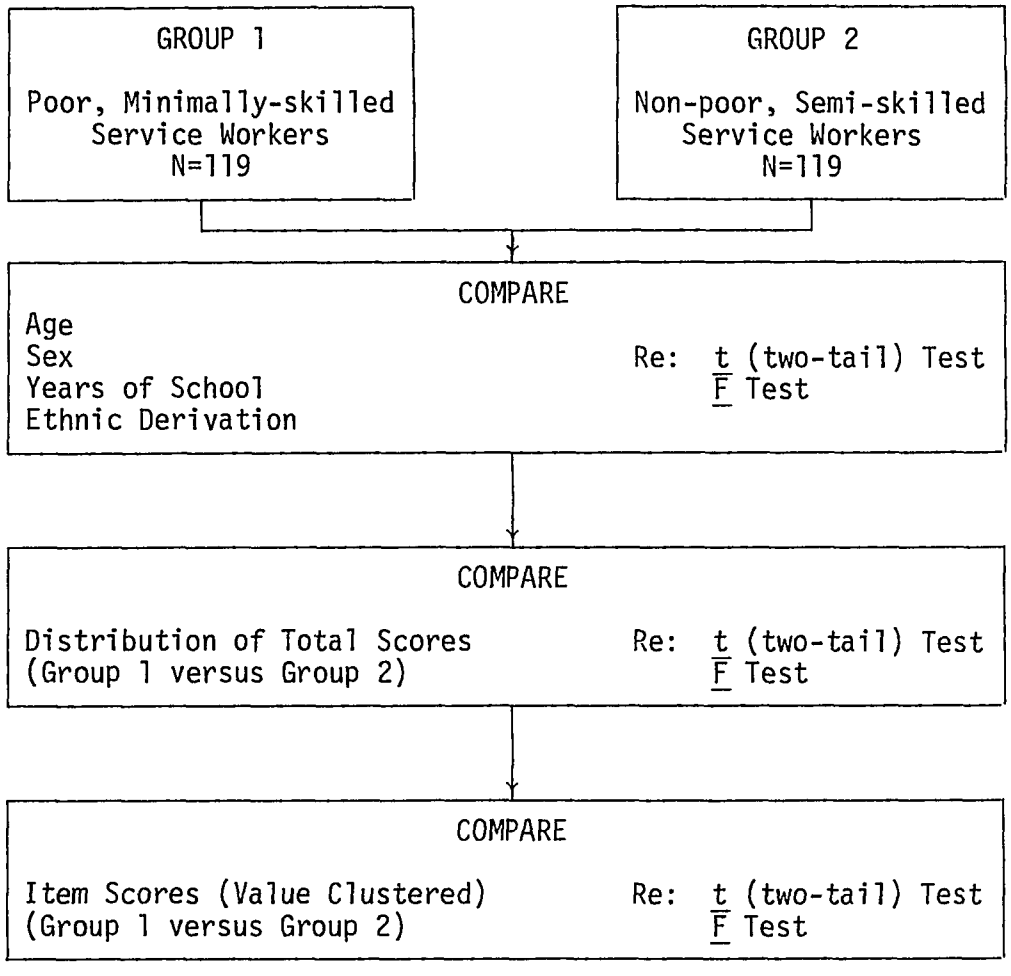


Figure 2. Design of Study: Phase 2 - Comparing Populations

(N=119) were compared with non-poor, semi-skilled service worker population (N=119), using *t* (two-tail) test and *F* test according to variables of (1) age, (2) sex, (3) years of school, and (4) ethnic derivation. The *t* (two-tail) test will determine whether the means of the two populations are significantly different from each other according to the above variables. This will test the hypothesis that these means come from different populations and that the mean differences cannot be explained as chance fluctuation (Garrett, 1957, pp. 280-1).

F ratios were used to determine whether the variation between the two groups was greater than the variation within the two groups, making tenable the hypothesis that the two groups were samples of different populations (Garrett, 1957).

Step 2. The distribution of total scores for each group were compared using *t* (two-tail) test and *F* test, at the .05 level of significance.

Step 3. The distribution of item scores, clustered according to value content for each population, was compared, using *t* (two-tail) test and *F* test.

Data were processed at the University of Nevada, Las Vegas, using a Control Data Cyber 73 Computer and utilizing the SSPS (Statistical Package for Social Sciences) for calculations.

Chapter 4

RESULTS OF THE STUDY

Stratified Populations

Group 1

Group 1 consisted of 119 poor, minimally-skilled service workers in Nevada. The sample was drawn primarily from welfare and WIN (Work Incentive) programs in Las Vegas, North Las Vegas, Reno, and Carson City. Other respondents were casual labor applicants from Nevada State Employment Service in Las Vegas and Vocational Rehabilitation clients in Las Vegas and Reno.

Respondents were comprised of hotel and motel room cleaners (30%), kitchen helpers, buspersons and dishwashers (21%), porters (13%), counterpersons (6%), nurse aids (8%) and workers from miscellaneous occupations such as dayworkers, child-care attendants and laundry workers (22%).

Group 2

Group 2 consisted of 119 non-poor, semi-skilled service workers in Nevada. The population was drawn from Employment Service (ES) applicants in Las Vegas, North Las Vegas, Henderson, Reno, Sparks, and Carson City.

Semi-skilled service occupation respondents included dealers (31%), food servers (22%), chefs, cooks, and bartenders (13%), other gaming-related occupations such as keno writers (13%) and miscellaneous

occupations such as licensed practical nurse, cosmotologist and fire-fighter (21%). In all, 451 scales were distributed; 379 were returned; 238 scales were utilized in the present study.

Administration of Scale

Respondents were given both verbal and written instructions for completing the scale. They were instructed to circle "Yes" only in answer to statements considered important to them in the work they would like to do. If the statements were not particularly important to them relative to desired employment, they were instructed to circle "No." The keyed answer for all 69 items is "Yes."

Information was obtained regarding age, sex, education, ethnic derivation, number of persons in household, family income for past year, most recent job, and occupation worked at most.

Using federal poverty guidelines (Bureau of Labor Statistics, 1977), the size of a family combined with income information determined the status of poor or non-poor.

Analysis of Data

The Null Hypothesis

There is no significant difference between the work values of poor minimally-skilled service workers and those of the non-poor semi-skilled workers in Nevada.

Step 1 (Design of the Study - Figure 2)

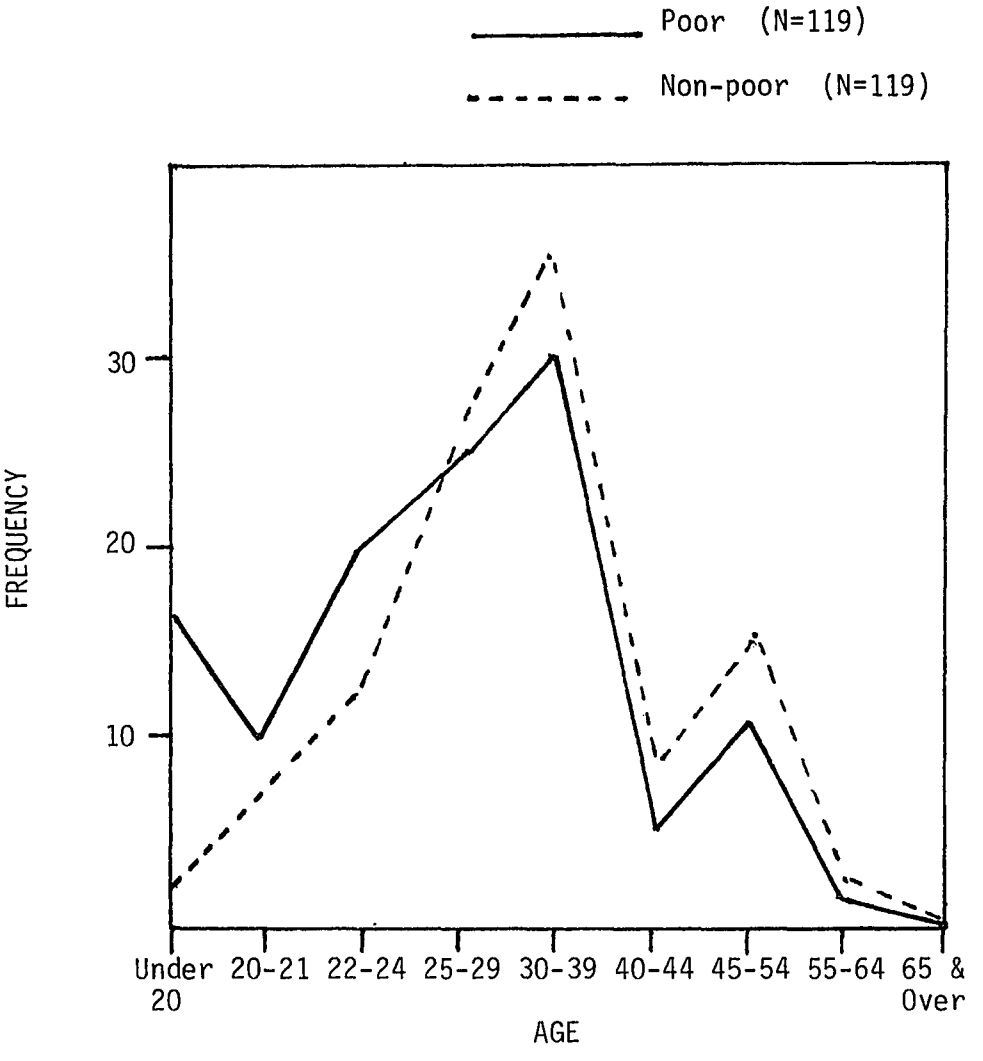
The two populations were compared re: (1) Age, (2) Sex, (3) Level of Education, and (4) Ethnic Derivation, using *t* (two-tail)

tests and F tests, to determine if the two groups were different or similar on these variables.

Figure 3 illustrates the comparison of the Age variable between the two populations. The t (two-tail) test and F test showed significant difference at the .05 level of confidence. The mean age of the poor group was 29.2 as compared to 35.3, the mean age of the non-poor group. This difference is consistent with Table 11 of the U.S. Census data information, as of June 1977 which shows 7.7 years' difference between the median age of persons below the poverty line versus total population. This index of sampling affirms the present sample as being representative (Group 1) of the poor group.

Figure 4 illustrates the comparison of the Sex variable between the poor and non-poor group. The t (two-tail) and F tests showed significant difference at the .05 level. The sex distribution of the poor population was shown to be 76.1% female as compared to 37% female in the non-poor population. WIN recipients comprised the predominant respondents of the poor group. Since Nevada law does not provide for welfare assistance to the intact family, WIN welfare recipients are usually predominantly female (89%). Sampling in this category therefore is subject to the influence of prescribed legislation in Nevada.

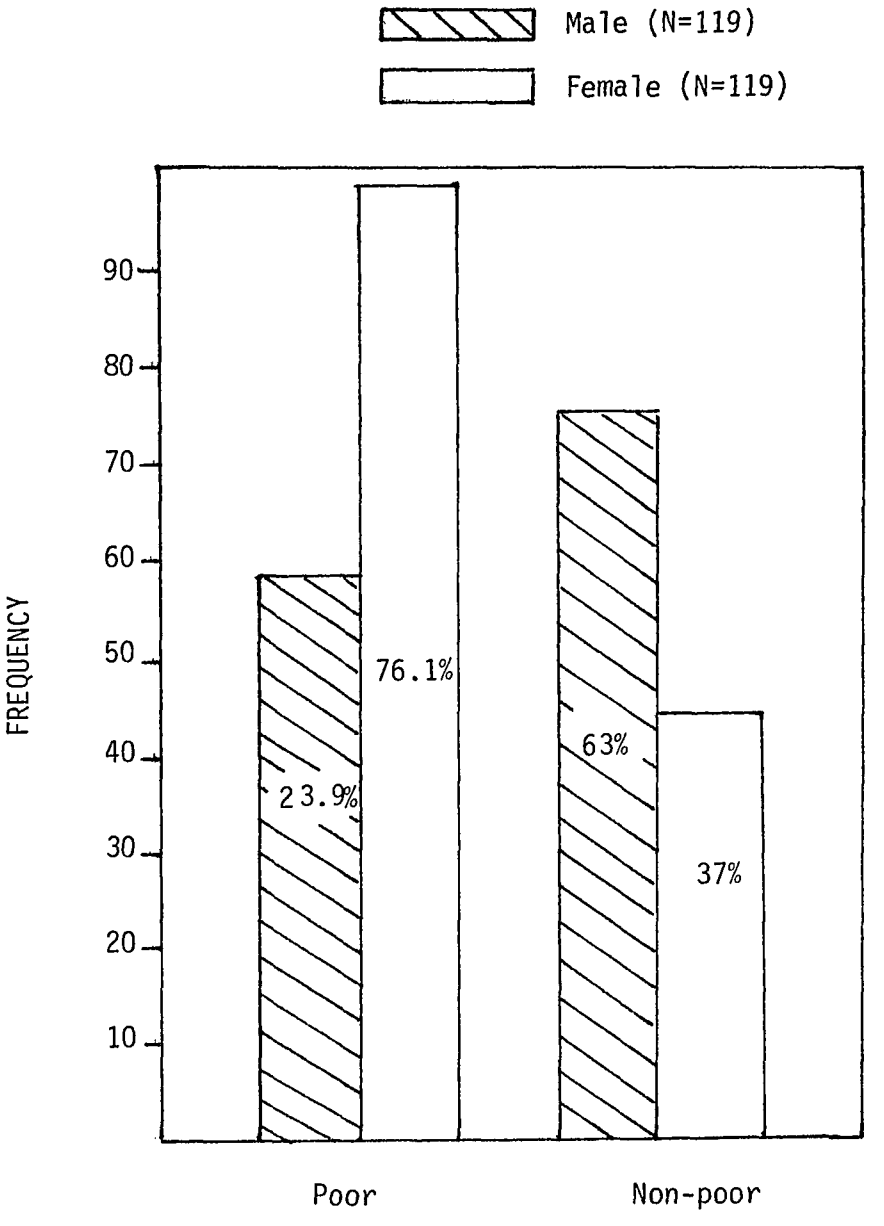
Figure 5 illustrates the comparison of the Educational Level between the two groups. The t (two-tail) and F tests show significant differences at the .05 level. The mean years of school completed for the poor group is 10.37 versus 12.34 years of school completed for the non-poor group. This difference is consistent with Table 13 of the U.S. Census data (1977) which shows the median educational level for



	Mean	Standard Deviation	Standard Error	t Value	F Value
Poor	29.19	10.01	9.17	-4.26*	1.45**
Non-poor	35.32	12.03	1.10		

*t = 1.98 significant at the .05 level
**F = 1.26 significant at the .05 level df = 236

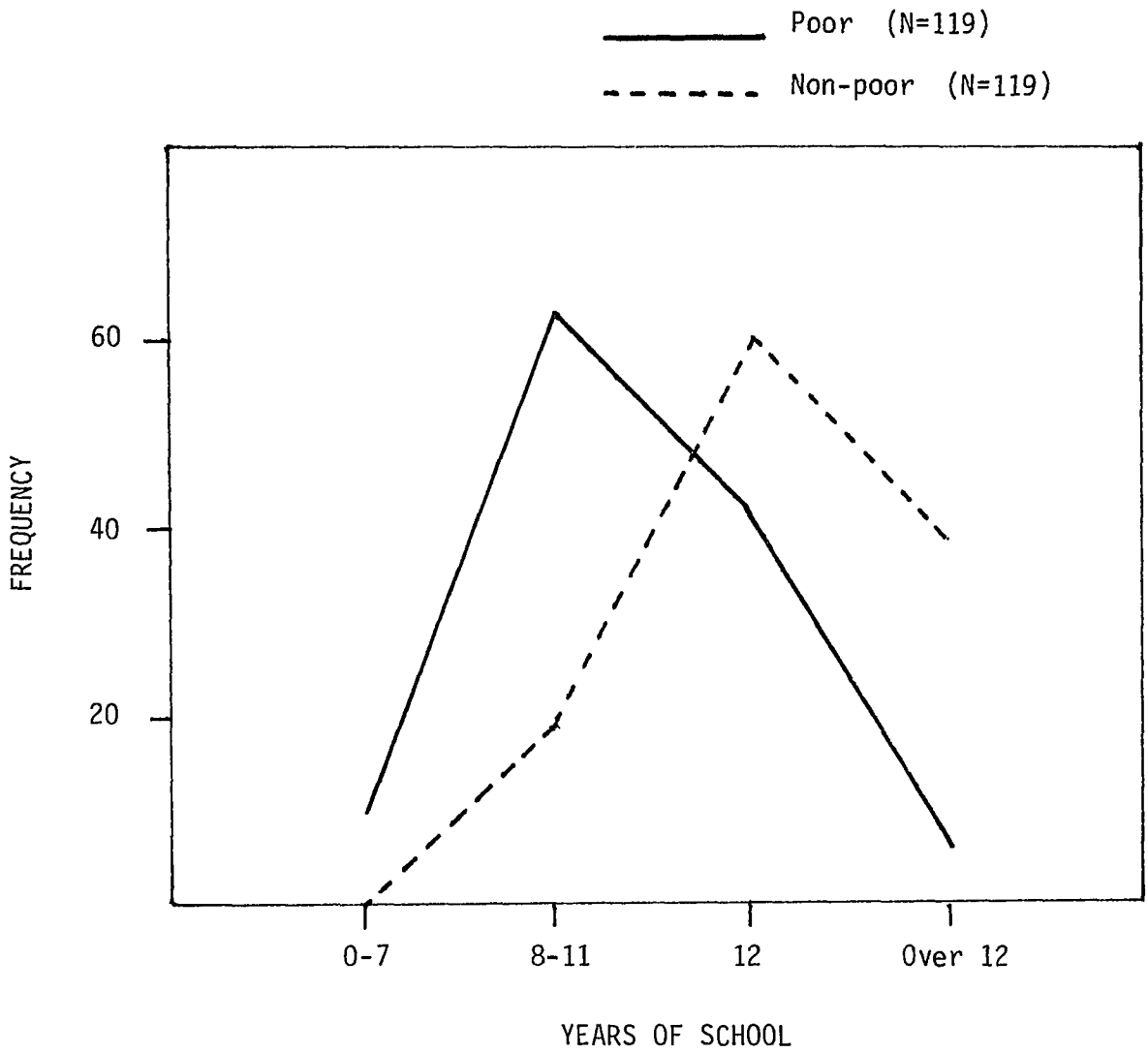
Figure 3. Comparison of Poor versus Non-poor Population Re: Age Variable



t (two-tailed) test	5.77*
F test	1.01 n.s.**

*t = 1.98 significant at the .05 level
**n.s. = non significant

Figure 4. Comparison of Poor versus Non-poor Population Re: Sex Variable



	Mean	Standard Deviation	Standard Error	t Value	F Value
Poor	10.37	2.99	.274		
Non-poor	12.34	2.16	.198	-5.84*	1.91**

*t = 1.98 significant at the .05 level df = 236
**F = 1.26 significant at the .05 level

Figure 5. Comparison of Poor versus Non-poor Population
Re: Education Variable

those below the poverty level to be 10 versus 12.3 for those from all other income levels.

Figure 6 illustrates the comparison of Ethnic Derivation between the two groups. The t (two-tail) test and the F test show significant difference at the .05 level. In the poor group, 47.5% were members of a minority group versus 13% in the non-poor group.

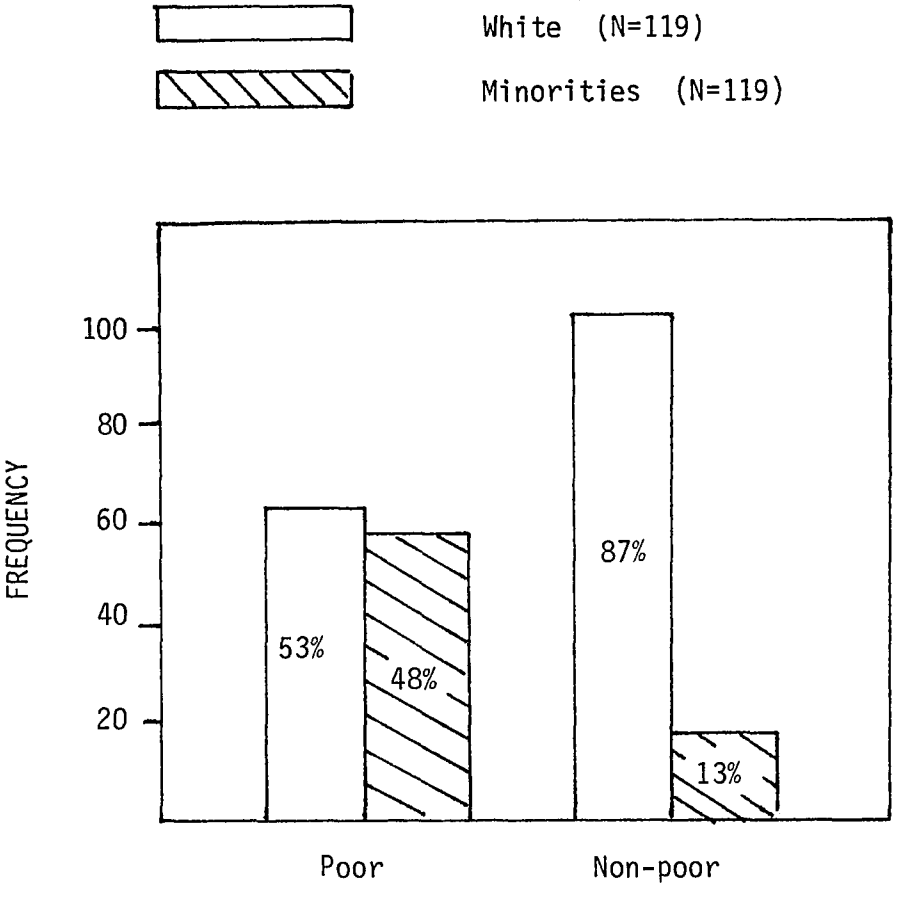
Table 11 of the U.S. census data (1975) shows 12.3% of all races combined to be below poverty level, with 31.3% of all blacks below poverty level. Again, the sampling of the study is verified as being representative (Group 1).

Step 2

To test the hypothesis that there is no significant difference between the work values of "poor" minimally-skilled service workers and those of the "non-poor" semi-skilled service workers in Nevada, the distributions of total scale scores for each group were compared using the t (two-tail) test and the F test (see Figure 7). The t test confirmed the hypothesis that the mean differences in work values between the two populations were not statistically significant at the .05 level of probability. The F test demonstrated no difference of variance in scale values between the two groups.

The findings posed a paradox for the investigator, particularly since the two groups were different in means and variances as to age, education, sex, and ethnic background.

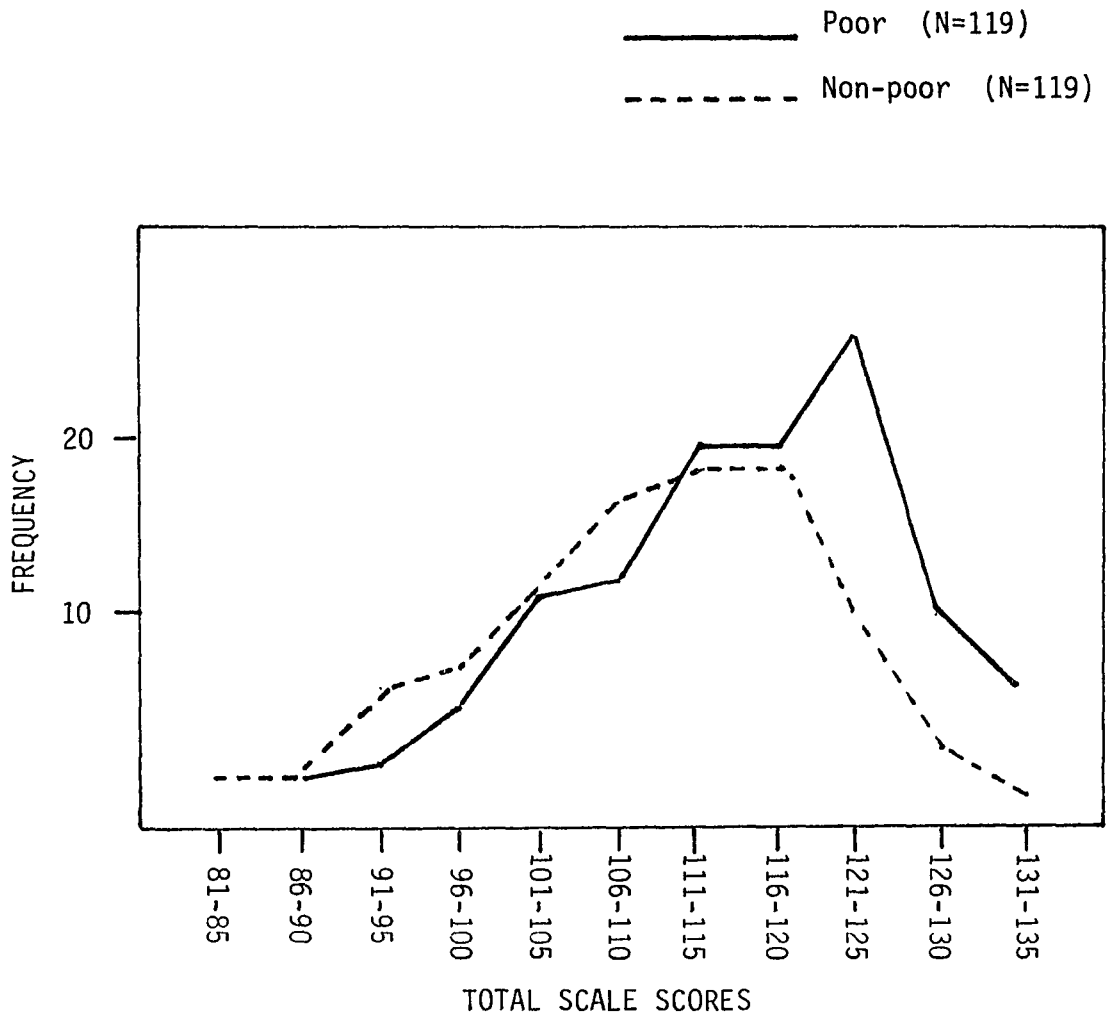
The investigator reviewed the calculations and found the t values were significant at the .10 level of confidence. While the hypothesis of non-significance is tenable at the .05 level, it caused



t (two-tailed) test	4.78*
F test	2.46*

*Significant at the .05 level

Figure 6. Comparison of Poor versus Non-poor Population Re: Ethnic Distribution



		Standard Deviation	Standard Error	t Value	F Value
Poor	115.46	10.38	.952		
Non-poor	113.06	11.90	1.09	1.66	1.04 n.s.*

*n.s. - non significant

df = 236

Figure 7. Comparison of Poor versus Non-poor Population Re: Distribution of Total Scale Scores

the investigator to analyze responses to item clusters in yet another way.

It appeared by informal observation that ranking the distributions created a divergence of responses between the two groups that merited further study. Therefore, the following analysis was included.

Step 3

The distributions of scores for each of the individual 69 work value statements for both populations were obtained and compared, using the t (two-tail) and F tests (see Appendix, Document 7). Items were then clustered into triads, measuring the 23 work values described in the study. Sums of the total "yes" responses for the grouped items were obtained, and percentages of total possible responses for each cluster were calculated. For example, to measure the work value "Altruism," in the poor population, "Yes" responses to the statements reflecting this value were totalled as follows:

I like work where I . . .

Item Number	Statement	No. of Yes Responses
49.	Help others . . .	106
37.	Feel that I have helped another person . . .	105
42.	Make other people's lives better . . .	93
	Cluster Total	304
	Total Possible Resps.	357 = 85%

Thus, it was shown that 85% of the poor respondents believed that Altruism was a desired aspect of the work they would like to do.

The 23 work values were then ranked according to importance to

each group, using the cluster percentage scores (see Table 4). The purpose of ranking was to transform scores into ranks whereby the investigator could determine the amount of relationship (or non-relationship) among value clusters.

Results

Both the poor and non-poor groups included identical work values in ranks 1 through 6, although not in identical order.

	Poor	Non-poor
Rank Order	Work Value	Work Value
1.5	Economic Return	Economic Return
1.5	Associates	Associates
3	Surroundings	Supervisory Relations
4	Achievement	Surroundings
5	Security	Achievement
6	Supervisory Relations	Security

With the exception of "Achievement," the above work values fall in the category "Extrinsic Factors," as described by Centers (1966) or hygiene factors, as described by Herzberg (1976). Their rank order is consistent with Centers' findings that lower occupational levels are motivated by the extrinsic components of work. (Centers included both "unskilled" and "semi-skilled" in a single category.)

The fact that "Achievement," described by Centers as an "intrinsic" factor, is high in rank order, departs from his findings. However, Irelan (1966) claims that increased sophistication of research on lower-income groups is correcting a long-held impression that the poor place no value on occupational and educational achievement. "While the poor do have a more modest absolute standard of achievement than do those who are better off, they want relatively

Table 4

Work Values Ranked according to Importance to Poor and Non-poor Groups as Determined by Percentage of "Yes" Response

Work Value	Poor		Non-poor	
	% Yes Response	Rank	% Yes Response	Rank
Economic Return	94	1.5	94	1.5
Associates	94	1.5	94	1.5
Surroundings	92	3	86	4
Achievement	91	4	84	5
Security	90	5	82	6
Supervisory Relations	87	6	89	3
Altruism	85	7	80	7
Prestige	74	8	68	10
Communication of Ideas	72	9	69	9
Creativity	70	10	65	11
Variety	66	11	57	14.5
Independence	65	12	73	8
Sensory & Judgmental Criteria	64	13	57	16
Esthetics	63	14	50	18
Measurable & Verifiable Criteria	61	15	37	21
Set Tolerances & Limits	60	16.5	50	17
Business Contact with People	60	16.5	59	12
Performing under Stress	59	18	58	13
Intellectual Stimulation	57	19	57	14.5
Things & Objects	49	20.5	33	23
Processes, Machines & Techniques	49	20.5	46	19
Influencing Others	31	22	45	20
Management	28	23	36	22

more improvement in their condition" (Irelan, p. 3).

Achievement is ranked slightly higher by the poor group than by the non-poor group. Within this work value cluster, statement 43, "see what happens to my work when I am finished," shows a significant difference between the two groups re: *t* (two-tail) and *F* test at the .05 level of probability in favor of the poor group. Statement 14, "finish something and know I have done a good job," shows a significant difference re: *F* test at the .05 level and *t* test at the .20 level, also in favor of the poor group.

Prestige was ranked 8 by the poor group and 10 by the non-poor group. Within the cluster, statement 22, "know that others think my work is important," showed significant differences re: both *t* and *F* tests at the .05 level of probability in favor of the poor group. Statement 6, "can do so well people will know about me," and statement 20, "am looked up to by others," showed no significant differences.

Super (1970, p. 9), describes Prestige as associated with "work which gives one standing in the eyes of others and evokes respect." The relationship between the kind of work one does and one's self-image is generally acknowledged. Rainwater (1969) stresses that lower-class people are not easily confused as to how they must live versus how they would like to live. The poor, minimally-skilled are predominantly in menial-type jobs. This type of worker might desire status more strongly than one who could draw some degree of status simply from his ability to cope with a more complex job.

Communication of Ideas was ranked 9 by both groups. There were no significant differences between the two groups on any of the value statements.

Creativity was ranked 10 by the poor group and 11 by the non-poor group. No significant differences were shown between the two groups re: t (two-tail) tests. The F tests showed significant difference at the .05 level in statement 21, "can try out new ideas" and statement 47, "can think up new ideas that will be used."

Variety was ranked 11th in importance by the poor group and 14.5 by the non-poor group. Only statement 19, "do many different things," showed significant difference re: t (two-tail) and F tests at the .05 level, in favor of the poor group.

The desire for variety could be more urgent among those whose work is most routine (Rokeach, 1973).

Independence was ranked 12 by the poor group and 8 by the non-poor group. Only statement 52, "am my own boss," showed significant difference at the .05 level, in favor of the non-poor group re: both t (two-tail) and F tests.

The fact that independence is valued more highly by the non-poor than the poor is supported by the Rokeach (1973) study. Individuals with incomes under $2,000 ranked Independence (as a social value) 14, while those with an income of $15,000 and over ranked Independence 6 (out of a possible 18) (Rokeach, 1973).

Besner (1966, p. 15) describes "independence" as a "trait functional to success in middle-class occupational life and thus valued by middle-cless parents as a desirable trait in their children," whereas traits encouraged by lower-class parents, such as obedience and politeness, are those which are functional to lower-class jobs.

The DOT Temperament Factor, "situations involving the precise attainment of set limits, tolerances and standards," was ranked 16.5

by the poor group and 17 by the non-poor group. No significant differences were observed, except in statement 12, "must test what I do to make sure it is just so," which showed a difference re: t (two-tail) test significant at the .20 level of probability, in favor of the poor group (Popham, 1967).

The DOT Temperament Factor, "situations involving the evaluation (arriving at generalizations, judgements or decisions) of information against sensory or judgemental criteria," was ranked 13 by the poor group and 16 by the non-poor group. Statement 18, "need special experience in order to judge or inspect how good a thing is," and statement 40, "can pick the best material for the job," showed significant difference re: t (two-tail) test at the .20 level of probability in favor of the poor group (Popham, 1967).

Esthetics was ranked 14 by the poor group versus 18 by the non-poor group. Significant differences re: t (two-tail) and F tests at the .05 level were shown for statements 53, "make things that look nice" and 65, "can add beauty to the world," in favor of the poor group.

Irelan found that materially, the lower classes valued possessions which gave life "grace as well as comfort." Rokeach (1973) states that a person may rank a value high because he wants something he does not have, while another, who already has it and therefore tends to take it for granted, might rank the same value lower; this could be the case with Esthetics.

The Temperament Factor, "situations involving the evaluation (arriving at generalizations, judgements or decisions) of information against measurable or verifiable criteria," was ranked 15 by the poor and 21 by the non-poor.

Statement 28, "need to know all the facts and details in order to do each job," statement 32, "test or measure things to see if they are exactly the same as something else," and statement 61, "need to study all about a job before I can do it right," all showed significant difference between the two groups re: *t* (two-tail) and *F* tests at the .05 level, in favor of the poor group.

This temperament factor showed the greatest difference between the two groups. By expressing the need for exacting guidelines and rigid structure, the poor may have been responding to the basic insecurity which is part of their life condition (Irelan and Besner, 1966).

Business Contact with People was ranked 16.5 by the poor group and 12 by the non-poor group. Although no significant differences were found between the triad statements re: *t* (two-tail) or *F* tests, the difference in ranking was marked. Caplovitz (1963) describes the lack of consumer skills possessed by the poor and their naïveté in the realm of business. Additionally, lack of education is an important factor in low level of knowledge about the market and the economy (Irelan, 1966). However, this represents a cognitive grasp of economic affairs. The scale items reflect similar attitudes which apparently are applied differently by the poor to be consistent with Caplovitz's finding.

Performing under Stress was ranked 18 by the poor group and 13 by the non-poor group. No significant differences were found between the two groups on any of the preferential statements in the triad re: *t* (two-tail) or *F* tests. However, the difference in rank position is pronounced. The fact that the non-poor sample was

comprised (79%) of dealers, bartenders, cooks and food servers in gaming establishments where stress is an implied component of their job, could account for this difference.

Intellectual Stimulation was ranked 19 by the poor versus 14.5 by the non-poor. This is consistent with Rokeach's (1973) findings that the lower occupational levels place low values on intellectual competency. Irelan (1966) also found that the lower classes tend to value occupations more for tangible rewards than for intellectual ones.

Statement 11, "need to think things out," showed a significant difference at the .20 level of probability re: t (two-tail) test in favor of the poor population. This appears to be a contradiction until one examines the data. The poor generally responded more heavily in the affirmative. Therefore, as the scores diminish in each group, a point is reached where the poor show higher individual scores in selected cases even though the rank order score places them in a lower rank position.

The Interest Factor, "situations involving a preference for activities dealing with things and objects," was ranked 20.5 by the poor population and 23 (the lowest possible rank order) by the non-poor. Statement 2, "put things together or take things apart," and statement 26, "use my hands more than my head," showed significant differences between the two groups re: t (two-tail) and F tests at the .05 level, in favor of the non-poor group. Statement 48, "have to work with things more than with people," showed a significant difference re: t (two-tail) test at the .20 level, in favor of the poor group.

While the non-poor group ranked this work value lower than the

poor, it is ranked sufficiently low by the poor to indicate that neither group considers impersonality as a desirable work condition.

The Interest Factor, "situations involving a preference for activities that are non-social in nature and are carried on in relation to processes, machines and techniques," was ranked 20.5 by the poor group and 19 by the non-poor group. The *t* (two-tail) tests and *F* tests showed no significant differences between the two groups re: any of the value statements.

Although the non-poor ranked this work value slightly higher than the poor group, both rankings were sufficiently low to indicate a preference for social versus non-social work conditions. This finding might have resulted from the fact that both populations were originally drawn from service occupations.

The Temperament Factor, "situations involving influencing people in their opinions, attitudes or judgements about ideas or things," was ranked 22 by the poor group and 20 by the non-poor group. The value statement 33, "can change the way people think," and statement 46, "can change the way people feel about things," showed significant difference between the two groups re: *t* (two-tail) and *F* tests at the .05 level, in favor of the non-poor. Statement 68, "can sell ideas to people," showed a significant difference re: *t* (two-tail) test at the .05 level in favor of the non-poor group.

The relatively low rankings of this work value are indicative of low need or desire on the part of both groups to influence others. This work value appears to be more characteristic of professional occupations (DOT, Vol. II, 1965).

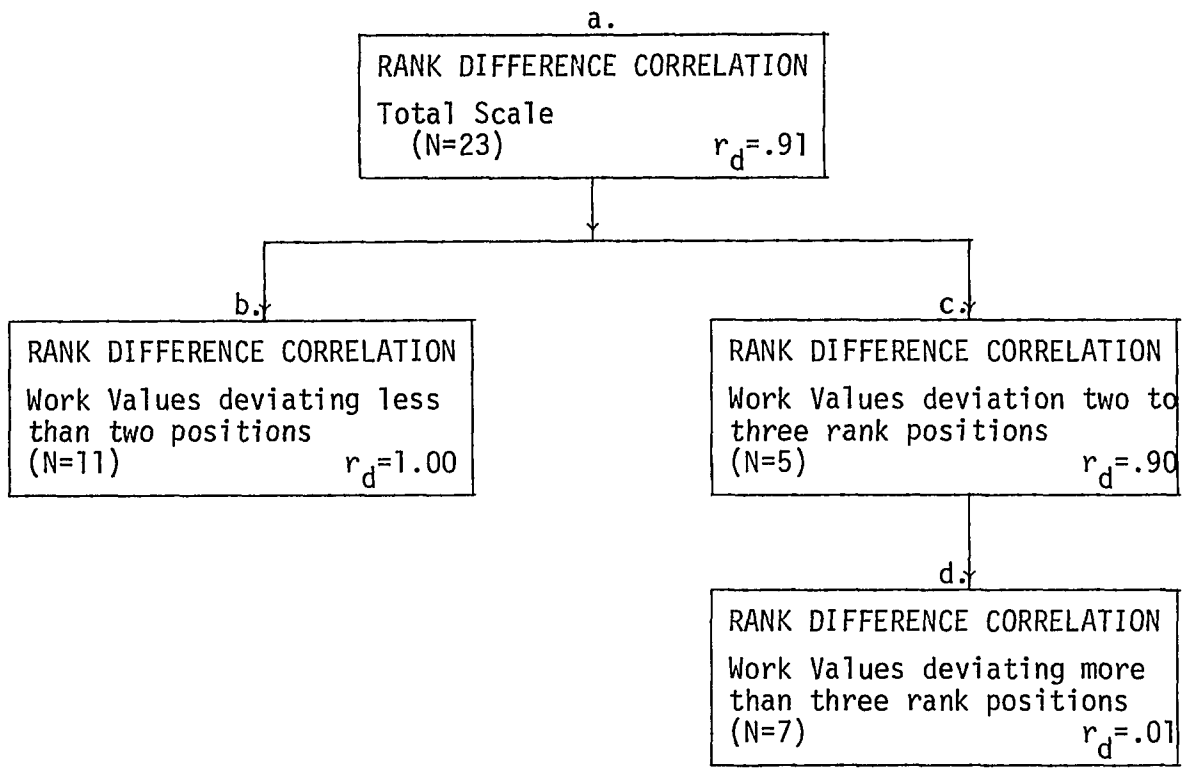
Management was ranked 23 (the lowest rank order) by the poor

group and 22 by the non-poor group. The t (two-tail) and F tests showed a significant difference between the responses of the two groups at the .05 level of probability on all three value statements in this cluster, in favor of the non-poor. The difference could be attributed to the fact that lack of education, a condition of the poor, provides inadequate tools for planning and making decisions, key prerequisites of management skill (Irelan, 1966). However, both groups ranked this work value sufficiently low to indicate that they did not aspire to management responsibility.

Step 4

The greatest value differences between the poor and non-poor groups occurred in relation to: (1) Intellectual Stimulation, (2) Business Contact with People, (3) Performing under Stress and 4) Independence, which were ranked higher by the non-poor group, and (5) Variety, (6) Esthetics and (7) the Temperament Factors, "arriving at generalizations, judgements or decisions based upon measurable and verifiable criteria," which were rated higher by the poor group.

The seven values were systematically culled out by the investigator as they appeared to be most discrete in terms of rank order between the poor and non-poor. However, further evidence was needed to identify these value differences in terms of rank order relationships. This was accomplished by the following procedures:



a. Rank difference correlation was calculated for the total scale (N=23) between the poor and non-poor groups. A rank difference correlation of .91 was obtained, indicating a very high relationship. Also, this suggests why the t value was not significant in the comparison of total score distributions.

b. Rank difference correlation was calculated for only those work values where a difference of less than 2 rank positions existed between the poor and non-poor groups (N=11). A rank difference correlation of 1.00 was obtained, indicating a perfect relationship (see Table 5).

Table 5

Work Values with Deviation of Less than 2 Rank Positions between Groups (Re-ranked for Correlation)

Work Value	Poor		Non-poor	
	% Yes Response	Rank	% Yes Response	Rank
Economic Return	94	1.5	94	1.5
Associates	94	1.5	94	1.5
Surroundings	92	3	86	3
Achievement	91	4	84	4
Security	90	5	82	5
Altruism	85	6	80	6
Communication of Ideas	72	7	69	7
Creativity	70	8	65	8
Set Tolerances and Limits	60	9	59	9
Processes, Machines and Limits	49	10	46	10
Management	28	11	36	11

r_d=1.00 N=11

c. Rank difference correlation was calculated for only those work values where a difference of 2 to 3 rank positions separated the poor from the non-poor group (N=5). A rank difference correlation of .90 was obtained, indicating a very high relationship (see Table 6).

d. A rank difference correlation was calculated for only those work values separated by more than 3 rank positions between the poor and the non-poor groups (N=7). A rank difference correlation of .01 was obtained, indicating a negligible relationship (see Table 7).

The preceding calculations now suggest there are 7 out of 23 values on which the two groups do differ significantly.

To recapitulate, the 7 divergent values are:

(1) Intellectual Stimulation--In this case the non-poor showed a higher preference (Rokeach, 1973).

(2) Business Contact with People--The non-poor showed greater preference (Caplovitz, 1963; Irelan, 1966).

(3) Variety--A greater preference was shown by the poor (Rokeach, 1973).

(4) Performing Under Stress--The non-poor showed a greater preference. (There is no reference, inasmuch as this is a new finding.)

(5) Independence--A greater preference was shown by the non-poor (Rokeach, 1973; Besner, 1966).

(6) Esthetics--The poor showed a greater preference in this case (Irelan, 1966; Rokeach, 1973).

Table 6

Work Values Deviating 2 to 3 Rank Positions between Groups
(Re-ranked for Correlation)

Work Values	Poor		Non-poor	
	% Yes Response	Rank	% Yes Response	Rank
Supervisory Relations	87	1	89	1
Prestige	74	2	68	2
Sensory and Judgmental Criteria	64	3	57	3
Things and Objects	49	4	33	5
Influencing Others	31	5	45	4

r_d=.90 N=5

Table 7

Work Values Deviating More than 3 Rank Positions between Groups
(Re-ranked for Correlation)

Work Values	Poor		Non-poor	
	% Yes Response	Rank	% Yes Response	Rank
Variety	66	1	57	4.5
Independence	65	2	73	1
Esthetics	63	3	50	6
Measurable and Verifiable Criteria	61	4	37	7
Business Contact with People	60	5	59	2
Performing under Stress	59	6	58	3
Intellectual Stimulation	57	7	57	4.5

r_d=.01 N=7

(7) The Temperament Factor relating to "arriving at generalizations, judgements or decisions based upon measurable and verifiable criteria"--A greater preference was shown by the poor in this case also. (No reference; but see Irelan, 1966; Besner, 1966.)

It is apparent that this added analysis of data provides evidence of compatibility with existing significant research, i.e., these enumerated values. However, two values have been isolated, i.e., Performing under Stress and the Temperament Factor relating to "arriving at generalizations, judgements or decisions based upon measurable and verifiable criteria." There is no literature about these two in the area of work values. This finding in itself suggests new vistas for research.

It is the opinion of the investigator that this pilot study is a valuable step, establishing a direction for continued research on the work values of the poor, minimally-skilled populations, as defined in this study.

Chapter 5

SUMMARY AND RECOMMENDATIONS

The purpose of this research was to survey the work values of poor versus non-poor service workers in Nevada. As a pilot study, it will provide a basis for developing a counseling scale designed to measure work values, a scale so constructed as to be usable even by those with limited education and skills.

The scale used in this study combined work values from Super's (1970) Work Values Inventory with Interest Factors and Temperament Factors from the Dictionary of Occupational Titles (1965). Language and format of the scale were simplified so that the scale could be both easily understood and administered.

Several inventories of work values have been constructed explicitly for the purposes of prediction and counseling: Hammond's Occupational Rating Scales (OARS), Stefflre's Vocational Values Inventory (VVI), Super's Work Values Inventory (WVI) and the Minnesota Importance Questionnaire (MIQ). However, none of the above were designed for those with educational deficiencies. The present scale, because of its simplicity, will provide the vocational counselor with a counseling tool which will assist that counselee who finds the greatest difficulty in conceptualizing and articulating his vocational preferences. For a single individual, no generalizations can be made about what he regards as rewards and costs from group data. His own point of view must be assessed to understand his motivational picture

(Zytowski, 1970).

Results of the study indicated that both groups include the same work values in the top 6 rank order positions. Five of these work values can be described as extrinsic: Economic Return, Associates, Surroundings, Security and Supervisory Relations. However, Achievement, an intrinsic value, is also included among the top rank order positions. This result departs from findings of other researchers regarding values of the poor.

Management and the Desire to Influence Others were ranked low by both groups. Also ranked low were work values implying impersonal or nonsocial aspects.

Results of the study indicated that there are more similarities between the work values of the poor and the non-poor in Nevada than there are differences. Rainwater (1967, p. 123) contends that

> . . . the lower class does not have a separate system of basic values. . . . It is simply that their whole life experience teaches them that it is impossible to achieve a viable sense of self-esteem in terms of those values.

The implication is that lower-class lifestyles are pursued out of necessity, not out of choice.

However, the study did identify seven real value differences between the poor and non-poor service workers in Nevada. These value differences occurred in relation to: (1) Intellectual Stimulation; (2) Business Contact with People; (3) Performing under Stress and (4) Independence, which were ranked as more important by the non-poor group; (5) Variety, (6) Esthetics and (7) the Temperament Factor, relating to "arriving at generalizations, judgements or decisions based upon measurable and verifiable criteria," which were ranked as more

important by the poor group.

In terms of the overall scale, the null hypothesis was accepted. However, this investigator found that only 16 of the total 23 value clusters were not significantly different between the two groups.

Seven values, as described in Chapter 4, suggest that there may be a real difference between the two groups which is not disclosed by the total scale. Therefore, such a finding suggests the need for more detailed experimentation and study.

Recommendations

1. It is suggested, since this was a pilot study, that the seven identified work values open doors for continuing research in the matter of differing work values between the poor and non-poor, as defined in this study.

2. The present scale developed by this study should be administered to poor and non-poor populations in other geographic areas of the United States. These data, combined with the Nevada data, should then be utilized to develop possible national normative criteria.

3. The work values Economic Return, Security, Surroundings and Supervisory Relations do not overlap in context with any of the Interest or Temperament factors from the DOT. Additionally, the consensus of selected research to date indicates that the extrinsic or hygiene factors are important to most workers, regardless of their occupation or socioeconomic status (Centers, 1966; Herzberg, 1976). Therefore, these factors should be deleted from the final scale. The

resultant scale could then be incorporated as a counseling instrument of the United States Employment Service's computerized job match system. This system is presently operational in twenty-four selected states and is projected to be implemented nationwide by 1980. Computer programs have been developed by the Department of Labor which will match applicant characteristics, including interests and temperaments, with corresponding worker trait requirements of various occupations.

Conclusion

The survey of work values described in this research identified seven significant work value differences between poor and non-poor service workers in Nevada. It is proposed that the scale developed by the investigator to retrieve this work values information be used with other population samples to develop national normative data. The instrument can then become a counseling tool for use by employment counselors throughout the United States Employment Service as a component of the automated job match system.

The Work Values Scale will give more precise counselee interest/temperament information which the counselor can input into the computer, along with General Aptitude Test Battery (GATB) scores, to retrieve an extensive choice of occupations compatible with those interest/temperament/aptitude traits. Thus, the counselee can be guided toward work and/or training which will be more meaningful in terms of work satisfaction.

BIBLIOGRAPHY

Astin, A. W. "Life Goals and Vocational Guidance," Journal of Applied Psychology, XLVIII (1964).

Bancroft, J. Vocational Guidance and Career Development, ed. H. Peters and J. Hansen. New York: McMillan, 1971.

Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart & Winston, 1969.

Barclay, J. Foundations of Counseling Strategies. New York: John Wiley & Sons, Inc., 1971.

Bendix, A., and E. Stillman. "Dimensions of Job Incentives among College Students," Journal of Applied Psychology, XLII (1958), 367-71.

Besner, Arthur. "Economic Deprivation and Family Patterns." Low Income Life Styles, ed. Lola Irelan. Washington: U.S. Department of Health, Education and Welfare, 1966.

Buhler, C. Values in Psychotherapy. New York: Free Press, 1962.

Bureau of Labor Statistics, ETA Handbook No. 309, ESARS, Ch. II, June, 1977.

Calia, V. "The Culturally Deprived Client: A Re-formulation of the Counselor's Role," Journal of Counseling Psychology, XIII (1966), 100-5.

Campbell, R., and others. Career Guidance. Columbus, Ohio: Charles Merrill Co., 1973.

CAMS (Computerized Automated Matching System), Albany Employment Service Center, Albany, N.Y., 1975.

Caplovitz, D. The Poor Pay More. New York: Free Press, 1963.

Carkhuff, R. The Art of Problem Solving. Amherst, Mass.: Human Resources Development Press, 1973.

Centers, R., and D. Bugental. "Intrinsic and Extrinsic Job Motivations among Different Segments of the Working Population," Journal of Applied Psychology, L (1966), 193-7.

Clemens, B., and D. Smith. The Counselor and Religious Questioning and Conflicts. Boston: Houghton Mifflin, 1973.

Crites, J. "Ego Strength in Relation to Vocational Interest Development," Journal of Counseling Psychology, XVII (1960), 137-43.

_____. Vocational Psychology. New York: McGraw-Hill, 1969.

Cronbach, Lee. Essentials of Psychological Testing. New York: Harper & Bros., 1949.

Curran, C. "Some Theoretical and Scientific Values in Counseling Psychotherapeutic Process," Personnel and Guidance Journal, XXXIX (1960), 15-20.

Dictionary of Occupational Titles, 3rd ed., 1965.

Fishbein, Martin. Readings in Attitude Theory of Measurement. New York: John Wiley & Sons, Inc., 1967.

Garrett, Henry. Statistics in Psychology and Education. New York: Longmans, Green & Co., 1957.

Gelatt, H., and others. Decisions and Outcomes. New York: College Entrance Examination Board, 1973.

Gens, H. "Culture and Class in the Study of Poverty: An Approach to Anti-poverty Research." On Understanding Poverty, ed. D. P. Moynihan. New York: Basic Books, 1968.

Ghiselli, E. "A Scale for the Measurement of Initiative," Personnel Psychology, VIII (1955), 156-64.

Ginzberg, E. "Eli Ginzberg Looks at the Next 100 Years," American Worklife (December, 1976), 14-20.

Hammond, M. "Occupational Attitude Rating Scales," Personnel and Guidance Journal, XXXII (1954), 470-4.

Herzberg, F. The Motivation to Work. Address given to Vocational Rehabilitation Conference, Las Vegas, Nevada, 1976.

Irelan, Lola. Low Income Life Styles. Washington, D.C.: Department of Health, Education and Welfare, 1966.

Jourard, S. "On the Problem of Reinforcement by the Psychotherapist of a Healthy Behavior in a Patient." Behavior Approaches to Counseling and Therapy, ed. B. Montgomery: University of Alabama Press, 1961.

Katzell, R. "Personal Values, Job Satisfaction, and Job Behavior." Man in a World at Work, ed. H. Borrow. Boston: Houghton Mifflin, 1964.

Kemp, C. G. Intangibles in Counseling. Boston: Houghton Mifflin, 1967.

Kinnane, J., and M. Bannon. "Perceived Parental Influence and Work Value Orientation," Personnel and Guidance Journal, XLIII (1964), 273-9.

Kinnane, J., and J. Graubinger. "Life Values and Work Values," Journal of Counseling Psychology, X (1963), 362-6.

Kinnane, J., and M. Pable. "Finally Background and Work Value Orientation," Journal of Counseling Psychology, IX (1962), 320-5.

Kinnane, J., and A. Suziedelis. "Work Value Orientation and Inventoried Interests," Journal of Counseling Psychology, IX (1962), 144-8.

Koberg, D., and J. Bagnall. Values Tech. Los Altos, Calif.: William Kaufmann, Inc., 1976.

Krasner, L., and L. Ullman. Research in Behavior Modification. New York: Holt Rinehart & Winston, 1964.

Lewis, O. La Vida: A Puerto Rican Family in the Culture of Poverty. New York: Random House, 1966.

Lowe, C. Value Orientations in Counseling and Psychotherapy. San Francisco: Chandler Publishing Co., 1969.

_____. "Value Orientations: An Ethical Dilemma," American Psychologist, XIV (1959), 687-93.

Metfessel, N. S. Project Potential. Los Angeles: University of Southern California Press, 1965.

Murphy, G. Personality. New York: Harper, 1947.

Orem, R. C. "Language and the Culturally Disadvantaged Youth." Counseling the Disadvantaged Youth, ed. W. Amos and G. Grambs. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968.

Parker, S., and R. Kleiner. "The Culture of Poverty: An Adjustive Dimension," American Anthropologist, LXXII (1970), 516-27.

Peters, S., and J. Hansen, eds. Vocational Guidance and Career Development. New York: McMillan, 1971.

Peterson, J. Counseling and Values. Scranton, Pa.: International Textbook, 1970.

Rainwater, L. "The Lessons of Pruitt-Igoe," Public Interest, VIII (1967), 116-26.

Raths, L., M. Harmin, and S. Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill, 1966.

Richards, Louise. "Consumer Practices of the Poor." Low Income Life Styles, ed. Lola Irelan. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966.

Riessman, F. Teachers of the Poor: A Five-point Plan. Paper read at the Syracuse University Conference on Urban Education and Cultural Deprivation, July, 1964.

Rogers, C. R. "The Place of the Person in the New World of the Behavioral Sciences," Personnel and Guidance Journal, XXXIX (1961), 442-51.

Rokeach, M. Beliefs, Attitudes, and Values. San Francisco: Jossey Bass, 1968.

_____. The Nature of Human Values. New York: Free Press, 1973.

Schertzer, B., and S. Stone. Fundamentals of Counseling. Boston: Houghton Mifflin, 1974.

Skinner, B. Beyond Freedom and Dignity. New York: Alfred Knopf Co., 1971.

Smith, D., and J. Peterson. "Values: A Challenge to the Profession," Personnel and Guidance Journal, LIV (1977), 309-18.

Super, D. Manual Work Values Inventory. Boston: Houghton Mifflin, 1970.

_____. The Work Values Inventory. New York: Teachers College Bureau of Publications, 1960.

Super, D., and P. Overstreet. The Vocational Maturity of Ninth Grade Boys. New York: Teachers College Bureau of Publications, 1960.

Sweeney, T., and F. Walton. Vocational Guidance and Career Development, eds. H. Peters and J. Hansen. New York: McMillan, 1971.

Terman, L. "Scientists and Nonscientists in a Group of 800 Gifted Men," Psychological Monographs, LXVIII, Whole No. 378 (1954).

U.S. Department of Labor. Projection Program, 1978.

Warner, W., and others. Social Class in America. Chicago: Science Research Association, 1949.

Wheelis, A. A Quest for Identity. New York: W. W. Norton Co., 1958.

Williams, R. "Values." International Encyclopedia of the Social Sciences, ed. E. Sills. New York: Macmillan, 1968.

Williamson, E. "Value Orientation in Counseling," Personnel and Guidance Journal, XXXVI (1958), 520-8.

Wrenn, G. "Psychology, Religion and Values for the Counselor," Personnel and Guidance Journal, XXXVI (1958), 331-4.

Zytowski, Donald. The Influence of Psychological Factors upon Vocational Development. Boston: Houghton Mifflin, 1970.

APPENDIXES

APPENDIX A

APPENDIX A -- DOCUMENT 1

SERVICE OCCUPATIONS

30 Domestic service occupations
301 Household and related work
302 Launderers, private family
305 Cooks, domestic
309 Domestic service occupations, n.e.c.

31 Food and beverage preparation and service occupations
310 Hosts/hostesses and stewards/stewardesses, food and beverage service, except ship stewards/stewardesses
311 Waiters/waitresses, and related food service occupations
312 Bartenders
313 Chefs and cooks, hotels and restaurants
315 Miscellaneous cooks, except domestic
316 Meatcutters, except in slaughtering and packing houses
317 Miscellaneous food and beverage preparation occupations
318 Kitchen workers, n.e.c.
319 Food and beverage preparation and service occupations, n.e.c.

32 Lodging and related service occupations
320 Boarding-house and lodging-house keepers
321 Housekeepers, hotels and institutions
323 Housecleaners, hotels, restaurants, and related establishments
324 Bellhops and related occupations
329 Lodging and related service occupations, n.e.c.

33 Barbering, cosmetology, and related service occupations
330 Barbers
331 Manicurists
332 Hairdressers and cosmetologists
333 Make-up occupations
334 Masseurs and related occupations
335 Bath attendants
338 Embalmers and related occupations
339 Barbering, cosmetology, and related service occupations, n.e.c.

34 Amusement and recreation service occupations
340 Attendants, bowling alley and billiard parlor
341 Attendants, golf course, tennis court, skating rink, and related facilities
342 Amusement device and concession attendants
343 Gambling hall attendants
344 Ushers
346 Wardrobe and dressing-room attendants
349 Amusement and recreation service occupations, n.e.c.

35 Miscellaneous personal service occupations
350 Ship stewards/stewardesses and related occupations
351 Train attendants
352 Hosts/hostesses and stewards/stewardesses, n.e.c.
353 Guides
354 Unlicensed birth attendants and practical nurses
355 Attendants, hospitals, morgues, and related health services
357 Baggage handlers
358 Checkroom, locker room, and restroom attendants
359 Miscellaneous personal service occupations, n.e.c.

36 Apparel and furnishings service occupations
361 Laundering occupations
362 Dry cleaning occupations
363 Pressing occupations
364 Dyeing and related occupations
365 Shoe and luggage repairer and related occupations
366 Bootblacks and related occupations
369 Apparel and furnishings service occupations, n.e.c.

37 Protective service occupations
371 Crossing tenders and bridge operators
372 Security guards and correction officers, except crossing tenders
373 Fire fighters, fire department
375 Police officers and detectives, public service
376 Police officers and detectives, except in public service
377 Sheriffs and bailiffs
378 Armed forces enlisted personnel
379 Protective service occupations, n.e.c.

38 Building and related service occupations
381 Porters and cleaners
382 Janitors
383 Building pest control service occupations
388 Elevator operators
389 Building and related service occupations, n.e.c.

9-74030

APPENDIX A - DOCUMENT 2

WORK VALUES INVENTORY

Donald E. Super

Teachers College, Columbia University

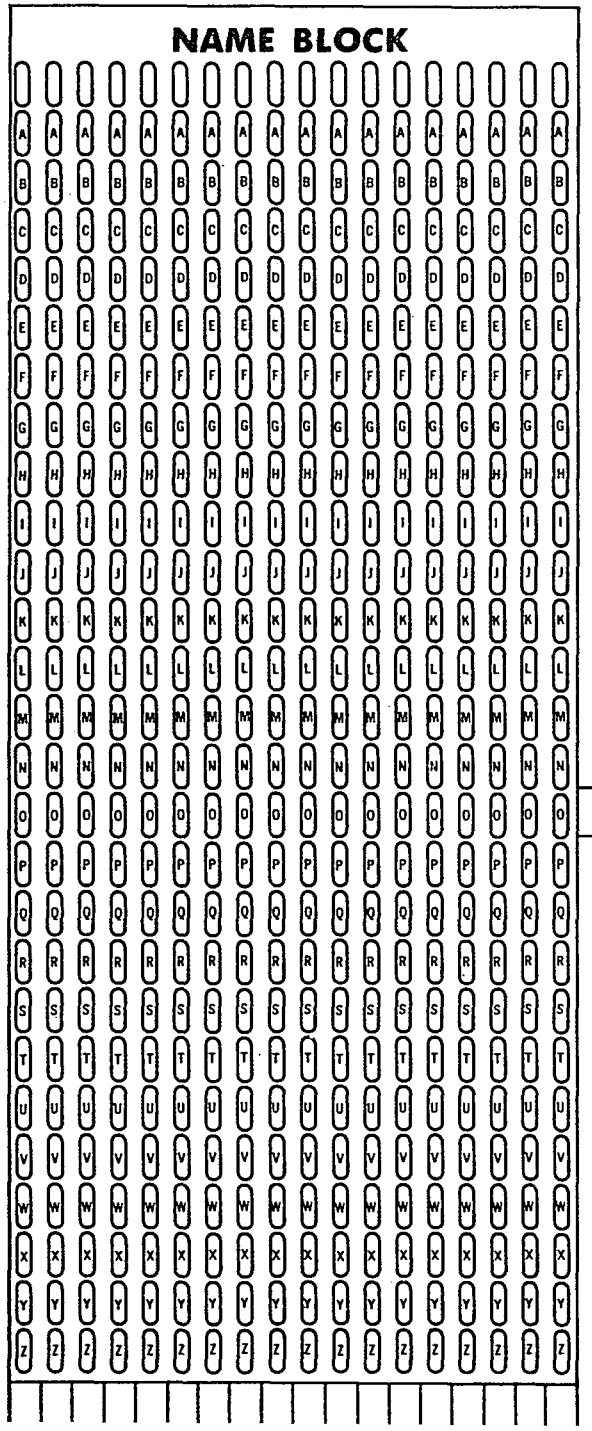
HOUGHTON MIFFLIN COMPANY • BOSTON

Test Editorial Offices · Iowa City, Iowa

ATLANTA • DALLAS • GENEVA, ILL. • HOPEWELL, N.J. • PALO ALTO

PRINTED BY MRC IOWA CITY, IOWA: FORM NO. 5720

NAME BLOCK



DIRECTIONS FOR NAME GRID AND OTHER INFORMATION

1. In the boxes at the bottom of the Name Grid, print your last name in full, leave a space, print as much of your first name as you can; then if there is room enough, leave another space and print your middle initial.

2. In the alphabet column above each box, blacken the oval containing the letter which is the same as the letter in the box. When you come to a blank box between parts of your name or at the end of your name, fill in the blank oval at the top of that column. Fill in one oval and only one oval in every alphabet column. Be sure to make your marks heavy and dark, without running into other nearby ovals.

3. Follow the same procedure in filling the other information sections of the grid.

V	RS
Cr	
Ma	
Ac	
Su	
SR	
WL	
Se	
As	
Es	
Pr	
In	
Va	
ER	
AI	
IS	

SEX	OTHER INFORMATION	GRADE
M F	0 1 2 3 4 5 6 7 8 9	7 8 9 10 11 12 P.H. ADULT

NAME

SEX AGE DATE

DEPARTMENT OR GRADE

COMPANY OR SCHOOL

JOB OR COURSE

NAME_____

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

(Fill in one oval by each item to show your rating of the statement.)

Work in which you . . .

1. . . . have to keep solving new problems. (5) (4) (3) (2) (1)
2. . . . help others. (5) (4) (3) (2) (1)
3. . . . can get a raise. (5) (4) (3) (2) (1)
4. . . . look forward to changes in your job. (5) (4) (3) (2) (1)
5. . . . have freedom in your own area. (5) (4) (3) (2) (1)
6. . . . gain prestige in your field. (5) (4) (3) (2) (1)
7. . . . need to have artistic ability. (5) (4) (3) (2) (1)
8. . . . are one of the gang. (5) (4) (3) (2) (1)
9. . . . know your job will last. (5) (4) (3) (2) (1)
10. . . . can be the kind of person you would like to be. (5) (4) (3) (2) (1)
11. . . . have a boss who gives you a square deal. (5) (4) (3) (2) (1)
12. . . . like the setting in which your job is done. (5) (4) (3) (2) (1)
13. . . . get the feeling of having done a good day's work. (5) (4) (3) (2) (1)
14. . . . have authority over others. (5) (4) (3) (2) (1)
15. . . . try out new ideas and suggestions. (5) (4) (3) (2) (1)
16. . . . create something new. (5) (4) (3) (2) (1)
17. . . . know by the results when you've done a good job. (5) (4) (3) (2) (1)
18. . . . have a boss who is reasonable. (5) (4) (3) (2) (1)
19. . . . are sure of always having a job. (5) (4) (3) (2) (1)
20. . . . add beauty to the world. (5) (4) (3) (2) (1)
21. . . . make your own decisions. (5) (4) (3) (2) (1)

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

22. . . . have pay increases that keep up with the cost of living. 5 4 3 2 1

23. . . . are mentally challenged. 5 4 3 2 1

24. . . . use leadership abilities. 5 4 3 2 1

25. . . . have adequate lounge, toilet and other facilities. 5 4 3 2 1

26. . . . have a way of life, while not on the job, that you like. 5 4 3 2 1

27. . . . form friendships with your fellow employees. 5 4 3 2 1

28. . . . know that others consider your work important. 5 4 3 2 1

29. . . . do not do the same thing all the time. 5 4 3 2 1

30. . . . feel you have helped another person. 5 4 3 2 1

31. . . . add to the well-being of other people. 5 4 3 2 1

32. . . . do many different things. 5 4 3 2 1

33. . . . are looked up to by others. 5 4 3 2 1

34. . . . have good contacts with fellow workers. 5 4 3 2 1

35. . . . lead the kind of life you most enjoy. 5 4 3 2 1

36. . . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.) 5 4 3 2 1

37. . . . plan and organize the work of others. 5 4 3 2 1

38. . . . need to be mentally alert. 5 4 3 2 1

39. . . . are paid enough to live right. 5 4 3 2 1

40. . . . are your own boss. 5 4 3 2 1

41. . . . make attractive products. 5 4 3 2 1

42. . . . are sure of another job in the company if your present job ends. 5 4 3 2 1

43. . . . have a supervisor who is considerate. 5 4 3 2 1

44. . . . see the results of your efforts. 5 4 3 2 1

45. . . . contribute new ideas. 5 4 3 2 1

Now check to be sure that you rated every statement.

END OF WORK VALUES INVENTORY.

APPENDIX A - DOCUMENT 3

National Institute for Careers Education and Counselling
Bateman Street
Cambridge CB2 1LZ
Telephone 0223 51446
Jointly sponsored by The Hatfield Polytechnic and the Careers Research and Advisory Centre

Ms Freda Klein
135 South Bighth Street
Las Vagas
Nevada 89101
USA

24 May 1977

Dear Ms Klein,

Thank you for your kind enquiry about the adaptation of the Work Values Inventory. As I see it, asking permission is the gracious thing to do, but not necessary, for you really are going to do is develop a new inventory. Simplifying the language and converting the response form means that the instrument is really rather radically changed, there is no elementary school form of it, and you will have to develop your own normative data. As I see it, professional ethics call for acknowledging the source of the items, but giving the instrument your own name or that of your organisation, and treating it as a new instrument. This is especially relevant as you are going to add interest and temperament factors from the DOT.

Someone did do a modification of the WVI to make it usable in elementary school, and I do not remember whether it was a masters or a doctoral thesis, I am sure it was one or the other. You might check Dissertation Abstracts for the period of three to eight years ago in order to locate it. I have a copy of it, but have of course not brought all of my files over to Britain, even for this three-year period.

The project upon which you are embarking seems to be a worthwhile one, but there is one caution to keep in mind, one which may lead to negative results. As I have pointed out in some of my writings about values, both in my small book with Martin Bohn on Occupational Psychology (Monterey: Brooks/Cole, 1970) and in my chapter in Zytowski's edited book on New Developments in the Measurement of Interest (University of Minnesota Press, 1974 - the title and date may not be exactly right), the use of interest inventories in counselling is primarily to get an understanding of what a person wants out of work, but the relationship between what people want out of work and the occupation they choose is not a close one, not as close as it is with interest. The reason for this is that a variety of values can be achieved in any one occupation, and a particular value maybe realisable in a number of occupations: for

cont'd.

example, altruism can be satisfied as a manager of a manufacturing concern through the establishment and conduct of good personnel policies, as well as in the work of social worker. Also, as has been pointed out frequently, some social workers are much more interested in power and in manipulating than they are in altruism. One should therefore not expect a close correlation between values scores and occupation in which a person will be satisfied. There will be a closer relationship between values and the role a person plays in the occupation.

Wishing you success with your work I am,

Sincerely yours,

Donald E. Super

Donald E. Super, Ph.D

APPENDIX A - DOCUMENT 4

III. INTERESTS

Preferences for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences. Five pairs of interest factors are provided so that a positive preference for one factor of a pair also implies rejection of the other factor of that pair.

1	Situations involving a preference for activities dealing with things and objects.	vs.	*6* Situations involving a preference for activities concerned with people and the communication of ideas.
2	Situations involving a preference for activities involving business contact with people.	vs.	*7* Situations involving a preference for activities of a scientific and technical nature.
3	Situations involving a preference for activities of a routine, concrete, organized nature.	vs.	*8* Situations involving a preference for activities of an abstract and creative nature.
4	Situations involving a preference for working for people for their presumed good, as in the social welfare sense, or for dealing with people and language in social situations.	vs.	*9* Situations involving a preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
5	Situations involving a preference for activities resulting in prestige or the esteem of others.	vs.	*0* Situations involving a preference for activities resulting in tangible, productive satisfaction.

IV. TEMPERAMENTS

Different types of occupational situations to which workers must adjust.

Situations involving a variety of duties often characterized by frequent change.

Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

Situations involving the direction, control, and planning of an entire activity or the activities of others.

Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

Situations involving performing adequately under stress when confronted with the critical or unexpected or when taking risks.

Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Situations involving the precise attainment of set limits, tolerances, or standards.

APPENDIX A - DOCUMENT 5

I like work where I . . .

ALTRUISM

49. help others
37. feel that I have helped another person
42. make other people's lives better

ESTHETICS

53. make things that look nice
56. need to know about colors and shapes
65. can add beauty to the world

CREATIVITY

21. can try out new ideas
27. can make up something new
47. can think up new ideas that will be used

INTELLECTUAL STIMULATION

7. need to be mentally "wide-awake"
11. need to think things out
55. have many things which are hard to figure out

ACHIEVEMENT

14. finish something and know I have done a good job
43. see what happens to my work when I am finished
59. get the feeling I did a good day's work

INDEPENDENCE

4. make up my own mind
25. can do things the way I want without being told when and how
52. am my own boss

PRESTIGE

6. can do so well that people will know about me
22. know that others think my work is important
20. am looked up to by others

MANAGEMENT

10. tell other workers when and how to do their work
60. can boss other people
62. can tell others what to do

ECONOMIC RETURN

5. have pay raises that keep up with the cost of living
50. can get a raise
67. am paid enough to live right

SECURITY

13. am sure of always having a job
29. know my job will last
54. am sure of another job in the company if the job I have ends

SURROUNDINGS

9. have a good place in which to work (good light, enough space, etc.)
24. like the place where I do my work
69. have a good rest room, coffee room, and other facilities

SUPERVISORY RELATIONS

15. have a boss I can talk with
30. have a boss who is fair
63. have a boss who looks out for me

VARIETY

3. do not do the same thing all of the time
19. do many different things
51. have a lot of changes in my work

THINGS AND OBJECTS 1a

2. put things together or take things apart
26. use my hands more than my head
48. have to work with things more than with people

COMMUNICATION OF DATA 1b

36. must get ideas across to others
39. can talk to people as part of my job
44. can explain things to others

BUSINESS CONTACT WITH PEOPLE 2a

31. wait on or serve people
45. buy or sell things
64. have business contact with people

PROCESSES, MACHINES & TECHNIQUES 4b

16. set up, run, or fix machines or systems
17. do things that take many different steps
57. need special skills or "know-how" in order to do the job

INFLU

33. can change the way people think
46. can change the way people feel about things
68. can sell ideas to people

SJC

18. need special experience in order to judge or inspect how good a thing is
40. can pick the best material for the job
41. must decide things using my own eyes, ears, etc., instead of set rules

MVC

28. need to know all the facts and details in order to do each job
32. test or measure things to see if they are exactly the same as something else
61. need to study all about a job before I can do it right

PUS

23. have to deal with danger, risk, or "up-tight" conditions as part of my job
34. have to keep up a steady pace and keep my mind on the job all of the time
35. must always keep cool no matter what happens

STS

12. must test what I do to make sure it is just so
38. have to do things just right or they won't work
66. must be exact in everything I do

ASSOCIATES

8. get along well with other workers
1. can be friends with the people I work with
58. feel liked and part of things

93
(1-4)

APPENDIX A - DOCUMENT 6

BY COMPLETING THE FOLLOWING FORM, YOU WILL HELP IN THE PROBLEM OF FINDING OUT JUST WHAT MAKES YOU - AND OTHERS LIKE YOU - HAPPY IN THEIR WORK. THROUGH YOUR COOPERATION, WE MAY FIND A BETTER WAY TO GUIDE INDIVIDUALS TOWARD WORK WHICH IS MORE SATISFYING TO THEM.

YOU DO NOT HAVE TO GIVE YOUR NAME. BUT WE DO NEED SOME INFORMATION ABOUT YOU, SO THAT WE WILL KNOW THE KIND OF PERSON WE ARE HELPING. WE WOULD APPRECIATE IF YOU WOULD FILL IN ALL OF THE INFORMATION BELOW BEFORE YOU TURN THE PAGE.

THANK YOU!

How old are you?_____ (5-6)	Sex 1. Male 2. Female (7)	Education: Circle highest school grade completed 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 (8-9)

Circle Group: 1. White 2. Black 3. Spanish American 4. American Indian 5. Other (10)	Circle Number of persons in your household: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 other_____ (11-12)	Circle Family income for past twelve months: 1. $2970 & under 2. 2971 - 3930 3. 3931 - 4890 4. 4891 - 5850 5. 5851 - 6810 6. 6811 - 7770 7. $7771 - 8730 8. 8731 - 9690 9. 9691 - 10650 10. 10651 - 11610 11. 11611 - 12570 12. 12571 & above (13-14)

What was your last job?_____ How long?_____
(months or years)

Job you have worked at the most?_____ How long?_____
(months or years)

IF ANY OF THE FOLLOWING STATEMENTS ARE REALLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "YES".

IF ANY OF THE FOLLOWING STATEMENTS ARE NOT PARTICULARLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "NO".

I LIKE WORK WHERE I	Circle Your Answer		
1. . . can be friends with the people I work with	Yes	No	15
2. . . put things together or take things apart	Yes	No	16
3. . . do not do the same thing all of the time	Yes	No	17
4. . . make up my own mind	Yes	No	18
5. . . have pay raises that keep up with the cost of living	Yes	No	19
6. . . can do so well that people will know about me	Yes	No	20
7. . . need to be mentally "wide-awake"	Yes	No	21
8. . . can get along well with other workers	Yes	No	22
9. . . have a good place in which to work (good light, enough space)	Yes	No	23
10. . . tell other workers when and how to do their work	Yes	No	24
11. . . need to think things out	Yes	No	25
12. . . must test what I do to make sure it is just so	Yes	No	26
13. . . am sure of always having a job	Yes	No	27
14. . . finish something and know I have done a good job	Yes	No	28
15. . . have a boss I can talk with	Yes	No	29
16. . . set up, run, or fix machines or systems	Yes	No	30
17. . . do things that take many different steps	Yes	No	31
18. . . need special experience in order to judge or inspect how good a thing is	Yes	No	32
19. . . do many different things	Yes	No	33
20. . . am looked up to by others	Yes	No	34
21. . . can try out new ideas	Yes	No	35
22. . . know that others think my work is important	Yes	No	36
23. . . have to deal with danger, risk, or "up-tight" conditions as part of my job	Yes	No	37

IF ANY OF THE FOLLOWING STATEMENTS ARE REALLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "YES".

IF ANY OF THE FOLLOWING STATEMENTS ARE NOT PARTICULARLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "NO".

I LIKE WORK WHERE I	Circle Your Answer		
24. . .like the place where I do my work	Yes	No	38
25. . .can do things the way I want without being told when & how	Yes	No	39
26. . .use my hands more than my head	Yes	No	40
27. . .can make up something new	Yes	No	41
28. . .need to know all the facts & details in order to do each job	Yes	No	42
29. . .know my job will last	Yes	No	43
30. . .have a boss who is fair	Yes	No	44
31. . .wait on or serve people	Yes	No	45
32. . .test or measure things to see if they are exactly the same as something else	Yes	No	46
33. . .can change the way people think	Yes	No	47
34. . .have to keep up a steady pace and keep my mind on the job all of the time	Yes	No	48
35. . .must always keep cool no matter what happens	Yes	No	49
36. . .must get ideas across to others	Yes	No	50
37. . .feel that I have helped another person	Yes	No	51
38. . .have to do things just right or they won't work	Yes	No	52
39. . .can talk to people as part of my job	Yes	No	53
40. . .can pick the best material for the job	Yes	No	54
41. . .must decide things using my own eyes, ears, etc., instead of set rules	Yes	No	55
42. . .make other people's lives better	Yes	No	56
43. . .see what happens to my work when I am finished	Yes	No	57
44. . .can explain things to others	Yes	No	58
45. . .buy or sell things	Yes	No	59
46. . .can change the way people feel about things	Yes	No	60

IF ANY OF THE FOLLOWING STATEMENTS ARE REALLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "YES".

IF ANY OF THE FOLLOWING STATEMENTS ARE NOT PARTICULARLY IMPORTANT TO YOU IN THE WORK YOU WOULD LIKE TO DO, CIRCLE "NO".

I LIKE WORK WHERE I	Circle Your Answer		
47. . . can think up new ideas that will be used	Yes	No	61
48. . . have to work with things more than with people	Yes	No	62
49. . . help others	Yes	No	63
50. . . can get a raise	Yes	No	64
51. . . have a lot of changes in my work	Yes	No	65
52. . . am my own boss	Yes	No	66
53. . . make things that look nice	Yes	No	67
54. . . am sure of another job in the company if the job I have ends	Yes	No	68
55. . . have many things which are hard to figure out	Yes	No	69
56. . . need to know about colors and shapes	Yes	No	70
57. . . need special skills or "know-how" in order to do the job	Yes	No	71
58. . . feel liked and part of things	Yes	No	72
59. . . get the feeling I did a good day's work	Yes	No	73
60. . . can boss other people	Yes	No	74
61. . . need to study all about a job before I can do it right	Yes	No	75
62. . . can tell others what to do	Yes	No	76
63. . . have a boss who looks out for me	Yes	No	77
64. . . have business contact with people	Yes	No	78
65. . . can add beauty to the world	Yes	No	79
66. . . must be exact in everything I do	Yes	No	80
67. . . am paid enough to live right	Yes	No	81
68. . . can sell ideas to people	Yes	No	82
69. . . have a good rest room, coffee room and other facilities	Yes	No	83

FILE NONAME (CREATION DATE = 78/07/06.)

T - T E

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST01						
GROUP 1	119	1.9748	.157	.014	1.64	.72
GROUP 2	119	1.9580	.201	.018		
QUEST02						
GROUP 1	119	1.5714	.497	.046	1.07	3.45
GROUP 2	119	1.3529	.480	.044		
QUEST03						
GROUP 1	119	1.6218	.487	.045	1.02	.40
GROUP 2	119	1.5966	.493	.045		
QUEST04						
GROUP 1	119	1.8319	.376	.034	1.27	-.91
GROUP 2	119	1.8739	.333	.031		
QUEST05						
GROUP 1	119	1.9496	.220	.020	1.31	.55
GROUP 2	119	1.9328	.251	.023		
QUEST06						
GROUP 1	119	1.7563	.431	.040	1.13	.87
GROUP 2	119	1.7059	.458	.042		
QUEST07						
GROUP 1	119	1.7815	.415	.038	1.64	-2.09
GROUP 2	119	1.8824	.324	.030		
QUEST08						
GROUP 1	119	1.9244	.266	.024	4.23	-2.17
GROUP 2	119	1.9832	.129	.012		
QUEST09						
GROUP 1	119	1.9328	.251	.023	1.45	.93
GROUP 2	119	1.8992	.302	.028		
QUEST10						
GROUP 1	119	1.1765	.383	.035	1.54	-2.86
GROUP 2	119	1.3361	.474	.043		
QUEST11						
GROUP 1	119	1.6050	.491	.045	1.04	1.31
GROUP 2	119	1.5210	.502	.046		

<POOR MINIMALLY-SKILLED VS. NON-POOR SEMI-SKILLED>

FILE NONAME (CREATION DATE = 78/07/06.)

- T - T E S - - - - -

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST12	GROUP 1	119	1.6555	.477	.044	1.10	3.05
	GROUP 2	119	1.4622	.501	.046		
QUEST13	GROUP 1	119	1.8655	.343	.031	1.00	0
	GROUP 2	119	1.8655	.343	.031		
QUEST14	GROUP 1	119	1.9748	.157	.014	2.55	1.5[illegible]
	GROUP 2	119	1.9328	.251	.023		
QUEST15	GROUP 1	119	1.9328	.251	.023	1.00	0
	GROUP 2	119	1.9328	.251	.023		
QUEST16	GROUP 1	119	1.2941	.458	.042	1.10	.73
	GROUP 2	119	1.2521	.436	.040		
QUEST17	GROUP 1	119	1.5546	.499	.046	1.01	1.17
	GROUP 2	119	1.4790	.502	.046		
QUEST18	GROUP 1	119	1.5210	.502	.046	1.01	1.30
	GROUP 2	119	1.4370	.498	.046		
QUEST19	GROUP 1	119	1.8235	.383	.035	1.54	2.85
	GROUP 2	119	1.6639	.474	.043		
QUEST20	GROUP 1	119	1.6387	.482	.044	1.02	.27
	GROUP 2	119	1.6218	.487	.045		
QUEST21	GROUP 1	119	1.7731	.421	.039	1.07	.45
	GROUP 2	119	1.7479	.436	.040		
QUEST22	GROUP 1	119	1.8319	.376	.034	1.48	2.32
	GROUP 2	119	1.7059	.458	.042		

<POOR MINIMALLY-SKILLED VS. NON-POOR SEMI-SKILLED>

FILE NONAME (CREATION DATE = 78/07/06.)

T - T E S

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALU
QUEST23						
GROUP 1	119	1.2941	.458	.042	1.05	-.4
GROUP 2	119	1.3193	.468	.043		
QUEST24						
GROUP 1	119	1.9412	.236	.022	1.26	.5
GROUP 2	119	1.9244	.266	.024		
QUEST25						
GROUP 1	119	1.6471	.480	.044	1.07	-.6
GROUP 2	119	1.6891	.465	.043		
QUEST26						
GROUP 1	119	1.5210	.502	.046	1.11	2.7
GROUP 2	119	1.3445	.477	.044		
QUEST27						
GROUP 1	119	1.5966	.493	.045	1.03	.65
GROUP 2	119	1.5546	.499	.046		
QUEST28						
GROUP 1	119	1.8235	.383	.035	1.72	5.66
GROUP 2	119	1.4958	.502	.046		
QUEST29						
GROUP 1	119	1.9328	.251	.023	1.95	1.91
GROUP 2	119	1.8571	.351	.032		
QUEST30						
GROUP 1	119	1.9496	.220	.020	1.19	-.31
GROUP 2	119	1.9580	.201	.018		
QUEST31						
GROUP 1	119	1.6387	.482	.044	1.03	-.41
GROUP 2	119	1.6639	.474	.043		
QUEST32						
GROUP 1	119	1.4370	.498	.046	1.37	3.36
GROUP 2	119	1.2353	.426	.039		
QUEST33						
GROUP 1	119	1.1597	.368	.034	1.55	-2.50
GROUP 2	119	1.2941	.458	.042		

FILE NONAME (CREATION DATE = 78/07/06.)

T - T E

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST34						
GROUP 1	119	1.6891	.465	.043	1.08	.82
GROUP 2	119	1.6387	.482	.044		
QUEST35						
GROUP 1	119	1.7815	.415	.038	1.03	.16
GROUP 2	119	1.7731	.421	.039		
QUEST36						
GROUP 1	119	1.5882	.494	.045	1.03	.78
GROUP 2	119	1.5378	.501	.046		
QUEST37						
GROUP 1	119	1.8824	.324	.030	1.24	.76
GROUP 2	119	1.8487	.360	.033		
QUEST38						
GROUP 1	119	1.6050	.491	.045	1.04	1.1[illegible]
GROUP 2	119	1.5294	.501	.046		
QUEST39						
GROUP 1	119	1.8235	.383	.035	1.00	0
GROUP 2	119	1.8235	.383	.035		
QUEST40						
GROUP 1	119	1.6807	.468	.043	1.12	1.61
GROUP 2	119	1.5798	.496	.045		
QUEST41						
GROUP 1	119	1.7227	.450	.041	1.14	1.25
GROUP 2	119	1.6471	.480	.044		
QUEST42						
GROUP 1	119	1.7815	.415	.038	1.17	1.05
GROUP 2	119	1.7227	.450	.041		
QUEST43						
GROUP 1	119	1.7815	.415	.038	1.35	2.45
GROUP 2	119	1.6387	.482	.044		
QUEST44						
GROUP 1	119	1.7563	.431	.040	1.14	1.02
GROUP 2	119	1.6975	.461	.042		

<POOR MINIMALLY-SKILLED VS. NON-POOR SEMI-SKILLED> PAGE 7

FILE NONAME (CREATION DATE = 78/07/06.)

T - T E

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST45						
GROUP 1	119	1.4454	.499	.046	1.02	.52
GROUP 2	119	1.4118	.494	.045		
QUEST46						
GROUP 1	119	1.3109	.465	.043	1.16	-2.28
GROUP 2	119	1.4538	.500	.046		
QUEST47						
GROUP 1	119	1.7227	.450	.041	1.13	1.12
GROUP 2	119	1.6555	.477	.044		
QUEST48						
GROUP 1	119	1.3866	.489	.045	1.18	1.79
GROUP 2	119	1.2773	.450	.041		
QUEST49						
GROUP 1	119	1.8908	.313	.029	1.49	1.43
GROUP 2	119	1.8235	.383	.035		
QUEST50						
GROUP 1	119	1.9496	.220	.020	1.19	-.31
GROUP 2	119	1.9580	.201	.018		
QUEST51						
GROUP 1	119	1.5210	.502	.046	1.00	.91
GROUP 2	119	1.4622	.501	.046		
QUEST52						
GROUP 1	119	1.4706	.501	.046	1.06	-2.36
GROUP 2	119	1.6218	.487	.045		
QUEST53						
GROUP 1	119	1.8235	.383	.035	1.50	3.27
GROUP 2	119	1.6387	.482	.044		
QUEST54						
GROUP 1	119	1.8908	.313	.029	1.98	3.05
GROUP 2	119	1.7395	.441	.040		
QUEST55						
GROUP 1	119	1.3361	.474	.043	1.03	.28
GROUP 2	119	1.3193	.468	.043		

<POOR MINIMALLY-SKILLED VS. NON-POOR SEMI-SKILLED>

FILE NONAME (CREATION DATE = 78/07/06.)

- T - T E - - - - - - -

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST56	GROUP 1	119	1.3109	.465	.043	1.14	1.01
	GROUP 2	119	1.2521	.436	.040		
QUEST57	GROUP 1	119	1.6303	.485	.044	1.03	-.40
	GROUP 2	119	1.6555	.477	.044		
QUEST58	GROUP 1	119	1.9160	.279	.026	1.10	-.24
	GROUP 2	119	1.9244	.266	.024		
QUEST59	GROUP 1	119	1.9580	.201	.018	1.19	.31
	GROUP 2	119	1.9496	.220	.020		
QUEST60	GROUP 1	119	1.1008	.302	.028	2.40	-4.28
	GROUP 2	119	1.3193	.468	.043		
QUEST61	GROUP 1	119	1.5714	.497	.046	1.03	2.89
	GROUP 2	119	1.3866	.489	.045		
QUEST62	GROUP 1	119	1.1933	.397	.036	1.58	-4.18
	GROUP 2	119	1.4370	.498	.046		
QUEST63	GROUP 1	119	1.7227	.450	.041	1.17	-1.05
	GROUP 2	119	1.7815	.415	.038		
QUEST64	GROUP 1	119	1.7227	.450	.041	1.04	.29
	GROUP 2	119	1.7059	.458	.042		
QUEST65	GROUP 1	119	1.7647	.426	.039	1.34	2.82
	GROUP 2	119	1.5966	.493	.045		
QUEST66	GROUP 1	119	1.5462	.500	.046	1.01	.52
	GROUP 2	119	1.5126	.502	.046		

<POOR MINIMALLY-SKILLED VS. NON-POOR SEMI-SKILLED>

FILE NONAME (CREATION DATE = 78/07/06.)

- T - T E - - - - - - -

GROUP 1 - FIRST 119 CASES
GROUP 2 - NEXT 119 CASES

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	T VALUE
QUEST67						
GROUP 1	119	1.9160	.279	.026	1.00	0
GROUP 2	119	1.9160	.279	.026		
QUEST68						
GROUP 1	119	1.4622	.501	.046	1.03	-1.95
GROUP 2	119	1.5882	.494	.045		
QUEST69						
GROUP 1	119	1.8739	.333	.031	1.67	2.36
GROUP 2	119	1.7563	.431	.040		

APPENDIX B

STATISTICAL FORMULAS USED IN STUDY

1. Mean - ungrouped data $M = \frac{\Sigma x}{N}$

2. Mean - grouped data $M = A + \frac{\Sigma fd}{N} \; i$

3. SD - ungrouped data $SD = \sqrt{\frac{d^2}{N}}$

4. SD - grouped data $\sigma = i \sqrt{\frac{\Sigma fd^2}{N} - \frac{\Sigma fd}{N}^2}$

5. $SE_M - \frac{\sigma^2}{\sqrt{N-1}}$

6. $\underline{t}$ (two-tail) test $\frac{M_1 - M_2}{\sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}}$

7. $\underline{F}$ test $\frac{\sigma_1{}^2}{\sigma_2{}^2}$ (divide smallest into largest)

8. Correlation - ungrouped data $r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \cdot \Sigma y^2}}$

9. Rank-Difference Corrleation $r_d = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$

Title: Pilot Study of Work Values of Poor versus Non-Poor Service Workers in Nevada

The purpose of this research was to survey the work values of poor, minimally-skilled versus non-poor semi-skilled service workers in Nevada. As a Pilot Study, it will provide a basis for developing a counseling instrument designed to measure work values, a scale so constructed as to be usable even by those with limited education and skills. No such instrument presently exists.

The instrument developed in this study combines work values from Super's "Work Values Inventory" with Interest Factors and Temperament Factors from the Dictionary of Occupational Titles. Language and format of the scale were simplified so that it could be both easily understood and administered even to those with only a third or fourth grade reading level. The scale includes 69 preferential statements measuring 23 work values, using a simple "yes"/"no" response format.

Stratified populations represented in the sampling consisted of 119 poor, minimally-skilled and 119 non-poor semi-skilled service workers in Nevada. The poor group was drawn primarily from welfare and WIN programs.

The two populations were compared re: age, sex, level of education and ethnic derivation. The sampling of the study was verified as being representative and the two groups were found to be significantly different in each of the four variables.

Items in the scale, clustered into triads which measured each of the 23 work values, were totalled according to number of "yes" responses. Percentages of total possible responses for each cluster were calculated. The 23 work values were then ranked according to importance to each group, using the cluster percentage scores.

Both the poor and the non-poor included the same work values in ranks 1 through 6, although not in the same order. 5 out of the 6 were extrinsic factors, consistent with other research in the field. However, "Achievement", an intrinsic factor was also ranked high by both groups.

Management and the desire to influence others were ranked low by both groups. Also ranked low were work values implying impersonal or non-social aspects, such as working with things and objects.

Results of the study indicated that there are more similarities between the work values of the poor and the non-poor service workers in Nevada then there are differences. However, the study did identify seven significant value differences between the two groups. The non-poor ranked as more important: Intellectual Stimulation, Business Contact With People, Independence, and Performing Under Stress. The poor ranked as more important: Variety, Esthetics, and the Temperament Factor relating

to "arriving at generalizations, judgements or decisions based upon measurable and verifiable criteria".

It is suggested that the present scale developed by this study be administered to poor and non-poor populations in other geographic areas of the United States. These data, combined with the Nevada data, could then be utilized to develop possible national normative criteria.

A modified scale, with all work values directly related to the DOT Interest and Temperament Factors, could then be incorporated as a counseling instrument of the United States Employment Service's automated Job Match System.

The Work Values Scale will give more precise counselee interest/temperament information which the counselor can input into the computor, along with General Aptitude Test Battery scores, to retrieve an extensive choice of occupations compatible with those interest/temperament/aptitude traits. Thus the counselee can be guided toward work and/or training which will be more meaningful in terms of work satisfaction.