

2001

Employer Views of the Work Ethics of Employment Plus Students

R. John Barbarise
Old Dominion University

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**Employer Views Of The Work Ethics Of
Employment Plus Students**

**A Research Project
Presented To
The Graduate Faculty Of The Department Of
Occupational And Technical Studies
Old Dominion University**

**In Partial Fulfillment
Of The Requirements For The Degree
Master Of Science**

**By
R. John Barbarise
June, 2001**

APPROVAL PAGE

This research paper was prepared by R. John Barbarise under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Occupational and Technical Studies.

APPROVAL BY: John M. Ritz
Dr. John M. Ritz
Advisor and Graduate
Program Director

6-26-01
Date

ACKNOWLEDGEMENTS

I would like to extend my sincere appreciation to Dr. John Ritz for his professionalism, expertise and consistent patience for helping throughout the writing of this research paper. I would also like to thank Dr. Randolph Sykes, Jr. and James McDonough III for answering all of my questions in the area of special needs. In addition, many thanks and gratitude go to my colleagues in the Career and Technical Education Department at Deep Creek High School. Finally, I would like to thank the review boards for giving me this opportunity to continue my research.

Now, for my wife Annette, I would like to thank her for her patience and motivation throughout my graduate program. Thank you very much!

R. John Barbarise

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CHAPTER I

INTRODUCTION

The dropout rate in America's public school system is constantly increasing. Students who are at-risk of dropping out need a program to help them develop skills that will help them obtain full-time employment. If these students do not attain employable skills, they will become a burden on society.

The Employment Plus program is designed to meet the needs of the at-risk student. This program provides students with an educational program in place of the traditional high school program. Students who qualify for this program are two years behind in grade level, score 190 or better on the GED, and must complete an interview with the Employment Plus teacher/coordinator. Students are instructed on employment skills and must obtain employment. They also receive GED preparation skills.

For the Employment Plus program to be successful, the program must meet the needs of the students and the employers. Students need to pass the GED and gain successful employment. Employers want students who have a strong work ethic and will increase their profitability.

STATEMENT OF THE PROBLEM

The problem of the study was to determine how employers view the work ethics of the Employment Plus students from Deep Creek High School.

RESEARCH GOALS

To guide the solution to this problem, the following goals have been established:

1. What are employer's views of Employment Plus student's work ethics?
2. What changes are recommended for the Employment Plus curriculum at Deep Creek High School to better address the work ethics expected by employers.

BACKGROUND AND SIGNIFICANCE

The Employment Plus program strives to produce students who will learn skills to obtain and maintain employment. The students' success is determined by their development of preparation skills needed to pass the GED and maintaining employment. Students prepare for the GED test by taking benchmark tests in each subject. This information can be constantly checked and worked upon. The students also need to maintain employment while they are in the Employment Plus Program. Students are taught basic job skills. The employers evaluate the students at the end of each nine weeks. The concern is whether the students have the type of work ethics that employers are seeking in their business.

The Employment Plus Program needs to focus not only on the passing rate on the GED, but also if the students have a strong enough work ethic to maintain employment. The Employment Plus Program has been in existence in Chesapeake Public Schools since 1991, and a study has not been undertaken on the program or its students.

This study was designed to determine if the Employment Plus curriculum needs to focus more on the development of work ethics for the students. The employers, through their survey, will provide insight as to the type of traits they expect from the students. This information will help to determine what areas in the Employment Plus Program are working and which ones need to be re-evaluated and possibly improved.

LIMITATIONS

This research study had the following limitations:

1. The data were obtained from employers of students who were in the Employment Plus Program.
2. The data only covered the 2000-2001 academic year in the Employment Plus program.

ASSUMPTIONS

The following assumptions have been made in this research study:

1. Employers of the Employment Plus students will be willing to complete a survey on the student's work ethics.
2. The Employment Plus program will need to evaluate the curriculum to include additional study on work ethics.

3. The information obtained from the employers will be for future use in identifying the areas that Employment Plus Coordinators will use to improve classroom instruction on work ethics.

PROCEDURES

The purpose of this study was to determine the work ethics of Employment Plus students as perceived by their employers. The data used for this study included a survey. The survey will be completed by the Employment Plus students' employers. The employer's survey will include questions to determine the work ethic of students as perceived by the employer. The surveys will be evaluated. Based upon the data, recommendations will be made to determine the effectiveness of the Employment Plus curriculum.

DEFINITION OF TERMS

The following terms clarify the interpretation of this study:

1. At-Risk Students - Students who are academically and/or economically disadvantaged.
2. Alternative Program – In this study, the alternative program is the Employment Plus program at Deep Creek High School.
3. Pre-Employment Skills – Skills necessary to get a job as stated in the Employment Plus curriculum.
4. Employment Skills – Skills necessary to maintain a job and to advance in a chosen occupational field.
5. Training Station – The Employment Plus student's place of employment.

6. Teacher-Coordinator – The Employment Plus teacher responsible for the total operation of the Employment Plus program at the high school. This includes classroom instruction and job placements of students.

OVERVIEW OF CHAPTERS

This research is organized into five chapters. Chapter I of this study presents the Employment Plus Program and explains the needs to determine how employers view the work ethics of the Employment Plus students. The main goal of the Employment Plus Program is to offer a reasonable alternative to those students who appear most unlikely to complete a traditional high school program. The study will provide information for future development of the Employment Plus curriculum at Deep Creek High School.

Chapter II is a review of the literature. This review covers the effectiveness of the Employment Plus Program. Chapter III contains a description of the methods used for evaluating the Employment Plus Program. In Chapter IV, the data and the findings are reported. Chapter V contains a summary, conclusions and recommendations that will determine the work ethics of the Employment Plus students and the re-evaluation of the Employment Plus curriculum.

CHAPTER II

REVIEW OF LITERATURE

Chapter II of this study is the Review of Literature. The purpose of this chapter is to review the literature related to the stated problem. The sections in this chapter include: 1. History of the Employment Plus Program, 2. Program Aim and Goals, 3. Requirements for Entry and Completion of Program, 4. Employment Plus Curriculum, 5. Work Ethic of Employment Plus Students, 6. The Evaluation Form, and 7. Summary.

HISTORY OF THE EMPLOYMENT PLUS PROGRAM

Prior to 1991, Chesapeake Public Schools determined there was a group of high school students that needed an alternative to the traditional high school program. The Employment Plus Program was developed to provide a safety net for those students.

The purpose of the Employment Plus program is to provide students with an educational option in place of the completion of a traditional high school program and to provide them with employable skills. Students who successfully complete the program will graduate with a GED (General Education Development) certificate, in lieu of a high school diploma. The GED certificate is recognized by businesses and colleges in all fifty states as being equivalent to a high school diploma. Also, students should acquire practical work ethics to maintain employment.

Do to the fact that six percent of students do not graduate from high school in

Chesapeake, Virginia, there is a need for this type of program (McDonough, 2000). Students end up dropping out of school by the end of their tenth grade. Six-hundred thousand students drop out of school every year (Ciston, 1991). Twenty-five percent of eighteen year olds, in the United States, do not finish high school (Chalker, 1996).

The Employment Plus Program in Chesapeake, Virginia, started in 1991, at Oscar Smith High School with twenty-one students. The program was implemented at Indian River High School the following year. In 1993, the program was implemented in the remaining three high schools: Western Branch, Great Bridge and Deep Creek. By 1996, the Employment Plus Program was implemented in Hickory High School, Chesapeake's newest high school. The Carl Perkins Act of 1984 provided funding for the Employment Plus Program. This Act enabled all persons, including handicapped and disadvantaged, to participate in vocational educational programs, such as the Employment Plus Program. (McDonough, 2000).

PROGRAM AIM AND GOALS

The aim of the Employment Plus GED curriculum is to provide students with the skills and knowledge necessary to master the level of competency required to successfully complete the GED test. The student's successful completion of the GED test will allow the student, who was previously labeled a potential drop-out, to now leave school with a high school equivalency certificate and marketable employable skills. Students will also acquire the necessary

business work ethics to maintain employment throughout their life.

Upon successful completion of the Employment Plus Program, the student will be able to complete all five parts of the GED test at a passing level. Students will qualify for more skilled employment or advance in their current job. The importance of business work ethics will be instructed. The students will have the option to continue on with his/her education at a higher level.

REQUIREMENTS FOR ENTRY AND COMPLETION OF PROGRAM

The requirements for admittance into the Employment Plus program include:

1. students must be 17 or older and behind two or more grade levels,
 2. students must take the Pre-GED test and make a minimum score of 190 or higher,
 3. students must successfully complete an interview with the Employment Plus Coordinator,
 4. students must be willing to seek and maintain employment, and
 5. students must obtain parental support for their participation in the program
- (Employment Plus Coordinator's Guide, 1999, p. 1).

The program is designed to accommodate up to 15 students. The students attend a two-block section which is three hours in length. The Employment Plus class is the only class the student attends. The students then leaves school and reports to their training stations. With assistance from the Employment Plus coordinator, the students acquire a job. Students can work in any type of industry as long as they are acquiring employable business skills and work ethics.

To successfully complete the Employment Plus Program, a student must pass the GED Exam. The student must have been enrolled in the program for a minimum of six months. A completion of at least 360 hours of approved work experience is required to complete the program. The student must adhere to the attendance codes and all regular school rules (Employment Plus Coordinator's Guide, 1999, p. 3).

EMPLOYMENT PLUS CURRICULUM

The curriculum consists of two parts: GED preparation and employment skills. The Employment Plus Program competencies provided by the Chesapeake Public Schools are used as a guideline (See Figure 1). Students must meet each of these competencies.

The GED curriculum consists of writing skills, social studies, science, literature/arts and mathematics. Each section of the curriculum is taught to prepare the student for completion of the GED examination, which is given in the spring of the school year. The employment part of the curriculum is where the students learn how to obtain employment and become successful employees. Areas of instruction covered include: 1. Human Relations, 2. Employer-Employee Relations, 3. Employability Skills, 4. Safety on the Job, 5. Basic Consumer Economics, 6. Job Skills for Current Student Job Opportunities, 7. Career Advancement, and 8. Business Work Ethics. It is important to teach students what type of work ethics employers expect. The curriculum is limited to providing students with information about work ethics (Employment Plus Coordinator's Guide, 1999, pp. 15-16).

Figure 1

Employment Plus

Chesapeake Public Schools
Student Competency Record

Student

School Year

School

Teacher-Cordinator

Rating Scale

1. Performs satisfactorily without supervision.
2. Performs satisfactorily with supervision.
3. Does not perform satisfactorily.
4. Not Applicable (N/A)

| Competency Area | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1.0 Orientation to Employment Plus. | | | | |
| 1.1 Define the Employment Plus Program. | | | | |
| 1.2 List the advantages of being in the Employment Plus Program. | | | | |
| 1.3 List the choices available to him/her after completion of the Program. | | | | |
| 1.4 List the rules and policies of the Employment Plus Program. | | | | |
| 1.5 Set basic individual goals. | | | | |
| 1.6 Define Vocational Education. | | | | |
| 1.7 Explain cooperative education as applied to the Employment Plus Program. | | | | |
| 1.8 Identify and define forms used in Vocational Cooperative Education as applied to the Employment Plus Program. | | | | |
| 1.9 Identify the vocational units taught in the Employment Plus Program. | | | | |
| 1.10 Define General Educational Development (GED). | | | | |
| 1.11 Identify the different content areas of the GED test. | | | | |

Figure 1 continued

| | | | | | |
|-----|--|--|--|--|--|
| 2.0 | Explain pre-employment skills. | | | | |
| 2.1 | Demonstrate knowledge of the importance of work. | | | | |
| 2.2 | Identify individual values and personal characteristics and compare them to job requirements. | | | | |
| 2.3 | Demonstrate job finding skills. | | | | |
| 2.4 | Prepare pre-employment materials. | | | | |
| 2.5 | Demonstrate job interview skills. | | | | |
| 3.0 | Demonstrate employment skills. | | | | |
| 3.1 | Compile job information. | | | | |
| 3.2 | Describe successful work attitudes and behaviors. | | | | |
| 3.3 | Describe factors leading to promotion, advancement, and raises. | | | | |
| 3.4 | Maintain and use personal pay records. | | | | |
| 3.5 | Explore alternatives to and identify steps necessary for job resignation. | | | | |
| 3.6 | Describe elements which contribute to dismissal from a job. | | | | |
| 3.7 | Recognize safety hazards and identify steps to take in event of a job related accident or illness. | | | | |
| 3.8 | Identify employee organizations and their benefits and disadvantages. | | | | |
| 4.0 | Identify basic living skills. | | | | |
| 4.1 | Develop decision making skills. | | | | |
| 4.2 | Prepare personal budget. | | | | |
| 4.3 | Explain different services provided by banks. | | | | |
| 4.4 | Explain how to use consumer credit wisely. | | | | |

Figure 1 continued

| | | | | | |
|------|--|--|--|--|--|
| 4.5 | Identify contractual responsibilities. | | | | |
| 4.6 | Explain how to make wise consumer choices. | | | | |
| 4.7 | Explain how to determine the need for insurance. | | | | |
| 4.8 | Prepare income tax return. | | | | |
| 4.9 | Effectively use the telephone directory. | | | | |
| 4.10 | Locate community service agencies. | | | | |
| 5.0 | Define reading skills as it applies to GED. | | | | |
| 5.1 | Use specific techniques in reading. | | | | |
| 5.2 | Obtain meanings of words from reading the content. | | | | |
| 5.3 | Identify main ideas. | | | | |
| 5.4 | Distinguish between the different types of structural organizations of a paragraph. | | | | |
| 5.5 | Interpret what he/she reads. | | | | |
| 6.0 | Define the three components of literature. | | | | |
| 6.1 | Identify the three different types of literature, as required to successfully sit for the GED. | | | | |
| 6.2 | Analyze the three different types of literature, as required to successfully sit for the GED. | | | | |
| 7.0 | Identify the six math GED units. | | | | |
| 7.1 | Work toward improving his/her addition and subtraction skills. | | | | |
| 7.2 | Work toward improving his/her multiplication and division skills. | | | | |
| 7.3 | Solve problems that require several steps. | | | | |
| 7.4 | Use previously learned skills to apply new rules for working with fractions. | | | | |
| 7.5 | Use previously learned skills to solve decimal problems. | | | | |
| 7.6 | Solve problems utilizing percents. | | | | |
| 7.7 | Write a percent as a decimal or fraction and find the percent of a specific number. | | | | |
| 7.8 | Identify units of measurement and their equivalents. | | | | |

Figure 1 continued

| | | | | |
|--|--|--|--|--|
| 7.9 Solve problems utilizing measurements. | | | | |
| 8.0 Identify five science GED units. | | | | |
| 8.1 Identify living things associated with biology. | | | | |
| 8.2 Identify causes of earthquakes, volcanoes, hurricanes, and the ocean as they apply to Earth Science. | | | | |
| 8.3 Identify different chemical changes and different states of matter. | | | | |
| 8.4 Identify the aspects of gravity and how it causes the tides of our oceans. | | | | |
| 8.5 Identify how sound travels and identify the characteristics of light. | | | | |
| 9.0 Define six social studies GED units. | | | | |
| 9.1 Identify continents, seas, and major areas of the earth's surface. | | | | |
| 9.2 Identify events of history. | | | | |
| 9.3 Determine social conditions and trade between nations. | | | | |
| 9.4 Understand how federal, state, and local governments work. | | | | |
| 9.5 Understand how products and services are produced, used, and how they are paid for. | | | | |
| 9.6 Understand the three main branches of behavioral science: sociology, psychology, and anthropology. | | | | |
| 10.0 Identify five writing skills GED units. | | | | |
| 10.1 Use capitalization rules correctly. | | | | |
| 10.2 Identify the types of punctuation marks and how they are used. | | | | |
| 10.3 Define nouns, pronouns, and adjectives and use them correctly in a sentence. | | | | |
| 10.4 Use spelling rules correctly. | | | | |
| 10.5 Use a dictionary to check for accuracy of spelling. | | | | |

This is to certify that _____ of _____
has successfully mastered the competencies for Employment Plus.

Student

Date

Teacher-Coordinator

Date

WORK ETHICS OF EMPLOYMENT PLUS STUDENTS

Work ethics are the traits students must achieve while successfully being employed. The Employment Plus teacher instructs on some of these traits. The curriculum is developed to promote necessary work ethics/traits. Job performance is the most obvious of the necessary traits. The employer has a right to expect a certain level and quality of performance from the employee. The student must have the same if not better productivity as other employees. Employers expect employees to complete a certain amount of work in a given time frame. The quality of work is a direct reflection on the success or failure of the student. The student must exhibit good judgment. The student must use critical thinking skills when making decisions that will affect the business, without running to the boss. At all times, the student must be safety conscious. The student is expected to follow all safety rules in which they have been trained. The most basic of requirements is attendance and punctuality. Students are expected to be on time and on a regular basis at their employment. Employers expect cooperation from the students. Getting along with others and following orders is critical. Accepting criticism from their staff/supervisor and showing interest and enthusiasm in their job is encouraged. Students must show that they enjoy what they are doing without complaints. Refusal to lie, steal or mislead in anyway is strongly emphasized. Loyalty is a quality in which students must be devoted to their company. While instructing the necessary work ethics/traits for success in business, students can learn from work ethic failures.

There are ten major reasons young entry-level workers end up being terminated

and not being promoted on the job (Takahashi, 2000). The ten major reasons are “1. Employees are constantly absent from work too frequently or for questionable reasons, 2. Has to be supervised too much of the time, 3. Takes no initiative when something needs to be done, 4. Not very observant; fails to recognize errors or problems, 5. Does not listen well, 6. Arrives late or leaves early, 7. Does not consider the consequences of decisions or actions, 8. Too much socializing with other workers or visitors (friends), 9. Cannot accept suggestions or criticism, 10. Does not seem to care about doing a job well” (Takahashi, 2000).

Usually, students who are in the Employment Plus Program are entering the work force for the first time. Therefore, they have not established any type of work ethics. If they have been employed previously, most have not established work ethics needed to survive in today’s world of work. The students have entered the program as a last effort to achieve some success from the public school system. Part of the student’s desire to enter the program is to develop the necessary work ethics and traits to be successful. It is the job of the Employment Plus teacher to instruct the students of the importance of good work ethics.

Based on studies of special needs students, they are likely to encounter difficulty in educational or employment settings because of various disabilities including social, economic and academic disabilities. It is important to prepare students for the complex task of ethical decision making (Smith, 2000, p. 6).

INDIVIDUAL TRAINING PLAN AND EVALUATION

Students enrolled in the Employment Plus Program must meet the work

requirements of their employers. The requirements are to be employed and work the minimum of 360 hours per school year. The individual training plan and evaluation is reviewed and explained with the student prior to the student beginning work. The students are informed that the evaluation will represent fifty percent of their class grade. The evaluation form is filled out each nine weeks by the employer.

The teacher-coordinator meets with employers of each of the students to determine their success on the job. The employer completes an evaluation form on various work traits that are essential to the student's job success. The evaluation form is used city wide in Chesapeake, Virginia (See Figure 2). The employers rate the students using a scale of Excellent, Above Average, Average, and Below Average. Students are counseled using the evaluation form to help them develop better work ethics. The evaluation form is an important tool in helping students develop better work ethics. It gives them immediate feedback on their job performance. It gives the employers a chance to stress needed work ethics to the student.

Based on previous evaluation results, it is evident that students are having below average scores on work ethics. The Employment Plus Program needs to be revised to allow for more training on work ethics.

SUMMARY

This chapter explored the Employment Plus Program. It included the history of the Employment Plus Program, goals of the program, requirements for entry and completion, Employment Plus curriculum, work ethics of the Employment Plus student, and the evaluation of the Employment Plus students on the job. Chapter III will include the methods and procedures that will be used to assist in the collection of data. It will include the employer's survey of the student's work ethic from Deep Creek High School. The data will be collected for future analysis.

CHAPTER III

METHODS AND PROCEDURES

The purpose of Chapter III, Methods and Procedures, was to outline and discuss the population studied, the instrument used, the procedures used to collect data, the statistical analysis used, and the summary. This information should assist the reader in understanding how the data for the research was collected and analyzed.

POPULATION

The population for this study consisted of Deep Creek High School Employment Plus employers. The population included Employment Plus students enrolled during the school year 2000-2001. In order to be considered an enrolled student, they must be enrolled at least six months and be employed by an approved training station. The population was composed of 11 students, the entire class.

INSTRUMENT DESIGN

The instrument used in this study was a survey given to the employers. The survey contained closed-ended questions on work ethics. Open-ended questions were also listed to encourage employers to offer their suggestions on improving student's work ethics. Appendix A includes the survey.

DATA COLLECTION PROCEDURES

The Employment Plus Program employers were contacted in person. The employers received a cover letter explaining the purpose of the survey, as well as the actual survey to complete. Appendix B includes the cover letter. The survey was administered on May 15, 2001. Once all surveys of the Employment Plus student's employers have been completed and analyzed, the information will be used for future curriculum revisions.

STATISTICAL ANALYSIS

Each of the Employment Plus surveys will be tabulated based on the frequency of responses for questions 1 through 10. The frequencies and means of responses will be calculated. This information will be used to make suggestions for curriculum improvement.

SUMMARY

This chapter discussed and outlined the methods and procedures used to complete the study. Chapter III included the population, instrument design, the procedures used to collect data, the statistical analysis used, and the summary. The data collected from the surveys will be presented in Chapter IV, entitled Findings.

CHAPTER IV

FINDINGS

The purpose of this chapter is to report the findings of the research study. The purpose of this study was to determine how employers view the work ethics of the Employment Plus students from Deep Creek High School.

The method of collecting data for this study was by means of a survey. The survey included two areas: 1. Work ethics of the Employment Plus student, and 2. Open-ended questions for employer's comments. The survey was administered to 11 Employment Plus student's employers from the class of 2000/2001.

REPORT OF THE FINDINGS

Table I indicates the number and percentage of surveys sent to the employers. A total of 11 surveys were sent to the employers and 11 surveys were completed and returned. The percentage of surveys returned was 100 percent.

TABLE 1

| SURVEY COLLECTION | |
|---------------------|-------|
| | Total |
| Surveys Distributed | 11 |
| Surveys Returned | 11 |
| Not Returned | 0 |
| Percentage Returned | 100% |

Table 2 refers to Question 1 on the survey, “The job skill or attitude of the student is adequate for the task performed”. Thirty-six percent of the employers agreed, 36% disagree, and 28% of the employers strongly disagree. The mean of Question 1 was 2.45 indicating disagree.

TABLE 2

The job skill or attitude of the student is adequate for the task performed.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 4 | 36% |
| Uncertain | 0 | 0% |
| Disagree | 4 | 36% |
| Strongly Disagree | 3 | 28% |
| Total | 11 | 100% |

Table 3 reflects the responses given by the employers for Question 2, “Students productivity exhibits good judgment”. Twenty-seven percent agreed with this statement, 9% of the employers were uncertain, 55% of the employers surveyed indicated they strongly disagree, and 9% strongly disagree. The mean of Question 2 was 2.54 indicating disagree.

TABLE 3

Student's productivity is acceptable.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 3 | 27% |
| Uncertain | 1 | 9% |
| Disagree | 6 | 55% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Table 4, refers to Question 3, "Students exhibits good judgment". Eighteen percent of the employers agreed, 36% were uncertain, 46% disagree that students exhibited good judgment at their work place. The mean of Question 3 was 2.72 indicating uncertain.

TABLE 4

Student exhibits good judgment.

| | N=11 | Percent of Response |
|-------------------|------|---------------------|
| Strongly Agree | 0 | 0% |
| Agree | 2 | 18% |
| Uncertain | 4 | 36% |
| Disagree | 5 | 46% |
| Strongly Disagree | 0 | 0% |
| Total | 11 | 100% |

Table 5 responds to Question 4 on the survey, “At all times student practice safety rules”. Fifty-five percent of the employers agree, 36% disagree, and 9% strongly disagree that students practiced safety rules at all times. The mean for Question 4 was 3.0 indicating uncertain.

TABLE 5

At all times student practices safety rules.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 6 | 55% |
| Uncertain | 0 | 0% |
| Disagree | 4 | 36% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Table 6 conveys the responses given by the employers for Question 5, “Attendance is acceptable”. Fifty-five percent of employers agree that student attendance is acceptable per company regulations, 36% disagree that students attendance was acceptable, and 9% strongly disagree that student’s attendance is acceptable. The mean of Question 5 was 3.0 indicating uncertain.

TABLE 6

Attendance is acceptable.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 6 | 55% |
| Uncertain | 0 | 0% |
| Disagree | 4 | 36% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Table 7 refers to Question 6, “Student is always cooperative with employer/ employees”. Twenty-seven percent of employers agree, 9% were uncertain, and 64% disagree with this question. The mean of Question 6 was 2.63 indicating uncertain.

TABLE 7

Student is always cooperative with employers/employees.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 3 | 27% |
| Uncertain | 1 | 9% |
| Disagree | 7 | 64% |
| Strongly Disagree | 0 | 0% |
| Total | 11 | 100% |

Table 8 reflects the responses given by the employers for Question 7, “Student is enthusiastic on the job”. Eighteen percent agreed, 18% were uncertain, 55% disagreed, and 9% strongly disagreed that students were excited about working. The mean of Question 7 was 2.45 indicating disagree.

TABLE 8

Student is enthusiastic on the job.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 2 | 18% |
| Uncertain | 2 | 18% |
| Disagree | 6 | 55% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Table 9 responds to Question 8, “Student demonstrates honesty”. Seventy-three percent agreed and 27% disagreed that students show and demonstrates honesty at the work place. The mean for Question 8 was 3.45 indicating uncertain.

TABLE 9

Student demonstrates honesty.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 8 | 73% |
| Uncertain | 0 | 0% |
| Disagree | 3 | 27% |
| Strongly Disagree | 0 | 0% |
| Total | 11 | 100% |

Table 10 refers to Question 9 on the survey, “ Student displays loyalty to the company”. Eighteen percent of the employers agreed, 9% were uncertain about student loyalty to the company, 64% disagreed, and 9% strongly disagreed. The mean for Question 9 was 2.36 indicating disagree.

TABLE 10

Student displays loyalty to the company.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 2 | 18% |
| Uncertain | 1 | 9% |
| Disagree | 7 | 64% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Table 11 reflects the responses given by the employers for Question 10, “ The quality of students’ work is suitable”. Forty-six percent agreed, 18% were uncertain, 27% disagreed, and 9% strongly disagreed that student’s work is suitable on their job. The mean for Question 10 was 3.0 indicating uncertain.

TABLE 11

The quality of students’ work is suitable.

| | N=11 | Percentage of Response |
|-------------------|------|------------------------|
| Strongly Agree | 0 | 0% |
| Agree | 5 | 46% |
| Uncertain | 2 | 18% |
| Disagree | 3 | 27% |
| Strongly Disagree | 1 | 9% |
| Total | 11 | 100% |

Two open-ended questions for employers to comment were also included on the survey. The first question asked the employers, “ Do you have any suggestions for improving the work ethics of the Employmnet Plus students?” Eight out of 11 employers responded to this question. Employers’ responses included: “Special classes in this field may help out with students work ethics on the job,” “ Classes that emphasizes the concepts of thinking before you act or speak,” “More training on

work ethics,” “Students need to have classes which explain the importance of being friendly and courteous,” “Classes to reinforce the value of hard work,” “On the job seminars discussing and demonstrating appropriate work ethics,” “The students need to understand the equation: good hard work equals, paycheck not simply just show up equals, paycheck,” and Employment Plus Program needs to stick to the rules, if student is fired the first time, they need to be withdrawn form the program.”

The second question asked the employers “Based on the work ethic displayed by those enrolled in Employment Plus, would you hire future students from this program?”

Table 12 refers to the survey responses indicated by seven employers which represents 64% that they would hire future students and four employers which represents 36% would not hire future Employment Plus students. The mean for open-ended Question 2 was 3.54 indicating agreed.

TABLE 12

Based on the work ethic displayed by those enrolled in Employment Plus,
would you hire future students from this program?

| | N=11 | Percentage of Response |
|-------|------|------------------------|
| YES | 7 | 64% |
| NO | 4 | 36% |
| Total | 11 | 100% |

SUMMARY

This chapter reported the results of the survey of 11 Employment Plus student's employers. The information will be analyzed in the following chapter. A summary of the study will be provided and conclusions and recommendations will also be made in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of Chapter V, Summary, Conclusion and Recommendations, was to summarize this study and draw conclusions made in relation to the research goals stated. Recommendations were made as a result of the findings.

SUMMARY

The problem of this study was to determine how employers view the work ethics of the Employment Plus students of Deep Creek High School. More specifically, the purpose was to answer:

1. What are employer's views of Employment Plus student's work ethics?
2. What changes are recommended for the Employment Plus curriculum at Deep Creek High School to better address the work ethics expected by employers.

The study was designed to determine if the Employment Plus curriculum needs to focus more on the development of work ethics for the students. This information will help to determine what areas in the Employment Plus program are working and which ones need to be re-evaluated and possibly improved.

There were two areas that limited the results of this study. They were the employers of students who were in the Employment Plus Program and data only covered the 2000-2001 academic year in the Employment Plus Program.

Surveys were distributed to 11 Employment Plus student's employers. The survey contained ten closed-ended questions and two open-ended questions. The surveys were delivered to the employers and then collected by the researcher and the data were tabulated. One-hundred percent of the surveys were returned and then tabulated for results.

CONCLUSIONS

Conclusions can be made from the survey results in relations to the following research goals:

1. **What are employer's views of Employment Plus student's work ethics?**

Survey results showed that 64% of the employers disagree that student's job skills and attitudes were adequate for the tasks performed on their job. In addition, more than 50% of the employers disagreed that student's productivity was acceptable. In addition, over 80% of the employers disagreed that Employment Plus students exhibited good judgment at the workplace. Survey results showed that 64% of the employers disagreed that students were always cooperative with their employer and employees and 64% of the employers disagreed that the students were enthusiastic on their job. Furthermore, the survey results indicated that 73% of the employers disagree that students displayed loyalty to the company.

Fifty-five percent of employers agreed that students' practiced safety rule that were required procedures the student's must follow. Survey results showed that 55% agreed that student's attendance was acceptable. However, 36% of the employers disagreed that student's attendance was acceptable. This would include being tardy to

work. Furthermore, 73% of the employers agreed that students demonstrated honesty, which includes telling the truth and being trustworthy. Forty-six percent of the employers agreed and 18% were uncertain that the quality of students' work was acceptable.

2. What changes are recommended for the Employment Plus curriculum at Deep Creek High School to better address the work ethics expected by employers.

Recommendations can be found in the following section.

RECOMMENDATIONS

Based on the results and conclusions of this study, the researcher suggests the following recommendations:

1. Changes in the Employment Plus curriculum need to be made in teaching attitudes, productivity, judgments, cooperation with employers and employees, enthusiasm on the job, and loyalty to the company. Role playing exercises would be an improved training method for students. Comparisons would be made between positive attitudes and negative attitudes. Students would simulate their work environment, concentrating on employers to employees communication skills.

2. Student's work ethics need to be monitoring more closely and have more individual meetings with their employers. Coordinators would make a bi-weekly visit to the student's employers. A discussion would take place between the student, employer and coordinator acting as the mediator.

3. Special seminars on work ethics should be implemented into the school curriculum to better prepare the student for work. A semester course would be required to develop positive work ethics. They would contain materials gathered from the community employers. This would ensure the employees receive the current information for their employment region.

4. Work ethics materials (textbooks, etc.) should be up to date and more specific in nature.

5. Teacher's need to attend seminars discussing and demonstrating appropriate work ethics. The Chesapeake Public School System would be responsible for implementing the seminars. The seminars would be mandatory for all Employment Plus Coordinators. The seminars would take place during the extended coordinator's summer schedule. Local employers would be guest speakers at the seminars. The content would be directed towards improving students' work ethics.

6. In conclusion, this study to determine how employers view the work ethics of the Employment Plus students from Deep Creek High School, recommends that further studies on Employment Plus student's work ethics be done by surveying student's employers. During the summer, additional evaluation of student's work ethics would be performed. All local Chesapeake Public High Schools would participate in this additional study. Furthermore, it is recommended that the findings of this study be presented to the supervisor of the special needs programs, City of Chesapeake Public Schools, in order to assist in curriculum development and also, meet the needs of the students and the employers in the City of Chesapeake.

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APPENDICES

APPENDIX A – Employment Plus Employer Survey

APPENDIX B – Letter Requesting Assistance with the Survey

Appendix A

DEEP CREEK HIGH SCHOOL EMPLOYMENT PLUS, EMPLOYER SURVEY

Directions: Circle the appropriate response. Please complete questions at the end of survey. Thank you.

(5) Strongly Agree (4) Agree (3) Uncertain (2) Disagree (1) Strongly Disagree

- | | | |
|-----|--|---------------------|
| 1. | The job skill or attitude of the student is adequate for the task performed. | (5) (4) (3) (2) (1) |
| 2. | Students' productivity is acceptable. | (5) (4) (3) (2) (1) |
| 3. | The student exhibits good judgment. | (5) (4) (3) (2) (1) |
| 4. | At all times student practices safety rules. | (5) (4) (3) (2) (1) |
| 5. | Attendance is acceptable. | (5) (4) (3) (2) (1) |
| 6. | The student is always cooperative with employer/employee. | (5) (4) (3) (2) (1) |
| 7. | The student is enthusiastic on the job. | (5) (4) (3) (2) (1) |
| 8. | The student demonstrates honesty. | (5) (4) (3) (2) (1) |
| 9. | The student displays loyalty to the company. | (5) (4) (3) (2) (1) |
| 10. | The quality of student's work is suitable. | (5) (4) (3) (2) (1) |

Do you have any suggestions on improving the work ethic of the Employment Plus student?

Based on the work ethics displayed by this Employment Plus student, would you hire future students from this program?

Appendix B

Dear Mr./Ms.:

The Deep Creek High School Employment Plus program is conducting a follow-up study on the performance of Employment Plus students. The purpose of this study is to determine if the students developed the necessary work ethics to succeed on the job and to better serve your business.

The Employment Plus study will assist the Employment Plus teachers in the City of Chesapeake with updating their curriculum to meet the needs of employers related to students' work ethics. Your participation in this study is vital to the success of our Employment Plus Program. Your response to the survey questions will be kept anonymous.

Thank you for your time and effort in completing this survey. If you have questions that need clarified, I can be reached at 494-7520.

Sincerely,

R. John Barbarise
Employment Plus Teacher
Deep Creek High School
(757) 494-7520