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The Effects of Positive and Negative Job Assignments on the Academic and Job Performances of Working Students

Charles Patrick Doherty

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THE EFFECTS OF POSITIVE AND NEGATIVE JOB
ASSIGNMENTS ON THE ACADEMIC AND JOB
PERFORMANCES OF WORKING STUDENTS

by

Charles Patrick Doherty

Bachelor of Science, Central Missouri State College 1967

An Independent Study

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

Grand Forks, North Dakota

August
1970

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D.68

This Independent Study submitted by Charles Patrick Doherty in partial fulfillment of the requirements for the degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisor under whom the work was done.

Robert A. G. [Signature]
(Chairman)

TABLE OF CONTENTS

LIST OF TABLES	v
CHAPTER I. INTRODUCTION	1
Background	
Statement of the Problem	
Hypotheses	
Delimitations	
Limitations	
Significance of the Study	
CHAPTER II. REVIEW OF THE LITERATURE	6
CHAPTER III. DESIGN OF THE STUDY	14
Research Population	
Sources of Data	
Instruments	
Procedures	
Regulations	
Statistical Procedures	
CHAPTER IV. ANALYSIS AND RESULTS	20
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	24
APPENDIX A	29
APPENDIX B	31
APPENDIX C	33
APPENDIX D	35
APPENDIX E	37
APPENDIX F	39
BIBLIOGRAPHY	40

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Results of <u>t</u> -test for Difference in Cumulative Grade Point Average of P and N Groups	20
II. Results of <u>t</u> -test for Difference in Job Performance-Supervisor Ratings for P and N Groups	21
III. Results of <u>t</u> -test for Difference in Job Performance-Student Self Rating for P and N Groups	22
IV. Results of <u>t</u> -test for Difference in Job Performance-Observer Rating for P and N Groups	23

CHAPTER I

INTRODUCTION

Background

American college campuses are populated with a variety of young students seeking self identity and purpose in life. Our philosophy of education has regarded higher education as a key to success. The motivating factors that once stressed the importance of a college education, such as professionalism and prestige, are no longer heard because the public has accepted a sixteen year education program as a reality and a part of the American dream.

The value that society places on higher education is not without its problems. For example, many high school graduates find that the opportunities for employment are often limited to jobs that are low in personal and financial rewards. Consequently, a college degree has become a necessity for survival in the minds of many of our youth. They perceive that the choice between going to college or to work often means the choice between success or failure.

The lower and lower-middle income groups desire a successful life for their children. However, these groups, and especially those with large families, find the costs of a college education a great financial burden. Thus, their children seek financial assistance in the form of

jobs, loans, grants, or scholarships to reduce the burden on the family.

In the past many students were advised not to work because of the negative effect a job might have on academic success. However, a study conducted by Brown (1969) found no significant difference in the first semester grade point averages when comparing working and non-working freshmen. Other research in the area supports this finding (see Chapter II).

Most colleges and universities have accepted the fact that an increasing per cent of the student population will be employed during the school term. Several creative programs integrating course content and practical work experience have been initiated in professional and technical areas. Both public and private institutions have budgeted for additional student help in academic and service areas.

The nation's concerned business leaders have restructured many areas of operation for the purpose of employing part-time student help. Several corporations have funded community action projects that place students in helping roles in disadvantaged urban and rural settings.

In 1964 the federal government established the College Work-Study Program to provide financial assistance to needy students in the form of employment opportunities. The participating colleges and universities receive annual grants from the Office of Education which provide eighty per cent of the students' salary. The on or off-campus employers provide the remaining twenty per cent.

These funds provide more jobs for more students. The steady increase in part-time employment has required employers to discard simple

supply and demand placement techniques and attempt to develop realistic placement practices to obtain the maximum return from student employment and provide meaningful learning and earning opportunities for the students involved.

Statement of the Problem

The purpose of this study was to determine the effects of positive and negative job assignments on the academic and job performances of working students.

Hypotheses

Four hypotheses were postulated at the outset of this study. The following null hypotheses were tested to answer the question: What are the effects of positive and negative job assignments on the academic and job performances of working students?

Hypothesis 1. There is no significant difference between the cumulative grade point average of positively and negatively assigned working students.

Hypothesis 2. There is no significant difference between the job performance (as rated by the supervisor) of positively and negatively assigned working students.

Hypothesis 3. There is no significant difference between the job performance (as rated by the student) of positively and negatively assigned working students.

Hypothesis 4. There is no significant difference between the job performance (as rated by an observer) of positively and negatively assigned working students.

Delimitations

The following comprise delimitations of the problem under investigation:

1. This study was concerned with undergraduate students who were enrolled at the University of North Dakota during the 1969-1970 academic year and who participated in the College Work-Study Program.
2. Only students for whom there was complete data on the variables selected for the study were included in the study.
3. This study was not concerned with graduate students.

Limitations

The following comprise limitations of the problem under investigation:

1. The reliability and validity of the criterion for academic success, namely, the grading system used at the University of North Dakota, were assumed.
2. The reliability and validity of the instruments used to measure job performance, namely, the supervisors' evaluation, the students' self evaluation, and the observer's evaluation, were assumed.
3. The reliability and validity of the instruments used to determine economic level, namely, the ACT Comprehensive Financial Aid Report, and the CSS Financial Need Analysis Report, were assumed.

Significance of the Study

Considerable research has been completed on the differences in academic achievement of working and non-working college students.

However, a review of the literature indicated that study of the effects of job assignments on the academic and job performances of working students is limited. Therefore, this study hopes to provide such information.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature related to the present investigation has revealed a number of important contributions. "Man leads a purposeful life and work represents an important means of self-fulfillment. Each individual has freedom of choice in a free society. All persons should have the same exposure to opportunities from which they can benefit." These principles set forth in the Code of Ethics for Counselors of the United States Employment Service (1966) should extend to student employment practices.

A study by Nelson and Krumboltz (1970) was designed to encourage career exploration through simulated work and vocational detective experiences. The investigators suggested that active work experience would be an important factor in helping young people choose a vocational career. Although the findings proved non-significant, the non-work, high school setting was an influencing factor.

The research on the relationship of student self-support and scholastic achievement conducted by the University of Washington Student Employment Office (1968) found no significant difference in the grades of working and non-working students, but there was a trend for the people who worked more to achieve better grades.

The results of a study of the effects of work load on grade point average by Silver (1954) found that the time spent working was an insignificant prediction of grade point average. He also found class load is more closely related to grades than work load, and that there was no significant difference in work load between college dropouts and those who remain in college.

A similar study on the academic achievement of employed and non-employed students in the Indiana School of Business found that employment within itself had no significant effect on academic achievement (Trueblood, 1954).

Research conducted by Anderson (1966) on the academic load of employed students found no significant difference between grade point average and the number of hours worked. Student employment by itself would not explain poor grades; therefore, there is little reason to restrict the work load of students.

The purpose of a study by Kaiser and Bergen (1968) was to measure the effect of employment on first semester freshmen's grade point averages. Three groups were matched on variables of sex, high school grade point averages, ACT composite scores, and the number of college hours completed. Group A consisted of subjects who worked between ten and fifteen hours per week and who received at least \$200 in financial aid. Group B consisted of non-working subjects who received at least \$200 in financial aid. Group C consisted of non-working subjects who received no financial assistance. Utilizing t-tests, the researchers found no significance between the groups. It was concluded

that part-time employment had no adverse effect on a student's grade point averages.

In a study of the relationship between work and academic study, Merrit (1970) found that part-time employment had no adverse effect upon the academic performance of students, even in a situation where no academic regulations exist concerning continuation of a financial aid program. This finding was true for students who came from culturally deprived homes and showed limited academic potential as measured by the ACT American College Test.

Adams (1963) recognized the potential advantages to be gained from student employment and recommended that work scholarships be established for financially needy students in their area of interest. A program of this sort was necessary for financial reasons and for the educational value which the student can receive in the work situation.

The Adam's proposal helped initiate the College Work-Study Program, funded by the federal government and administered by the U.S. Office of Education. Under this program, students who need a job to help pay for the expenses of higher education are potentially eligible for employment by their institution under work-study programs.

In order to qualify, students must demonstrate financial need by submitting a financial statement to their college or university. They may work an average of fifteen hours per week while attending classes full time. During the summer and other vacation periods, the student may work full time, up to forty hours per week. The hourly rates

of pay range from the minimum set by the Fair Labor Standards Act to \$3.50. The individual rate is influenced by the job specifications, the employees' skill level, and the average rate for similar work in the community. In three months of summer employment under the work-study program, a student can earn a substantial portion of his college expenses. This amount, supplemented by his weekly earnings during the school year, helps provide total educational costs including clothing, transportation, and personal expenses. The federal government provides eighty per cent of the student's earnings and the institution or off-campus agency contributes the remaining twenty per cent plus F.I.C.A.

The U.S. Office of Education reaffirmed the purpose and objectives of the College Work-Study Program in the Federal Register (1969) to "Broaden the range of worthwhile job opportunities for qualified students in employment for the institution itself or for public or private nonprofit organizations, especially those engaged in health, education, welfare, and related public service activities." (Work Study Manual, 1968).

Most colleges and universities participate in the College Work-Study Program. From 1964-1968 the primary emphasis was placed on constructive utilization of work-study manpower in work for the institutions. Laboratory and clerical functions were restructured to better use part-time help. In 1968 the government and the institutions recognized that the objectives of the program were not being satisfied. by placing eighty per cent of the students in on-campus assignments.

An emphasis was placed on identifying and establishing meaningful off-campus community action projects.

The Ford Foundation supported the Urban Corps development project to serve as a catalyst for developing student involvement programs in cities throughout the country.

Michael Goldstein, Director of the Urban Corps Development Office, stated, "Few problems are attracting more attention in American higher education than the question of bringing 'relevance' into the curriculum. This is especially true in the area of urban affairs, where it is obvious that so much needs to be done. Urban Corps permit our cities to infuse youthful talent and energy in constructive assignments, while providing an opportunity for institutions of higher education to develop viable relationships with the urban community." (1969) Fifty-two Urban Corps programs were in the developmental or operational stages in 1970.

A program to extend the Urban Corps concepts to the rural communities was implemented by the University of North Dakota for the summer of 1970. Hamerlik (1970) stated, "Many young people leave our state because they cannot find part-time jobs in the college communities during the school year, or summer jobs in their hometown area. They often migrate to the cities for summer work and tend to remain for school in the fall. A state declining in population should make an honest effort to retain its young people."

The off-campus projects in urban and rural communities provide the students with assignments involving real problems and create

rapport between the academic and outside communities.

The students assigned to rural community action projects perform valuable services which otherwise might be left undone, due to lack of money and staff. The pilot program placed recreation leaders, child care workers, social workers, counselors, instructors, engineering aids, and library assistants in thirty-four small North Dakota communities.

Job experience is a contributing factor to individual vocational maturity. Williams (1967) studied the relationship between vocational development and scholastic achievement of male college students. The hypothesis that there was a positive relationship between vocational maturity and college achievement was accepted. The hypothesis that there was a negative relationship between scholastic achievement and vocational maladjustment was rejected. The concept of the irreversibility of the career development process may be stated too strongly. First jobs and early experiences affect the career decisions perhaps more than any other factors. Many professional people change careers in maturity, and many college students change academic majors as many as four times before graduation. Research by Cross (1960) found that about half of the graduates of Kansas State University were working in positions with no direct relevance to their college major.

The career development concept was described as career patterns by Super (1957). The career behavior of people follow general patterns which may be recognized as regular and predictable after examination of

the individual. These patterns are the result of many psychological, physical, situational, and societal factors, which make-up the individual's life. The stable career pattern is characterized by the medical profession, where the individual enters into the area relatively early and permanently. The conventional pattern is to try several jobs, one of which leads to a stable job. The unstable pattern consists of a series of trial jobs which lead to temporary stability which is soon disrupted. The multiple trial pattern sees an individual moving from one stable entry level job to another, such as domestic service careers.

An important segment of the Super research finds that an individual's self-concept is influenced by his vocational activities. A study by Englander (1960) considered the relationship between the degree of agreement between self-perception and perception of people and situations relevant to one's chosen occupation. The specific findings indicated that prospective elementary teachers saw a closer relationship between their personal characteristics and those of elementary teachers than do subjects choosing other occupations.

Hadley and Levy (1962) found that the role playing that occurs to facilitate career development takes place in formal and informal groups. The family communicates values to the small child. The child's peer group becomes most important in adolescence, and his vocational concepts are based on the teen-age environment. In adult life, the professional and trade groups are the primary vocational

reference groups. The conduct, modes of behavior, and values are set by the group with which one belongs or identifies.

The literature reviewed has significant application to this study. It is noted that academic achievement is not adversely affected by part-time work; in fact a job can actually stimulate academic performance. The idea of relevance in education by integrating course content and on-the-job experience holds unexplored potential. The working student can gain in vocational maturity and develop a better self-concept from the reality testing obtained from the work experience.

CHAPTER III

DESIGN OF THE STUDY

Research Population

The enrollment at the University of North Dakota for the 1969-1970 academic year was 7,925 students. Over 1,250 students were employed during the academic year. The University employed 781 students, of which, 289 were employed under the College Work-Study Program for both semesters.

The students selected for the research sample were undergraduates, registered as full-time students, who were employed part-time under the College Work-Study Program. Twenty-five freshmen and sophomores and twenty-five juniors and seniors were chosen in a random manner. Independent students and students with family income levels over \$8,999.00 per year were dropped to control for socio-economic factors. The resulting sample size was twenty-three lower classmen and twenty upper classmen. In order to arrive at an equal sample size for statistical purposes, three of the lower classmen were dropped, resulting in a sample size of forty subjects, twenty lower classmen and twenty upper classmen. Eighteen were male, twenty-two were female (APPENDIX E and F).

The subjects were then randomly divided into two groups to place ten lower classmen and ten upper classmen in each group. Group P

was designated as the control group (positive job assignments), and Group N was designated the experimental group (negative job assignments).

Sources of Data

The sources of data used in this study were the following:

1. Transcripts of academic achievement available at the Office of the Registrar.
2. The financial and employment records available at the Student Financial Aids Office.

Instruments

The instruments used in this study were the following:

1. College Work-Study-Student Master Card is a standardized form designed by the researcher and completed by each student during the placement interview. The record includes personal information, work history, academic interests, work interests, and job preference.

(APPENDIX A)

2. Employee Performance Evaluation is a standardized form designed by the researcher and completed by the immediate supervisor at the end of each semester. One rating was given in January 1970 and one rating was given in May 1970. The report includes subjective information on the specific duties, the performance of the assigned duties, personal observations on appearance, attitude, and aptitude, and an objective overall rating of this employee as compared to others in like functions.

(APPENDIX B)

3. Employee Performance Evaluation by Observer is a standardized form constructed by the researcher to provide an outside evaluation of the employee's job performance. The observer, who is also the researcher, was an Industrial Engineer trained in job analysis and time-in-motion studies. Each evaluation consisted of three each, five minute time samples of the employee engaged in on-the-job activity. One evaluation was completed for each subject. (APPENDIX C)

4. Employee Performance-Self Evaluation is a standardized form constructed by the researcher to measure the student's opinion of his job performance. The instrument includes a sequence of questions about the job assignment, the relationship of the job to the academic program, and a rating of the individual's performance of the tasks he was assigned. The students responded verbally to the items at the exit interview. The researcher rated the overall response on a four point scale. (APPENDIX D)

The instruments used to measure employee job performance were not subjected to further tests of reliability and validity because of the small sample size. They were patterned after the instruments developed by industrial psychologists for hourly employee analysis purposes.

5. Financial Statement is the instrument used to determine the economic level of the subjects. The ACT Comprehensive Financial Aid Report and the CSS Financial Need Analysis Report are accepted by the University of North Dakota, Student Financial Aids Office. Each student was required to complete and submit one of the financial statements to

qualify for a work-study award. Both reports include data from the parent or guardian and the student reflecting income, assets, and liabilities. The American College Testing Program and the College Scholarship Service have developed reliable financial statements that are nationally recognized and accepted by institutions of higher education and government agencies.

Procedures

The following procedures were used to gather data for this investigation:

1. Placement. In the fall, the work-study students reported to the Student Financial Aids Office for a placement interview. The work history information was updated and the employee placed in the job specification that he was most qualified to meet. Special consideration was given to the control group to insure that they were placed in jobs related to their academic major or job preference. The twenty positive assignments were made to the positively assigned group. (Group P)

Each member of the experimental group was interviewed after completing a new Student Master Card. Special care was taken to insure that the student would qualify for a position by meeting the minimum requirements of the job specifications. No assignments were made in their areas of past work experience, in their areas of academic studies, or in their stated job preferences. The twenty negative assignments

were made to the negatively assigned group (Group N). All negative assignments were made on campus and only one negative assignment was made to any one department.

2. Observation of each subject was conducted during the academic year. The researcher made on-the-job visitations to the subjects' work areas. Job analysis data was compiled using the timed observation method. Three time samples were gathered for each subject.

3. Supervisors Evaluation of the employee's performance was gathered from two separate ratings; one taken in January 1970, and one taken in May 1970. The researcher discussed the ratings with the supervisors on each of the subjects. The supervisors could justify their criticisms and overall ratings in all cases.

4. Termination of the job is automatic at the end of the academic year. Each subject was given an exit interview when they submitted their final payroll report. Each subject was questioned about the job assignment, the relationship of the assignment to the academic program, and then asked to rate himself on the job tasks he performed.

Regulations

At the outset of this study, the following regulations were established:

1. In the event that a negatively assigned student was fired, he was to be offered a positive assignment and dropped from the research population.

2. In the event that a positively assigned student was fired, he was to be offered reassignment to an available position and dropped from the research population.

3. In the event that a subject dropped out of school or terminated the part-time job before April 1, 1970, he was to be dropped from the research population.

4. In the event that a job assignment effected the physical or mental health of the student, he was to be given special help and consideration and dropped from the research population.

Statistical Procedures

The statistical procedure included in this study consisted of the t-test for related samples. The groups were related because the subjects were controlled by socio-economic level, by academic level, and academic achievement (Roscoe 1969). Two-tailed tests were applied because no direction was hypothesized. The criterion for significance was set at the .05 level.

CHAPTER IV

ANALYSIS AND RESULTS

The analysis and results of the present study are presented in the same order as were the hypotheses stated in the null form to answer the question: What are the effects of positive and negative job assignments on the academic and job performances of working students?

Hypothesis 1. There is no significant difference between the cumulative grade point averages of positively and negatively assigned working students.

Table I presents the means and t value in this analysis.

TABLE I

RESULTS OF t -TEST FOR DIFFERENCE IN
CUMULATIVE GRADE POINT AVERAGE
OF P AND N GROUPS

Variable	Mean	df	t
GPA Positive Group	2.62	19	.43
GPA Negative Group	2.56		

There was no significant difference between the cumulative grade point averages of positively and negatively assigned working students.

On the basis of this finding, the null hypothesis was accepted.

Hypothesis 2. There is no significant difference between the job performance (as rated by the supervisor) of positively and negatively assigned working students.

Table II presents the means and t value for this analysis.

TABLE II

RESULTS OF t -TEST FOR DIFFERENCE IN JOB
PERFORMANCE-SUPERVISOR RATINGS
FOR P AND N GROUPS

Variable	Mean	df	t
Job Perform. Positive Group	3.03	19	3.71*
Job Perform. Negative Group	2.27		

*Significant at .01, two-tailed test

The means were found to be significantly different. Hypothesis 2, therefore, was rejected. The conclusion of this analysis was that positively assigned subjects performed significantly better (as rated by the supervisor) than the negatively assigned subjects.

Hypothesis 3. There is no significant difference between the job performance (as rated by the student) of positively and negatively assigned working students.

Table III presents the means and t value for this analysis.

TABLE III

RESULTS OF t -TEST FOR DIFFERENCE IN JOB
PERFORMANCE-STUDENT SELF RATING
FOR P AND N GROUPS

Variable	Mean	df	t
Self Evaluation Pos. Group	2.92	19	.41
Self Evaluation Neg. Group	2.97		

There was no significant difference between the job performance of positively and negatively assigned working students (as rated by the student). Therefore, the null hypothesis was accepted as stated.

Hypothesis 4. There is no significant difference between the job performance (as rated by an observer) of positively and negatively assigned working students.

Table IV presents the means and t value for this analysis. The means in this analysis were found to be significantly different. Hypothesis 4, therefore, was rejected. The conclusion was that positively assigned subjects performed significantly better (as rated by an observer) than the negatively assigned subjects.

TABLE IV

RESULTS OF t -TEST FOR DIFFERENCE IN JOB
PERFORMANCE-OBSERVER RATING
FOR P AND N GROUPS

Variable	Mean	df	t
Observer Rating Pos. Group	2.72	19	2.29*
Observer Rating Neg. Group	2.07		

*Significant at .05, two-tailed test

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the effects of positive and negative job assignments on the academic and job performances of working students. The increasing costs of education and the greater demand for trained professionals compel more students from the lower and lower-middle income levels to strive for a college education. More students are working to finance their educational expenses, and the trend indicates the number will climb each year. A review of the literature revealed that work does not impede academic achievement and a part-time job may even improve academic performance. Business, government, and education leaders have developed several creative programs to relate student jobs to their academic interests and add to the course content while promoting realistic vocational development. The emphasis on work and study programs has become a reality.

This study selected forty undergraduates who were working part-time during the 1969-1970 academic year. They were divided into two groups of twenty each. One group received positive job assignments, related to their fields and interests; the other group received negative job assignments, unrelated to their fields and interests.

The students were evaluated academically by the University of North Dakota grading system. They were, also, evaluated on job performance by supervisor ratings, observer ratings, and self-ratings.

The t-tests for related samples were applied to all academic and job performance variables. The .05 level was used for evaluating the significance of obtained results.

The findings of this study are summarized below in the same order in which the null hypotheses were presented:

1. There was no significant difference between the cumulative grade point averages of positively and negatively assigned working students.

2. There was a significant difference between the job performance of positively and negatively assigned working students (as rated by the supervisors).

3. There was no significant difference between the job performance of positively or negatively assigned working students (as rated by the students' self-evaluation.

4. There was a significant difference between the job performance of positively and negatively assigned working students (as rated by an observer).

Discussion and Conclusion

The findings indicated that the positive and negative job assignments did not affect the academic performance of the working students included in this sample. These findings agree with other

investigations which found no effect on academic achievement in working student populations.

Recommendations

Several recommendations were suggested from this study which would be helpful for future research in the area of the effect of job assignments on the working students academic success.

1. The accepted academic achievement measuring instrument, the cumulative grade point average, is not a total measurement of individual achievement. The working student gains valuable practical experience that can be directly related to his achievement level. The experience and achievement factors related to job assignments are considerations for further study.

2. The job performance ratings from three sources, namely, the supervisor, the observer, and the student, provide surface data on task completion, appearance, personality, and attitude. Pre and post-tests measuring attitude and personality changes of positively and negatively assigned working students would provide deeper insight into the effects of a job assignment.

3. Academic achievement represents only one form of accomplishment. It would seem worthwhile to undertake research concerning such areas as social and psychological adjustment of working and non-working students.

4. It is recommended that students be encouraged to work to meet their colleges expenses. It is further recommended that employers of students make serious efforts to place students in job assignments

in their academic or career areas. Placement screening and testing might prove valuable even for part-time, short-term assignments.

APPENDIX A

1969 - 1970

COLLEGE WORK-STUDY PROGRAM - STUDENT MASTER CARD
University of North Dakota - Grand Forks, North Dakota

NG
ER

Last First Middle Nickname Soc. Sec. No.

D PERMANENT
S Street ADDRESS: Street

ESS: Phone City State Phone

OF BIRTH:

TITLE: EMPLOYER DEPT. SUPERVISOR

you claimed as a Federal Income Tax Exemption last year by parent or guardian?
No Claimed by

EDUCATION LEVEL - CODE	FAMILY INCOME - CODE	DEPENDENTS - INCOME LEVEL
Highman 1	\$2,999 or less A	1 \$3,200
Some more 2	\$3,000 to \$5,999 B	2 \$4,000
Junior 3	\$6,000 to \$7,499 C	3 \$4,700
Senior 4	\$7,500 to \$8,999 D	4 \$5,300
Graduate & Professional 5	\$9,000 to \$11,999 E	5 \$5,800
	\$12,000 or more F	6 \$6,200
		7 or more \$6,600

rd Amount Hourly Rate

MAJOR MINOR GPA

WORK HISTORY

SITUATION	DATES TO/FROM	JOB DESCRIPTION	EMPLOYER NAME	ADDRESS

INTERESTS/SPECIAL SKILLS TYPING SPEED

PREFERENCE

Have you been previously employed under College Work-Study? YES NO

If yes, name institution and dates

SEC. NO. _____

ROLL PERIOD From To	DATE CHECK READY FOR STUDENT	HOURS WORKED	GROSS THIS PERIOD	DEDUCTIONS THIS PERIOD			NET THIS PERIOD	CUMULATIVE GROSS	CUMULATIVE NET
				Fed. Tax	Soc. Sec.	Other			
10-Sept.9	Sept.30'69								
10-Oct.9	Oct.31'69								
10-Nov.9	Nov.28'69								
10-Dec.9	Dec.31'69								
10-Dec.31	Jan.30'70								
1-Jan.9	Jan.30'70								
10-Feb.9	Feb.27'70								
10-Mar.9	Mar.31'70								
10-Apr.9	Apr.30'70								
10-May 9	May 29'70								
10-June 9	June30'70								
10-July 9	July31'70								
10-Aug.9	Aug.31'70								

MONTHS EARNING TOTAL

1st Calendar Quarter _____
 2nd Calendar Quarter _____
 MONTHS TOTAL _____
 3rd Calendar Quarter _____
 4th Calendar Quarter _____
 MONTHS TOTAL _____
 CALENDAR YEAR TOTAL _____

1st Fiscal Quarter _____
 2nd Fiscal Quarter _____
 SIX MONTHS TOTAL _____
 3rd Fiscal Quarter _____
 4th Fiscal Quarter _____
 SIX MONTHS TOTAL _____
 FISCAL YEAR TOTAL _____

REMARKS:

APPENDIX B

APPENDIX C

DATE _____

Visited by: _____

WORK-STUDY EVALUATION

Employer _____

Supervisor _____ No. of Employees _____

Supervision:

Overall Performance Rating:

- _____ Close
- _____ Half and Half
- _____ On Their Own

- Superior _____
- Excellent _____
- Average _____
- Below Average _____

Comment: _____

Apparent Progress:

- _____ Excellent
- _____ Average
- _____ Below Average

Comment: _____

Employers attitude toward CWSP:

- _____ Excellent Program
- _____ Mediocre
- _____ Never again

Comment: _____

Employees apparent "evaluation" of jobs:

- _____ Excellent learning experience
- _____ Essential "has to be done" work
- _____ Busy work -- no educational value

Comment: _____

Job related to studies

APPENDIX D

COLLEGE WORK-STUDY PROGRAM
STUDENT'S SELF EVALUATION
JOB PERFORMANCE

Student _____ Social Security No. _____
NAME

1. Describe the duties and responsibilities of your job. _____

2. Did you learn from this assignment? _____

3. Was job related to your academic program? _____

4. As compared to other personnel in a like function, I consider my job performance:

Superior _____

Excellent _____

Average _____

Below Average _____

COMMENTS: _____

APPENDIX E

POSITIVE JOB ASSIGNMENTS - RATING DATA

	POSITIVE Sex	Upper/Lower	GPA	SUPERVISOR RATING	STUDENTS RATING	OBSERVER RATING
P 1	M	L	2.92	3.0	3.5	3.0
2	F	L	2.22	3.0	3.0	2.5
3	M	U	2.75	3.5	3.0	3.0
4	F	L	2.23	3.5	3.0	3.0
5	F	L	2.29	4.0	3.0	3.5
6	F	U	2.85	3.5	3.0	3.5
7	M	U	2.56	1.5	2.5	1.0
8	F	L	2.36	3.0	2.5	2.0
9	F	U	2.90	2.0	3.5	3.0
10	F	U	2.33	3.0	3.0	3.5
11	M	L	1.96	2.0	2.5	2.0
12	M	U	2.35	4.0	3.5	3.0
13	F	L	2.16	2.0	2.5	2.0
14	F	L	2.37	3.0	2.5	2.5
15	M	U	3.41	2.0	2.5	1.5
16	M	U	3.83	4.0	3.0	3.0
17	M	U	3.34	4.0	3.5	3.5
18	M	L	1.99	3.0	2.5	3.5
19	F	U	3.48	3.5	3.0	3.0
20	M	L	2.20	3.0	3.0	2.5
	MEANS		2.62	3.03	2.92	2.72

P = Positive assignments

M = Male subject

F = Female subject

L = Lowerclassmen (Freshmen/Sophomores)

U = Upperclassmen (Juniors/Seniors)

APPENDIX F

NEGATIVE JOB ASSIGNMENTS - RATING DATA

	Sex	NEGATIVE Upper/Lower	GPA	SUPERVISOR RATING	STUDENTS RATING	OBSERVER RATING
N 1	F	L	2.39	3.0	2.5	2.5
2	M	L	2.19	2.0	3.0	2.5
3	F	U	2.73	3.0	3.5	2.5
4	M	U	2.90	4.0	3.0	3.5
5	F	L	2.20	1.5	2.0	1.0
6	F	U	3.12	2.5	3.0	2.0
7	M	L	1.53	1.0	2.5	2.0
8	M	L	2.16	1.0	3.0	1.0
9	M	U	2.62	2.0	3.5	1.5
10	F	L	1.85	2.0	2.5	2.0
11	F	U	2.79	2.0	2.5	2.5
12	F	L	2.11	3.0	3.0	2.0
13	M	U	2.59	2.0	3.0	1.5
14	F	L	2.93	4.0	3.0	3.5
15	M	U	3.59	2.0	3.5	1.5
16	F	L	2.34	1.0	3.0	1.0
17	F	U	3.09	2.0	3.5	2.5
18	M	L	2.06	4.0	3.5	3.0
19	F	U	2.88	1.5	3.0	1.0
20	F	U	3.14	2.0	3.0	2.5
	MEANS		2.56	2.27	2.97	2.07

N = Negative assignments

M = Male subject

F = Female subject

L = Lowerclassmen (Freshmen/Sophomores)

U = Upperclassmen (Juniors/Seniors)

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