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Factors related to the work attitudes of diploma program students at Universiti Pertanian Malaysia

Kasa, Zakaria Bin, Ph.D.
The Ohio State University, 1993
FACTORS RELATED TO THE WORK ATTITUDES OF DIPLOMA PROGRAM
STUDENTS AT UNIVERSITI PERTANIAN MALAYSIA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the
Degree Doctor of Philosophy in the Graduate School of The
Ohio State University

By
Zakaria Bin Kasa, B.S., M.S.

*****

The Ohio State University
1993

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ACKNOWLEDGEMENTS

The author would like to express his sincere appreciation to the following individuals and organizations for their support and assistance during the conduct of this study:

To Dr. J. David McCracken, who is my major adviser, for providing the immeasurable personal and professional guidance throughout my doctoral program.

To Dr. Larry E. Miller and Dr. Rosemarie Rossetti, who were the author's dissertation committee members, for their help, guidance, and contributions during the conduct of the study.

To Panel of experts who spent their time reviewing the research instruments: Dr. Abdul Fatah Hj. Abdul Malek, Dr. Ramlah Hamzah, Dr. Hapsah Nawawi, Dr. Mohd. Ibrahim Nazri, Dr. Mohd. Zain Hj. Ali, and Mr. Zakaria Abdul Rahman.

To the Department of Public Service, Malaysia and Universiti Pertanian Malaysia, for sponsoring my study at The Ohio State University.

To Dr. Jamie M. Cano, Dr. Howard J. Klein, and Dr. Janet L. Henderson, for their services on the author's graduate committee.

To my wife, Shawiroh, and children, Nurul, Fadhli, Fauzi, and Faiz, and our family members in Malaysia, for their patience and encouragement throughout my study at The Ohio State University.
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ABSTRACT

FACTORS RELATED TO THE WORK ATTITUDES OF DIPLOMA PROGRAM STUDENTS AT UNIVERSITI PERTANIAN MALAYSIA

By
Zakaria Bin Kasa, Ph.D

The Ohio State University, 1993
Professor Dr. J. David McCracken, Adviser

Employers are looking for employees who have not only the technical knowledge and skills but also positive work attitudes. Students exiting from any training program, therefore, should have positive work attitudes in order to be successful in the workplace. The researcher determined the factors associated with work attitudes of diploma program students at Universiti Pertanian Malaysia. It was hypothesized that the following categories of independent variables would correlate with student work attitude: demographic variables (age, race, work experience, family background, program area, home residence, and religion), motivational factors (educational aspirations, occupational aspirations, reason for entering the program, and religiosity), and student perception of parental work values.
Cluster random sampling was used to select the sample for the study. The sample consisted of 686 diploma program students at Universiti Pertanian Malaysia. The researcher distributed questionnaires to respondents during their class sessions.

The findings of the study showed that none of the demographic variables had significant relationships with work attitude. Two of the motivational factors (reason for entering the program and religiosity) were related to work attitude. Student perception of parental work values was moderately correlated with work attitude.

Three independent variables (reason for entering the program, religiosity, and student perception of parental work values) were further analyzed to determine the semi-partial multiple regression coefficients. It was found that reason for entering the program did not account for a significant unique proportion of the variance in work attitude. The other two variables, religiosity and student perception of parental work values, accounted for a significant unique proportion of the variance in work attitude. These two variables were used in the stepwise multiple regression analysis. It was found that the two variables were the best predictors of the work attitude of diploma students at Universiti Pertanian Malaysia.
CHAPTER I

INTRODUCTION

Employers have been very serious about desiring that their employees show positive work attitudes. Kraska (1990) stated that it was generally true that employers looked for employees who showed positive attitudes toward work and other employees in the workplace. Hulsart and Bauman (1983), in their survey of managers, supervisors, and employers, found that work-related social skills and habits were the most important entry-level skills sought in employees. McPartland, Dawkins, and Braddock (1986) stated that employers ranked dependability and proper attitudes as the most important qualities that they looked for in new workers. They also stated that finding workers with positive social skills and habits was often more difficult than finding those with academic skills. In addition, Crains (1984) reported that employers were concerned with the dependability and proper attitudes of high school graduates more than with grades or overall quality of the high school.

Poor work attitudes could affect employees performance in their jobs. For example, Beach (1981) reported that 87% of terminations and refusals to promote employees were due to
poor attitudes of the workers as reflected in their habits and behaviors. Further, Oinonen (1984) stated that employers and employees had unanimously agreed that poor work attitude was the major reason that graduates or dropouts lose their jobs. Also, Copa (1981) indicated that the poor attitude toward work was one of the primary reasons that caused unemployment among youth.

A positive work attitude has been very important for an employee to succeed in a job. Feirer (1976) believed that employers in business and industry needed employees who were pleasant, punctual, honest, reliable, and dedicated. Because of that, instructors should teach students not only the technical skills but also the attitudes and behaviors that would make a smooth transition from training institutions to work. In terms of approved behavior in the work place, Kazanas (1978) defined it as "...positive effective work competencies, which includes the components of work attitudes, values, and habits" (p.72). Cherrington (1980) stated these desired characteristics could be taught by explaining to students, ".....the value of work, the dignity of labor, and the joy of service" (p. 181).

Work attitudes were sometimes equated to the goals that motivated people to work and nurtured job satisfaction. For example, Montague (1986) stated that attitudes toward work were the best predictor of overall job satisfaction; and positive work attitudes were associated with positive
attitudes toward decision making. Further, McFarlane (1985) pointed out that work attitudes accounted for the unique variance in intentions to attend work, and also work attitudes were important in determining intentions to perform well.

No educational program can be effective if students possess a negative work attitude when they complete the program and attempt to enter the work force. Wall (1966) said that any country's economic progress was based on formal educational achieved, degree of skilled training, attitude toward work and change, and aspirations of its people. Wenrich and Wenrich (1974) suggested that employers should accept employees, not only those who possessed appropriate knowledge and skills, but also appropriate work attitudes. They also suggested that educational programs should be made aware of whether students were meeting the expectations of employers. Further, Berryman (1987) suggested that the next wave of educational reform should consider the teaching of world-of-work values and attitudes such as cooperation and team effort to students.

Many of the above studies have been conducted in the United States of America. Not many, if any, of similar studies have been done in the third world countries. If such studies were conducted in these countries, cross-cultural differences and similarities in work attitudes among various races and cultures could be made. This study is an attempt to carry out such studies in Malaysia. The subjects of this study will be
diploma program students at Universiti Pertanian Malaysia.

**Background Information**

Malaysia has a total land area of approximately 128,570 square miles. It is situated in the Southeast Asian region. This land area encompasses two distinct geographical areas: Peninsular Malaysia (also known as West Malaysia), and the states of Sabah and Sarawak (also known as East Malaysia). The two areas are separated by 400 miles of the South China Sea.

Malaysia has a total population of about 18 million people. About 83% of the population reside in West Malaysia, while approximately 8% are in Sabah and 9% in Sarawak. The Malays make up the largest ethnic group (48% of the population), followed by the Chinese (31%), the indigenous ethnic groups (12%), the Indians (8%), and others (1%). Within Peninsular Malaysia, ethnicity differs significantly between urban and rural areas with 73% of the Malays residing in rural areas, compared with 41% of the Chinese, and 55% of the Indians.

**Universiti Pertanian Malaysia**

Universiti Pertanian Malaysia is one of seven universities in Malaysia. The other six universities include: Universiti Malaya, Universiti Kebangsaan Malaysia, Universiti Islam Antarabangsa, Universiti Sains Malaysia, Universiti Teknologi Malaysia, and Universiti Utara Malaysia. Each
university is part and parcel of an integrated higher education system in Malaysia. Thus, in most cases the academic programs offered by one university do not compete with those already offered by another.

Universiti Pertanian Malaysia was established in 1971 as a result of the merging of the College of Agriculture, Malaya and the Faculty of Agriculture, Universiti Malaya. At the initial stage, the university had three foundation faculties that included the Faculty of Agriculture, Faculty of Forestry, and Faculty of Veterinary Medicine. These faculties offered the following programs: Bachelor of Agricultural Science, Bachelor of Science (Forestry), Doctor of Veterinary Medicine, Diploma in Agriculture, Diploma in Home Technology, Diploma in Animal Health and Production, Diploma in Science with Education, and Preliminary Program.

Prior to the establishment of Universiti Pertanian Malaysia, the College of Agriculture, Malaya, offered the diploma courses, and the Faculty of Agriculture, Universiti Malaya, offered the degree courses. As the result of the merging of the two institutions to form Universiti Pertanian Malaysia, the Council of the College of Agriculture, Malaya was dissolved and its function and properties were transferred to the new university, and the degree program at the Faculty of Agriculture, Universiti Malaya were gradually phased out.

Presently the university has ten faculties and three centers, and these include: Faculty of Economics and
Management, Faculty of Veterinary Medicine and Animal Science, Faculty of Engineering, Faculty of Educational Studies, Faculty of Forestry, Faculty of Fisheries and Marine Science, Faculty of Agriculture, Faculty of Science and Environmental Studies, Faculty of Food Science and Biotechnology, Faculty of Human Ecology, Center for Extension and Continuing Education, Computer Center, and Islamic Center. These faculties and centers offered 24 Bachelor programs, eight diploma programs, two matriculation programs, one pre-diploma program, and several graduate study programs at the Master's and Ph.D levels. The total number of students is about 9,000.

The university has three campuses. The main campus is located in Serdang, and the other two branch campuses are located in Kuala Trergganu, and Bintulu, Sarawak.

The objectives of the university are (UPM Calendar 1991/92, p. 42):

(1) To prepare well-trained personnel for the country's needs at the two levels:

   (a) At the degree level, to train pioneers, leaders, managers, and other professionals in all aspects of agricultural industry defined in its broadest sense.

   (b) At the diploma level, to train competent and practical personnel at the semi-professional level to carry out all activities related to agriculture.

(2) To play a major role in basic and applied research in all aspects of agriculture for further development of agricultural activities in keeping with the aspirations of the country.

(3) To serve society through extension and other service-oriented activities by disseminating new ideas and
problems faced by farmers to the university for solutions so that agriculture can attain its appropriate position in the structure of national economy.

**Statement Of The Problem**

Young people often have work attitudes different from the previous generation. They have been more concerned with the intrinsic aspects of work as opposed to their parents whose concerns were primarily on salary and job security (Monsen and Saxberg, 1977). Also, many people tend to agree that students exiting from a training program should possess positive work attitudes if they want to succeed. Little research exists that provides a comprehensive understanding of the antecedents of work attitudes, especially in the Malaysian context. Therefore, the aim of this study was to determine the factors related to the work attitudes of students enrolled in diploma programs at Universiti Pertanian Malaysia.

**Need For The Study**

Students enrolling in any educational and training program are normally expected to enter the jobs for which they have been trained. Therefore, they should be made aware of the importance of work attitudes for entering the world of work.

This study was designed to gather information about the work attitudes of students enrolled in diploma programs at Universiti Pertanian Malaysia. Very little research was found about these students, and no information was found showing
that a formal study had been conducted to determine their work attitudes. Such a study is needed because the more students know about themselves, the better they will be able to find jobs and educational programs that will be consistent with their vocational interest and attitudes. As Alvi (1980) stated, "Work values and attitudes are central to the understanding of vocational behavior, and they exercise a lasting influence on an individual's career development" (p.67).

This study was also an attempt to provide an understanding of the relationships among work attitudes and student characteristics. The findings might assist administrators, educators, and counselors in examining the relationships among student characteristics and work attitudes, and also in designing appropriate guidance programs to meet student needs. The knowledge resulting from this study could be related to career behavior, career development, and career choice. This knowledge would benefit the establishment and improvement of current career counseling programs, recruitment programs, and career planning for students who will enroll in the various diploma programs at Universiti Pertanian Malaysia. In addition, the results of the study might provide needs assessment information that could be used to see if more emphasis should be given on work attitude or work value development in the diploma program curricula and related activities.
Many studies on work attitudes have been done in the United States and other developed countries. Not many of similar studies have been conducted in developing countries, like Malaysia, to determine the differences and similarities in the outcomes. A study to determine the work attitudes of Malaysian students needs to be conducted. The results of the study would add to the knowledge base regarding the work attitudes of students across cultures, and also could validate the theory of work attitude.

**Purpose Of The Study**

The purpose of the study was to determine the work attitudes of students enrolling in diploma programs at Universiti Pertanian Malaysia. To accomplish this purpose, answers were sought to the following research questions:

1. What are the work attitudes of the students enrolled in diploma programs at Universiti Pertanian Malaysia?
2. What are the relationships between student demographic variables and work attitudes?
3. What are the relationships between motivational factors and work attitudes?
4. What is the relationship between student perception of parental work values and work attitudes?
5. What combination of factors best predicts work attitudes?
Definition Of Terms

Diploma Program

The diploma programs are of three year duration. They are at the post secondary level but below the baccalaureate level. The diploma programs offered by Universiti Pertanian Malaysia include: Diploma in Agriculture, Diploma in Human Development, Diploma in Agricultural Engineering, Diploma in Fisheries, Diploma in Computer Science, Diploma in Forestry, Diploma in Agribusiness, and Diploma in Animal Health and Production.

Work Attitude

Curry (1976) defined work attitudes as, "A basic predisposition or a basic way in which an individual is ready to experience a situation, and operationally defined as scores on the Work Attitude Scale" (p.17).

Negative Work Attitude

Attitudes that will have a negative effect on the individual's employability, and operationally defined as attitude statements that are rated as negative in the Work Attitude Scale.

Positive Work Attitudes

Attitudes that will have a positive effect on the individual's employability, and operationally defined as attitude statements that are rated as positive in the Work
Religiosity

Religiosity is defined (1) as relating to or manifesting faithful devotion to an acknowledged ultimate reality or deity, (2) of, relating to, devoted to religious beliefs or observances, (3) scrupulously and conscientiously faithful (Webster, 1980, p.969). In this study, religiosity is operationally defined as measurable attitudes that reflect religiosity or intensity of religious beliefs. Respondents with high scores on religiosity scale indicate that religion is a very important part of their life. On the other hand, if their scores are low, they indicate that religion is not a very important part of their life.

Occupational Aspirations

The prestige level of occupation that respondents would like to be doing in the future or after graduating from the program.

Educational Aspirations

The highest level of education that respondents want to attain.
Work Experience

The working experiences in the public or private agencies that respondents have had while enrolled in the program, excluding experiences which are related to course work and in helping their parent work.

Delimitation Of The Study

This study was limited to diploma programs offered by Universiti Pertanian Malaysia at its Serdang campus. The study did not include similar programs offered by the other universities or training institutions in the country. Also the study did not include diploma programs offered by Universiti Pertanian Malaysia at its branch campuses. This study only focused on students enrolled in diploma programs at Universiti Pertanian Malaysia during the 1992/93 school year.

The findings of this study were limited in generalizability to the stated participating institution. The data collected for analysis, and information resulting from such analysis was accurate only to the extent that the respondents' answers were accurate and honest.

Summary

Possessing a positive work attitude has been very important for students to become successful employees when exiting from the training programs. Many employers seemed to desire employees with positive work attitudes. Therefore,
students enrolling in any educational program should be prepared not only with technical skills, but they also should possess positive work attitudes so that they can become successful employees in their jobs.
CHAPTER II

REVIEW OF LITERATURE

The review of literature related to this study is divided into three sections that include the following: (1) work attitude and job success, (2) the concept of work attitude, work value, and work ethic, and (3) the factors that influence work attitude and work value.

Work Attitude And Job Success

Work has been a necessary and important part of life. Everyone has been expected to work and to provide for his or her support despite wealth or social status. In recent years, the values relating to work have been changing. Many jobs performed today did not exist ten years ago. Cherrington (1980) stated that many of these changes undoubtedly influenced the meaning of work.

The change in attitudes of young people toward work have made employers more concerned about the attitudes of their potential workers. This change has had a dramatic impact on the meaning of work and the quality of life. The change also has had an enormous impact on organizations and their ability to service and function effectively.
A positive attitude toward work has been one of the most important factors that has influenced the success of business and industry. Prosser and Allen (1925) discussed this influence and said, "...human attitudes toward employment are and will remain the dominant factor in economic production" (p. 56). Further, Beach, Kazanas, and Smith (1982) stated that, "Effective work competencies (the socio-psychological characteristics such as work values, habits, and attitudes) have become primary considerations for workers at all stages of their employment: entering the job market, sustaining employment and gaining job promotions" (p. 27).

Regarding the type of employees that employers were looking for, Dean (1981) stated that universally, employers were calling for employees who possessed basic skills. These skills included: (a) the use of good English and good mathematical skills, (b) the ability to communicate and translate data to and from consumers, (c) the establishment of productive work values, (d) the ability to work effectively with others, and (e) a knowledge of the basic structure of industry and commerce. Further, Buck and Barrick (1987) listed eight key factors to employability which included: (a) personal values, (b) problem-solving and decision-making skills, (c) relations with other people, (d) communication skills, (e) task-related skills, (f) maturity, (g) health and safety habits, and (h) commitment to the job. Buck and Barrick also stated that these key factors could be taught and that
the mastery of one of these values would lead to other positive changes in student behavior. Further, Fitzgerald (1985) indicated that employers ranked positive attitude, dependability, and communication skills as the most important worker attributes, even ahead of basic skills.

Lankard (1990) reported that many employers believed employability skills were of primary importance, and, in the changing nature of the employment scenario, employers demanded creative, flexible workers who had a broad range of interpersonal skills. Lankard categorized the employability skills into two groups. The first group consisted of individual competence, personal reliability skills, economic adaptability skills, and group and organizational effectiveness skills. The second group included presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. Further, Lankard suggested that these employability skills should be integrated with academic and vocational skills in order to produce a better result.

Positive work attitudes could be learned, and the learning of positive work attitudes should be a cooperative effort between student, teacher, administrator, and business and industry. Cherrington (1980) stated that the development of positive work attitudes and productive work behaviors had depended very heavily on the development of self-discipline,
self control, and personal initiative. These characteristics were determined generally by socialization processes during youth.

Even though work attitudes have been considered important and should be learned, a difference of opinion regarding the importance of work attitudes in the world of work exists between the faculty of a higher education institution and practitioners in the field. In a study on the faculty of a university and practitioners in the field of architecture, Hensen (1991), found that 100% of the faculty in a forced choice response chose "knowledge of field" as the most important competence category. On the other hand, he found that less than 25% of the practicing architects interviewed felt the same. Hensen also found that "job skills", "interpersonal skills" and "work attitudes" were not important in the opinion of faculty. The practitioners, on the other hand, felt quite strongly that "work attitude" (40%), "job skills" (25%), and "interpersonal skills" (5%) were what counted.

The Concepts Of Work Attitude, Work Value, And Work Ethic

This section focuses on the concepts of work attitude, work value, and work ethic. The review of the literature is concentrated on the meanings of and the differences between these three concepts.
Over the years, much has been written about work attitudes. Despite many studies, the concept of work attitudes has been described more than defined. Martin and Briggs (1986) regarded the literature on work attitudes as, "...vast and diffuse, and the concept of attitudes is confusing due to variations in both terminology and definitions." (p. 99). They defined attitudes as "...internal states that influence behavior. We can infer these states from actions and words" (p. 101). In other words, Martin and Briggs (1986), considered attitudes as what a person felt, and behaviors were the way a person acted on those feelings.

Attitudes were also considered as an enduring system of particular beliefs, feelings, and response tendencies concerning an object (Alghofaily, 1980). Lefrancois (1972) defined attitudes as the preference of an individual to respond in a given way when introduced with various stimuli. Further, Sherif (1965) defined attitudes as the stands the individual upheld and cherished about objects, issues, persons, groups, or institutions.

In terms of the sources of attitude, Kiesler, et al. (1969) stated that the sources of a given attitude in a person must be based upon his or her previous experience. Blum (1949) stated that attitude was not necessarily the result of intelligence, comprehension, or cognition. Blum further stated that an attitude based upon opinion might be stronger than the
one based upon fact.

A review of the literature indicated that the construct "attitude" was usually regarded as a dependent (criterion) variable in many studies. Allport (1935) made the following comment on a representative selection of definitions and characterizations of attitude:

It is not difficult to trace the common thread running through these diverse definitions. In one way or another each regards the essential feature of attitude as a preparation or readiness for response. The attitude is incipient and preparatory rather than overt and consummatory. It is not behavior, but the precondition of behavior (p. 805).

Blake and Mouton (1981) stated that some people believed attitude did not exist, only behavior existed. They further stated that a person could not see attitude, but he or she could see behavior. When behavior was consistent with the needs of the organization, a person's attitude would become consistent with his or her behavior. In other words, it was behavior that developed attitude, not the other way around. Further, Blake and Mouton claimed that these remarks were consistent with the point of view of behaviorism, from Pavlov to Watson to Skinner.

Blake and Mouton (1981) also stated that some people believed that only when attitudes were managed well could productive results be anticipated. This point of view assumed that attitudes were precedent to action. Therefore, a negative attitude toward work could be expected to cause an individual
to be less productive than if he or she held a positive attitude. Blake and Mouton believed that pressuring for productive behavior might cause a person to feel stress from being "coerced" and thus increased his or her negative attitude.

**Work Value**

Zytowski (1970) stated that a completely acceptable definition of work values was not available. However, he specified that, "The object of valuing incorporates several objects into a general class or goal, and is identified by the attribute that the several objects have in common" (p. 76). Zytowski defined work values as a set of concepts that reconciled between a person's affective orientation and classes of external objects offering similar satisfaction. Further, Thomas (1974) equated work values with the "goals that motivate man to work" (p. 357). He also linked work values to job satisfaction. Super (1970) defined work values as work goals, i.e., the attributes that were considered to be intrinsically desirable that people sought in the activities in which they engaged. He also believed that an individual's value structure was influential in aiding the clarification of goals and in determining a given type of training and development.

Vincent (1980) considered the concept of work values as descriptive of an individual's internal disposition in order
to obtain intrinsic or extrinsic attributes that were of value to that individual. Pine and Innis (1987) defined work values as the needs and priorities of an individual, and consequent personal dispositions and orientations to the role of work that had the perceived capacity to satisfy those needs and priorities.

Actually, the concept of work value has been the subject of discussion for quite a number of years. However, considerable variability still exist in how the concept has been defined and measured, and in how it was thought to be related to other variables. For example, work values have been used in many studies to represent work ethics (Wollack, et al., 1971), motivational constructs (Crites, 1969), self-concept (Super, 1973), and personality (Holland, 1973).

Brenner, et al. (1988) stated that work value played a vital role in the development of work attitudes and the determination of work motivation. For the employees, understanding work-related values could help a person in choosing an appropriate job, career path, and employer. Further, Kazanas and Wolff (1972) noted that cognitive and psychomotor skills might not be as important for job survival as a positive work value.

Rokeach (1973) believed that value could affect the attitude and behavior of an individual. He stated that changes in value could create changes in attitude and behavior. In defining a value, Rokeach adopted the dual classification of
terminal for a desired end state of human existence and instrumental for a desired mode of behavior. The examples of terminal values included such values as freedom, wisdom, self respect, and happiness. On the other hand, the examples of instrumental values included the modes of conduct such as courage, honesty, or friendship. The instrumental values were instrumental to the attainment of the terminal values. In short, a value was seen as a displayed positive preference toward certain end states of existence or broad modes of conduct.

Values were considered stable influencers. They were not easily changed, and were more predictable of behavior over time. Much research had suggested that values were highly stable over long periods of time (Goodale, 1973; Hazer & Alvarez, 1981; Lusk & Oliver, 1974). Sampson and Loesch (1981) suggested that once individuals were aware of their work values, the process of career exploration would not necessarily change their values. But, this did not mean that no changes could occur. In other words, work values might change. For example, occupational differences have been found to influence work values as occupational tenure increased (Lindsey & Knox, 1984).

Bandura (1977) asserted that value changes took place in new organizational settings through imitation and modeling. The basic elements of Bandura's theory were that a person learned by observing the behavior of another and modeled his
or her behavior from the observation. The new employees, therefore, should be more disposed to emulate models they viewed as successful, competent, and nurturant. A person might select and adopt certain aspects of the behavior of another based upon personal needs and motivations. In short, change in behavior was selective.

Values were believed to be deeply internalized standards for personal behavior because they were based upon a person's experience (Ravlin, et al., 1988). The results of a study by Ravlin, et al. (1988) also revealed that while, as a whole, values were somewhat stable over the short time interval studied, some individuals were more stable than others. This study raised important issues with regard to using values to predict behavior. Outside influences were not the only factor in reducing the explanatory power of values, but by failing to discriminate between individuals who had developed self-schema concerning particular values from those who had not, there would be a limitation in the ability to understand the values-behavior relationship.

Work values represented one of the major dimensions for describing the ways in which individuals were related to work (Dawis & Lofquist, 1984; Post-Kammer, 1987; Roe, 1957). Also, they were considered central in the study of vocational development and career choice (Carruthers, 1968). Pine and Innis (1987) stated that studies of work values had suggested that values toward work were influenced by sociological,
economic, and historical factors. Specifically, the factors that influenced work values included: ethnicity, subcultures, sex roles, historical cohorts, socioeconomic status, society, and economic conditions. Fine-Davis (1983) stated that all these factors influenced an individual beliefs, aspirations, and expectations. Also, these factors affected the formation of individual work values.

Cherrington (1980) emphasized the relationship between work values and education. He proposed that work values and education should interact for improving the quality of work. He stated that, "Work and education were both facilitated by the development of positive work values—a belief in the moral importance of work, pride in craftsmanship, efficient use of time, and joy in service" (p.198). Alvi (1980) agreed with Cherrington when he wrote, "Career goals and educational plans are also found to be correlated with adolescents' work values" (p.70).

Work values were more closely related with individual, personal aspects of the work. Gartner and Riessman (1974) wrote that everyone had the same basic needs when considering the value of work. They further stated that some objectives of the workers included: equality in work and advancement, respectful jobs that offered careers, good paying jobs, interesting work, autonomy in work, further training, and work and hours that were not so demanding as to limit leisure activities.
The Difference Between Work Attitude And Work Value

The distinction between work attitude and work value has been rather ambiguous, yet the two concepts differ. Many studies of work attitude and work value had given little attention to the difference between the two concepts (Curry, 1976; Mietus, 1979). In some instances, for example Broadnax (1979), made no distinction between the two concepts.

Rokeach (1973) stated that there was an unequivocal "lack of clarity about the conceptual differences between values and attitudes, and about their functional interconnections" (p. 18). He tried to reduce the apparent confusion between the two constructs by pointing out:

An attitude differs from a value in that an attitude refers to an organization of several beliefs around a specific object or situation. A value on the other hand refers to a single belief of a very specific kind. It has a transcendental quality to it, guiding actions, attitudes, judgements and comparisons across specific objects and situations and beyond immediate goals to more ultimate goals (p. 18).

Lefrancois (1972) stated that the concept of work value implied that an individual was likely to seek out those occupations that satisfied his or her various internal needs. On the other hand, he stated that the concept of work attitude implied that a person's response to work was dependent upon his or her preference toward work. For example, if a person felt that all work was necessary, he or she was exhibiting an attitude. On the other hand, if a person sought work that provided high economic return, he or she was showing a work
Some studies showed the differences between work values and interests, but made no distinction between work values and work attitudes (Breme & Cockriel, 1975; Kinnane & Zuziedelis, 1962). Kazanas, et al., (1974) argued that the meaning of work should be examined in relation to work values, but paid little attention to work attitudes.

Mietus (1977) stated that there was a boundless array of work-related factors relevant to a wide range of (work) attitudes. Further, Vincent (1980) stated that attempts to organize and define various work attitudes have been based upon literature reviews and panel of expert reviews. He further stated that the results of these attempts displayed the broad range of work attitudes. Work values, on the other hand, had been identified to consist of between "3 and 25 categories" (Zytowski, 1970, p.176).

**Work Ethic**

In terms of work ethic, Cherrington (1980) defined it very narrowly to refer to a positive attitude about work—a belief that work itself was important and that doing a good job was essential. When talking about the work ethic, people could be referring to the attitudes they have. The Protestants believed that work was a means of serving God and that work was inherently good as it prevented laziness, sensuality, and temptations (Henemen, 1973; Soverinsen, 1979). Another aspect
of the Protestant work ethic was that it helped individuals to develop characteristics such as honesty and loyalty.

Hensen (1991) stated that work attitude should include work ethic, moral qualities, work habits, industry understanding, and professionalism. Barbash (1983) stated that work ethic was used to mean a commitment to work which was stronger than just providing a living; it was a measured commitment to hard work for its own sake over and above the need to work for money. In its broader term, work ethic has been used to describe philosophical and societal ideals about work.

In comparing the work ethic of the Japanese and the Americans, Engel (1985) indicated that the success of the Japanese men in their work was due to their beliefs about work such as they should be loyal to their employers, stay with the same employer until retirement, sacrifice self for the good of the company, and go to work early and stay late. The Japanese men also tended to believe more strongly that competition between individuals within the same company was good, that money acquired easily was usually spent unwisely, that people who failed usually had not tried hard enough, and that students should work for good grades out of respect and honor for their parents.

Factors That Influence Work Attitudes

A number of factors have been identified to influence
work attitudes of students. This section examines some of these factors in relation to their implications for this study. For the purpose of this study, these factors are classified into the following categories: (1) demographic variables, (2) motivational factors, and (3) student perception of parental work values.

Demographic Variables

Demographic variables that are expected to have relationships with work attitude include: gender, race, age, family background, work experience, program area, home residence, and religion.

Gender

Sex segregation has existed in the world of work. Men have tended to work in some occupations, women in others, and from very early years, boys and girls have tended to aspire to and prefer different occupations.

Although several studies had observed considerable similarity between the male and female work values (Brief & Oliver, 1976; Kaufman & Fetter, 1980), other studies had shown significant gender differences. For example, males have been found to value long-range objectives, high income, risk taking, and supervising others (Bartol & manhardt, 1979; Brenner & Tomkiewicz, 1982). Females, on the other hand, have been found to value intrinsic job characteristics,
intellectual stimulation and skill utilization, self actualization and security, convenience aspects of the job, comfortable working conditions, and interpersonal relationships (Bartol & Manhardt, 1979; Morgan, Bremser, & Chou, 1980).

Skaggs (1987), in his study on work values of faculty members in small liberal arts colleges, revealed that there were significant differences between the work values mean scores of faculty when they were categorized according to types of institutions, teaching discipline, age, years at the institution, and gender. Post-Kammer (1987), who investigated the relationships between intrinsic and extrinsic work values and career maturity for ninth and eleventh grade boys and girls, found that gender differences in work values and career maturity were greater than grade differences. Further, Thomas and Shields (1978) examined work values and key influencers for black males and females, and the findings showed that boys and girls valued both the intrinsic and extrinsic rewards of work. However, girls reported slightly stronger extrinsic values than did boys. In contrast to the above findings, Vodanovich and Kramer (1989) found that no significant differences existed on any of the work values between male and female students.

In terms of work attitude, Agassi (1979) suggested that the differences between males and females in work attitudes were merely due to differences in their jobs. Therefore,
researchers began to investigate the notion of controlling covariates of work attitudes. The more recent studies inclined to support the notion that the assumed differences between males and females in work attitudes were spurious effects of other variables that covaried with gender (Gould & Werbel, 1983; Graddick & Farr, 1983).

In summary, research comparing male and female work attitudes has found inconsistent results. Kraska (1991) found that female students held more positive attitudes toward the meaning and value of work than did male students. He also found that ethnic group was a significant source for the meaning of work. However, the findings of the study by Kancier and Unruh (1989) found that no significant differences in work values existed between the male and female managers who had voluntarily left the company and those who stayed with the company. Beutel and Brenner (1986) stated that despite item differences in work values, there was a clear trend toward similarity in the importance of work outcomes among males and females. As a result of the inconsistencies of the prior studies, it was quite difficult to specify directional hypothesis regarding the impact of gender on work attitudes (Brenner, et al. (1988). However, for this study, it is hypothesized that a relationship exists between gender and work attitude.
Race

In a study on the work attitudes of black and white students, Black (1976) found that black students did not hold substantially different attitudes toward work than did white students. McDiarmid and Kleinfeld (1986), in a study to compare the work attitudes of the rural Eskimo secondary school students with the urban white adolescents, found that Eskimo adolescents resembled white counterparts in their work attitudes, but significant cultural differences appeared in the extent to which each group sought intrinsic satisfaction for wage work.

Brenner, et al. (1988) investigated race and gender difference in work values of middle managers. The findings of their study showed that significant interaction existed between extrinsic work values and race and gender. Their study also revealed that white females placed more importance on extrinsic outcomes than did white males. On the other hand, black males placed more importance on extrinsic outcomes than did black females. Another finding of the study was that blacks placed more importance on independence than did white males, and females placed more importance on intrinsic job characteristics than males.

Brief and Aldag (1975) speculated that gender differences in work attitudes might not be constant across race. They also stated that the joint effects of race and gender on work attitudes might take on added importance. In fact, race and
gender interactions have been found to predict the occupational aspirations of young children (Frost & Diamond, 1979) as well as several work attitudes held by graduating college seniors (Brenner & Tomkiewicz, 1982). The findings of the study by Mannheim (1988) revealed that racial background had a strong effect on work attitudes. For this study, it is hypothesized that a relationship exists between race and work attitude.

**Age**

The study conducted by Loscocco and Kalleberg (1988) indicated that there was greater work commitment among older Japanese men, American men, and American women, compared to younger counterparts. They also found that older Japanese placed less emphasis on the importance of good pay. In the United States, Cherrington (1980) reported that younger workers did not place as much importance on hard work as did older workers. Also, younger workers were less reluctant to accept welfare and family help.

The findings of the study by Tan (1990) showed that slight differences of work values were observed between the younger students and older students. Younger students tended to place more emphasis on altruism, esthetics, supervisory relations, and associates, whereas the older students were more concerned with the practical values such as way of life, and economic returns.
Wu (1985) found that male and older vocational students valued satisfaction and accomplishment in their jobs less than female and younger counterparts. He also found that male and older students valued job advancement less than female and younger students. For this study, it is hypothesized that a positive relationship exists between age and work attitude.

Family Background

Parents played an important role in developing work attitudes within their children. The individual characters and attitudes reflected the quality of the family in which he or she was raised. Many psychologists contended that the important properties of the personality were laid down in childhood and adolescence. Shartle (1959) stated that, "A child is born into a particular family and community, within which socioeconomic setting the individual develops concepts, values, and attitudes toward work" (p. 76).

Hadley and Levy (1962) concluded that family played a vital role in the career development of a child. The child adopted the values and attitudes of his or her family as a reference group to follow. However, they suggested that as the child matured, other reference groups might influence his or her values and development.

Kinanne and Pable (1962) studied the relationships between work attitude and the family background factors of eleventh grade students. From the findings of the study, they
concluded that family background of a student was a factor in the development of work attitude. Another finding of their study was that a positive relationship existed between students with high social status and intrinsic work attitude. Davis (1973) studied the work attitudes of eleventh grade students and found that the socioeconomic levels of the students were significantly related to their work attitudes. Further, Shappell (1969) found that socioeconomic status was an important factor that influenced the work attitudes of ninth grade students.

Mietus (1979) studied the work value differences among groups of students categorized on the basis of parental occupation. The findings of the study showed that the group of students from families where a parent was retired had a significantly higher mean score on work values than the group of students whose parents were unskilled, unemployed or whose occupation was unknown. The study also found significant value differences for the group of students whose parental occupations were professional or managerial/skilled compared to the rest of the groups of students. However, Mietus, general conclusion was that categorizing students on the basis of how they classified their parent occupations did not produce different work value profiles. Kinnane and Pable (1962) examined the relationship between family background factors and work values. The findings were that students scoring high on a work value factor, also scored high on a
similar family background factor.

Isralowitz (1989) found that there was no significant difference among youth from families where the father was employed or unemployed. He also found that father work status had little impact on adolescent family member attitudes toward work. Laverson (1977), in a study of basic nursing students, concluded that father's occupational level, marital status, and socioeconomic status failed to predict student work values. However, Laverson found that class, age, ethnicity, religion, and father's education predicted student work values.

Relatively little, if any, empirical research has been conducted to determine student work attitudes in relation to parent's education. The findings of the study conducted by Mannheim (1988), revealed that parent's education explained only a small amount of variance in adolescent's work values. Blau and Duncan (1967) found that a father's education and occupational status were related to his children's educational and career attainment.

Based upon these findings, the following hypotheses were developed:

(1) A positive relationship exists between family size and work attitude,

(2) A positive relationship exists between father or male guardian occupational level and work attitude,

(3) A positive relationship exists between mother or female
guardian occupational level and work attitude,

(4) A positive relationship exists between father or male guardian educational level and work attitude,

(5) A positive relationship exists between mother or female guardian educational level and work attitude,

(6) A relationship exists between being head of household and work attitude, and

(7) A positive relationship exists between head of household income and work attitude.

Work Experience

Heller and Heinemann (1987) indicated that working during college was related to students' work attitudes. Torres (1990), in a study on minority leadership candidates, however, found that years of experience and level of education did not appear to be related to work values held by the candidates. Also, Vincent (1980) stated that participation or non-participation in the work experience program appeared to have no significant relationship with work attitudes. However, Stafford and Jackson (1980) indicated that young people's work attitudes were fixed but changed with work experience.

Helliwell (1981) studied the meaning and value of work of senior cooperative vocational and senior non-cooperative academic students in New Jersey. The findings revealed that the senior cooperative vocational students exhibited a broader understanding of the meaning of work, a more intrinsic value
of work, and overall more positive work attitudes as compared to senior non-cooperative academic students.

Young (1979) studied the effects of school supervised work experience on work values of high school students. The findings of his study showed that work experiences, in general, had positive effects on the creativity and independence work value scores of the students. Based upon these findings, it is hypothesized that a positive relationship exists between work experience and work attitude.

Program Area/Major Area of Study

Research has indicated that major area of study may be related to work values (Glogowski & Lanning, 1976; Knapp & Michael, 1980). Glogowski and Lanning (1976) found that women with business majors placed less value on social interaction than did women in education and nursing curricula. Further, Wu (1985) found that students who were enrolled in industrial technology programs valued prestige and money more than the other groups surveyed. Neumann and Neumann (1983) found that liberal arts students tended to focus on general aspects of work, while engineering students maintained values relevant to specific aspects of their perceived jobs.

Results of the study by Lyson (1984) showed that men and women in sex-atypical majors were more like their sex peers than their curriculum mates. Pizam and Lewis (1979) showed that there was a difference in work values between hospitality
students and those in other disciplines. Simpson and Simpson (1960) also found preferential value differences between students majoring in business and student majoring in education. Business majors tended to value economic return, whereas education majors valued humanitarian qualities. For this study, it is hypothesized that a relationship exists between program area of study and work attitude.

Home Residence

Abt et al. (1977), in a one-year follow-up study of rural high school graduates, found that the farther away from an urban center a school district was located, the lower the unemployment rate of its graduates. From an attitudinal perspective, Abt et al. (1977) revealed that rural high school seniors felt positive about the following attitudes toward school while urban seniors felt negative: (1) School gave me new ideas about the type of work I want to do, (2) School provided me with counseling that helped me get a better idea of myself and my relations with other people, and (3) School provided me with counseling that helped me find employment.

Rural students seemed to be linked more strongly with the Protestant work ethic, and they were found to value community leadership and the ability to find steady employment much more than did urban students (Savage, 1983). Miller and Crader (1979) found that urban people tended to be more economically satisfied. They were concerned about housing, incomes, jobs
and services. Rural people tended to have the highest levels of interpersonal satisfaction. They were concerned about self, family, and friends. Humbert (1964) studied the work attitudes of male and female welfare students in New Mexico, and the findings revealed that urban students attached more value to work which involved the interests of others than did rural students. Lee (1971) studied senior girls orientation toward work, and found that girls from a non-metropolitan area had a more extrinsic attitude orientation than those from a metropolitan area. For this study, it is hypothesized that a relationship exists between home residence and work attitude.

**Motivational Factors**

Students were highly motivated to choose a job for a variety of reasons. They usually were highly motivated and committed to the occupations for which they were trained for. In this study the researcher had categorized the following aspects as the motivational factors to be tested for their relationships with work attitudes: (1) occupational aspirations, (2) educational aspirations, (3) reason for entering the program, and (4) religiosity.

**Occupational And Educational Aspirations**

The findings of the study by Schwarzweller (1960) showed that for boys, values on creative work, work with people, and service to society were positively related to high status
occupations. On the other hand, low-status occupations were significantly related with material comfort, hard work, and external conformity. For girls, high-status jobs were positively related with values on mental work, work with people, and service to society, and low-status jobs were related to material comfort, security, and familism.

Cassidy (1978) equated occupational preparation and success to occupational aspirations and achievement motivation. Stewart (1965) found that occupational aspiration was related to socioeconomic level, family encouragement, child-rearing practices, role-model contacts, peer pressure, school type, and need achievement. Further, Just and Wircenski (1984) found that females exhibited higher occupational aspirations but experienced consistently lower rates of employment than males. Singer and Steffire (1954) concluded that adolescents with high levels of occupational aspiration identified themselves with middle class and hence viewed work values in the manner of adult middle-class members. On the other hand, adolescents with low levels of occupational aspiration identified themselves with working class members.

Several studies found that occupational aspirations were affected by social class (Centers, 1949; Ginzberg, et al., 1951; Warner, Meeker, & Eells, 1949). Mogull (1978) concluded that blacks scored low in the need to excel and the motivation to seek vocational goals, and that educational and vocational goals were influenced by social class. Further, he suggested
that early frustrations with employment resulted in young blacks developing unfavorable attitudes toward work and seeing little hope in successful employment. Mogull also suggested that family instability contributed to low occupational aspirations of black children. Thomas (1986), in a study to examine ideal and real career aspirations, parental support of career goals, and work values among a sample of young black women of eighth- to twelfth-grade students, revealed that working was viewed by these students as a very salient part of their lives, and that their mothers acted as key influencers.

McDiarmid and Kleinfeld (1986) examined the educational and occupational aspirations of Eskimo and White students. Findings showed that no significant differences existed between the two groups in terms of educational and occupational aspirations. Both groups of students aspired for post-secondary education, and chose professional occupations as the "best" kinds of jobs, and unskilled, blue-collar occupations as the least desirable.

Robinson (1982) showed that the educational aspirations of secondary school students in New Zealand were similar to that of the students in other advanced industrial countries. The educational aspirations of these students were closely associated with social class. Robinson also found that children from homes where parents held professional occupations had three times the probability of gaining three or more school certificate passes when compared with children
from homes where parents were employed in manual labor.

Arnold and Denny (1985) found that females aspired to
graduate study to the same extent as males. They also found
that more females than males did not plan for continuous,
full-time work. The findings of the study by Bergquist (1985)
showed that daughters of working mothers tended to have higher
educational aspirations than did daughters of non-working
mothers. Based upon the above findings, the following
hypotheses were developed:

(1) A positive relationship exists between occupational
aspirations and work attitude, and

(2) A positive relationship exists between educational
aspirations and work attitude.

Reason For Entering the Program

Wu (1985) included reason for entering the community
college as one of the independent variables in his study. The
findings of his study showed that a weak relationship existed
between work values and reason for entering the community
college. He also found that gender was closely correlated with
occupational aspirations, vocational area, and reason for
entering the community college. For this study, it is
hypothesized that a relationship exists between reason for
entering the program and work attitude.
Religion and Religiosity

Almost everyone has been born into a system of beliefs and practices, whether it be as a pagan, Hindu, Christian, or Muslim (Brown, 1962). Brown further stated that each individual internalized religion and values at a different level, and he or she differed from others in both the direction and the intensity of religious faith. Many researchers who have tried to measure these differences in religiosity or religious commitment have found it difficult simply because the appropriate instruments or scales did not exist (Peatling, 1968). The situation might be a reason why few studies have been conducted to determine the relationship between religiosity and work attitudes.

According to Tilgher (1958), Christians believed that work was a means of accumulating enough wealth to share with the poor in order to get blessings from God. Tilgher also stated that Martin Luther, the reformer and leader of the Protestant Movement, viewed work as the best way to serve God. Therefore, Protestants believed that work should be performed as perfectly as possible. The early settlers in the American colonies were mostly Protestants who came to seek religious and economic freedom. They brought with them the positive attitude toward hard work, and through their religious belief in hard work, they became successful people in their life.

Islam also respected work. The Prophet Muhammad (PBUH) said, "No man eats better food than the one who eats out of
the work of his hands." Also he said, "No doubt, you had better gather a bundle of wood and carry it on your back and earn your living thereby rather than ask somebody who may give you or not." (Khan, 1976, p.329). Islam was a strong influence on its believers in Malaysia, and it was a source of stability and support for development.

A study conducted by Roof (1980) showed that work ethic seemed to be more related to ethnic and cultural heritage than to the religious background or affiliation of an individual. In a study to determine whether persons who had a belief in the Protestant work ethic had a higher job satisfaction than persons not oriented to the Protestant work ethic, Blood (1969) found that the more a person agreed with the Protestant work ethic, the greater was his or her degree of job satisfaction. For this study, it is hypothesized that a positive relationship exists between religiosity and work attitude. Also, it is hypothesized that a relationship exists between religion and work attitude.

**Parent Work Values**

Parents have played an important role in the development of vocational characteristics in their children (Roe, 1957; Super, 1957). Perrone (1957) examined the relationship between the occupational value preferences of students and the values parents thought were important for their child's career. The findings indicated that the work values held by girls in
junior high school were more like those advocated by their parents then were the work values of boys in the same grades. Further, Mannheim (1988), in a study of the Israeli high school students, revealed that parent values and work attitudes explained only small amounts of variance in adolescent work values.

Winters (1981) studied the correlation between the work values of male students and the values they perceived to be held by their parents. The findings showed that the perceived work values of parents were related to those held by students on the following factors: altruism, art, scientific inquiry, leadership, prestige, variety, work conditions, and monetary rewards.

Wagman (1968) studied the relationship between work values of undergraduate males and females and the values they believed held by their parents. The findings revealed that males viewed themselves as favoring different work values than those they believed were possessed by their parents. Females also thought that they and their fathers preferred different work values. Females, however, saw themselves as preferring values similar to those they thought were held by their mothers. Glee (1975) reported that male and female students in college preferred the work values of altruism and self-regulation whereas their parents emphasized the values of control, money, and power.

Wijting, Arnold, and Conrad (1978) found that children
in grades six and ten have work values like those of their same-sex parent. Children in the ninth-grade possessed work values that were not similar to either parent, whereas those in the twelfth grade had occupational values that resembled those of their fathers. Vodanovich and Kramer (1989) concluded that significant differences in the level of espoused work values existed between same-sex as well as opposite-sex parent-student pairs.

In summary, research on this topic has shown mixed results. Some studies found similarities between the work values of students and parents (Winters, 1981) whereas others reported differences (Glee, 1975). Vodanovich and Kramer (1989) concluded that the literature on this issue as: (1) the work values of sons were more likely to be different from parents than those held by daughters, and (2) the work values of both sons and daughters were apt to be more similar to values possessed by fathers than mothers (son-mother similarities in work values are uncommon). In their study, Vodanovich and Kramer (1989) found that the level of work values possessed by daughters were just as different from their parents as those stated by sons. Also, the level of work values expressed by students were quite different from those stated by fathers as well as mothers. Vodanovich and Kramer (1989) also stated,

Differences in work values of parents and students also may indicate that other preemployment sources (eg. peers, teachers, the media) are operating to influence the work value development of young
adults ..... Consequently, it is responsible to assume that such differential work experience of students and parents could lead to the development of varying levels of work values (p. 372).

For this study, it is hypothesized that a positive relationship exists between student perception of parental work values and work attitude.

Hypotheses

Based upon the review of literature on work attitude, there are several interrelated factors that are found to be associated with work attitude. The identified factors are classified into the following categories: demographic variables, motivational factors, and student perception of parental work values. The following hypotheses were developed to test the relationships between those factors and work attitude:

1. Respondents, as a whole, have positive attitudes toward work.
2. A relationship exists between gender and work attitude.
3. A relationship exists between race and work attitude.
4. A positive relationship exists between age and work attitude.
5. A positive relationship exists between work experience and work attitude.
6. A positive relationship exists between father or male guardian educational level and work attitude.
7. A positive relationship exists between mother or female guardian educational level and work attitude.
8. A positive relationship exists between father or male guardian occupational level and work attitude.
9. A positive relationship exists between mother or female guardian occupational level and work attitude.
10. A relationship exists between being head of household and work attitude.
11. A relationship exists between program area of study and work attitude.
12. A relationship exists between family size and work attitude.
13. A relationship exists between home residence and work attitude.
14. A relationship exists between head of household income and work attitude.
15. A relationship exists between religion and work attitude.
16. A positive relationship exists between educational aspiration and work attitude.
17. A relationship exists between reason for entering the program and work attitude.
18. A positive relationship exists between occupational aspiration and work attitude.
19. A positive relationship exists between religiosity and work attitude.
20. A positive relationship exists between student perception
of parental work values and work attitude.

Summary

A positive work attitude has been very important for employees to succeed in their jobs. Employers have been interested in seeking employees who possess positive work attitudes which have often been exhibited through their behaviors. Positive work attitudes could be learned, and all parties including teachers, administrators, and business and industry could play important roles in this educational endeavor.

The concept of work attitude differed from the concepts of work value and work ethic. The concept of work attitude implied that a person’s response to work was dependent upon his or her predisposition toward work, whereas the concept of work value implied that a person was likely to seek occupations that could satisfy his or her various internal needs. The concept of work ethic in its broader term had been used to describe a philosophical and societal ideal about work. It had been narrowly defined as a positive attitude about work or a belief that work was important and doing a good job was essential.

There were various factors that could influence work attitude. In this study, these factors were categorized into demographic variables which included: gender, age, race, program area, work experience, family background (father
occupational level, mother occupational level, father educational level, mother educational level, family size, being head of household, and head of household income), home residence, and religion; motivational factors which included: occupational aspirations, educational aspirations, reason for entering the program, and religiosity; and student perception of parental work values.
CHAPTER III

METHODOLOGY

This chapter describes the procedures for carrying out the research which include the following aspects: (a) research design, (b) instrument development, (c) population and sample, (d) data collection, and (e) data analysis.

Research Design

The study attempted to identify the factors that influenced the work attitudes of students enrolled in the diploma programs at Universiti Pertanian Malaysia. The type of research design used in the study could be classified as a descriptive-correlational study. The dependent variable in the study was the work attitude, and the independent variables included the following: demographic variables (gender, race, age, father or male guardian occupational level, mother or female guardian occupational level, father or male guardian educational level, mother or female educational level, family size, work experience, program area, being head of household, home residence, head of household income, and religion); motivational factors (occupational aspirations, educational aspirations, reason for entering the program, and
religiosity); and student perception of parental work values. Each of these factors was tested to find its relationship with student work attitude. The anticipated relationships between the independent variables and the dependent variable can be seen as shown in Figure 1.

**Independent Variables**

A. **Demographic Variables**
- Gender
- Race
- Age
- Father Occupational Level
- Mother Occupational Level
- Father Educational Level
- Mother Educational Level
- Family Size
- Work Experience
- Head of Household
- Head of Household Income
- Religion
- Program Area
- Home Residence

B. **Motivational factors**
- Occupational Aspirations
- Educational Aspirations
- Reason For Entering The Program
- Religiosity

C. **Student Perception Of Parental Work Values**

**Dependent Variable**

Figure 1. Antecedents of Student Work Attitude
Instrument Development

The instruments in this study were developed for two major purposes: (1) to measure the dependent variable, student work attitude, and (2) to gather information on the independent variables—demographic variables, motivational factors, and student perception of parental work values.

Measure Of Dependent Variable

The dependent variable in this study was work attitude. The instrument developed to measure student work attitude contained 25 items or statements of attitude toward work. Most of the items or statements were taken directly or modified from the instruments developed by Curry (1976), and Broadnax (1979). Curry (1976) developed the Work Attitude Scale (WAS) as part of a Ph.D dissertation, and the development of this instrument was an attempt to provide educators with knowledge about their student's attitudes toward work. A test, retest reliability coefficient of the instrument produced a coefficient of .69 for the Likert scaling technique. Broadnax (1979) developed the Broadnax Attitude Scale (BAS) for a dissertation study which examined the work attitudes of students in the occupational work adjustment program in Ohio. The scale was a Likert-type response instrument designed to measure attitudes toward work. The Cronbach's alpha reliability coefficient of the scale was found to be .93.

In this study, the response format of the work attitude
The instrument used a five-point Likert scale with the following anchors: (1) Strongly disagree, (2) Disagree, (3) Uncertain, (4) Agree, and (5) Strongly agree. Some items or statements in the instrument were negatively phrased and reverse scored in order to reduce response bias.

**Measures Of Independent Variables**

The independent variables were classified into three categories: (1) demographic variables, (2) motivational factors, and (3) student perception of parental work values. The first category, demographic variables, included gender, race, age, father or male guardian occupational level, mother or female guardian occupational level, father or male guardian educational level, mother or female guardian educational level, family size, work experience, program area of study, home residence, being head of household, head of household income, and religion. The instrument developed to gather information about the variables consisted of 14 items. Each item measured one demographic variable.

The independent variable, family size, was measured by the number of family members who were still living, and who stayed together in one house. The work experience was measured in terms of the total number of days of work experience. In determining the relationships between parent occupational level and work attitude, parent occupational level were measured by using the Total Socioeconomic Index (TSEI)
developed by Steven and Cho (1985) which was the updated version of the Duncan's Socioeconomic Index. High prestige occupations would have high scores, and low prestige occupations would have low scores. Since no status score for homemaker was given in the TSEI developed by Steven and Cho, the status score of 20.68 which was suggested by Fails (1989) was used as a status score for homemaker in this study.

The second category, the motivational factors, included the occupational aspirations, educational aspirations, reason for entering the program, and religiosity. The instrument developed to gather information about motivational factors consisted of one item for each of the following variables: occupational aspirations, educational aspirations, and reason for entering the program.

To measure the occupational aspirations, respondents were questioned about the kind of work they would like to be doing in the future. In determining the relationship between occupational aspirations and work attitude, student responses were measured by using the Total Socioeconomic Index (TSEI) developed by Stevens and Cho (1985). High prestige occupations would have high scores, and low prestige occupations would have low scores. With respect to educational aspirations, respondents were asked how much more education they would like to obtain after graduating from the program. In terms of reason for entering the program, respondents were asked to select from a list of possible reasons.
Eight items or statements were developed to measure religiosity of respondents. The response format of the instrument used a seven-point Likert scale with the following anchors: (1) Strongly disagree, (2) Moderately disagree, (3) Disagree (4) Uncertain, (5) Moderately agree, (6) Agree, and (7) Strongly agree. Some items or statements in the instrument were negatively phrased and reverse scored in order to reduce response bias.

The third category of the independent variables was student perception of parental work values. The instrument developed to measure this variable contained 10 items or statements. Most of the statements were modified from the instrument developed by Ana Falcon-Emmanuelli, a graduate student in the Department of Agricultural Education, The Ohio State University, and some were taken directly from the instrument developed by Curry (1976). The instrument contained seven possible responses: (1) Strongly disagree, (2) Moderately disagree, (3) Disagree (4) Uncertain, (5) Moderately agree, (6) Agree, and (7) Strongly disagree. Some of the statements were negatively phrased and reverse scored in order to reduce response bias.

Pilot Testing Of Instruments

The instruments developed to measure both the dependent variable and independent variables were submitted to dissertation committee members in the Department of
Agricultural Education, The Ohio State University for their review and approval. The instruments were further reviewed by a panel of experts in Malaysia consisting of teacher educators at Universiti Pertanian Malaysia. The review of the instruments was conducted to determine its content validity and clarity. The instruments were then translated into Bahasa Malaysia (the national language of Malaysia) because it was the language used by the subjects of the study. The translated version of the instruments were then pilot tested with a sample of diploma students who were not included in the study.

The pilot-tested instruments for work attitude, religiosity, and student perception of parental work values consisted of 40, 20, and 15 items respectively. The reliability of each of the instruments was analyzed by using the Cronbach's alpha to produce internal consistency coefficients. The reliability coefficient for each of the instruments was found to be as follows: (a) work attitude = .86, (b) religiosity = .72, and (c) student perception of parental work values = .51. In order to improve reliability of each of the instruments, 15 items from the work attitude, 10 items from the student perception of parental work values, and seven items from the religiosity were deleted (Appendix D). The reliability coefficient of each of the instruments was improved as follows: (a) work attitude = .90, (b) religiosity = .83, and (c) student perception of parental work values = .71.
The English version of two of the instruments, work attitude and student perception of parental work values, were initially pilot tested by Ana Falcon-Emmanuelli with a sample of high school students in Ohio. The reliability coefficient for each of the instruments was found to be: (1) work attitude = .94, and (2) student perception of parental work values = .84.

Population And Sample

The data of this study were gathered from the students enrolled in diploma programs at Universiti Pertanian Malaysia during the 1992/93 school year. There were eight diploma programs offered by Universiti Pertanian Malaysia at its Serdang campus. These programs were Diploma in Agriculture, Diploma in Human Development, Diploma in Agricultural Engineering, Diploma in Fisheries, Diploma in Computer Science, Diploma in Forestry, Diploma in Agribusiness, and Diploma in Animal Health and Production. All the programs except Diploma in Animal Health and Production were a three year program. The Diploma in Animal Health and Production was a three and one-half year program. The Diploma in Forestry and Diploma in Agribusiness were initially started in the Serdang campus, but later moved to the Bintulu campus, in Sarawak. In the school year 1992/93, these two programs were introduced again in the Serdang campus. Therefore, these programs only had their first year students at the Serdang campus in the
school year 1992/93. The number and the names of the students in each program and year were obtained from the registrar's office of the university. The total number of diploma students at the Serdang campus of Universiti Pertanian Malaysia for the 1992/93 school year was 1676.

The sample size of this study was determined by using the Cochran's formula (1977):

\[
\frac{t^2s^2}{d^2} = n_0
\]

Where:

- \( n \) = sample size.
- \( d \) = acceptable margin of error for the mean being estimated (degree of precision).
- \( t \) = risk willing to take that actual margin error might exceed acceptable margin of error (from table).
- \( s^2 \) = estimate of variance in the population (\( s \) = standard deviation).

For this study, take \( d = +.05 \); \( t = 1.96 (.05 \text{ risk}) \); \( s = .65 \).

\[
\frac{t^2s^2}{d^2} = \frac{(1.96)^2 (.65)^2}{(.05)^2} = 644
\]

Since \( n_0 > .05 \), finite population correction formula was used:

\[
\frac{N}{N - 1}
\]
\[ n = \frac{n_0}{1 + n_0} \]
\[ N = \frac{644}{1 + 644} \]
\[ = \frac{1676}{1676} \]
\[ = 465 \]

If a simple random sampling technique was used, the minimum sample size for this study was 465. This sampling technique was normally recommended in order to ensure that every student have an equal chance of being selected. In this study, however, a cluster random sampling technique was used. Fraenkel and Wallen (1990) said that under certain unavoidable circumstances, a cluster random sampling technique would be the most appropriate technique to be used. If simple random sampling was used in this study, it would be cumbersome to randomly select the diploma students who were separated by the program and year of study. Also, the administration of the study would be more costly and time consuming. On the other hand, if the cluster random sampling technique was used, one problem might arise, and that was: it was less precise and more sampling errors were associated with it.

The cluster random sampling technique was similar to the simple random sampling technique except that groups rather
than individuals were randomly selected (Fraenkel & Wallen, 1990). Therefore, the disadvantage of this sampling technique was that the selected sample might have a greater chance of not representing the population. In order to increase the efficiency of cluster random sampling technique, Fraenkel and Wallen (1990) stated that, "Just as simple random sampling is more effective with larger numbers of individuals, so, too, is cluster random sampling more effective with larger numbers of clusters" (p.72).

For this study, the students were selected based on the program and year of study. The selected program and year of study formed a cluster. All the students in the selected clusters were involved as subjects in this study. Of the 20 clusters (cells) of the program and year, as shown in Table 1, eight clusters (40%) were selected to form a sample consisting of 686 students, who represented 41% of the total population. This sample size was more than the required sample size would have been if simple random sampling technique was used.

Data Collection

After getting the approval that enabled the study to be carried out at Universiti Pertanian Malaysia, the researcher contacted by mail the Deans of the selected faculties to inform them about the upcoming research. The researcher explained to them the purpose of the study, and requested permission from them to conduct the study in their faculties.
Upon approval from the deans, the researcher contacted the lecturer of each of the selected group of students by telephone. The study was explained to the lecturer and permission was requested to contact the students during his or her lecture time. When permission was granted, the researcher met the students in the lecture hall. All the lecturers gave 30 minutes of their lecture time for the researcher to collect the data.

The researcher explained the study to the students. Each student was assured that the study was voluntary and that no information obtained would affect his or her records at the university in any way. The student was informed that no individual data would be reported.

The data collection was conducted by administering the questionnaires to the students in a group setting in the lecture hall. Before the students started to answer the questions in the questionnaires, the researcher explained to the students that there were no right or wrong answers relative to the questions or items in the questionnaires, but the opinion of each respondent was what the researcher desired. The researcher read to the students every question or item in the questionnaire.

When all students had answered all questions on the questionnaires, the researcher thanked them for their participation, and then collected the questionnaires. For the students who did not attend the lecture, the researcher asked
the student leader of each group to distribute the questionnaires to them. However, not many of these students were willing to participate.

Table 1: The Number of Students Within the Program And Year

<table>
<thead>
<tr>
<th></th>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Agriculture</td>
<td>184</td>
<td>115(^a)</td>
<td>155(^a)</td>
</tr>
<tr>
<td>Diploma in Human Development</td>
<td>97</td>
<td>71(^a)</td>
<td>68</td>
</tr>
<tr>
<td>Diploma in Fisheries</td>
<td>86(^a)</td>
<td>74(^a)</td>
<td>78</td>
</tr>
<tr>
<td>Diploma in Computer Science</td>
<td>74(^a)</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Diploma in Forestry</td>
<td>61</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diploma in Animal Health and Production</td>
<td>75</td>
<td>55(^a)</td>
<td>71</td>
</tr>
<tr>
<td>Diploma in Agribusiness</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diploma in Agricultural Engineering</td>
<td>91</td>
<td>56(^a)</td>
<td>81</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>728</td>
<td>431</td>
<td>517</td>
</tr>
</tbody>
</table>

N = 1676
Note: \(^a\) The cells that were randomly selected for the study.

**Data Analysis**

The returned questionnaires were examined by the researcher to identify the possibility of incomplete questionnaires. Only the completed questionnaire with 75% of all the items answered were used for data analysis. The data were coded and recorded, and then entered into the computer to be processed by using the SPSS/PC+ data analysis software package.

Descriptive data were analyzed in the form of frequencies
and measures of central tendency by using the appropriate statistics for the type of data. Correlational techniques were used to determine the direction and magnitude of the relationships between the independent and dependent variables. The dependent variable, work attitude, was treated as interval data. The relationships between the categorical independent variables with two levels and work attitude (dependent variable) were determined by using the point biserial correlation coefficient \( r_{pb} \). The relationships between the independent variables with interval and ordinal data and the dependent variable (work attitude) were determined by using the pearson product moment correlation coefficient \( r \). The relationships between the categorical independent variables with many levels and the dependent variable (work attitude) were determined by first dummy coding the levels of a particular independent variable. Then, the multiple point biserial correlation coefficient \( R_{pb} \) was used to determine the relationship between the two variables.

Further, the squared semi-partial multiple regression correlation coefficient \( sr^2 \) was calculated for each of the significant independent variables to determine the proportion of the dependent variable (work attitude) that could be explained by each independent variable when the other independent variables were held constant.

A stepwise multiple regression analysis was used to determine the independent variables that could best predict
the work attitudes of the students. Only the independent variables that had a significant relationship with the dependent variable were included in the stepwise regression analysis.
CHAPTER IV

FINDINGS

This chapter contains the findings of the study which include the demographic variables, motivational factors, student perception of parental work values, and the work attitudes of the students. The relationships between the various independent variables and the dependent variable (work attitude) will be examined. The proportion of the variance in the dependent variable that would be accounted for by the independent variables and the equation for predicting work attitude also will be described.

Demographic Variables

This section of the chapter describes the selected demographic characteristics of the students enrolled in diploma programs at Universiti Pertanian Malaysia. The information collected included the number of respondents and the programs in which students were enrolled, gender, race, age, work experience, father or male guardian occupation, mother or female guardian occupation, father or female guardian educational level, mother or female guardian educational level, program area, head of household, family
size, home residence, head of household income, and religion.

**Number Of Respondents And Programs In Which Students Were Enrolled**

The population of the study was the students enrolled in the diploma programs at Universiti Pertanian Malaysia during the December Semester, 1992/93. The determined sample size was 686. Of the 686 anticipated respondents, 618 (90%) returned the questionnaires. Four of the returned questionnaires were incomplete and were not used in the analysis. Only 614 (89.5% usable responses) questionnaires were analyzed for the study.

In determining the sample for the study, eight diploma programs were randomly selected. The total number of students who completed the questionnaires for each of the selected programs is listed in Table 2.

**Gender**

The frequency distribution for the variable gender is reported in Table 3. Of the 614 respondents, 322 (52%) were male, and 292 (48%) were female.

**Race**

The race of the respondents is reported in Table 4. The majority (88.9%) of respondents were Malays. Thirteen (2.1%) were Chinese, 10 (1.6%) were Indians, and 45 (7.3%) were other races which included the indigenous people in the country.
<table>
<thead>
<tr>
<th>Program (year)</th>
<th>Total Number of Students</th>
<th>Respondents</th>
<th>Nonrespondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Agriculture (Second Year)</td>
<td>115</td>
<td>101</td>
<td>14</td>
</tr>
<tr>
<td>Diploma in Agriculture (Third Year)</td>
<td>155</td>
<td>126</td>
<td>29</td>
</tr>
<tr>
<td>Diploma in Agriculture Engineering (Second Year)</td>
<td>56</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Diploma in Fisheries (First Year)</td>
<td>86</td>
<td>69</td>
<td>17</td>
</tr>
<tr>
<td>Diploma in Fisheries (Second Year)</td>
<td>74</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science (First Year)</td>
<td>74</td>
<td>66</td>
<td>8</td>
</tr>
<tr>
<td>Diploma in Human Development (Second Year)</td>
<td>71</td>
<td>71</td>
<td>0</td>
</tr>
<tr>
<td>Diploma in Animal Health And Production (Second Year)</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>686</td>
<td>614</td>
<td>72</td>
</tr>
</tbody>
</table>
Table 3: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>322</td>
<td>52.4</td>
</tr>
<tr>
<td>Female</td>
<td>292</td>
<td>47.6</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4: Race of the Respondents

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malays</td>
<td>546</td>
<td>88.9</td>
</tr>
<tr>
<td>Chinese</td>
<td>13</td>
<td>2.1</td>
</tr>
<tr>
<td>Indians</td>
<td>10</td>
<td>1.6</td>
</tr>
<tr>
<td>Others</td>
<td>45</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Age

Table 5 reports the age of respondents. The age ranged between 17 and 24 years. The average age was 19.6 years. The median and the mode were 19 years. The majority (38.8%) of respondents were 19 years of age. Two hundred and fifteen (35.0%) were 20 years of age, 71 (11.6%) were 18 years of age, 69 (11.2%) were 21 years of age, and 20 (3.3%) were 22 years of age.
Table 5: Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>18</td>
<td>71</td>
<td>11.6</td>
</tr>
<tr>
<td>19</td>
<td>238</td>
<td>38.8</td>
</tr>
<tr>
<td>20</td>
<td>215</td>
<td>35.0</td>
</tr>
<tr>
<td>21</td>
<td>69</td>
<td>11.2</td>
</tr>
<tr>
<td>22</td>
<td>11</td>
<td>1.8</td>
</tr>
<tr>
<td>23</td>
<td>6</td>
<td>1.0</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 19.6  Mode = 19.0  Median = 19.0  Sd = 1.0

Work Experience

Table 6 describes the work experience of respondents. Work experience included the works, either paid or unpaid, voluntarily performed by the respondents at the private or government agencies. The works performed by the respondents as part of their course requirements were not included. The majority (64.3%) of respondents indicated that they did not have any work experience. Seventy-six (12.4%) indicated that they had work experience between one and 50 days; 94 (15.3%) had work experience between 51 and 100 days; 31 (5.0%) had work experience between 101 and 150 days; 10 (1.6%) had work experience between 151 and 200 days; and five (0.8%) had work experience between 201 and 250 days. Three (0.5%) of the respondents had work experience of 251 days and above. The average work experience of the respondents was 26.9 days.
Table 6: Work Experience of Respondents (In Days)

<table>
<thead>
<tr>
<th>Days</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>395</td>
<td>64.3</td>
</tr>
<tr>
<td>1 - 50</td>
<td>76</td>
<td>12.4</td>
</tr>
<tr>
<td>51 - 100</td>
<td>94</td>
<td>15.3</td>
</tr>
<tr>
<td>101 - 150</td>
<td>31</td>
<td>5.0</td>
</tr>
<tr>
<td>151 - 200</td>
<td>10</td>
<td>1.6</td>
</tr>
<tr>
<td>201 - 250</td>
<td>5</td>
<td>0.8</td>
</tr>
<tr>
<td>251 and above</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>614</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean = 29.6  Mode = None (No work experience)  Sd = 49.7

Occupations Of The Fathers Or Male Guardians

Table 7 reveals the occupations of the fathers or male guardians of the respondents. Of the 591 respondents, 187 (31.6%) reported that their fathers or male guardians worked in jobs related to farming, forestry, and fishing; 89 (15.1%) were retired or disabled; 63 (10.7%) worked in jobs categorized as professional specialty occupations; 47 (8.0%) were in the administrative support occupations and clerical; 40 (6.8%) worked in jobs categorized as handlers, equipment cleaners, helpers, and laborers; 36 (6.1%) worked in jobs categorized as protective service occupations; 35 (5.9%) worked in sales occupations; 26 (4.4%) worked in jobs categorized as executive, managerial, and administration; 19 (3.2%) worked in jobs categorized as technicians and related support occupations; 14 (2.4%) were self-employed; 13 (2.2%)
worked in jobs categorized as transportation and material moving; 12 (2.2%) worked in jobs categorized as precision production, craft, and repair occupations; six (1.0%) worked in jobs categorized as service occupation, except protective and household; and four (0.7%) worked in jobs categorized as machine operators, assemblers, and inspectors.

Table 7: Father or Male Guardian Occupation of Respondents

<table>
<thead>
<tr>
<th>Category of Occupation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Managerial and Administration.</td>
<td>26</td>
<td>4.4</td>
</tr>
<tr>
<td>Professional Specialty Occupations</td>
<td>63</td>
<td>10.7</td>
</tr>
<tr>
<td>Technicians and Related Support Occupations</td>
<td>19</td>
<td>3.2</td>
</tr>
<tr>
<td>Sale Occupations</td>
<td>35</td>
<td>5.9</td>
</tr>
<tr>
<td>Administrative Support Occupations and Clerical</td>
<td>47</td>
<td>8.0</td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>36</td>
<td>6.1</td>
</tr>
<tr>
<td>Service Occupations, Except Protective and Household</td>
<td>6</td>
<td>1.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>187</td>
<td>31.6</td>
</tr>
<tr>
<td>Precision Production, Craft, and Repair Occupations</td>
<td>12</td>
<td>2.2</td>
</tr>
<tr>
<td>Machine Operators, Assemblers, and Inspectors</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>13</td>
<td>2.2</td>
</tr>
<tr>
<td>Handlers, Equipment Cleaners, Helpers, and Laborers</td>
<td>40</td>
<td>6.8</td>
</tr>
<tr>
<td>Retired/Disabled</td>
<td>89</td>
<td>15.1</td>
</tr>
<tr>
<td>Self-employed</td>
<td>14</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>591</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Non respondents = 13
Occupations Of The Mothers Or Female Guardians

Table 8 reveals the occupations of the mothers or female guardians of the respondents. The majority (79.2%) of the respondents' mothers or female guardians were homemakers. Of the 596 respondents, 31 (5.2%) worked in jobs categorized as professional specialty occupations; 29 (4.9%) reported that their mothers or female guardians worked in jobs related to farming, forestry, and fishing; 15 (2.5%) worked in sales occupations; 14 (2.3%) worked in jobs categorized as technicians and related support occupations; 14 (2.3%) worked in jobs categorized as handlers, equipment cleaners, helpers, and laborers; 11 (1.8%) were in the administrative support occupations and clerical; four (0.7%) were self-employed; three (0.5%) worked in jobs categorized as executive, managerial, and administration; and two (0.3%) were retired or disabled. One (0.2%) of them worked in a job categorized as a protective service occupation.

Educational Level Of The Father Or Male Guardian

Table 9 reveals the educational level of the fathers or male guardians of the respondents. Of the 602 respondents, 46 (7.6%) reported that their fathers or male guardians had never had any formal schooling. One hundred and eight (17.9%) of the respondents' fathers or male guardians had entered the primary school but never completed it. One hundred and fifty-three (25.4%) of the fathers or male guardians of the respondents
had completed the primary school. Forty-three (7.2%) had entered the secondary school but did not take the Lower Certificate of Education Examination, while 48 (8.0%) had the Lower Certificate of Education, and 116 (19.3%) had the Malaysian Certificate of Education, and 46 (7.6%) had the High School Certificate of Education, and 14 (2.3%) had the Diploma, and 20 (3.3%) had the Bachelor Degree, and eight (1.4%) had the Graduate Level Degree (Masters or Ph.D).

### Table 8: Mother or Female Guardian Occupation of Respondents

<table>
<thead>
<tr>
<th>Category of Occupation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Managerial and Administration</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Professional Specialty Occupations</td>
<td>31</td>
<td>5.2</td>
</tr>
<tr>
<td>Technicians and Related Support Occupations</td>
<td>14</td>
<td>2.3</td>
</tr>
<tr>
<td>Sale Occupations</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Administrative Support Occupations and Clerical</td>
<td>11</td>
<td>1.8</td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>29</td>
<td>4.9</td>
</tr>
<tr>
<td>Handlers, Equipment Cleaners, Helpers, and Laborers</td>
<td>14</td>
<td>2.3</td>
</tr>
<tr>
<td>Homemakers</td>
<td>472</td>
<td>79.2</td>
</tr>
<tr>
<td>Retired/Disabled</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Self-employed</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>596</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Non respondents = 18
Table 9: The Educational Level of the Fathers or Male Guardians of the Respondents

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never had any formal schooling</td>
<td>46</td>
<td>7.6</td>
</tr>
<tr>
<td>Entered primary school but never completed</td>
<td>108</td>
<td>17.9</td>
</tr>
<tr>
<td>Completed primary school</td>
<td>153</td>
<td>25.4</td>
</tr>
<tr>
<td>Entered secondary school but did not take the Lower Certificate of Education</td>
<td>43</td>
<td>7.2</td>
</tr>
<tr>
<td>Lower Certificate of Education</td>
<td>48</td>
<td>8.0</td>
</tr>
<tr>
<td>Malaysian Certificate of Education</td>
<td>116</td>
<td>19.3</td>
</tr>
<tr>
<td>High School Certificate of Education</td>
<td>46</td>
<td>7.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>2.3</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>20</td>
<td>3.3</td>
</tr>
<tr>
<td>Graduate Level Degree (Masters/Ph.D)</td>
<td>8</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>602</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mode = Completed primary school
Median = Completed primary school

Educational Level Of The Mother Or Female Guardian

Table 10 reports the mothers' or female guardians' educational level. Of the 612 respondents, 114 (18.6%) reported that their mothers or female guardians had never had any form of formal schooling. One hundred and twenty (19.6%) of the respondents' mothers or female guardians entered primary school but did not complete it, and 158 (25.8%) of them completed the primary school. Fifty-two (8.6%) of the respondents' mothers or female guardians entered the secondary school, but did not take the Lower Certificate of Education.
Examination, and the other 52 (8.6%) of them had taken the Lower Certificate of Education Examination. Seventy-six (12.4%) of the respondents' mothers or female guardians had the Malaysian Certificate of Education, and 27 (4.4%) had the High School Certificate of Education, while five (0.9%) had the Diploma, and four (0.7%) had the Bachelor Degree, and four (0.7%) had the Graduate Level Degree of Masters or Ph.D.

Table 10: The Educational Level of the Mothers or Female Guardians of the Respondents

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never had any formal schooling</td>
<td>114</td>
<td>18.6</td>
</tr>
<tr>
<td>Entered primary school but never completed</td>
<td>120</td>
<td>19.6</td>
</tr>
<tr>
<td>Completed primary school</td>
<td>158</td>
<td>25.8</td>
</tr>
<tr>
<td>Entered secondary school but did not take the Lower Certificate of Education Examination</td>
<td>52</td>
<td>8.6</td>
</tr>
<tr>
<td>Lower Certificate of Education</td>
<td>52</td>
<td>8.6</td>
</tr>
<tr>
<td>Malaysian Certificate of Education</td>
<td>76</td>
<td>12.4</td>
</tr>
<tr>
<td>High School Certificate of Education</td>
<td>27</td>
<td>4.4</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>0.9</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td>Graduate Level Degrees (Masters/Ph.D)</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>612</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mode = Completed primary school
Median = Completed primary school
Head Of Household

The head of household of the respondents is reported in Table 11. The majority (85.1%) of the respondents indicated that their fathers were the head of household. Twenty-two (3.6%) of respondents indicated that male guardians were the head of household, 65 (10.6%) indicated that their mothers were the head of household, and four (0.7%) indicated that female guardians were the head of household.

Table 11: Head of Household Indicated by Respondents

<table>
<thead>
<tr>
<th>Head of household</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>521</td>
<td>85.1</td>
</tr>
<tr>
<td>Male Guardian</td>
<td>22</td>
<td>3.6</td>
</tr>
<tr>
<td>Mother</td>
<td>65</td>
<td>10.6</td>
</tr>
<tr>
<td>Female Guardian</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>612</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mode = Father

Family Size

Table 12 reports the family size of the respondents. The total number of persons living in the home was included. Of the 607 respondents, 25 (4.1%) were from a family size of three, 74 (12.2%) were from a family size of four; 66 (10.9%) were from a family size of five; 98 (16.1%) were from a family size of six; 102 (16.8%) were from a family size of seven; 86 (14.2%) were from a family size of eight; 52 (8.6%) were from
a family size of nine; 42 (6.9%) were from a family size of 10; 31 (5.1%) were from a family size of 11; 13 (2.1%) were from a family size of 12; and 18 (3.0%) were from a family size of 13 and above. The average family size of the respondents was 7.2.

Table 12: Family Size of Respondents

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>25</td>
<td>4.1</td>
</tr>
<tr>
<td>4</td>
<td>74</td>
<td>12.2</td>
</tr>
<tr>
<td>5</td>
<td>66</td>
<td>10.9</td>
</tr>
<tr>
<td>6</td>
<td>98</td>
<td>16.1</td>
</tr>
<tr>
<td>7</td>
<td>102</td>
<td>16.8</td>
</tr>
<tr>
<td>8</td>
<td>86</td>
<td>14.2</td>
</tr>
<tr>
<td>9</td>
<td>52</td>
<td>8.6</td>
</tr>
<tr>
<td>10</td>
<td>42</td>
<td>6.9</td>
</tr>
<tr>
<td>11</td>
<td>31</td>
<td>5.1</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>2.1</td>
</tr>
<tr>
<td>13 and above</td>
<td>18</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>607</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 7.2  Mode = 7.0  Median = 7.0  Sd = 2.6

Home Residence

Table 13 reports the home residence of the respondents. The majority (38.3%) of the respondents lived in the rural areas. Two hundred and twenty-six (36.8%) of the respondents lived in the small towns, 97 (15.8%) lived in the large towns, and 56 (9.1%) lived in the cities.
Table 13: Home Residence of Respondents

<table>
<thead>
<tr>
<th>Home Residence</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities</td>
<td>56</td>
<td>9.1</td>
</tr>
<tr>
<td>Large Towns</td>
<td>97</td>
<td>15.8</td>
</tr>
<tr>
<td>Small Towns</td>
<td>226</td>
<td>36.8</td>
</tr>
<tr>
<td>Rural areas</td>
<td>235</td>
<td>38.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>614</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mode = Rural areas

Head Of Household Income

Table 14 reports the gross monthly income of the respondents’ head of household. Of the 609 respondents, 286 (47.0%) reported that the monthly income of their heads of household was less than 500 Malaysian ringgit; 189 (31.0%) had monthly income between 500 and 1000 Malaysian ringgit; 67 (11.0%) had a monthly income between 1001 and 1500 Malaysian ringgit; 32 (5.3%) had a monthly income between 1501 and 2000 Malaysian ringgit; 16 (2.6%) had a monthly income between 2001 and 2500 Malaysian ringgit; eight (1.3%) had a monthly income between 2501 and 3000 Malaysian ringgit; and 11 (1.8%) had a monthly income of more than 3000 Malaysian ringgit.
Table 14: Head of Household Income of Respondents

<table>
<thead>
<tr>
<th>Income</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than RM $500</td>
<td>286</td>
<td>47.0</td>
</tr>
<tr>
<td>RM $500 - RM $1000</td>
<td>189</td>
<td>31.0</td>
</tr>
<tr>
<td>RM $1001 - RM $1500</td>
<td>67</td>
<td>11.0</td>
</tr>
<tr>
<td>RM $1501 - RM $2000</td>
<td>32</td>
<td>5.3</td>
</tr>
<tr>
<td>RM $2001 - RM $2500</td>
<td>16</td>
<td>2.6</td>
</tr>
<tr>
<td>RM $2501 - RM $3000</td>
<td>8</td>
<td>1.3</td>
</tr>
<tr>
<td>More than RM $3000</td>
<td>11</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>609</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Median = RM $500 - RM $1000
Mode = Less than RM $500
Sd = 1.3
RM $2.61 = US $1.00 (effective date, March 24, 1993)

Religion

Table 15 reports the religion of the respondents. The majority (90.2%) of the respondents were Muslims, 14 (2.3%) were Buddhists, 36 (5.9%) were Christians, and eight (1.3%) were Hindus. Two (0.3%) of the respondents indicated that they were Atheists. The Muslims, Buddhists, Hindus, and Christians were the followers of Islam, Buddhism, Hinduism, and Christianity respectively.
Table 15: Religion of Respondents

<table>
<thead>
<tr>
<th>Religion</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam</td>
<td>554</td>
<td>90.2</td>
</tr>
<tr>
<td>Buddhism</td>
<td>14</td>
<td>2.3</td>
</tr>
<tr>
<td>Christianity</td>
<td>36</td>
<td>5.9</td>
</tr>
<tr>
<td>Hinduism</td>
<td>8</td>
<td>1.3</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>614</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mode = Islam

Motivational Factors

This section describes the variables that have been categorized as the motivational factors. These variables include: educational aspirations, reason for entering the program, religiosity, and occupational aspirations.

Educational Aspirations

Table 16 reports the educational aspirations of respondents. Seven (1.1%) of the respondents would like to achieve only the diplomas in the area they were studying. The majority (50.3%) of the respondents would like to achieve the Ph.D Degree, 69 (11.4%) would like to achieve the Masters Degree, and 121 (19.9%) would like to achieve the Bachelors Degree. One hundred and five (17.3%) were still undecided about the highest level of education they would like to achieve.
Table 16: Educational Aspirations of Respondents

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>Bachelor</td>
<td>121</td>
<td>19.9</td>
</tr>
<tr>
<td>Master</td>
<td>69</td>
<td>11.4</td>
</tr>
<tr>
<td>Ph.D</td>
<td>305</td>
<td>50.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>105</td>
<td>17.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>607</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mode = Ph.D  Median = Ph.D

Reason For Entering The Program

The main reason given by respondents of why they enrolled in the program is reported in Table 17. Of the 607 respondents, 180 (29.7%) said that the main reason they enrolled in the program was that they were interested in the program. One hundred and fifty-three (25.2%) of the respondents gave the reason that they did not have any other choice in order to further their study, 128 (21.1%) gave the reason that they wanted to find jobs in the field of their study, 56 (9.2%) gave the reason of self-satisfaction, 49 (8.1%) gave the reason of family advice, and four (0.7%) gave the reason of peer advice. About 37 (6.0%) gave other reasons of why they enrolled in the program, and these included the reasons of being promoted into the program, and enrolling in the program as a stepping stone to further their study at the higher level.
Table 17: Main Reason Given By Respondents For Entering the Program

<table>
<thead>
<tr>
<th>Main Reason</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find jobs in the field of study</td>
<td>128</td>
<td>21.1</td>
</tr>
<tr>
<td>For self-satisfaction</td>
<td>56</td>
<td>9.2</td>
</tr>
<tr>
<td>Interested in the program</td>
<td>180</td>
<td>29.7</td>
</tr>
<tr>
<td>Advised by family members</td>
<td>49</td>
<td>8.1</td>
</tr>
<tr>
<td>Advised by peers</td>
<td>4</td>
<td>0.7</td>
</tr>
<tr>
<td>No other choice to further study</td>
<td>153</td>
<td>25.2</td>
</tr>
<tr>
<td>Others</td>
<td>37</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>607</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mode = Interested in the program

Occupational Aspirations

Table 18 reports the occupational aspirations of respondents. Of the 547 respondents, 95 (17.4%) would like to become administrators, 60 (11.0%) would like to become business people, nine (1.6%) would like to become accountants, 29 (5.3%) would like to become medical doctors, nine (1.6%) would like to become veterinary doctors, 34 (6.2%) would like to become engineers, 26 (4.8%) would like to become computer programmers, 56 (10.2%) would like to become entrepreneurs, 64 (11.7%) would like to become lecturers, 21 (3.8%) would like to become researchers, 22 (4.0%) would like to become social workers, 85 (15.6%) would like to become teachers, six (1.1%) would like to become military officers, six (1.1%) would like to become farmers, and 25 (4.6%) would like to enter various...
other occupations including consultancy, navigation, architecture, laws, fashion design, and politics.

Table 18: Occupational Aspirations of Respondents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>95</td>
<td>17.4</td>
</tr>
<tr>
<td>Business people</td>
<td>60</td>
<td>11.0</td>
</tr>
<tr>
<td>Accountants</td>
<td>9</td>
<td>1.6</td>
</tr>
<tr>
<td>Medical Doctors</td>
<td>29</td>
<td>5.3</td>
</tr>
<tr>
<td>Veterinary Doctors</td>
<td>9</td>
<td>1.6</td>
</tr>
<tr>
<td>Engineers</td>
<td>34</td>
<td>6.2</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>26</td>
<td>4.8</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>56</td>
<td>10.2</td>
</tr>
<tr>
<td>Lecturers</td>
<td>64</td>
<td>11.7</td>
</tr>
<tr>
<td>Researchers</td>
<td>21</td>
<td>3.8</td>
</tr>
<tr>
<td>Social Workers</td>
<td>22</td>
<td>4.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>85</td>
<td>15.6</td>
</tr>
<tr>
<td>Military Officers</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td>Farmers</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td>Others</td>
<td>25</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>547</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mode = Administrators

Religiosity

The religiosity was measured by using an instrument consisting of eight items or statements. Respondents were asked to state their agreement or disagreement with each statement on a seven-point Likert scale: strongly agree (7), moderately agree (6), slightly agree (5), uncertain (4), slightly disagree (3), moderately disagree (2), and strongly disagree (1). If respondents answered "4" and above on the scale, then they indicated that religion was a very important
part of their life. On the other hand, if they answered below 
"4" on the scale, then they indicated that religion was not a 
very important part of their life. An item mean score was 
obtained by dividing the overall mean score by the total 
number of items for the measure.

Most respondents responded with 'strongly agree'. As a 
whole, respondents indicated that religion was a very 
important part of their life (mean = 6.7, Table 19). The 
standard deviation was 0.6. The minimum and maximum scores 
were 2.6 and 7.0.

**Student Perception Of Parental Work Values**

Ten items or statements were used to measure student 
perception of parental work values. Respondents were asked to 
state their agreement or disagreement with each statement on 
a seven-point Likert scale: strongly agree (7), moderately 
agree (6), slightly agree (5), uncertain (4), slightly 
disagree (3), moderately disagree (2), and strongly disagree 
(1). If respondents answered "7" on the scale, then they 
indicated that they perceived their parents have very positive 
work values, "6" moderately positive, "5" slightly positive, 
"4" uncertain, "3" slightly negative, "2" moderately negative, 
and "1" very negative work values. An item mean score was 
obtained by dividing the overall mean score by the total 
number of items for the measure and it was found to be 5.8 
(see Table 19). This value indicated that, in general,
respondents perceived their parents had "moderately positive" work values. The standard deviation was 0.7. The minimum score was 2.6 and the maximum score was 7.0.

**Work Attitudes Of Respondents**

The work attitude measure consisted of 25 items or statements. Respondents were asked to state their agreement or disagreement with each statement on a five-point Likert scale: strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). If respondents answered "5" on the scale, it indicated that respondents had a very positive work attitude, "4" positive, "3" uncertain, "2" negative, and "1" very negative work attitude. An item mean score was obtained by dividing the overall mean score by the total number of items for the measure, and it was found to be 4.1 (see Table 19). This value indicated that, in general, respondents had positive work attitudes. The standard deviation was 0.3. This value indicated that not much variation in work attitude existed among respondents. In other words, respondents could be considered as homogenous. The minimum score was 2.8 and the maximum score was 4.8.
Table 19: Summary Statistics for the Measures of Student Perception of Parental Work Values, Religiosity, and Work Attitudes

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Min.</th>
<th>Max.</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religiosity</td>
<td>6.7</td>
<td>0.6</td>
<td>2.6</td>
<td>7.0</td>
<td>8</td>
</tr>
<tr>
<td>Student Perception of Parental Work Values</td>
<td>5.9</td>
<td>0.7</td>
<td>2.6</td>
<td>7.0</td>
<td>10</td>
</tr>
<tr>
<td>Work Attitude</td>
<td>4.1</td>
<td>0.3</td>
<td>2.8</td>
<td>4.8</td>
<td>25</td>
</tr>
</tbody>
</table>

n = 614
Scale for Religiosity and Student Perception of Parental Work Values: (1) Strongly disagree, (2) Moderately disagree, (3) Slightly disagree, (4) Uncertain, (5) Slightly agree, (6) Moderately agree, and (7) Strongly agree.
Scale for Work Attitude: (1) Strongly disagree, (2) Disagree, (3) Uncertain, (4) Agree, and (5) Strongly Agree.

Relationships Among Variables

This section examines the relationships between the independent variables and the dependent variable (work attitude). The independent variables were categorized into three categories: The Demographic Variables, the Motivational Factors, and the Student Perception of Parental Work Values.

Two rules were set in order to reject the null hypothesis and accept the research hypothesis. The first rule was that the relationship must be significant at p<.05. The second rule was that the correlation coefficient value must be .10 and above. The scale suggested by Davis (1971) was used to describe the relationships between the independent variables.
and the dependent variable, and it was suggested as follows:

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.70 or higher</td>
<td>Very strong relationship</td>
</tr>
<tr>
<td>.50 to .69</td>
<td>Substantial relationship</td>
</tr>
<tr>
<td>.30 to .49</td>
<td>Moderate relationship</td>
</tr>
<tr>
<td>.10 to .29</td>
<td>Low relationship</td>
</tr>
<tr>
<td>.01 to .09</td>
<td>Negligible relationship</td>
</tr>
</tbody>
</table>

Relationships Between Demographic Variables And Work Attitude

The relationships between demographic variables and work attitude are presented in Table 20. The demographic variables include: gender, race, age, work experience, father or male guardian occupational level, mother or female guardian occupational level, father or male guardian educational level, mother or female guardian educational level, program area, home residence, family size, being head of household, head of household income, and religion.

Gender

The research hypothesis was tested in its null form. A negligible significant positive relationship existed between work attitude and gender of respondents. However, Table 20 reports that the point biserial correlation coefficient value ($r_{pb}$) was only .07. Since this correlation value was less than .10, the null hypothesis was not rejected. Therefore, the
Race

The research hypothesis was stated in its null form. A low non-significant positive relationship existed between work attitude and race. The multiple point biserial correlation coefficient value ($R_{pb}$) was found to be .11 (Table 20). Even though the correlation value was greater than .10, it was not significant. Therefore, the null hypothesis was not rejected, and the research hypothesis was not accepted.

Age

The research hypothesis was stated in its null form. A negligible non-significant negative relationship existed between work attitude and age of respondents. The pearson product moment correlation coefficient value ($r$) was found to be - .01 (Table 20). Since this correlation value was less than .10, and not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Work Experience

Table 20 reports that the pearson product moment correlation coefficient value ($r$) for the relationship between work attitude and work experience of respondents was .02. This correlation value indicated that a negligible non-significant positive relationship existed between work attitude and work
experience of respondents. Since this correlation value was less than .10 and not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

**Father Or Male Guardian Occupational Level**

The research hypothesis was stated in its null form. A negligible non-significant negative relationship existed between work attitude of students and their father or male guardian occupational level. The Pearson product moment correlation coefficient value ($r$) was found to be $-0.03$ (Table 20). Since this relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

**Mother Or Female Guardian Occupational Level**

The research hypothesis was stated in its null form. A negligible non-significant negative relationship existed between work attitude of students and their mother or female guardian occupational level. The Pearson product moment correlation coefficient was found to be $-0.03$ (Table 20). Since this correlation value was less than .10, and not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

**Father Or Male Guardian Educational Level**

The research hypothesis was stated in its null form. A
negligible significant positive relationship existed between work attitude of students and their father or male guardian educational level. However, the pearson product moment correlation coefficient was found to be .07 (Table 20). Since the correlation value was less than .10, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

**Mother Or Female Guardian Educational Level**

The research hypothesis was stated in its null form. A negligible non-significant positive relationship existed between work attitude of students and their mother or female guardian educational level. Table 20 reports that the pearson product moment correlation coefficient was .06. Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

**Family Size**

The research hypothesis was stated in its null form. A negligible significant positive relationship existed between work attitude and family size. However, the pearson product moment correlation coefficient was found to be .06 (Table 20). Since this correlation value was less than .10, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.
Program Area

The research hypothesis was stated in its null form. A low non-significant positive relationship existed between work attitude and program area of study. The multiple point biserial correlation coefficient ($R_{pb}$) was found to be .13 (Table 20). Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Being Head Of Household

The research hypothesis was stated in its null form. A negligible non-significant positive relationship existed between work attitude and being head of household. Also, the multiple point biserial correlation coefficient ($R_{pb}$) was found to be .04 (Table 20). Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Home Residence

The research hypothesis was stated in its null form. A negligible non-significant positive relationship existed between work attitude and home residence. The multiple point biserial correlation coefficient ($R_{pb}$) was found to be .04 (Table 20). Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.
Head Of Household Income

The research hypothesis was stated in its null form. A negligible significant negative relationship existed between work attitude and head of household income. However, Table 20 reports that the pearson product moment correlation coefficient was only -.06. Since the correlation value was less than .10, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Religion

The research hypothesis was stated in its null form. A low non-significant positive relationship existed between religion and work attitude. The multiple point biserial correlation coefficient ($R_{pb}$) was found to be .12 (table 20). Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.
### Relationships Between Demographic Variables and Work Attitude

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Statistic</th>
<th>Correlation Coefficient</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>$r_{pb}$</td>
<td>.07</td>
<td>.04*</td>
</tr>
<tr>
<td>Race</td>
<td>$R_{pb}$</td>
<td>.11</td>
<td>.08</td>
</tr>
<tr>
<td>Age</td>
<td>$r$</td>
<td>-.01</td>
<td>.44</td>
</tr>
<tr>
<td>Work Experience</td>
<td>$r$</td>
<td>.02</td>
<td>.27</td>
</tr>
<tr>
<td>Father Occupational Status</td>
<td>$r$</td>
<td>-.03</td>
<td>.26</td>
</tr>
<tr>
<td>Mother Occupational Status</td>
<td>$r$</td>
<td>-.03</td>
<td>.26</td>
</tr>
<tr>
<td>Father Educational Status</td>
<td>$r$</td>
<td>-.09</td>
<td>.02*</td>
</tr>
<tr>
<td>Mother Educational Status</td>
<td>$r$</td>
<td>-.06</td>
<td>.09</td>
</tr>
<tr>
<td>Program</td>
<td>$R_{pb}$</td>
<td>.13</td>
<td>.21</td>
</tr>
<tr>
<td>Family Size</td>
<td>$r$</td>
<td>.07</td>
<td>.04*</td>
</tr>
<tr>
<td>Head of Household</td>
<td>$R_{pb}$</td>
<td>.04</td>
<td>.75</td>
</tr>
<tr>
<td>Home Residence</td>
<td>$R_{pb}$</td>
<td>.04</td>
<td>.79</td>
</tr>
<tr>
<td>Head of Household Income</td>
<td>$r$</td>
<td>-.07</td>
<td>.05*</td>
</tr>
<tr>
<td>Religion</td>
<td>$R_{pb}$</td>
<td>.12</td>
<td>.08</td>
</tr>
</tbody>
</table>

$R_{pb}$ = Multiple Point Biserial Correlation Coefficient  
$r$ = Pearson Product Moment Correlation Coefficient  
$r_{pb}$ = Point Biserial Correlation Coefficient  
* Significance at p<.05.

### Relationships Between Motivational Factors and Work Attitude

The relationships between motivational factors and work attitude are presented in Table 21. The motivational factors included educational aspirations, occupational aspirations, reason for entering the program, and religiosity.
Educational Aspirations

The research hypothesis was stated in its null form. The pearson product moment correlation coefficient was found to be -.05 (Table 22). This correlation value indicated that a negligible non-significant negative relationship existed between educational aspirations and work attitude. Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Occupational Aspirations

The research hypothesis was stated in its null form. Table 22 reports that the pearson product moment correlation coefficient was .03. This correlation value indicated that a negligible non-significant positive relationship existed between work attitude and occupational aspirations. Since the relationship was not significant, the null hypothesis was not rejected. Therefore, the research hypothesis was not accepted.

Reason For Entering The Program

The research hypothesis was stated in its null form. A low positive relationship existed between work attitude and reason for entering the program ($R_{pb} = .15$, Table 22). Since this relationship was significant and the correlation value was greater than .10, the null hypothesis was rejected. Therefore, the research hypothesis was accepted. When
examining the mean table it was found that not much difference in mean scores existed between the reasons given by respondents (Table 21). However, the reasons given by respondents could be arranged in the following sequence based on priority: (1) self-fulfillment, (2) to find jobs in the field of study, (3) interested in the program, (4) no other choice to further study, (5) parent advice, (6) peer advice, and (7) other reasons which included the reasons of being promoted into the program, and enrolling in the program as a stepping stone to further their study at the higher level.

Table 21: Work Attitude Means and Standard Deviations for Groups Entering the Program for Different Reasons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Mean</th>
<th>Sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find jobs in the field of study</td>
<td>128</td>
<td>4.10</td>
<td>.32</td>
</tr>
<tr>
<td>For self-fulfillment</td>
<td>56</td>
<td>4.11</td>
<td>.36</td>
</tr>
<tr>
<td>Interested in the program</td>
<td>180</td>
<td>4.09</td>
<td>.30</td>
</tr>
<tr>
<td>Advised by family member</td>
<td>49</td>
<td>4.00</td>
<td>.36</td>
</tr>
<tr>
<td>Advised by peers</td>
<td>4</td>
<td>3.98</td>
<td>.36</td>
</tr>
<tr>
<td>No other choice to further study</td>
<td>153</td>
<td>4.06</td>
<td>.31</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>3.91</td>
<td>.42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>607</td>
<td>4.07</td>
<td>.31</td>
</tr>
</tbody>
</table>

Religiosity

The research hypothesis was stated in its null form. A low significant positive relationship existed between work attitude and religiosity ($r = .17$, Table 22). Since the
relationship was significant, and the correlation value was greater than .10, the null hypothesis was rejected. Therefore, the research hypothesis was accepted.

Table 22: Relationships Between Motivational Factors and Work Attitude

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Statistic</th>
<th>Correlation Coefficient</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Aspirations</td>
<td>r</td>
<td>.03</td>
<td>.24</td>
</tr>
<tr>
<td>Educational Aspiration</td>
<td>r</td>
<td>-.01</td>
<td>.44</td>
</tr>
<tr>
<td>Reason for Entering the Program</td>
<td>Rpb</td>
<td>.15</td>
<td>.02*</td>
</tr>
<tr>
<td>Religiosity</td>
<td>r</td>
<td>.17</td>
<td>.00*</td>
</tr>
</tbody>
</table>

r = Pearson Product Moment Correlation Coefficient
Rpb = Multiple Regression Correlation Coefficient
* Significance at p<.05.

Relationship Between Student Perception Of Parental Work Values And Work Attitude

The relationship between student perception of parental work values and work attitude is presented in Table 23. The research hypothesis was stated in its null form. A moderate significant positive relationship existed between student perception of parental work values and their work attitude (r = .41). Since the relationship was significant, and the correlation value was greater than .10, the null hypothesis was rejected. Therefore, the research hypothesis was accepted.
Table 23: Relationship Between Student Perception of Parental Work Values and Work Attitude

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Statistic</th>
<th>Correlation Coefficient</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perception of Parental Work Values</td>
<td>( r )</td>
<td>.41</td>
<td>.00*</td>
</tr>
</tbody>
</table>

\( r = \) Pearson Product Moment Correlation Coefficient
* Significance at \( p < .05 \).

Description Of The Variance In Work Attitude Of Respondents

The rules were set earlier in the study, i.e. in order for the variable to be considered for further analysis in the multiple regression procedure, first, it must have a significant relationship with work attitude, and second, it must have a correlation value of .10 and above. As a result, no demographic variables were used for further analysis. The reason was that the relationships of many demographic variables with work attitude were not significant. In addition, demographic variables which were found to have significant relationships with work attitude had correlation values of less than .10. Therefore, demographic variables could not be considered as an important indicators of work attitude for the population in this study.

In this study, only three independent variables were found to be significantly correlated with the dependent variable (work attitude). These variables were religiosity,
reason for entering the program, and student perception of parental work values. Only these variables were used in calculating the squared semi-partial multiple regression coefficient.

The proportion of variance (sr^2) in the dependent variable that was uniquely explained by each independent variable after removing the effect of the other independent variables was calculated. This procedure was done by (1) calculating the proportion of the variance (R^2) in the full model accounted for by all the independent variables, and (2) determining the proportion of variance uniquely accounted for by the independent variable of interest (sr^2).

The proportion of variance uniquely accounted for by the independent variable of interest (sr^2) was determined by subtracting the squared multiple correlation coefficient (r^2) of the other independent variables from the full model as shown in the formula given by Cohen and Cohen (1983):

\[ sr^2 = R_{y,12}^2 - r_{y2}^2 \]  

(2)

In testing whether an independent variable of interest made a significantly nonzero unique contribution to the multiple R^2, the F-test was used. The formula for the F-test given by Cohen and Cohen (1983) was as follows:

\[ F_1 = \frac{sr^2_1(n-k-1)}{1 - R^2} \]  

(3)
Proportion Of The Variance In Work Attitude

The three significant independent variables that were included in the calculation of the semi-partial multiple regression coefficients accounted for 19% of the variance in work attitude.

The first independent variable, student perception of parental work values, uniquely accounted for 14% of the variance in work attitude while the effect of the other independent variables were removed. The F-test value was 106.65, and it was significant at p<.001 (Table 24).

The second independent variable, reason for entering the program, uniquely accounted for 1.5% of the variance in work attitude while the effect of the other independent variables were removed. The F-test value was 1.88, and it was not significant (Table 24).

The third independent variable, religiosity, uniquely accounted for .5% of the variance in work attitude while the effect of the other independent variables were removed. The F-test value was 4.33, and it was significant at p<.05 (Table 24).
Table 24: Squared Semi-partial Multiple Regression Coefficients of Work Attitude on Independent Variables

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>$K_a$</th>
<th>$K_b$</th>
<th>$sr^2$</th>
<th>$F$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perception of Parental Work Values</td>
<td>7</td>
<td>1</td>
<td>.1426</td>
<td>106.65**</td>
</tr>
<tr>
<td>Reason For Entering the Program$^a$</td>
<td>2</td>
<td>6</td>
<td>.0151</td>
<td>1.88(n.s)</td>
</tr>
<tr>
<td>Religiosity</td>
<td>7</td>
<td>1</td>
<td>.0058</td>
<td>4.33*</td>
</tr>
</tbody>
</table>

$R^2 = .1909$
Adjusted $R^2 = .1802$
$df. (8, 605)$

**$p<.001$
* $p<.05$

$K_a$ = Number of Independent Variables
$K_b$ = Number of Independent Variables controlled

$^a$ = Dummy coded into a six variable set for this analysis

Equation For Predicting The Work Attitude Of Respondents

A stepwise multiple regression procedure was used to develop regression equations for predicting the work attitude of the diploma students at Universiti Pertanian Malaysia. The independent variables that were significantly related to work attitude were included in the analysis. The best predictors of work attitude in order of significance were found to be student perception of parental work values, and religiosity. Table 25 presents the multiple regression correlation coefficients of these variables.
Table 25: Stepwise Multiple Regression of Work Attitude on the Significant Independent Variables

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>R²</th>
<th>R² increment</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perception of Parental Work Values ($X_1$)</td>
<td>.1688</td>
<td>.1688</td>
<td>124.24*</td>
</tr>
<tr>
<td>Religiosity ($X_2$)</td>
<td>.1758</td>
<td>.0070</td>
<td>65.14*</td>
</tr>
</tbody>
</table>

* p<.001
R² = .1698

The equation for predicting work attitude was found to be as follows:

$$Y = 2.7056 + .182X_1 + .0451X_2$$ (4)

The variables in the equation represent the independent variables which best predict the work attitude of the diploma students at Universiti Pertanian Malaysia. These variables accounted for 17% of the variance in work attitude (R² = .1698).
CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter is divided into the following sections: (1) Problem Statement, (2) Purpose of the Study, (3) Hypotheses, (4) Methodology, (5) Summary of the Findings, (6) Discussion, (7) Conclusions, and (8) Recommendations.

The Problem Statement

Possessing a positive work attitude is very important for an employee in order to succeed in the workplace. The reason might be that poor or negative work attitudes could influence the performance of an employee in his or her job. The increase in the number of employees who have exhibited negative attitudes toward work has made employers more cautious in hiring new workers. As a result, many people tend to agree that students exiting from a training program should possess positive work attitudes. A review of the literature indicated that there has been a paucity of information regarding the attitude of students toward work in a developing country like Malaysia. Therefore, this study was conducted to determine the factors related to the work attitude of students enrolled in diploma programs at Universiti Pertanian Malaysia.
Purpose Of The Study

The main purpose of the study was to determine the work attitudes of students enrolled in diploma programs at Universiti Pertanian Malaysia. This purpose was accomplished by answering the following research questions:

1. What are the work attitudes of students enrolled in diploma programs at Universiti Pertanian Malaysia?
2. What are the relationships between demographic variables and work attitude?
3. What are the relationships between motivational factors and work attitude?
4. What is the relationship between student perception of parental work values and work attitudes?
5. What combination of factors best predicts student work attitudes?

Hypotheses

The hypotheses developed to be tested for the above stated research questions were stated as follows:

1. Respondents, as a whole, have positive attitudes toward work.
2. A relationship exists between gender and work attitude.
3. A relationship exists between race and work attitude.
4. A positive relationship exists between age and work attitude.
5. A positive relationship exists between work experience
and work attitude.

6. A positive relationship exists between father or male guardian educational level and work attitude.

7. A positive relationship exists between mother or female guardian educational level and work attitude.

8. A positive relationship exists between father or male guardian occupational level and work attitude.

9. A positive relationship exists between mother or female guardian occupational level and work attitude.

10. A relationship exists between being head of household and work attitude.

11. A relationship exists between program area of study and work attitude.

12. A relationship exists between family size and work attitude.

13. A relationship exists between home residence and work attitude.

14. A relationship exists between head of household income and work attitude.

15. A relationship exists between religion and work attitude.

16. A positive relationship exists between educational aspiration and work attitude.

17. A relationship exists between reason for entering the program and work attitude.

18. A positive relationship exists between occupational aspiration and work attitude.
19. A positive relationship exists between religiosity and work attitude.

20. A positive relationship exists between student perception of parental work values and work attitude.

Methodology

Research Design And Instrumentation

This was a descriptive-correlational study. The dependent variable was work attitude, and the independent variables included: demographic variables (sex, race, age, father or male guardian occupational level, mother or female guardian occupational level, father or male guardian educational level, mother or female guardian educational level, family size, work experience, being head of household, program area, head of household income, religion, and home residence); motivational factors (occupational aspirations, educational aspirations, reason for entering the program, and religiosity); and student perception of parental work values.

The instruments were developed to measure the dependent variable and to gather information on the independent variables. Most of the items or statements in the work attitude instrument were taken directly or modified from the instruments developed by Curry (1976), and Broadnax (1979). Most of the statements in the instrument to measure student perception of parental work values were modified from the instrument developed by Ana Falcon-Emmanuelli, a graduate
student in the Department of Agricultural Education, The Ohio State University, and some were taken directly from the instrument developed by Curry (1976).

Population And Sample

The population of the study was the students enrolled in diploma programs at Universiti Pertanian Malaysia during the 1992/93 school year. Universiti Pertanian Malaysia offered eight diploma programs at its Serdang campus. These programs were Diploma in Agriculture, Diploma in Human Development, Diploma in Agricultural Engineering, Diploma in Fisheries, Diploma in Computer Science, Diploma in Forestry, Diploma in Agribusiness, and Diploma in Animal Health and Production. The total number of diploma students at the Serdang campus of Universiti Pertanian Malaysia for the 1992/93 school year was 1676.

For this study, cluster random sampling was used to select respondents. The students were selected based on program and year of study. The selected program and year of study formed a cluster. Of the 20 clusters (cells) of program and year, eight clusters were randomly selected to form a sample consisting of 686 students.

Data Collection

The collection of data was carried out as follows:

(1) The researcher contacted the lecturers who had lectures involving the selected clusters of students for this study.
(2) The researcher visited each lecturer and his or her students during their class session.

(3) The researcher informed the lecturer and the students about the objective of the visit, and then distributed the questionnaires to the students.

(4) The researcher guided the students in responding to the questions in the questionnaire. On the average, it took about 25 minutes for the students to complete the questionnaire.

(5) The researcher collected the completed questionnaires from the students. For the students who did not attend the lecture, the researcher asked the leader of the program to distribute the questionnaires to them. However, many of these students were unwilling to participate.

Data Analysis

The data were analyzed by using SPSS/PC+. Descriptive data were analyzed in the form of frequencies and measures of central tendency by using the appropriate statistics for the type of data. Correlational techniques were used to determine the direction and magnitude of the relationships between the independent and dependent variables. The relationships between work attitude and the categorical independent variables with two levels were determined by using the point biserial correlation coefficient ($r_{pb}$). The relationships between the work attitude and the independent variables with interval and
ordinal data were determined by using the pearson product moment correlation coefficient (r). The relationships between the work attitude and the categorical independent variables with many levels were determined by first dummy coding the levels of a particular independent variable. Then, the multiple point biserial correlation coefficient (Rpb) was used to determine the relationship between the two variables. The squared semi-partial multiple regression correlation coefficient (sr²) was calculated for each significant independent variable in order to determine the proportion of the dependent variable that could be explained by each independent variable when the effect of the other independent variables were removed. The stepwise multiple regression analysis was used to determine the significant independent variables that could best predict the work attitudes of the students.

Summary Of The Findings

Of the 686 anticipated respondents, 618 (90%) returned the questionnaires. Four of the returned questionnaires were incomplete and were not used in the analysis. Therefore, 614 (89.5%) of the sample returned usable questionnaires which were further analyzed for the study.

Demographic Variables

Of the 614 respondents, 322 (52%) were male, and 292 (48%) were female. The majority (88.9%) of respondents were
Malays. Thirteen (2.1%) were Chinese, 10 (1.6%) were Indians, and 45 (7.3%) were other races. The age of respondents ranged between 17 and 24 years. The average age was 19.6 years. A plurality (38.8%) of respondents were 19 years of age.

The majority (64.3%) of respondents indicated that they did not have any work experience. The largest percentage (15.3%) of those who had work experiences had the experiences between 51 and 100 days. The average amount of work experience had by respondents was 26.9 days. A plurality (38.3%) of respondents lived in rural areas. Most (90.2%) of the respondents were Muslims.

**Family Background**

The largest percentage (31.6%) of respondents reported that their fathers or male guardians worked in jobs related to farming, forestry, and fishing. The largest percentage (25.4%) of respondents reported that their fathers or male guardians had completed the primary school.

The majority (79.2%) of the respondents’ mothers or female guardians were homemakers. The largest percentage (25.8%) of respondents reported that their mothers or female guardians had completed the primary school.

The majority (85.1%) of respondents indicated that their fathers were the head of the household. More than one-half (59.3%) of respondents indicated that their family size was between five and eight. The average family size of the respondents was 7.2. The largest percentage (47.0%) of
respondents reported that the incomes of their head of household was less than 500 Malaysian ringgit per month.

Motivational Factors

Students aspired to enter a variety of occupations. About 17% would like to become administrators, 11% business people, 10% entrepreneurs, 11% lecturers, 15% teachers, and 10% had not decided the types of jobs they wanted to do in their life. About one-half (50.3%) of respondents hoped to achieve the Ph.D Degree.

About 29% of respondents indicated that the main reason they enrolled in the program was that they were interested in the program, and about 25% of them said that they did not have any other choice in order to further their study. Respondents, in general, indicated that religion was a very important part of their life (mean = 6.7, sd = 0.6). They perceived that their parents had "moderately positive" work values (mean = 5.8, sd = 0.7).

Respondents had positive work attitudes (mean = 4.1, sd = 0.3). The low standard deviation indicated that not much variation in work attitude existed among respondents. Therefore, respondents could be considered as homogeneous in work attitude.

Relationships Between Variables And Work Attitude

The demographic variables did not show significant relationships with work attitude. Therefore, they were not used for further analysis. Work attitude correlated
significantly with the following motivational factors: (1) reason for entering the program ($R_{pb} = .15$, $p<.02$), and (2) religiosity ($r = .17$, $p<.01$). A moderate significant positive relationship existed between student perception of parental work values and work attitude ($r = .41$, $p<.01$).

**Discussion Of The Findings**

Employers need employees with good attitudes toward work. The program that aims to develop positive work attitudes in students could contribute to the employability of the students graduated from the program. The findings of this study showed that, as a whole, diploma program students at Universiti Pertanian Malaysia have positive work attitudes (mean = 4.1, $sd = 0.3$). These positive work attitudes should be maintained.

The low standard deviation ($sd = 0.3$), however, indicates that not much variation in work attitude exists among students. Perhaps, the findings on the characteristics of students in this study could explain the situation. From the findings, it appears that diploma programs at Universiti Pertanian Malaysia are enrolling students with remarkably similar characteristics. The majority of the students are Malays and most of them are Muslims. The majority of their mothers are housewives, and the majority of the heads of household are their fathers. The homogeneous group of students has both positive and negative impacts upon the students and the program. Students who are similar to each other are likely
to share many of the same challenges, frustrations, and hopes, which could contribute to a supportive diploma program environment. Conversely, the homogeneous group of students may not bring a healthy diversity of beliefs and aspirations to the program.

The responses of the students on the work attitude scale also showed that they were reluctant to make extreme choices. Perhaps, the reason given by Zax and Takahashi (1967) might explain the phenomena. In their study, they found that American college students responded with more extreme choices on work value scales than their Japanese counterparts. Zax and Takahashi proposed that the differences in responding reflected the difference in childrearing practices. In Japan, the exercise of restraint is an important childrearing goal, and this restraint is reflected in a reluctance to make extreme choices. On the other hand, American children are raised with less structure and more emphasis on personal initiative and resourcefulness which leads to less inhibition and less conformity. This childrearing practice, in turn, may be expressed in more extreme choices. Based upon the finding of the study by Zax and Takahashi, Malaysian students can be said to have similar characteristic with that of the Japanese students in the way they were raised, which, in turn, was reflected in their responses on the work attitude scale of this study.

Based upon the stepwise regression analysis, two major
factors can be used as predictors of work attitudes of diploma program students at Universiti Pertanian Malaysia. These factors are student perception of parental work values, and religiosity.

The findings of the studies by Winters (1981), Perrone (1957), and Wagman (1968), found that the perceived work values of parents were related to student work values. Also, Mannheim (1988), in a study of the Israeli high school students, revealed that parents' values and work attitudes explained small amounts of variance in adolescent work values. These findings are congruent with the findings of this study. The similarity in the findings of all these studies indicate that regardless of the society and culture of the students, parents play a critical role in developing their children's work values and attitudes.

There are several ways that parents can carry out this task. Among others they can occasionally bring along the children to their work place where the children can see the work they perform. In Malaysia, it has become a common practice among the low income parents to ask their children to help them with their work. In certain cases, from a very young age, some children have assumed adult roles and responsibilities through supplementing the family income by their work. Usually, these children take pride in and have high self-esteem regarding their contributions to the family. A large percentage (47%) of respondents in this study reported
that they come from a low income family (the gross monthly income of the head of household is less than 500 Malaysian ringgit). Perhaps, a majority of these students have had an early experience of working with their parents. As a result, they might have developed a positive attitude toward work, i.e., if the parents displayed a positive work attitude.

Further, parents can also send their children to attend workshops in which the ways of developing positive work attitudes are taught. Besides, parents themselves should take initiative to attend seminars or workshops on how to develop positive work attitudes in their children. For example, a similar seminar was held for parents in Singapore. In the seminar, parents learned how to develop an interest in their children toward becoming entrepreneurs. Parents were urged to "encourage entrepreneurial tendencies such as risk-taking and independent behavior in their children." (Columbus Dispatch, May 9, 1993, p. 6A). Further, parents could portray positive attitudes toward work through their behaviors and thinking. Children usually observe the behaviors of their parents, and they learn the behaviors through imitation (Bandura, 1977).

Religiosity was also found to be an important factor that might influence work attitudes. Religiosity is defined as an indication given by respondents of whether religion is a very important or not a very important part of their life. The findings showed that students indicated religion was a very important part of their life. However, an obvious question
raised by the results of this study is whether the students really indicated that religion was a very important part of their life. In responding to religious statements in the questionnaire, there was a tendency for students to give positive responses. The reason might be due to the fact that the Malaysian society (especially the Muslims) considers religion to be important, necessary, and desirable. Malaysians, especially the Muslims, do not like to portray that they are anti-religion or care little for it. It is important for them to show positive attitudes toward religion in order to maintain their position in society. Society expects citizens to be good Muslims. To show that they are anti-religion would indicate that they are for sin, degradation, communism, capitalism, and the decline of the society. Therefore, to be for religion does not necessarily mean being religious or perceiving religion as an important part of life.

A finding of this study also showed that a significant low positive relationship existed between reason for entering the program and work attitude. This finding is consistent with a finding of the study by Wu (1985), who reported the work values of students enrolled in community colleges in Pennsylvania. Wu found a weak relationship existed between reason for entering the community college and work values.

About 25% of the respondents in this study indicated that they did not have any other choice in order to further their
study as the main reason of why they enrolled in the program. There is a possibility that students were offered the program, not based on their choices or preferences, but based on the spaces available in the program. Due to the difficulty of getting places in the higher learning institutions in the country, students have no other choice but to accept the offer.

The researcher had an opportunity during the conduct of this study to visit with a few lecturers. Many of these lecturers voiced their concerns about the lack of interest among students in their learning. Perhaps the practice of recruiting students into the program without considering their choices or preferences might explain the situation. Consequently, these students will develop negative attitudes toward work in the area for which they are being prepared. Therefore, administrators and policy makers should reconsider the ways they recruit new students into various diploma program so that the above stated problem will not arise in the future. In further analysis, however, reason for entering the program is not one of the best predictors of student work attitudes.

Even though none of the demographic variables were found to be significantly related with work attitude, it is good to discuss the findings of other studies which were consistent with the findings of this study. It is important to note that a few demographic variables (gender, father educational
status, family size, and head of household income) have had
significant relationships with work attitude. However, their
correlation coefficients were negligible (less than .10),
therefore, they were considered as not significant. Perhaps,
by using a more heterogenous group of students, these
variables, and a few other demographic variables, will emerge
as significant variables that could influence students’ work
attitudes.

Some of the findings on the relationships between
demographic variables and work attitude in this study,
however, are congruent with the findings of previous studies.
For example:

also found that no significant differences in work values
existed between males and females.

(2) Meitus (1979) showed that categorizing students on the
basis of parent occupation did not produce different work
value profiles. Also, Isralowitz (1989) showed that no
significant differences existed among youth from families
whose father was employed and unemployed.

(3) Black (1976) and McDiarmid and Kleinfeld (1986) showed
that no significant differences in work attitude existed
between races.

(4) Vincent (1980) and Torres (1990) found that work
experiences were not significantly related with work
values.
Perhaps, the non-significance of the relationship between program area of study and work attitude in this study indicates that either the type of program and faculty do not influence student work attitudes or the length of time most students spend in a diploma program is not long enough for a change in attitude to occur.

Conclusion

The conclusions of this study are presented according to the tested hypotheses.

1. Diploma program students at Universiti Pertanian Malaysia have a positive attitude toward work.

2. No significant relationship existed between gender and work attitude.

3. No significant relationship existed between race and work attitude.

4. No significant relationship existed between age and work attitude.

5. No significant relationship existed between work experience and work attitude.

6. No relationship existed between father or male guardian educational level and work attitude.

7. No significant relationship existed between mother or female guardian educational level and work attitude.

8. No significant relationship existed between father or male guardian occupation and work attitude.
9. No significant relationship existed between mother or female guardian occupation and work attitude.

10. No significant relationship existed between head of household and work attitude.

11. No significant relationship existed between program in which students were enrolled and work attitude.

12. No significant relationship existed between family size and work attitude.

13. No significant relationship existed between home residence and work attitude.

14. No significant relationship existed between head of household income and work attitude.

15. No significant relationship existed between religion and work attitude.

16. No significant relationship existed between educational aspiration and work attitude.

17. A low significant relationship existed between reason for entering the program and work attitude.

18. No significant relationship existed between occupational aspiration and work attitude.

19. A low significant positive relationship existed between religiosity and work attitude.

20. A moderate positive relationship existed between student perception of parental work values and work attitude.
Revised Model

The findings of this study suggested that the earlier model of the independent variables related to work attitude should be revised. The independent variables included in the model were those that have a significant relationship with the work attitude of diploma students at Universiti Pertanian Malaysia (Figure 2). The demographic variables and two variables from the motivational factors set (occupational and educational aspirations) were not significantly related with work attitudes, and therefore, not included in the model.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Entering the Program ( (R_{pb} = .15)^* )</td>
<td>R² = .19</td>
</tr>
<tr>
<td>Religiosity ( (r = .17)^{**} )</td>
<td>WORK ATTITUDE</td>
</tr>
<tr>
<td>Student Perception of Parental Work Values ( (r = .41)^{**} )</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. A Revised Model of the Factors Related to the Work Attitudes of Diploma Students at Universiti Pertanian Malaysia

* Significant semi-partial regression correlation coefficients with work attitude
** Stepwise multiple regression predictor variable
Recommendations

Based upon the findings of this study, the following recommendations were offered:

Recommendations For The Practitioner

1. Parents, teachers, and the community should portray positive work attitudes for the younger generation to imitate.

2. Religious subjects taught to students should include the topic of religion and work. The reason is to help students understand the interrelationships between religious doctrines and living a useful life.

3. Information about the realities of work environments, career patterns, and common work-related frustrations should be provided to all students to help prepare them for employment after graduation.

4. Students should be given the freedom to choose the program areas of study in which they wish to enroll. They would then be more likely to express satisfaction with the program of study which will eventually help them develop positive attitudes toward work in the areas in which they are prepared.

Recommendations For Future Research

1. The results of the analysis related to work attitude indicated that the students in this study were fairly homogenous group. The lack of difference in work attitude of these students may have been due to similar background
and educational experiences. Future research, therefore, might need a more heterogeneous group to see whether demographic variables can influence the work attitude as reported by many research findings.

2. The factors that contribute to student work attitude need to be identified with other instruments that are suitable for the group under study. Examples of these instruments are Work Attitude Scale (WAS) developed by Curry (1976), Broadnax Attitude Scale (BAS) developed by Broadnax (1979), and Work Attitudes Questionnaire developed by Doty and Betz (1980).

3. The work attitude, religiosity, and student perception of parental work values scales should be tested further with prospective and currently enrolled students. Of particular value would be a longitudinal study involving subjects from the time they apply to a diploma program through their first five years of work. The instruments should also be tested with the students of other institutions to find out their reliability. One way to achieve greater variability on the instruments is to add statements having a stronger negative and positive posture relating to the variables being measured.

4. Because of the non-significant relationships among student characteristics and work attitude in this study, more influencing factors should be added in the study so that stronger conclusions could be derived from the
findings. Some possible factors may include student aptitude, academic achievement, working environment, other personality factors, and the influence of other groups like peers and the community.

5. Replications of this study with other samples of students from different cultures and groups in Malaysia to verify the results of this study or to detect changes in work attitude over time are recommended.

6. Qualitative studies examining the relationships among student characteristics and work attitude should be conducted for comparative purposes. These qualitative methods should include case studies, in-depth interviews, and participant observations.

7. Diploma students from the different program areas at Universiti Pertanian Malaysia exhibited no differences in work attitudes, which meant that work attitudes of these students were homogeneous. Therefore, studies examining the relationships among work attitude and student characteristics at other institutional levels are recommended.

8. Theoretical and empirical studies to determine the relationships among student characteristics, work attitude, and occupational requirements at the diploma level are recommended.

9. Instead of looking at student work attitudes as a whole, the work attitude construct could be divided into several
categories such as satisfaction, altruism, prestige, achievement, independence, management, surroundings, supervisory relations, associates, and economic returns. One way to determine the categories would be through appropriate use of factor analysis technique.

10. In this study, the $R^2$ values for the significant variables were small. Therefore, researchers must be cautious when interpreting the results and using them to predict work attitudes. In order to avoid fallacious conclusions, it would be much better if the researchers could just explain the relationships between work attitude and independent variables that have relatively larger significant regression coefficients.
APPENDIX A

ORIGINAL QUESTIONNAIRE
INFORMATION ABOUT THE SURVEY

The purpose of this study is to determine the factors related to the work attitudes of the students enrolled in diploma programs at the Universiti Pertanian Malaysia. It is intended that the results of this study can assist us in better understanding the studied relationships and thus provide some information for practitioners in the fields of agricultural education, guidance, and counseling.

This survey consists of three parts. Part I asks questions that will help us obtain basic background information.

Part II asks questions about your perception of parental work values, and your perception associated with religion.

Part III asks questions about your feelings associated with work. Your responses should reflect the feelings that you presently have about work, and not the idea that you believe are the most prevalent in society today.

You are required to complete all three parts. There are NO RIGHT and WRONG answers. All answers will be kept confidential.

Please help us by answering all the questions in all three parts. We greatly appreciate your help and would like to offer our sincere thanks to you.

J. David McCracken, Professor
Zakaria Kasa, Graduate student
PART I: BACKGROUND INFORMATION

This part asks questions about your background. Please answer all questions. There are NO RIGHT and WRONG answers. All answers will be kept confidential. Thank you very much for your assistance.

DIRECTIONS: Please circle the letter next to your answer and write in your answers where responses are indicated.

1. What is your Sex?
   A. MALE
   B. FEMALE

2. What is your race?
   A. MALAY
   B. CHINESE
   C. INDIAN
   D. OTHER, SPECIFY__________

3. Age:_______years old.

4. (If you have not had any work experience while studying at the Universiti Pertanian Malaysia, DO NOT answer this question and go to question 5. Otherwise, continue by answering this question).

What kind of work experiences did you have while studying at the Universiti Pertanian Malaysia?

<table>
<thead>
<tr>
<th>KINDS OF WORK EXPERIENCE</th>
<th>TOTAL NUMBER OF HOURS SPENT AT EACH WORK EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example: Internship with the private or government agencies during the holiday)</td>
<td></td>
</tr>
<tr>
<td>a._______________________</td>
<td>_________</td>
</tr>
<tr>
<td>b._______________________</td>
<td>_________</td>
</tr>
<tr>
<td>c._______________________</td>
<td>_________</td>
</tr>
</tbody>
</table>
5. Given your choice, what is the highest level of education you want to achieve?
   A. A DIPLOMA IN YOUR MAJOR AREA OF STUDY
   B. A BACHELOR DEGREE
   C. A MASTER'S DEGREE
   D. A DOCTOR OF PHILOSOPHY (Ph.D)
   E. HAVE NOT DECIDED

6. Given your choice, what kind of job do you want to have after you graduate from your program of study? (Please be specific)

7. What is the name of your father's or male guardian's occupation?

8. What is the name of your mother's or female guardian's occupation?

9. What is your father's or male guardian's highest level of education?
   A. A DOCTOR OF PHILOSOPHY DEGREE (Ph.D)
   B. A MASTER'S DEGREE
   C. A BACHELOR DEGREE
   D. A DIPLOMA
   E. MALAYSIAN HIGH SCHOOL CERTIFICATE
   F. MALAYSIAN CERTIFICATE OF EDUCATION
   G. LOWER CERTIFICATE OF EDUCATION
   H. ATTENDED SECONDARY SCHOOL BUT DID NOT SIT FOR THE LOWER CERTIFICATE OF EDUCATION EXAMINATION.
   I. ATTENDED PRIMARY SCHOOL ONLY
   J. NO FORMAL SCHOOLING AT ALL
10. What is your mother’s or female guardian’s highest level of education?
   A. A DOCTOR OF PHILOSOPHY DEGREE (Ph.D)
   B. A MASTER’S DEGREE
   C. A BACHELOR DEGREE
   D. A DIPLOMA
   E. MALAYSIAN HIGH SCHOOL CERTIFICATE
   F. MALAYSIAN CERTIFICATE OF EDUCATION
   G. LOWER CERTIFICATE OF EDUCATION
   H. ATTENDED SECONDARY SCHOOL BUT DID NOT SIT FOR THE LOWER CERTIFICATE OF EDUCATION EXAMINATION
   I. ATTENDED PRIMARY SCHOOL ONLY
   J. NO FORMAL SCHOOLING AT ALL

11. Who is the head of your household?
   A. FATHER
   B. MALE GUARDIAN
   C. MOTHER
   D. FEMALE GUARDIAN

12. Please specify your major area of study.
   A. DIPLOMA IN AGRICULTURE
   B. DIPLOMA IN HUMAN DEVELOPMENT
   C. DIPLOMA IN AGRICULTURAL ENGINEERING
   D. DIPLOMA IN FISHERIES
   E. DIPLOMA IN COMPUTER SCIENCE
   F. DIPLOMA IN SCIENCE WITH EDUCATION
   G. DIPLOMA IN ANIMAL HEALTH AND PRODUCTION
13. What is your MAJOR or MAIN reason for entering the program of study?
   A. LOOKING FOR EMPLOYMENT IN THE AREA OF STUDY
   B. SELF-FULFILLMENT
   C. GENERAL INTEREST
   D. PARENT ADVICE
   E. PEER ADVICE
   F. THE ONLY CHOICE FOR FURTHER STUDY
   G. OTHER, SPECIFY ______________________________________

14. How many members are there in your immediate family? (Your parents/guardians + you + your brothers and sisters + your grandparents)

15. Where is your home residence?
   A. CITY (Kuala Lumpur, Ipoh, Johor Bahru, Georgetown)
   B. LARGE TOWN
   C. SMALL TOWN
   D. RURAL

16. What is your estimate of the head of your household’s income per month?
   A. LESS THAN M $1000
   B. M 1000 - M $2000
   C. M $2001- M $3000
   D. MORE THAN M $3000
17. What is your religion?
   A. ISLAM
   B. BUDDHIST
   C. CHRISTIAN
   D. HINDU
   E. OTHER, SPECIFY ____________________________
PART IIA: PERCEPTION OF PARENTAL WORK VALUES

The following items describe your perception of your parental work values. Please indicate the degree of your perception toward your parental work values by circling 1, 2, 3, 4, 5, 6, or 7 for each item. The meaning of these numbers is as follows:

Key:
1 = STRONGLY DISAGREE
2 = MODERATELY DISAGREE
3 = SLIGHTLY DISAGREE
4 = UNDECIDED
5 = SLIGHTLY AGREE
6 = MODERATELY AGREE
7 = STRONGLY AGREE

My parents believe that:

1. work is seldom enjoyable. 1 2 3 4 5 6 7
2. work will make no difference in a person's life. 1 2 3 4 5 6 7
3. work is an unpleasant burden. 1 2 3 4 5 6 7
4. When working one is satisfied with oneself. 1 2 3 4 5 6 7
5. work may be hard, but it is also rewarding. 1 2 3 4 5 6 7
6. work only makes a person tired. 1 2 3 4 5 6 7
7. work is a waste of human potential. 1 2 3 4 5 6 7
8. practically any jobs requires you to do some things that are wrong. 1 2 3 4 5 6 7
9. work is something you do to feel productive. 1 2 3 4 5 6 7
10. Success at work is not important. 1 2 3 4 5 6 7
PART IIB: RELIGIOSITY

The following items concern religious beliefs. Please indicate the degree of your beliefs by circling 1, 2, 3, 4, 5, 6, or 7, for each item. The meaning of these numbers is as follows:

Key:
1 = STRONGLY DISAGREE
2 = MODERATELY DISAGREE
3 = SLIGHTLY DISAGREE
4 = UNDECIDED
5 = SLIGHTLY AGREE
6 = MODERATELY AGREE
7 = STRONGLY AGREE

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>(Circle your answer)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Religion is important to me.
2. I have never read religious writing.
3. Reading religious scripture is not important.
4. My faith involves all my life.
5. One should seek God's guidance when making important decisions.
6. Nothing is as important to me as serving God as best I know how.
7. I try hard to carry out my religion over into all of my others dealings in life.
8. It is our religious duty to prevent the wrong and spread the right.
PART III: WORK ATTITUDE

DIRECTIONS: Please indicate by circling the appropriate number the degree to which you believe the following statements describe your feelings and behavior.

Responses are interpreted in the following manner:

1 = STRONGLY DISAGREE (SD)
2 = DISAGREE (D)
3 = UNCERTAIN (U)
4 = AGREE (A)
5 = STRONGLY AGREE (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Success on the job depends mainly on how hard you work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Leisure time activities are more interesting than work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Success at work is not important</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Work will make no difference in my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Work is an opportunity to provide meaning to one’s life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Work is seldom enjoyable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I will feel uncomfortable if I am not working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Work is unpleasant burden.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Work only makes me tired.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Work can be fun.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Work is an essential part of a person’s life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Work does not interest me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Responses are interpreted in the following manner:

1 = STRONGLY DISAGREE (SD)
2 = DISAGREE (D)
3 = UNCERTAIN (U)
4 = AGREE (A)
5 = STRONGLY AGREE (SA)

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Work is something a person does that is not enjoyed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I would like a job in which quality of work is more important than quantity or speed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Nothing would make me feel better than a good hard day's work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. If I could do something else I wouldn't want to go to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Work is physical drudgery.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Work is a waste of human potential.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Work is an opportunity for personal growth and development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. Work is an opportunity to gain a feeling of growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Most successful people get ahead because of hard work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I feel guilty if as a worker I am not doing something productive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. If I were independently wealthy I would still work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Work is usually hard and boring.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. I think work is important.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
MAKLUMAT MENGENAI KAJIAN

Matlamat kajian ini ialah untuk menentukan faktor-faktor yang berkaitan dengan sikap kerja pelajar-pelajar program diploma di Universiti Pertanian Malaysia. Keputusan kajian ini dapat membantu kita supaya lebih memahami pertalian di antara faktor-faktor yang dikaji, dan dengan itu dapat memberi maklumat kepada mereka yang terlibat di dalam bidang pendidikan pertanian, bimbingan dan kaunseling.

Tinjauan ini mengandungi tiga (3) bahagian. Bahagian I meliputi soalan-soalan yang dapat menolong kami mendapatkan maklumat asas mengenai latarbelakang anda.

Bahagian II meliputi soalan-soalan mengenai persepsi anda terhadap nilai-nilai kerja ibubapa atau penjaga anda, dan juga persepsi anda berkaitan dengan ugama.

Bahagian III meliputi soalan-soalan berkaitan dengan persepsi anda terhadap kerja. Maklumbalas anda kepada pernyataan-pernyataan dalam bahagian ini seharusnya menggambarkan persepsi anda terhadap kerja, dan bukan berasaskan kepada pendapat umum masa kini terhadap pernyataan-pernyataan tersebut.

Anda diminta menjawab SEMUA SOALAN dalam ketiga-tiga bahagian. Tidak ada jawapan yang BETUL atau SALAH. Semua jawapan anda akan dirahsiakan.

Diharap anda dapat menolong kami dengan menjawab semua soalan dalam ketiga-tiga bahagian. Kami sangat-sangat menghargai pertolongan anda, dan didahului dengan ucapan terima kasih.

J. David McCracken, Professor
Zakaria Kasa, Pelajar Siswaah.
BAHAGIAN I: MAKLUMAT LATARBELAKANG


ARAHAN: Sila bulatkan huruf bersebelahan dengan jawapan anda, dan tuliskan jawapan anda di mana maklumbalas sedemikian diperlukan.

---

1. Apakah jantina anda?
   A. LELAKI
   B. PEREMPUAN

2. Apakah bangsa anda?
   A. MELAYU
   B. CINA
   C. INDIA
   D. LAIN-LAIN (NYATAKAN)________________________


4. (Sila jawab soalan ini sekiranya anda mempunyai pengalaman bekerja semasa belajar di Universiti Pertanian Malaysia. Jika tidak sila terus menjawab soalan 5).

   Apakah jenis pengalaman bekerja yang anda jalani semasa belajar di Universiti Pertanian Malaysia? (Pengalaman bekerja tidak termasuk kerja ladang, ladangkongsi dan aktiviti-aktiviti yang serupa)

   JENIS PENGALAMAN BEKERJA
   (contoh: kerja semasa cuti dengan syarikat swasta atau kerajaan) JUMLAH HARI ANDA
   BEKERJA DI SETIAP TEMPAT
   a. ______________________________
   b. ______________________________
   c. ______________________________
5. Jika diberi pilihan, apakah tahap tertinggi pendidikan yang anda ingin capai?
   A. DIPLOMA DALAM BIDANG YANG DIPELAJARI
   B. IJAZAH SARJANA MUDA (B.S)
   C. IJAZAH SARJANA (M.S)
   D. IJAZAH KEDOKTORAN FALSAFAH (PH.D)
   E. TIDAK DAPAT TENTUKAN LAGI

6. Jika diberi pilihan, apakah pekerjaan yang anda ingin lakukan dalam hidup anda? (Tolong nyatakan pekerjaan tersebut dengan jelas)

7. Apakah pekerjaan bapa atau penjaga lelaki anda?

8. Apakah pekerjaan emak atau penjaga perempuan anda?

9. Apakah tahap tertinggi pendidikan bapa atau penjaga lelaki anda?
   A. IJAZAH KEDOKTORAN FALSAFAH (PH.D)
   B. IJAZAH SARJANA (M.S)
   C. IJAZAH SARJANA MUDA (B.S)
   D. DIPLOMA
   E. SIJIL TINGGI PERSEKOLAHAN MALAYSIA (STPM)
   F. SIJIL PELAJARAN MALAYSIA (SPM)
   G. SIJIL RENDAH PELAJARAN (SRP)
   H. MEMASUKI SEKOLAH MENENGAH TETAPI TIDAK SAMPAI KE TAHAP SRP
   I. TAMAT DARJAH ENAM SEKOLAH RENDAH
   J. MEMASUKKI SEKOLAH RENDAH TETAPI TIDAK TAMAT DARJAH ENAM
   K. TIDAK PERNAH BERSEKOLAH SECARA FORMAL
10. Apakah tahap tertinggi pendidikan emak atau penjaga perempuan anda?

A. IJAZAH KEDOKTORAN FALSFAH (PH.D)
B. IJAZAH SARJANA (M.S)
C. IJAZAH SARJANA MUDA (B.S)
D. DIPLOMA
E. SIJIL TINGGI PERSEKOLAHAN MALAYSIA (STPM)
F. SIJIL PELAJARAN MALAYSIA (SPM)
G. SIJIL RENDAH PELAJARAN (SRP)
H. MEMASUKI SEKOLAH MENENGAH TETAPI TIDAK SAMPAI KE TAHAP SRP
I. TAMAT DARJAH ENAM SEKOLAH RENDAH
J. MEMASUKKI SEKOLAH RENDAH TETAPI TIDAK TAMAT DARJAH ENAM
K. TIDAK PERNAH BERSEKOLAH SECARA FORMAL

11. Siapakah ketua rumah anda?

A. BAPA
B. PENJAGA LELAKI
C. EMAK
D. PENJAGA PEREMPUAN
12. Apakah program pengajian anda?
   A. DIPLOMA PERTANIAN
   B. DIPLOMA PEMBANGUNAN MANUSIA
   C. DIPLOMA KEJURUTERAAN PERTANIAN
   D. DIPLOMA PERIKANAN
   E. DIPLOMA SAINS KOMPUTER
   F. DIPLOMA PERHUTANAN
   G. DIPLOMA PETERNAKAN DAN KESIHATAN HAIWAN
   H. DIPLOMA PERNIAGAANTANI

13. Apakah sebab utama anda memasuki program pengajian sekarang?
   A. UNTUK MENCARI PEKERJAAN DI DALAM BIDANG YANG DIPELAJARI
   B. UNTUK KEPUASAN KENDIRI
   C. KERANA BERMINAT
   D. ATAS NASIHAT KELUARGA
   E. ATAS NASIHAT KAWAN
   F. KERANA TIDAK ADA PILIHAN LAIN UNTUK MENERUSKAN PELAJARAN
   G. LAIN-LAIN (NYATAKAN) _______________________________________

14. Berapa ramaikah ahli keluarga anda yang masih hidup dan tinggal bersama? (Contoh: Bapa + emak + adik-adik + abang dan kakak + nenek + datuk + anda sendiri) ____________________________
15. Di manakah letaknya rumah anda?
   A. BANDARAYA (CONTOH: KUALA LUMPUR, IPOH, PULAU PINANG)
   B. PEKAN BESAR (CONTOH: IBU NEGERI SEPERTI ALOR STAR, KOTA BAHRU, MELAKA0
   C. PEKAN KECIL (PEKAN SELAIN DARIPADA BANDARAYA ATAU IBU NEGERI)
   D. LUAR BANDAR

16. Pada anggaran anda, berapakah pendapatan ketua keluarga anda dalam sebulan?
   A. KURANG DARIPADA $ 500
   B. $ 500 - $ 1000
   C. $ 1001 - $ 1500
   D. $ 1501 - $ 2000
   E. $ 2001 - $ 2500
   F. $ 2501 - $ 3000
   G. LEBIH DARIPADA $ 3000

17. Apakah ugama anda?
   A. ISLAM
   B. BUDHA
   C. KRISTIAN
   D. HINDU
   E. LAIN-LAIN (NYATAKA)
BAHAGIAN IIA: PERSEPSI PELAJAR TERHADAP NILAI KERJA IBUBAPA ATAU PENJAGA

Berikut adalah pernyataan-pernyataan yang menggambarkan persepsi anda terhadap nilai kerja ibubapa atau penjaga anda. Sila nyatakan persepsi anda terhadap nilai kerja ibubapa atau penjaga anda dengan MEMBULATKAN 1, 2, 3, 4, 5, 6, atau 7 untuk setiap pernyataan. Makna bagi nombor yang dibulatkan itu adalah seperti berikut:

<table>
<thead>
<tr>
<th>Penunjuk:</th>
<th>Sangat Tidak Setuju</th>
<th>Sangat Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = SANGAT TIDAK SETUJU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = SEDERHANA TIDAK SETUJUA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = SEDIKIT TIDAK SETUJU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = BERKECUALI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = SEDIKIT SETUJU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 = SEDERHANA SETUJU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 = SANGAT SETUJU</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ibubapa atau penjaga saya percaya bahawa:

1. kerja jarang menyeronokkan.  
2. kerja tidak membawa sebarang perubahan dalam kehidupan seseorang.  
3. kerja merupakan suatu bebanan yang tidak menyeronokkan.  
4. apabila bekerja, seseorang itu akan berpuas hati dengan dirinya.  
5. kerja mungkin susah, tetapi ia juga merupakan suatu ganjaran.  
6. kerja hanya membuat seseorang itu letih.  
7. kerja merupakan pembaziran potensi manusia.
Penunjuk:

1 = SANGAT TIDAK SETUJU  
2 = SEDERHANA TIDAK SETUJU  
3 = SEDIKIT TIDAK SETUJU  
4 = BERKECUALI  
5 = SEDIKIT SETUJU  
6 = SEDERHANA SETUJU  
7 = SANGAT SETUJU

<table>
<thead>
<tr>
<th></th>
<th>Sangat</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Bulatkan Jawapan Anda)

Ibubapa atau penjaga saya percaya bahawa:

8. secara praktik, sebarang kerja memerlukan kita melakukan sesuatu yang salah.  
   1 2 3 4 5 6 7

9. kerja merupakan sesuatu yang kita lakukan untuk berasa produktif.  
   1 2 3 4 5 6 7

10. kejayaan dalam pekerjaan adalah tidak penting.  
    1 2 3 4 5 6 7
BAHAGIAN IIB: KEUGAMAAN

Pernyataan-pernyataan berikut adalah mengenai kepercayaan keugamaan. Sila nyatakan persepsi anda terhadap kepercayaan keugamaan dengan MEMBULATKAN 1, 2, 3, 4, 5, 6, atau 7 untuk setiap pernyataan. Makna bagi nombor tersebut adalah seperti berikut:

Penunjuk:
1 = SANGAT TIDAK SETUJU
2 = SEDERHANA TIDAK SETUJU
3 = SEDIKIT TIDAK SETUJU
4 = BERKECUALI
5 = SEDIKIT SETUJU
6 = SEDERHANA SETUJU
7 = SANGAT SETUJU

1. Ugama adalah penting bagi saya.
2. Saya tidak pernah membaca bahan-bahan penulisan keugamaan.
5. Seseorang itu perlu mencari bimbingan Tuhan apabila membuat keputusan.
7. Saya cuba sedaya upaya menjalankan suruhan ugama dalam segenap hal dalam kehidupan saya.
8. Adalah menjadi tanggungjawab keugamaan kita untuk menolak yang salah dan menyebar yang baik.

(Bulatkan Jawapan Anda)

<table>
<thead>
<tr>
<th>Sangat Tidur</th>
<th>Sangat Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7
BAHAGIAN III: SIKAP KERJA

ARAHAN: Sila nyatakan dengan MEMBULATKAN nombor yang sesuai bagi darjah kepercayaan anda kepada pernyataan-pernyataan berikut yang menggambarkan perasaan dan tingkahlaku anda.

Maklumbalas akan diinterpretasikan seperti berikut:

---

Penunjuk:

1 = SANGAT TIDAK SETUJU (STS)
2 = TIDAK SETUJU (TS)
3 = BERKECUALI (B)
4 = BERSETUJU (BS)
5 = SANGAT BERSETUJU (SB)

---

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>B</th>
<th>BS</th>
<th>SB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kejayaan dalam pekerjaan bergantung di atas betapa kuat kita bekerja.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Aktiviti-aktiviti masa lapang adalah lebih menarik daripada kerja.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Kejayaan dalam pekerjaan adalah tidak penting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Kerja tidak membawa sebarang perubahan dalam kehidupan saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Kerja adalah suatu peluang untuk memberi makna kepada kehidupan seseorang.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Kerja jarang menyeronokkan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Saya akan merasai tidak selesa apabila tidak bekerja.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Kerja adalah bebenan yang tidak menyeronokkan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Kerja hanya membuat saya letih.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Kerja boleh jadi menyeronokkan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Penunjuk:

1 = SANGAT TIDAK SETUJU (STS)
2 = TIDAK SETUJU (TS)
3 = BERKECUALI (B)
4 = BERSETUJU (BS)
5 = SANGAT BERSETUJU (SB)

<table>
<thead>
<tr>
<th>No.</th>
<th>Perkara</th>
<th>STS</th>
<th>TS</th>
<th>B</th>
<th>BS</th>
<th>SB</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Kerja adalah suatu perkara penting dalam kehidupan seseorang.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Kerja tidak menarik minat saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Kerja adalah suatu perkara yang tidak menyeronokkan yang dilakukan oleh seseorang.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Saya ingin mendapatkan pekerjaan dimana kualiti lebih penting daripada kuantiti atau kepantasan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Saya sangat gembira sekiranya saya dapat menyelesaikan tugas harian yang berat dengan baik.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Jikalau saya dapat melakukan perkara lain, saya tidak mahu bekerja.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>Kerja adalah penyeksaan fizikal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>Kerja adalah pembaziran potensi manusia.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>Kerja adalah suatu peluang untuk pertumbuhan dan pembangunan kendiri.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Kerja adalah suatu peluang untuk memperolehi suatu perasaan bahawa diri kita berguna.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>Kebanyakan orang yang berjaya adalah kerana mereka mahu bekerja keras.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>Saya akan rasa bersalah jika sebagai pekerja saya tidak melakukan sesuatu yang produktif.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Penunjuk:

1 = SANGAT TIDAK SETUJU (STS)
2 = TIDAK SETUJU (TS)
3 = BERKECUALI (B)
4 = BERSETUJU (BS)
5 = SANGAT BERSETUJU (SB)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>STS</th>
<th>TS</th>
<th>B</th>
<th>BS</th>
<th>SB</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Jikalau saya kaya, saya masih malu bekerja.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>Kerja biasanya susah dan membosankan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>Saya fikir kerja adalah penting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX C

REVIEWERS OF THE INSTRUMENTS FROM MALAYSIA
Reviewers Of The Instruments From Malaysia

Dr. Abdul Fatah Hj. Abdul Malek
Department of Education
Faculty of Educational Studies
Universiti Pertanian Malaysia

Dr. Mohd. Ibrahim Nazri
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Faculty of Educational Studies
Universiti Pertanian Malaysia

Dr. Ramlah Hamzah
Department of Education
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Universiti Pertanian Malaysia

Dr. Hapsah Hj. Nawawi
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Faculty of Educational Studies
Universiti Pertanian Malaysia

Mr. Zakaria Abdul Rahman
Department of Education
Faculty of Educational Studies
Universiti Pertanian Malaysia

Dr. Mohd. Zain Hj. Ali
Department of Language
Faculty of Educational Studies
Universiti Pertanian Malaysia
APPENDIX D

RELIABILITY COEFFICIENTS OF THE INSTRUMENTS
### WORK ATTITUDE

#### SCALE CORRECTED MEAN VARIANCE ITEM- ALPHA

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCALE IF ITEM DELETED</th>
<th>SCALE IF ITEM CORRECTED</th>
<th>CORRECTED ITEM TOTAL CORRELATION</th>
<th>ALPHA IF ITEM DELETED</th>
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</thead>
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<td>MA1</td>
<td>152.0313 202.1603</td>
<td>152.5313 203.9990</td>
<td>.2377</td>
<td>.8568</td>
</tr>
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<td>MA2</td>
<td>152.5313 203.9990</td>
<td>152.9063 201.1200</td>
<td>.2376</td>
<td>.8560</td>
</tr>
<tr>
<td>MA3</td>
<td>151.5313 198.9667</td>
<td>151.7188 191.3054</td>
<td>.3269</td>
<td>.8540</td>
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<td>151.5938 208.0554</td>
<td>.1428</td>
<td>.8456</td>
</tr>
<tr>
<td>MA5</td>
<td>151.5938 201.2812</td>
<td>152.4063 199.4748</td>
<td>.1910</td>
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### RELIABILITY COEFFICIENTS

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(20 items)

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RELIABILITY COEFFICIENTS  20 ITEMS

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**Reliability Coefficients**

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**Standardized Item Alpha** = .8568
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## RELIABILITY COEFFICIENTS
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**STANDARDIZED ITEM ALPHA =** .8523
APPENDIX E

LETTERS

Letters from registrar's office:
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   Faculty of Human Ecology ............... 167
   Faculty of Engineering .................. 168

159
Senarai Pelajar Diploma Semester Julai Sesi 1992-93
di Kampus Induk - Serdang

Dengan hormatnya merujuk kepada perkara di atas, suakacita bersama-sama ini dikembarakan senarai pelajar Diploma sebagaimana tuan kehendaki.

Sekian, terima kasih.

Saya yang menjalankan tugas

(HOD. SUID BIN NAJMI MAULUD)  
b/p Pendaftar

s.r. Dr. Abdul Patah bin Abd. Malek  
Unit Pendidikan Vokasional  
Fakulti Pendidikan Pendidikan  
UPM
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*Program ini masih di Bintulu*

Bahagian Akademik
(Kemasukan dan Rekod)

11 Januari 1993
MEMOHON PULANG KE MALAYSIA UNTUK MENJALANKAN KAJIAN
BAGI MEHENDHI KEPERLUAN MENDAPAT IJAZAH PH.D

Dengan hormatnya saya marujuk kepada surat tuan bertarikh 24 Ogos 1992
memohon kembali ke Malaysia selama satu (1) bulan mulai 25 Disember 1992
hingga 25 Januari 1993 untuk menjalankan kajian bagi disertasi Ph.D bertajuk
‘Factors Related to the Work Attitudes of the Students Enrolled In Diploma
Programs at the Universiti Pertanian Malaysia’.

Permohonan tuan tersebut telah dikemukakan untuk pertimbangan Lembaga
Setelah diperiksa, suka cita dimaklumkan bahawa Lembaga bersetuju
tuankembali ke Malaysia selama satu (1) bulan mulai 25 Disember
1992 dengan dibayar tambang kepentingan mengikut jalan terdekat dan ter-
mura.

Selaras dengan kelulusan ini tuan bolehlah mengambil tindakan selanjutnya
berhubung dengan tiket perjalanan tuan kembali ke Malaysia dan menghubungi
pihak Bendahari UPM dengan segera memaklumkan tarikh dan destinasi per-
jalanan yang diperlukan.

Bekalan,

*BERKHIDMAT UNTUK NEGARA*

Yang betul,

\[Hajj Mohamed Shazali bin Haji Ali\]
\[b.p. Pendaran\]
Univsersiti Pertanian Malaysia

Selam 
- Naib Canseelor UPM
- Ketua Pengarah Perkhidmatan Awam Malaysia — JPA(L)515533
- Bendahari UPM — alll amban perhatian/tindakan
- Dekan, Fakulti Pengajian Pendidikan UPM
- Ketua, Jabatan Pendidikan UPM

say...
Tuan,

Permohonan Menggunakan Pelajar Diploma Pertanian sebagai Subjek Penyelidikan


Fakulti tiada halangan dengan cadangan tuan untuk menggunakan pelajar-pelajar Diploma Pertanian tahun 2 dan 3 sebagai subjek penyelidikan tuan. Walau bagaimanapun adalah diharapkan tuan dapat mengemukakan hasil kajian tuan ke fakulti ini untuk makluman.

Mengenai pelajar-pelajar dari program Diploma Pembangunan Manusia, tuan adalah dinasihatkan untuk menghubungi Dekan Fakulti Ekologi Manusia memandangkan program pengajian ini sekarang adalah dibawah kelolaan fakulti berkenaan yang telahpun ditubuhkan mulai 1 April, 1992.

Yang benar

(Prof. Madya Dr. Wan Sulaiman Wan Harun)
Dekan
Tuan,

PERMOHONAN MENGGUNAKAN PELAJAR DIPLOMA
SEBAGAI PROJEK PENYELIDIKAN


Sekian, terima kasih.

Yang benar,

(Prof. Madia Dr. Aini Ideris)
Tinbalan Dekan

Al: tas
Sukacita saya merujuk kepada surat tuan bertarikh 24 September, 1992 mengenai perkara di atas. Dalam hubungan ini pihak saya tidak mempunyai apa-apa halangan untuk tuan menjalankan kajian yang melibatkan pelajar-pelajar Diploma Perikanan.

Saya berharap kajian tuan akan menghasilkan sesuatu yang bermakna bersama dan saya doakan agar tuan berjaya di dalam pengajian tuan.

Sekian, terima kasih.

Yang benar,

(DR. HJ. MOHD. ZAKI BIN MOHD. SAID)
Dekan
Saudara Zakaria Kasa
682 Ashtabula Ct.
Columbus, Ohio 43210
USA.

Tuan,

PERMOHONAN MENGGUNAKAN PELAJAR DIPLOMA
SEBAGAI SUBJEK PENYELIDIKAN

Dengan hormatnya sukacita dimaklumkan bahawa pihak Fakulti tiada
halangan bagi pihak tuan menggunakan pelajar Diploma di Fakulti
ini sebagai subjek penyelidikan seperti mana yang tuan cadangkan.

Walau bagaimanapun dapat kiranya tuan menghubungi Ketua Jabatan
Sains Komputer atau saya untuk menyalas perkara-perkara yang
terlibat dalam kumpulan data tersebut.

Sekian, terima kasih.

Yang benar,

(Nordin Haji Lajis)
(Prof. Madya Dr. Nordin Bin Haji Lajis)
Timbalan Dekan
Fakulti Sains dan Pengajian Alam Sekitar
Universiti Pertanian Malaysia.

s.k. Ketua Jabatan Sains Komputer, UPM.
Ref. No.: UPM/PDN-11.12
Ref. date: 3rd Disember 1993.

En. Zakaria Akaa
Jabatan Pendidikan
Fakulti Pengajian Pendidikan
Universiti Pertanian Malaysia
Serdaing, Selangor.

Sdra,

KAJIAN PERSEPSI PELAJAR TERHADAP SIKAP KERJA

Merujuk kepada perkara di atas Fakulti Ekologi Manusia tiada halangan adra mengedarkan soal selidik untuk tujuan kajian ke atas pelajar-pelajar Program Diploma Pembangunan Manusia Tahun 2. Sila hubungi pensyarah yang sesuai untuk menentukan masa menjalankan kajian.

Sekian. Selamat maju jaya.

Yang benar,


(DR. KAZARIDDIN B.J. M.SI. JALI)
Timbalan Dekan (Akademik & Pembangunan Pelajar)
Fakulti Ekologi Manusia.)
Universiti Pertanian Malaysia
Serdang, Selangor, Malaysia
Faculty of Engineering

Ruj. Kami: UPM.801/0922

Tarikh: 1 hb. Oktober, 1992

Encik Zakaria Kasa
682 Ashtabula Ct.
Columbus, Ohio 43210
USA

Tuan,

Permohonan Menggunakan Pelajar Diploma
Sebagai Subjek Penyelidikan

Surat tuan bertarikh 24hb. September, 1992 mengenai perkara tersebut di atas, adalah dengan hormatnya dirujuk.

Sukacita dimaklumkan bahawa pihak fakulti tiada halangan di atas permohonan tuan untuk menghubungi pelajar-pelajar Diploma Kejuruteraan Pertanian Tahun 2 bagi membolehkan tuan mendapatkan maklumat-maklumat untuk tujuan penyelidikan akademik tuan.

Sekian, terima kasih.

Yang benar,

(Prof. Madya Dr. Mohd. Zohadie Bardaie)
Dekan.
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