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## Employer's Attitudes Toward the Work Traits of Special Needs Students from Manor High School, Portsmouth, Virginia

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EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS  
OF SPECIAL NEEDS STUDENTS FROM  
MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA

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A RESEARCH PAPER  
PRESENTED TO  
THE FACULTY OF THE SCHOOL OF EDUCATION  
OLD DOMINION UNIVERSITY

---

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTERS OF SCIENCE IN EDUCATION

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BY  
JANE T. HARGRAVES  
AUGUST, 1988

THIS RESEARCH PAPER WAS PREPARED BY JANE T. HARGRAVES UNDER THE SUPERVISION OF DR. JOHN M. RITZ IN VTE 636. IT WAS SUBMITTED TO THE GRADUATE PROGRAM DIRECTOR AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE OF EDUCATION.

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MANY THANKS GOES TO MY HUSBAND FOR HIS SUPPORT, ENCOURAGEMENT, AND ASSISTANCE DURING THE DURATION OF THE MASTERS DEGREE PROGRAM. I ALSO WANT TO THANK MY SON ROBBIE FOR UNDERSTANDING ME WHEN I WAS TOO BUSY TO LISTEN. A SPECIAL THANKS GOES TO MY DAUGHTER, GIGI, WHO GAVE OF HER TIME, TALENT, AND SKILL IN TYPING MY RESEARCH PAPER.

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## CHAPTER 1

### INTRODUCTION

THE EDUCATION FOR EMPLOYMENT PROGRAM WAS IMPLEMENTED AT MANOR HIGH SCHOOL IN 1985. THE PROGRAM WAS DESIGNED AND DEVELOPED TO ENHANCE THE EMPLOYABILITY OF THE SPECIAL NEEDS STUDENTS. THIS PROGRAM HAS BEEN INSTRUMENTAL IN PREPARING THE SPECIAL NEEDS STUDENT FOR EMPLOYMENT ON JOBS WITHIN THE COMMUNITY.

THE EFE PROGRAM IS DESIGNED FOR SPECIAL NEEDS STUDENTS WHO MAY NOT BE READY FOR A MORE TRADITIONAL OCCUPATIONAL PREPARATION PROGRAM. AT LEVEL I, EMPHASIS IS PLACED UPON SKILLS STUDENTS MUST MASTER TO ACQUIRE GAINFUL EMPLOYMENT AND CONTINUE EXPANDING THEIR MARKETABLE SKILLS. STUDENTS ENROLLED AS COOPERATIVE WORK-TRAINING STUDENTS IN LEVEL II OR III WILL RECEIVE TWO (2) CREDITS FOR SUCCESSFUL COMPLETION OF EACH COURSE. THERE IS AN INDIVIDUALIZED TRAINING AGREEMENT WITH AN EMPLOYER FOR EACH STUDENT WHO IS EMPLOYED AT BUSINESSES IN THE COMMUNITY. THE TEACHER/COORDINATOR USES FEEDBACK FROM THE DESIGNATED EMPLOYER TO EVALUATE THE WORK PERFORMANCE OF EACH STUDENT. EDUCATION FOR EMPLOYMENT STUDENTS RECEIVE CREDIT FOR CLASSROOM WORK REGARDLESS OF WHETHER OR NOT THEY ARE EMPLOYED.

### STATEMENT OF THE PROBLEM

THE PROBLEM OF THIS STUDY WAS TO DETERMINE EMPLOYERS' ATTITUDE TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA.

### RESEARCH GOALS

THIS STUDY WAS UNDERTAKEN TO DETERMINE THE SUCCESS OF EMPLOYMENT FOR SPECIAL NEEDS STUDENTS AT MANOR HIGH SCHOOL. THE EDUCATION FOR EMPLOYMENT PROGRAM ASSISTS THE SPECIAL NEEDS STUDENT IN DEVELOPING



## JOB SEEKING AND JOB KEEPING SKILLS.

THE OBJECTIVES OF THE RESEARCH WERE:

1. TO DETERMINE THE WORK TRAITS THAT EMPLOYERS ARE LOOKING FOR IN SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL.
2. TO DETERMINE THE FACTORS THAT CONTRIBUTE TO SUCCESS/NON-SUCCESS AT SEEKING EMPLOYMENT.
3. TO DETERMINE THE KINDS OF JOBS THAT SPECIAL NEEDS STUDENTS USUALLY ACQUIRE.

## BACKGROUND AND SIGNIFICANCE

THE EDUCATION FOR EMPLOYMENT PROGRAM STARTED AT MANOR HIGH SCHOOL IN SEPTEMBER 1984. THE EFE PROGRAM PRESENTED AN INNOVATIVE OPPORTUNITY TO PREPARE SPECIAL NEEDS STUDENTS FOR EMPLOYMENT. THE PROGRAM ASSIGNED A FULL TIME TEACHER/COORDINATOR TO PROVIDE BOTH EDUCATIONAL INSTRUCTION AND WORK-COORDINATION.

THE OBJECTIVES FOR THE EDUCATION FOR EMPLOYMENT PROGRAM AS PRESENTED IN THE MANOR HIGH SCHOOL SELF-STUDY REPORT WERE:

1. TO IDENTIFY REASONS FOR WORKING AND THE EFFECTS OF WORK ON ONE'S LIFESTYLE.
2. TO PRESENT INFORMATION ABOUT THEMSELVES THROUGH APPLICATION FORMS, LETTERS OF APPLICATION, PERSONAL DATA SHEETS AND INTERVIEWS.
3. TO IDENTIFY THE IMPORTANCE OF GOOD WORKING RELATIONSHIPS WITH EMPLOYERS AND CO-WORKERS.
4. TO DEVELOP AN UNDERSTANDING OF THE FACTORS INVOLVED IN ADVANCEMENT ON THE JOB.
5. TO DEVELOP AN UNDERSTANDING OF THE PROCEDURES USED IN MAKING AND FOLLOWING A BUDGET.
6. TO IDENTIFY POSITIVE STEPS NECESSARY FOR SUCCESSFUL JOB HUNTING.

THIS STUDY IS BEING DONE TO DETERMINE THE SUCCESS OF THE EFE PROGRAM AT MANOR HIGH SCHOOL. THE DATA WILL REVEAL THE NUMBER OF

STUDENTS EMPLOYED, PLACES OF EMPLOYMENT, THE LENGTH OF EMPLOYMENT, AND THE KINDS OF EMPLOYMENT, AND THE EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS. HOPEFULLY THE RESULTS WILL PROVIDE INFORMATION FOR PROGRAM IMPROVEMENT.

#### LIMITATIONS

THIS STUDY WAS BASED ON THE FOLLOWING LIMITATIONS:

1. THE RESEARCH WAS LIMITED TO THE SPECIAL NEEDS POPULATION AT MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA.
2. THE FINDINGS OF THIS STUDY WILL BE LIMITED TO THE WORKING CLASS SCHOOL ZONE AND MAY NOT BE COMPATIBLE WITH OTHER SCHOOL ZONES IN THIS CITY.

#### ASSUMPTIONS

THIS STUDY WAS BASED ON THE FOLLOWING ASSUMPTIONS:

1. ALL OF THE SPECIAL NEEDS STUDENTS AT MANOR HIGH SCHOOL ARE EMPLOYABLE.
2. ALL OF THE SPECIAL NEEDS STUDENTS CAN ACQUIRE JOB KEEPING SKILLS TO MAINTAIN EMPLOYMENT FOR AT LEAST ONE CONTINUOUS SCHOOL TERM.

#### PROCEDURES

A SURVEY WAS CONDUCTED TO FIND OUT THE NUMBER OF SPECIAL NEEDS STUDENTS EMPLOYED EACH YEAR THE PROGRAM HAS BEEN IN EXISTENCE AT MANOR HIGH SCHOOL. THIS SURVEY WILL ALSO IDENTIFY THE KINDS OF JOBS THESE STUDENTS HELD AND THE NAMES OF THE PLACES OF BUSINESS. THE DATA WILL FURTHER REVEAL THE KINDS OF TRAITS EMPLOYERS ARE LOOKING FOR IN SPECIAL NEEDS WORKERS, AND THE SUCCESS OF THE EFE PROGRAM IN PREPARING SPECIAL NEEDS STUDENTS FOR THE WORLD OF WORK.

## DEFINITION OF TERMS

THE TERMS USED IN THIS STUDY WERE DEFINED AS FOLLOVED:

1. EFE - EDUCATION FOR EMPLOYMENT
2. SPECIAL NEEDS STUDENTS - STUDENTS WHO ARE HANDICAPPED (MENTALLY AND/OR PHYSICALLY) OR DISADVANTAGED ECONOMICALLY AND/OR ACADEMICALLY.
3. INDIVIDUALIZED TRAINING AGREEMENT - A FORM THAT LISTS THE DUTIES A STUDENT WILL PERFORM, AGREED UPON BY THE STUDENT, EMPLOYER, TEACHER-COORDINATOR AND PARENT.
4. EMPLOYABILITY - AN EMPLOYABLE PERSON.
5. COOPERATIVE WORK-TRAINING - LEARNING WHILE WORKING ON THE JOB UNDER THE SUPERVISION OF AN EMPLOYER.
6. MARKETABLE SKILLS - THOSE SKILLS NEEDED TO BE SUCCESSFULLY EMPLOYED.

## OVERVIEW

THE EFE PROGRAM WAS ESTABLISHED IN 1985 AT MANOR HIGH SCHOOL. THE PROGRAM PROVIDES SPECIAL NEEDS STUDENTS WITH AN OPPORTUNITY TO DEVELOP AND EXPAND EMPLOYABILITY SKILLS. THESE SKILLS WILL HELP THEM TO BE SUCCESSFUL IN THE WORLD OF WORK.

THE SECOND CHAPTER WAS A REVIEW OF LITERATURE. THIS LITERATURE REVIEW INCLUDED WORK ADJUSTMENT SKILLS, FEDERAL LEGISLATURE, SOCIAL ADJUSTMENT IN THE WORKPLACE, EMPLOYERS' ATTITUDES TOWARD HIRING SPECIAL NEEDS STUDENTS AND PREPARING FOR WORK AND LIFE AFTER SCHOOL.

THE FINAL CHAPTERS PRESENTED THE DATA AND PROVIDED A SUMMARY, CONCLUSIONS AND RECOMMENDATIONS THAT WOULD ENHANCE THE EMPLOYABILITY SKILLS OF SPECIAL NEEDS STUDENTS.

## CHAPTER 2

## REVIEW OF LITERATURE

THE PROBLEM OF THIS STUDY WAS TO DETERMINE THE EMPLOYER'S ATTITUDE TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA. THIS CHAPTER CONTAINS INFORMATION ON WORK ADJUSTMENT SKILLS, FEDERAL LEGISLATION, SOCIAL ADJUSTMENT IN THE WORKPLACE, EMPLOYERS' ATTITUDE TOWARD HIRING SPECIAL NEEDS STUDENTS, PREPARING FOR WORK AND LIFE AFTER SCHOOL, AND A SUMMARY.

## WORK ADJUSTMENT SKILLS

THE SUCCESS OF WORK STUDY AND JOB TRAINING PROGRAMS ARE OFTEN DETERMINED SOLELY BY THE NUMBER OF STUDENTS WHO FIND EMPLOYMENT FOLLOWING THE TRAINING PERIOD. A DISALARMINGLY HIGH NUMBER OF SPECIAL NEEDS STUDENTS HAVE NOT BEEN SUCCESSFUL IN FINDING EMPLOYMENT FOLLOWING A FORMAL TRAINING PERIOD (HASTINGS, LANCE, KINDINGER, 1983, P. 12). WHEREAS AN UNSTABLE ECONOMY HAS USUALLY BEEN BLAMED FOR THIS UNEMPLOYMENT, A CRITICAL FACTOR TO CONSIDER IS THE SPECIAL NEEDS STUDENT'S DEMONSTRATION OF PERSONAL QUALITIES AND WORK HABITS THAT EMPLOYERS ARE LOOKING FOR, REGARDLESS OF THE NATURE OF THE JOB. THE ABILITY TO PERFORM WITHOUT CONSTANT SUPERVISION, TO PACE ONESELF WHILE WORKING, TO ASK FOR ASSISTANCE ONLY WHEN NEEDED, TO PRACTICE GOOD GROOMING HABITS, AND TO PRESENT ONESELF IN A COOPERATIVE AND PERSONABLE MANNER ARE SOME OF THE TRAITS THAT ARE ESSENTIAL TO AN INDIVIDUAL'S SUCCESS ON THE JOB. ANOTHER FACTOR WITH SIGNIFICANT IMPACT IS THE INDIVIDUAL'S ABILITY TO ADAPT TO AND TO WORK UNDER DIFFERENT STYLES OF SUPERVISION. THE PERFORMANCE OF A WORKER IS INFLUENCED BY A SUPERVISOR'S EMPHASIS ON ADHERENCE TO RULES, THE KIND

OF GOALS AND STANDARDS SET, AND THE NATURE OF INTERACTION WITH WORKERS.

TO BETTER PREPARE THE SPECIAL NEEDS STUDENT FOR THE WORLD OF WORK, VOCATIONAL PROGRAMMING MUST BEGIN TO FOCUS ON THE ROLE OF THE INDIVIDUAL AS A WORKER.

#### FEDERAL LEGISLATION

ACCORDING TO PUBLIC LAW 94-482 (SHERMAN, 1983, P. 22), VOCATIONAL EDUCATION IS DEFINED AS ORGANIZED EDUCATIONAL PROGRAMS WHICH ARE DIRECTLY RELATED TO THE PREPARATION OF INDIVIDUALS FOR PAID OR UNPAID EMPLOYMENT, OR FOR ADDITIONAL PREPARATION FOR A CAREER REQUIRING OTHER THAN A BACCALAUREATE OR ADVANCED DEGREE. IN 1981, REGULATIONS TO IMPLEMENT THE REHABILITATION ACT OF 1973 WERE AMENDED TO INCLUDE THOSE INDIVIDUALS WHO HAVE SPECIFIC LEARNING DISABILITIES. THE VOCATIONAL EDUCATION ACT OF 1963 THROUGH 1976 AMENDMENTS PROVIDED FEDERAL FUNDS TO STATES IN ORDER THAT VOCATIONAL EDUCATION CAN BE MADE AVAILABLE TO THE SPECIAL NEEDS STUDENTS. THE COMMONWEALTH OF VIRGINIA PARTICIPATES IN THIS FEDERAL PROGRAM AND HAS IN PLACE A VARIETY OF VOCATIONAL EDUCATIONAL PROGRAMS FOR THE SPECIAL NEEDS STUDENTS.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984 IS ANOTHER EXAMPLE OF SIGNIFICANT FEDERAL LEGISLATION (98 STATUTE, 2437, 1984, P.3). THIS LEGISLATION PROPOSED TO ASSIST THE STATES TO MODERNIZE AND DEVELOP QUALITY VOCATIONAL EDUCATION PROGRAMS IN ORDER TO MEET THE NEEDS OF THE NATION'S EXISTING AND FUTURE WORK FORCE FOR MARKETABLE SKILLS. THIS LEGISLATION ALSO PROVIDED FOR TRAINING TO

IMPROVE PRODUCTIVITY AND TO PROMOTE ECONOMIC GROWTH. A KEY COMPONENT OF THIS LEGISLATION IS THE PROPOSAL TO PROVIDE VOCATIONAL EDUCATION SERVICES TO TRAIN, RETRAIN, AND UPGRADE EMPLOYED WORKERS IN NEW SKILLS FOR WHICH THERE IS A DEMAND IN THAT STATE OR EMPLOYMENT MARKET.

#### SOCIAL ADJUSTMENT IN THE WORKPLACE

SPECIAL NEEDS STUDENTS OFTEN FACE A POOR PROGNOSIS FOR VOCATIONAL SUCCESS AND SATISFACTION. THEY ARE FREQUENTLY UNEMPLOYED OR FIND THEMSELVES IN JOBS THAT OFFER LOW PAY, LOW STATUS AND DIMINISHED CAREER POTENTIAL. A COMPLEX SET OF PSYCHOSOCIAL VARIABLES ACCOMPANY SPECIAL NEEDS ADOLESCENTS AS THEY MAKE THE TRANSITION TO POST SECONDARY EXPERIENCES.

FOR THE SPECIAL NEEDS ADOLESCENTS, THE SEARCH FOR IDENTITY, INDEPENDENCE AND EXPRESSION OF BEHAVIORS CAN BE A MOST DIFFICULT AND FRUSTRATING PERIOD LEADING TO CONFUSION, ALIENATION AND EVENTUALLY INAPPROPRIATE SOCIAL BEHAVIORS (SCHMITT, HALL, 1986, P.7). THE SPECIAL NEEDS ADOLESCENT HAS EXPECTATIONS PLACED ON THEM BY FAMILY, PEERS AND SOCIETY. THE SPECIAL NEEDS ADOLESCENT MAY OPT TO DENY THE PRESENCE TO ANY DISABILITY AS A MEANS OF COPING WITH SOCIETAL EXPECTATIONS PLACED UPON THEM. THEIR DENIAL SYSTEMS MAY ALSO INCLUDE MARKED VARIATIONS IN MOODS, REDUCED FRUSTRATION, TOLERANCE, EXTREME ANXIETY, RESTLESSNESS, AND IMPAIRED ABILITY IN ORGANIZING ABSTRACT ATTITUDES. THESE PROBLEMS INTERFERE WITH THE ACQUISITION OF APPROPRIATE INTERPERSONAL SKILLS.

SPECIAL NEEDS ADOLESCENTS ARE HAMPERED BY THE RESIDUAL EFFECTS OF A POOR SELF-CONCEPT. A LEARNING DISABILITY IS AN UNORGANIZING EMOTIONAL FACTOR IN THE LIFE OF A FAMILY. THEIR OBJECTIVES ABOUT THE ABILITIES OF THEIR CHILDREN TO ACQUIRE APPROPRIATE SKILLS LEADING TO INDEPENDENT DECISION MAKING AND LIVING OFTEN OVERLAY THE SPECIAL NEEDS ADOLESCENT'S SAME FEARS AND ANXIETIES. THE EFFECTS OF BEING HELD BACK TO REPEAT A GRADE AND FAILURE IN SCHOOL CONTRIBUTE SIGNIFICANTLY TO A SENSE OF HOPELESSNESS AND ANXIETY ABOUT THE FUTURE. THE SPECIAL NEEDS ADOLESCENT'S FAILURE IDENTITY DRASTICALLY REDUCES MOTIVATION AND OPTIMISM ABOUT THE FUTURE AND THE ABILITY TO IDENTIFY GOALS AND COMMIT TO A PLAN OF ACTION FOR ACHIEVING THESE GOALS. THE DEVELOPMENT OF AN IDENTITY, POSITIVE SELF CONCEPT AND INTERPERSONAL SKILLS ARE ALL INTERRELATED AND SINGULARLY IMPACT ON THE TRANSITION TO VOCATIONAL ADJUSTMENT AND PREPARATION.

THE SPECIAL NEEDS ADOLESCENTS FACE THE MAJOR DECISIONS ABOUT WHAT TO DO WITH THEIR LIVES, WHAT ABOUT A CAREER, COLLEGE, MARRIAGE AND LIVING INDEPENDENTLY WITH FEWER OPTIONS THAN THEIR NORMAL PEERS. THE SPECIAL NEEDS ADOLESCENTS ENTER A WORLD OF PRINTED COMMUNICATION WITHOUT AN ABILITY TO READ AND COMPREHEND WRITTEN COMMUNICATIONS. THE SPECIAL NEEDS ADOLESCENT MUST HAVE A STRONG SENSE OF IDENTITY AS A BASE FOR VOCATIONAL SUCCESS AND SATISFACTION. THE SPECIAL NEEDS ADOLESCENTS HAVE THE INTELLIGENCE AND POTENTIAL TO SUCCEED IF TEACHERS CAN UNDERSTAND HOW TO ENHANCE THEIR INDIVIDUAL STRENGTHS AND ASSETS.

THE SPECIAL NEEDS ADOLESCENT MUST ACCEPT THEIR RESPECTIVE DISABILITY AS A CONDITION OF LIFE. THE STRENGTHS AND LIMITATIONS OF

THE SPECIAL NEEDS ADOLESCENTS WILL DIRECT THE EDUCATIONAL PLAN. THEIR VOCATIONAL ADJUSTMENT REQUIRES THAT VOCATIONAL AND POST SECONDARY PLANNING MUST BE INFUSED INTO THE SECONDARY CURRICULUM.

#### EMPLOYERS' ATTITUDES TOWARDS HIRING SPECIAL NEEDS STUDENTS

A VAST MAJORITY OF EMPLOYERS EXPRESSED POSITIVE ATTITUDES TOWARD MAKING SPECIAL ALLOWANCES FOR SPECIAL NEEDS STUDENT WORKERS (MINSKOFF, SAUTTER, HOFFMAN, HAWKS, 1987, P. 56). MOST OF THE EMPLOYERS WOULD PROVIDE MORE SUPPORT AND ENCOURAGEMENT, EXTRA TIME FOR TRAINING, MORE DETAILED DIRECTIONS AND MOST WOULD TRY TO FIND THE RIGHT JOB FOR THE INDIVIDUAL. HOWEVER, THEY WERE NOT WILLING TO MAKE ALLOWANCES INVOLVING REDUCED WORK DEMANDS OR INVOLVEMENT WITH THE STUDENT'S PERSONAL LIFE. EMPLOYERS SEEMED TO BE WILLING TO HELP THE SPECIAL NEEDS STUDENT WORKERS AS LONG AS SUCH WORKERS CARRY THEIR OWN LOADS AND DO NOT INTRODUCE THEIR PERSONAL PROBLEMS IN THE WORKPLACE.

THERE ARE SOME EMPLOYERS WHO WOULD NOT MAKE SPECIAL ALLOWANCES FOR THE SPECIAL NEEDS STUDENTS. THEY FELT THAT IT WAS UNFAIR TO TREAT SOME WORKERS IN A PREFERENTIAL MANNER. THE OVERALL ATTITUDE AMONG ALL EMPLOYERS WAS POSITIVE TOWARD THE SPECIAL NEEDS STUDENTS. THEY WERE MORE POSITIVE TOWARD THE PHYSICALLY HANDICAPPED THAN THE COGNITIVELY HANDICAPPED STUDENT. THE MORE TECHNICAL A JOB THE LEAST INCLINED WERE EMPLOYERS TO HIRE SPECIAL NEED STUDENTS. AN INTENSIVE EDUCATIONAL AND PUBLIC RELATIONS PROGRAM WAS A MUST FOR PROSPECTIVE EMPLOYERS.

AMONG THE MAJOR DISADVANTAGES OF EMPLOYMENT FOR THE SPECIAL NEEDS STUDENTS IS THAT EMPLOYMENT MAY PROLONG ATTACHMENT TO PEERS AND



WILL NOT PROMOTE ADVANCEMENT TO ADULTHOOD. EXCESSIVE COMMITMENT TO A JOB MAY POSE AN IMPEDIMENT TO DEVELOPMENT BY CAUSING THE SPECIAL NEEDS STUDENT TO SPEND TOO MUCH TIME AND ENERGY IN A JOB THAT IS TOO CONSTRAINING AND INVOLVES TASKS THAT ARE TOO SIMPLE. TOO MUCH TIME IN THE WORKPLACE IS LIKELY TO MEAN TOO LITTLE TIME FOR EXPLORATION WHICH MAY INTERFERE WITH THE IMPORTANT PSYCHOSOCIAL WORK OF THE SPECIAL NEEDS STUDENT. THE CRUX OF THE ARGUMENT IS THAT UNDUE EMPHASIS HAS BEEN PLACED ON THE VALUE OF WORK EXPERIENCE FOR THE SPECIAL NEEDS STUDENT. FOR THE SPECIAL NEEDS STUDENT WHO WORKS, A DETERMINATION OF WHAT MAKES A BETTER WORKER NEEDS TO BE DEFINED. THE WORK EXPERIENCE OFFERED THE SPECIAL NEEDS STUDENT AND THE ENCOURAGEMENT TO MASTER THESE EXPERIENCES DURING THE CRUCIAL PRE-ADULT YEARS HELP DETERMINE THE ASSETS AND HABITS THEY WILL BRING TO ADULTHOOD.

#### PREPARING FOR WORK AND LIFE AFTER SCHOOL

TO PREPARE SPECIAL NEEDS STUDENTS FOR EMPLOYMENT, VOCATIONAL EDUCATIONAL PROGRAMMING MUST BEGIN TO FOCUS ON THE ROLE OF THE INDIVIDUAL AS A WORKER. THE TRAINING PROGRAM FOR THE VOCATIONAL SPECIAL NEEDS STUDENTS HAS BEEN THE LINK BETWEEN THE PUBLIC AND PRIVATE SECTOR. SOME STUDIES SUGGEST THAT A MORE EFFECTIVE PUBLIC-PRIVATE LINKAGE MIGHT RESULT IF EMPHASIS WERE PLACED ON THE TRAINING OF SPECIAL NEEDS YOUTH IN THE ACQUISITION OF WORK HABITS REQUIRED OF ANY AND ALL TYPES OF JOBS.

CERTAIN OBJECTIVES HAVE BEEN STRESSED IN PREPARING SPECIAL NEEDS STUDENTS FOR EMPLOYMENT (MERACHNIK, 1987, P.7). SOME OF THOSE OBJECTIVES INCLUDE PROPER ATTITUDES, GOOD ATTENDANCE, PUNCTUALITY,

FOLLOWING DIRECTIONS, RESPECT FOR AUTHORITY AND MANY OTHERS. ALTHOUGH THESE ARE AND WILL CONTINUE TO BE IMPORTANT TO SATISFY DEMANDING EMPLOYERS, THESE WILL NOT BE ENOUGH TO ENSURE AN ENTRY LEVEL JOB IN THE YEARS AHEAD. AS THE MARKETPLACE CHANGES, LABOR TRENDS INDICATE THAT INDUSTRY WILL BE DEMANDING A DIFFERENT KIND OF WORKER IN THE FUTURE.

AUTOMATION AND TECHNOLOGICAL CHANGES WILL CONTINUE TO REDUCE THE WORKFORCE AND ADD TO THE PROBLEM OF DISLOCATED WORKERS. AS INDUSTRY ADJUSTS TO MEET NEW TRENDS WHICH WILL OCCUR IN THE NEXT 20 YEARS, THERE WILL BE A MOVE TO INCREASE AND MODIFY THE SKILLS REQUIRED FOR ENTRY LEVEL WORKERS.

IN ORDER TO PREPARE SPECIAL NEEDS STUDENTS FOR DIFFERENT KINDS OF JOBS, THESE TWO CONCERNS MUST BE CONSIDERED. SPECIAL NEEDS EDUCATORS SHOULD TARGET JOBS WHICH WILL BE OPEN IN THE FUTURE AND THE TRAINING REQUIRED TO IMPROVE PREPARATION AND EMPLOYMENT OF STUDENTS. MANY JOB OPENINGS WILL REFLECT CHANGES IN OUR SOCIETY. EDUCATORS OF SPECIAL NEEDS STUDENTS NEED TO BE AWARE OF THESE CHANGES AND SHOULD REVIEW PROJECTIONS FOR JOBS.

THE TRADITIONAL BLUE COLLAR JOBS OBTAINED BY SPECIAL NEEDS STUDENTS WILL STILL BE AVAILABLE BUT IN DECREASING NUMBERS. JOBS THAT WILL BE AVAILABLE IN THE FUTURE FOR SPECIAL NEEDS STUDENTS ARE AS FOLLOWS: NURSES AIDES, ORDERLIES, CASHIERS, SALES CLERKS, GUARDS, STOCK CLERKS, DELIVERY WORKERS, FOOD PREPARATION AND SERVICE WORKERS. SOME ACTIVITIES INVOLVING COMPUTERS WILL INCREASE, HOWEVER, THESE JOBS WILL BE GIVEN TO THE HIGHER FUNCTIONING SPECIAL NEEDS STUDENTS. WHILE IN SCHOOL, TRAINING FOR EMPLOYMENT SHOULD EMPHASIZE THOSE

SKILLS AND ATTITUDES WHICH ARE EASILY TRANSFERABLE FROM ONE KIND OF JOB TO ANOTHER. SPECIAL NEEDS STUDENTS WILL HAVE A PLACE IN THE WORLD OF WORK IF SCHOOL PERSONNEL REMAIN APPRISED TO LABOR MARKET TRENDS AND TRAIN THEM FOR THESE AVAILABLE JOBS.

#### SUMMARY

SCHOOLS SHOULD PLAY A MAJOR ROLE IN PREPARING THEIR SPECIAL NEEDS STUDENTS TO ADJUST SUCCESSFULLY TO THE WORLD OF WORK AFTER FORMAL EDUCATION IS COMPLETED. TRAINING FOR EMPLOYMENT WHILE IN SCHOOL SHOULD EMPHASIZE THOSE SKILLS AND ATTITUDES WHICH ARE EASILY TRANSFERABLE FROM ONE KIND OF JOB TO ANOTHER.

### CHAPTER 3

#### METHODS AND PROCEDURES

THIS CHAPTER EXPLAINED THE METHODS AND PROCEDURES THAT WERE NEEDED TO CONDUCT THE SURVEY. IT INCLUDED THE POPULATION, THE DEVELOPMENT OF THE SURVEY INSTRUMENT, THE ADMINISTRATION OF THE SURVEY, THE DATA ANALYSIS, PROCEDURES, AND A SUMMARY.

#### POPULATION

IN THE 1984-88 SCHOOL YEAR, THE EDUCATION FOR EMPLOYMENT PROGRAM PROVIDED SERVICES FOR THIRTY-FIVE STUDENTS, AND FOURTEEN EMPLOYERS. A THOROUGH EVALUATION NEEDED TO BE CONDUCTED SO ALL FOURTEEN EMPLOYERS OF THE SPECIAL NEEDS STUDENTS WERE CHOSEN AS SUBJECTS FOR THE SURVEY.

#### INSTRUMENT

A SURVEY WAS CONSTRUCTED CONTAINING TWENTY CLOSED FORM QUESTIONS AND ONE OPEN FORM QUESTION. THE PURPOSE OF THE SURVEY WAS TO DETERMINE EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. THE FIRST PART OF THE SURVEY ASKED ABOUT EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS. THE SECOND PART ASKED EMPLOYERS TO IDENTIFY THE KINDS OF JOBS THAT THE STUDENTS HELD IN THEIR PLACE OF BUSINESS.

## ADMINISTRATION

A CONFERENCE WAS SET BY THE RESEARCHER WITH THE PRINCIPAL OF MANOR HIGH SCHOOL, MS. JUDY KIRMAN. DURING THE CONFERENCE, A DISCUSSION WAS HELD ABOUT THE RESEARCH AND THE PURPOSE. AT THAT TIME PERMISSION WAS GRANTED TO CONDUCT THE SURVEY AND A COPY OF THE SURVEY WAS PRESENTED TO THE PRINCIPAL.

THE SURVEY, APPENDIX A, WAS THEN SENT TO THE EMPLOYERS THROUGH THE MAIL WITH A SELF-ADDRESSED RETURN ENVELOPE. THE PURPOSE OF THE SURVEY WAS EXPLAINED THROUGH THE USE OF A COVER LETTER, APPENDIX B.

A FOLLOW-UP LETTER WAS PREPARED AND SENT OUT TWO WEEKS LATER, TO THOSE EMPLOYERS WHO DID NOT RESPOND THE FIRST TIME. ANOTHER SURVEY FORM ALSO ACCOMPANIED THE FOLLOW-UP LETTER, APPENDIX C.

## TREATMENT OF THE DATA

UPON RECEIVING THE COMPLETED SURVEYS, THE DATA WAS ANALYZED, RESPONSES REVIEWED, TABULATED AND ASSEMBLED INTO TABLE FORM. THE TABLE PROVIDED A BREAKDOWN OF RESPONSES AND WERE ACCOMPANIED BY NARRATIVES FOR EACH QUESTION. THE LIKERT SCALE WAS USED TO COMPUTE THE MEAN FOR EACH QUESTION. THE PERCENTAGES FOR TOTAL RESPONSE AND EMPHASIS OF RESPONSES WERE ALSO TABULATED FOR EACH QUESTION.

## SUMMARY

ALL EMPLOYERS OF SPECIAL NEEDS STUDENTS WERE SELECTED AS THE POPULATION IN THIS RESEARCH PROJECT. THE SURVEY CONTAINED TWENTY CLOSED FORM QUESTIONS, AND ONE OPEN FORMED QUESTION THAT GATHERED THE

NECESSARY INFORMATION FOR THIS STUDY. AFTER THE SURVEYS WERE RETURNED, THE DATA WAS COMPILED AND TABULATED. THE FINDINGS WILL BE DISCUSSED IN THE FOLLOWING CHAPTER.

## CHAPTER 4

## FINDINGS

THE EFE PROGRAM WAS IMPLEMENTED AT MANOR HIGH SCHOOL IN 1985. THE PROGRAM WAS DESIGNED AND DEVELOPED TO ENHANCE THE EMPLOYABILITY OF THE SPECIAL NEEDS STUDENTS. THE PROBLEM OF THIS STUDY WAS TO DETERMINE THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA.

THIS WAS ACCOMPLISHED BY SURVEYING THE EMPLOYERS OF THE SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. THE DATA RECEIVED FROM THESE SURVEYS WAS PRESENTED IN THIS CHAPTER.

## SURVEY RESPONSE

SURVEYS WERE DISTRIBUTED TO THE FOURTEEN EMPLOYERS OF THE SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. TEN (71 PERCENT) OF THE EMPLOYERS RESPONDED TO THE REQUEST OF MAY 23, 1988 TO COMPLETE THE SURVEY. ON JUNE 11, 1988 A FOLLOW-UP LETTER WAS SENT TO THE FOUR (29 PERCENT) NON-RESPONDENTS TO ENCOURAGE THEIR PARTICIPATION, THE REMAINING FOUR SURVEYS WERE COMPLETED AND RETURNED BY THE RESPONDENTS. ALL DATA AND RESULTS WERE COMPUTED BASED ON THE TOTAL RESPONSES THAT WERE RETURNED.

## DATA ON EMPLOYERS ATTITUDE

PART I OF THE SURVEY DEALT WITH THE EMPLOYERS' ATTITUDE TOWARD WORK TRAITS OF SPECIAL NEEDS STUDENTS. THIS SECTION CONSISTED OF TWENTY QUESTIONS (NUMBERS 1 - 20) BASED ON A LIKERT TYPE SCALE (5

POINT SCALE). PARTICIPANTS WERE ASKED TO ANSWER ITEMS ON A CONTINUUM OF RESPONSES RANGING FROM EXCELLENT (EX) TO NOT OBSERVED (NO).

STATEMENT ONE ASKED IF STUDENTS GOT ALONG WELL WITH OTHERS ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS STATEMENT. TWENTY ONE PERCENT RESPONDED EXCELLENT, 50 PERCENT VERY GOOD, 29 PERCENT GOOD, ZERO PERCENT FAIR AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.93, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT TWO ASKED IF STUDENTS TOOK CRITICISM CONSTRUCTIVELY ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS STATEMENT. FOURTEEN PERCENT ANSWERED EXCELLENT, 36 PERCENT VERY GOOD, 29 PERCENT GOOD, 21 PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.43, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT THREE ASKED IF STUDENTS FOLLOW DIRECTIONS ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS QUESTION. FORTY THREE PERCENT RESPONDED EXCELLENT, 29 PERCENT VERY GOOD, 29 PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.43, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT FOUR ASKED IF STUDENTS WORKED AS MEMBERS OF A TEAM ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS ITEM. THIRTY SIX PERCENT RESPONDED EXCELLENT, 57 PERCENT VERY GOOD, SEVEN PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.29, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 1).



TABLE 1

The problem of this study was to determine employers' attitudes toward the work traits of special needs students from Manor High School, Portsmouth, Virginia.

QUESTIONS

Item No.	Item	Response	% of Total	Emphasis of Response										Mean
				EX	%	VG	%	G	%	F	%	NO	%	
1.	Gets along with others.	14	100	3	21	7	50	4	29	0	0	0	0	3.93
2.	Takes criticism constructively.	14	100	2	14	5	36	4	29	3	21	0	0	3.43
3.	Follows directions.	14	100	6	43	4	29	4	29	0	0	0	0	4.43
4.	Works as a member of a team.	14	100	5	36	8	57	1	7	0	0	0	0	4.29
5.	Demonstrates a positive attitude.	14	100	6	43	1	7	5	36	2	14	0	0	3.79
6.	Is very dependable.	14	100	7	50	5	36	2	14	0	0	0	0	4.36
7.	Accepts responsibility.	14	100	6	43	8	57	0	0	0	0	0	0	4.43

Explanation of value table:

Excellent - 5      Very Good - 4      Good - 3      Fair - 2      Not Observed - 1

STATEMENT FIVE ASKED IF STUDENTS DEMONSTRATED A POSITIVE ATTITUDE ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS QUESTION. FORTY THREE PERCENT ANSWERED EXCELLENT, SEVEN PERCENT VERY GOOD, 36 PERCENT GOOD, 14 PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.79, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT SIX ASKED IF STUDENTS WERE DEPENDABLE ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS ITEM. FIFTY PERCENT RESPONDED EXCELLENT, 36 PERCENT VERY GOOD, 14 PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.36, INDICATING THAT THE MEAN RESPONSE WAS ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT SEVEN ASKED IF STUDENTS ACCEPTED RESPONSIBILITY ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS ITEM. FORTY THREE PERCENT ANSWERED EXCELLENT, 57 PERCENT VERY GOOD, ZERO PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.43, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 1).

STATEMENT EIGHT ASKED IF STUDENTS WORKED INDEPENDENTLY ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS ITEM. FIFTY PERCENT ANSWERED EXCELLENT, 36 PERCENT VERY GOOD, SEVEN PERCENT GOOD, ZERO PERCENT FAIR, AND SEVEN PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.21, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 2).

THE NEXT STATEMENT WAS NUMBER NINE. THIS STATEMENT ASKED IF STUDENTS OBEYED SAFETY RULES ON THE JOB. ONE HUNDRED PERCENT (14) OF

TABLE 2  
 The problem of this study was to determine employers' attitudes toward the work traits of special needs students from Manor High School, Portsmouth, Virginia.

QUESTION

Item No.	Item	Response	% of Total	Emphasis of Response										Mean
				EX	%	VG	%	G	%	F	%	NO	%	
8.	Works independently.	14	100	7	50	5	36	1	7	0	0	1	7	4.21
9.	Obeys safety rules.	14	100	8	57	3	21	1	7	1	7	1	7	4.14
10.	Demonstrates honesty.	14	100	11	79	1	7	2	14	0	0	0	0	4.64
11.	Demonstrates a knowledge of the job.	14	100	5	36	6	43	2	14	1	7	0	0	3.93
12.	Reports to work on time.	14	100	4	29	6	43	3	21	1	7	0	0	3.93
13.	Returns from lunch on time.	14	100	1	7	9	64	3	21	1	7	0	0	3.71
14.	Dresses appropriately for the job.	14	100	3	21	10	71	1	7	0	0	0	0	4.14

Explanation of value table:

Excellent - 5      Very Good - 4      Good - 3      Fair - 2      Not Observed - 1

THE EMPLOYERS RESPONDED TO THIS ITEM. FIFTY SEVEN PERCENT RESPONDED EXCELLENT, 21 PERCENT VERY GOOD, SEVEN PERCENT GOOD, SEVEN PERCENT FAIR, AND SEVEN PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.14, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 2).

STATEMENT TEN ASKED IF STUDENTS DEMONSTRATED HONESTY ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS STATEMENT. SEVENTY NINE PERCENT RESPONDED EXCELLENT, SEVEN PERCENT VERY GOOD, 14 PERCENT PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.64, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 2).

STATEMENT ELEVEN ASKED IF STUDENTS DEMONSTRATED A KNOWLEDGE OF THEIR JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS ITEM. THIRTY SIX PERCENT ANSWERED EXCELLENT, 43 PERCENT VERY GOOD, 14 PERCENT GOOD, SEVEN PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.93, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 2).

STATEMENT TWELVE ASKED IF STUDENTS REPORTED TO WORK ON TIME. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS STATEMENT. TWENTY NINE PERCENT RESPONDED EXCELLENT, 43 PERCENT VERY GOOD, 21 PERCENT GOOD, SEVEN PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.93, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 2).

STATEMENT THIRTEEN ASKED IF STUDENTS RETURNED TO WORK FROM LUNCH ON TIME. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS STATEMENT. SEVEN PERCENT ANSWERED EXCELLENT, 64 PERCENT VERY GOOD,

21 PERCENT GOOD, SEVEN PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.71, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 2).

THE NEXT STATEMENT WAS NUMBER FOURTEEN. THIS STATEMENT ASKED IF STUDENTS DRESSED APPROPRIATELY FOR THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS QUESTION. TWENTY ONE PERCENT ANSWERED EXCELLENT, SEVENTY ONE PERCENT VERY GOOD, SEVEN PERCENT GOOD, ZERO PERCENT FAIR AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.14, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 2).

STATEMENT FIFTEEN ASKED IF STUDENTS RESPONDED APPROPRIATELY TO JOB RELATED EMERGENCIES. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS QUESTION. FIFTY PERCENT RESPONDED EXCELLENT, 29 PERCENT VERY GOOD, 14 PERCENT GOOD, ZERO PERCENT FAIR, AND SEVEN PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.14, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 3).

STATEMENT SIXTEEN ASKED IF STUDENTS AVOIDED ARGUMENTS WITH SUPERVISORS AND CO-WORKERS ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS ITEM. TWENTY ONE PERCENT RESPONDED EXCELLENT, 36 PERCENT VERY GOOD, 29 PERCENT GOOD, 14 PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.63, INDICATING THAT THE MEAN RESPONSE WAS ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 3).

STATEMENT SEVENTEEN ASKED IF STUDENTS HAD FRIENDS VISIT THE JOB SITE DURING WORK HOURS. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS STATEMENT. ZERO PERCENT RESPONDED EXCELLENT,

TABLE 3

The problem of this study was to determine employers' attitudes toward the work traits of special needs students from Manor High School, Portsmouth, Virginia.

QUESTION

Item No.	Item	Response	% of Total	Emphasis of Response										Mean
				EX	%	VG	%	G	%	F	%	NO	%	
15.	Responds appropriately to job-related emergencies.	14	100	7	50	4	29	2	14	0	0	1	7	4.14
16.	Avoids arguments with supervisors/co-workers on the job.	14	100	3	21	5	36	4	29	2	14	0	0	3.64
17.	Does not have friends around during on-the-job hours.	14	100	0	0	5	36	8	57	1	7	0	0	3.29
18.	Does not use weak or phony excuses for being late, missing work, or to perform some duty.	14	100	3	21	3	21	5	36	3	21	0	0	3.43

Explanation of value table:

Excellent - 5      Very Good - 4      Good - 3      Fair - 2      Not Observed - 1

36 PERCENT VERY GOOD, 57 PERCENT GOOD, SEVEN PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.29, INDICATING THAT THE MEAN RESPONSE WAS ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 3).

STATEMENT EIGHTEEN ASKED IF STUDENTS USED WEAK OR PHONY EXCUSES FOR BEING LATE, MISSING WORK OR PERFORMING SOME DUTY. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS ITEM. TWENTY ONE PERCENT ANSWERED EXCELLENT, 21 PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.43, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 3).

STATEMENT NINETEEN ASKED IF STUDENTS USED SOCIAL AMENITIES SUCH AS PLEASE, THANK YOU, EXCUSE ME, ETC. WHEN NECESSARY ON THE JOB. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS ANSWERED THIS ITEM. TWENTY NINE PERCENT EXCELLENT, 29 PERCENT VERY GOOD, 36 PERCENT GOOD, SEVEN PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 3.79, INDICATING A MEAN RESPONSE ABOVE THE GOOD LEVEL INDICATOR (SEE TABLE 4).

THE FINAL QUESTION IN THIS PART WAS NUMBER TWENTY. THIS STATEMENT ASKED IF STUDENTS WORKED OR PRODUCED AT RATES THAT EQUALED OR SURPASSED THE COMPANY'S EXPECTATIONS. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS ITEM. FORTY THREE PERCENT RESPONDED EXCELLENT, 36 PERCENT VERY GOOD, 21 PERCENT GOOD, ZERO PERCENT FAIR, AND ZERO PERCENT NOT OBSERVED. THE COMPUTED MEAN WAS 4.21, INDICATING A MEAN RESPONSE ABOVE THE VERY GOOD LEVEL INDICATOR (SEE TABLE 4).

TABLE 4

The problem of this study was to determine employers' attitudes toward the work traits of special needs students from Manor High School, Portsmouth, Virginia.

QUESTION

Item No.	Item	Response	% of Total	Emphasis of Response										Mean
				EX	%	VG	%	G	%	F	%	NO	%	
19.	Uses social amenities such as "please", "thank you", "excuse me", etc. when necessary.	14	100	4	29	4	29	5	36	1	7	0	0	3.79
20.	Works or produces at rates that equal or surpass company's expectations.	14	100	6	43	5	36	3	21	0	0	0	0	4.21

Explanation of value table:

Excellent - 5      Very Good - 4      Good - 3      Fair - 2      Not Observed - 1



## DATA ON OPEN ENDED QUESTION

PART II CONSISTED OF ONE OPEN-FORM QUESTION. QUESTION TWENTY ONE ASKED THE EMPLOYERS TO NAME THE KIND OF JOB THAT THE SPECIAL NEEDS STUDENT HELD IN THEIR PLACE OF BUSINESS. ONE HUNDRED PERCENT (14) OF THE EMPLOYERS RESPONDED TO THIS QUESTION. TABLE 5 SHOWS THE KINDS OF JOBS THAT THE SPECIAL NEEDS STUDENTS HELD. FOURTEEN PERCENT (2) OF THE EMPLOYERS IDENTIFIED CASHIER AS THE JOB ASSIGNMENT FOR THEIR STUDENT. FOURTEEN PERCENT (2) IDENTIFIED SHORT ORDER COOK AS THE JOB ASSIGNMENT FOR THEIR STUDENT. SEVEN PERCENT (1) NAMED BAGGER AS THE JOB ASSIGNMENT FOR THEIR STUDENT. SEVEN PERCENT (1) NAMED COMMUNITY MESSENGER AS THE JOB ASSIGNMENT FOR THE STUDENT. SEVEN PERCENT (1) IDENTIFIED OFFICE AIDE AS THE JOB ASSIGNMENT FOR THE STUDENT. SEVEN PERCENT (1) NAMED PAINTER'S HELPER AS THE JOB ASSIGNMENT FOR THE STUDENT. FOURTEEN PERCENT (2) IDENTIFIED BUSBOY AS THE JOB ASSIGNMENT FOR THE STUDENT. FOURTEEN PERCENT (2) IDENTIFIED JANITOR'S HELPER AS THE JOB ASSIGNMENT FOR THE STUDENT.

## SUMMARY

FOURTEEN EMPLOYERS RESPONDED TO THE SURVEY PROVIDING A TOTAL OF 100 PERCENT PARTICIPATION BY EMPLOYERS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. DATA WAS PRESENTED THAT PROVIDED INFORMATION ON EMPLOYERS ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEED STUDENTS FROM MANOR HIGH SCHOOL AND THE KIND OF JOBS THEY HELD.

THE NEXT CHAPTER PROVIDED A SUMMARY OF THIS RESEARCH. CONCLUSIONS WERE DRAWN FROM THE INFORMATION PRESENTED IN THIS CHAPTER. THE LAST SECTION INCLUDED THE RECOMMENDATIONS MADE BY THE RESEARCHER FOR IMPROVEMENT OF THE EFE PROGRAM AT MANOR HIGH SCHOOL.

TABLE 5  
KEYED RESPONSES TO OPEN ENDED QUESTION

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QUESTION 21

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KEYED RESPONSES	NUMBER	PERCENT
1. Cashier	2	14
2. Short Order Cook	2	14
3. Stock Clerk	2	14
4. Bagger	1	7
5. Community Messenger	1	7
6. Office Aide	1	7
7. Painter's Helper	1	7
8. Busboy	2	14
9. Janitor's Helper	2	14

\*100 percent (14) of the employers responded to this question.

## CHAPTER 5

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

THIS CHAPTER CONTAINED A SUMMARY WHICH INCLUDED THE RESEARCH PROBLEM, AN OVERVIEW OF THE EFE PROGRAM AT MANOR HIGH SCHOOL, A BRIEF DESCRIPTION OF THE SURVEY, AND INFORMATION ON THE RESPONSES RECEIVED. THE CONCLUSIONS, BASED ON THE DATA RECEIVED, DETERMINED THE EMPLOYER'S ATTITUDE TOWARD THE WORK TRAITS OF THE SPECIAL NEEDS STUDENT FROM MANOR HIGH SCHOOL. RECOMMENDATIONS WERE MADE BY THE RESEARCHER TO IMPROVE THE EDUCATION FOR EMPLOYMENT PROGRAM AT MANOR HIGH SCHOOL.

## SUMMARY

THE PROBLEM OF THIS STUDY WAS TO DETERMINE EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH, PORTSMOUTH, VIRGINIA. THIS STUDY DETERMINED THE WORK TRAITS THAT EMPLOYERS ARE LOOKING FOR IN SPECIAL NEEDS STUDENTS. THE STUDY ALSO IDENTIFIED THE KINDS OF JOBS SPECIAL NEEDS STUDENTS USUALLY ACQUIRED.

THE EFE PROGRAM HAS BEEN IN EXISTENCE AT MANOR HIGH SCHOOL SINCE 1985. THE PROGRAM PROVIDES SPECIAL NEEDS STUDENTS AN OPPORTUNITY TO DEVELOP AND EXPAND THEIR EMPLOYABILITY SKILLS. THE EFE PROGRAM IS DESIGNED FOR SPECIAL NEEDS STUDENTS WHO MAY NOT BE READY FOR A MORE TRADITIONAL OCCUPATIONAL PREPARATION PROGRAM.

A SURVEY WAS CONSTRUCTED CONTAINING TWENTY CLOSED-FORM QUESTIONS AND ONE OPEN-FORM QUESTION. THE PURPOSE OF THE CLOSED-FORM QUESTIONS WAS TO DETERMINE THE EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF

SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. THE PURPOSE OF THE OPEN-FORM QUESTION WAS TO DETERMINE THE KINDS OF JOBS THAT SPECIAL NEEDS STUDENTS HELD IN PLACES OF EMPLOYMENT. THE SURVEY WAS SENT TO FOURTEEN EMPLOYERS (ONE-HUNDRED PERCENT) OF THE SPECIAL NEEDS STUDENTS ON MAY 23, 1988. TEN (SEVENTY-ONE PERCENT) OF THE EMPLOYERS RESPONDED TO THE REQUEST OF MAY 23, 1988. ON JUNE 11, 1988, A FOLLOW-UP LETTER WAS SENT TO THE FOUR (TWENTY-NINE PERCENT) NON-RESPONDENTS. THESE EMPLOYERS RESPONDED IMMEDIATELY, YIELDING A ONE HUNDRED PERCENT RETURN OF SURVEYS.

AFTER THE RETURN OF ALL SURVEYS THE DATA AND RESULTS WERE COMPUTED. THE NUMBER AND PERCENTAGE OF VARIED RESPONSES FOR EACH ITEM WAS TABULATED. A MEAN WAS ALSO CALCULATED FOR THESE ITEMS. PART II CONSISTED OF ONE OPEN-FORM QUESTION THAT YIELDED INFORMATION ON THE KINDS OF JOBS THAT THE SPECIAL NEEDS STUDENT ACQUIRED.

### CONCLUSIONS

BASED ON THE DATA PRESENTED IN CHAPTER IV, THIS STUDY HAS REVEALED SEVERAL SIGNIFICANT FINDINGS.

1. THE EFE PROGRAM AT MANOR HIGH SCHOOL HAS EFFECTIVELY PREPARED THE SPECIAL NEEDS STUDENT WITH WORK TRAITS THAT MEET THE EXPECTATIONS OF EMPLOYERS. THE EFFECTIVENESS OF THE PROGRAM WAS IDENTIFIED THROUGH SURVEY RESPONSES INCLUDED IN THE FOLLOWING:
  - A. THE SPECIAL NEEDS STUDENT GETS ALONG WELL WITH OTHERS IN THE WORK PLACE.
  - B. THE SPECIAL NEEDS STUDENT WORKS WELL AS A MEMBER OF A TEAM IN THE WORKPLACE.
  - C. THE SPECIAL NEEDS STUDENT IS VERY DEPENDABLE IN THE WORKPLACE.

- D. THE SPECIAL NEEDS STUDENT ACCEPTS RESPONSIBILITY FOR HIS JOB.
  - E. THE SPECIAL NEEDS STUDENT WORKS INDEPENDENTLY IN THE WORKPLACE.
  - F. THE SPECIAL NEEDS STUDENT OBEYS SAFETY RULES IN THE WORKPLACE.
  - G. THE SPECIAL NEEDS STUDENT DEMONSTRATES HONESTY IN THE WORKPLACE.
  - H. THE SPECIAL NEEDS STUDENT RETURNS FROM LUNCH ON TIME.
  - I. THE SPECIAL NEEDS STUDENT RESPONDS APPROPRIATELY TO JOB RELATED EMERGENCIES.
- B. THE SECOND RESEARCH GOAL OF THIS STUDY WAS TO DETERMINE THE KINDS OF JOBS THAT SPECIAL NEEDS STUDENTS ACQUIRED. THE SURVEY REVEALED THAT CASHIER, SHORT ORDER COOK, STOCK CLERK, BAGGER, COMMUNITY MESSENGER, OFFICE AIDE, PAINTER'S HELPER, BUSBOY, AND JANITOR'S HELPER WERE THE KINDS OF JOBS HELD BY THE SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL.
- THE SKILLS NECESSARY FOR A CASHIER WOULD INCLUDE OPERATING A CASH REGISTER, COUNTING MONEY, AND IDENTIFYING CHECKS.
- A SHORT ORDER COOK WOULD NEED TO KNOW HOW TO USE GRILLS, STOVES, OVENS, AND DEEP FRYERS.
- THE STOCK CLERK WOULD NEED TO KNOW HOW TO KEEP AND ORGANIZE A STOCKROOM, KEEP AN INVENTORY LIST, OPERATE PRICE MARKING MACHINES, UNPACK AND CHECK SHIPMENTS OF MERCHANDISE.
- SOME SKILLS NEEDED FOR A BAGGER WOULD BE THAT OF SEPARATION NON-FOOD ITEMS FROM FOOD ITEMS AND DOUBLE BAGGING WHEN NECESSARY.

A COMMUNITY MESSENGER WOULD NEED TO IDENTIFY ADDRESSES AND NAMES CORRECTLY AND GET TO DESTINATIONS ON TIME.

THE SKILLS NEEDED BY AN OFFICE AIDE WOULD BE SORTING MAIL, OPERATING VARIOUS OFFICE MACHINES, FILING THINGS ALPHABETICALLY AND NUMERICALLY AND ANSWERING THE TELEPHONE CORRECTLY.

A PAINTER'S HELPER WOULD NEED TO IDENTIFY COLORS, CLIMB LADDERS, WORK INSIDE AND OUTSIDE, MAKE CHANGES WHEN NECESSARY AND BE ABLE TO TOLERATE THE SMELL OF PAINT.

A BUSBOY WOULD NEED TO KNOW HOW TO WORK FAST AND CAREFUL, LIFT HEAVY TRAYS OF DISHES, KEEP TABLES CLEAN AND READY FOR USE.

SOME SKILLS NECESSARY FOR A JANITOR'S HELPER WOULD BE OPERATING BUFFERS, AND OTHER FLOOR SCRUBBING MACHINES, LIFTING HEAVY MACHINES AND HAVING SOME KNOWLEDGE OF PLUMBING, CARPENTRY AND PAINTING.

THE AFORMENTIONED JOBS ACQUIRE SKILLS OF LISTENING AND FOLLOWING DIRECTIONS ON THE PART OF THE SPECIAL NEEDS STUDENTS.

#### RECOMMENDATIONS

BASED ON THE FINDINGS OF THIS SURVEY, THE RESEARCHER HAS MADE THE FOLLOWING RECOMMENDATIONS.

1. CLASSROOM INSTRUCTIONS AND ACTIVITIES NEED TO BE IMPROVED TO ENHANCE SPECIAL NEEDS STUDENTS DEVELOPMENT OF POSITIVE ATTITUDES TOWARD EMPLOYEMENT.
2. CLASSROOM INSTUCTIONS AND ACTIVITIES NEED TO BE IMPROVED TO ENHANCE SPECIAL NEEDS STUDENTS COMPLIANCE WITH TIME CONSTRAINTS IN THE WORKPLACE.

3. CLASSROOM ACTIVITIES NEED TO BE IMPROVED TO ENHANCE THE SPECIAL NEEDS STUDENTS' ABILITY TO AVOID ARGUMENTS IN THE WORKPLACE.
4. CLASSROOM INSTRUCTIONS AND ACTIVITIES NEED TO BE IMPROVED TO ENHANCE THE SPECIAL NEEDS STUDENTS' ABILITY TO ACCEPT CONSTRUCTIVE CRITICISM.
5. CLASSROOM ACTIVITIES NEED TO BE IMPROVED TO ENHANCE THE SPECIAL NEEDS STUDENTS' ABILITY TO GIVE LOGICAL REASONS FOR FAILING TO MEET A JOB REQUIREMENT.

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APPENDIX  
A  
COPY OF SURVEY

## SURVEY

Please respond to each of the following questions by circling the number which most closely represents your assessment according to the following scale.

5-Excellent    4-Very Good    3-Good    2-Fair    1-Not Observed

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Gets along with others.  | 5 | 4 | 3 | 2 | 1 |
| 2. Takes criticism constructively.  | 5 | 4 | 3 | 2 | 1 |
| 3. Follows directions.  | 5 | 4 | 3 | 2 | 1 |
| 4. Works as a member of a team.   | 5 | 4 | 3 | 2 | 1 |
| 5. Demonstrates a positive attitude.  | 5 | 4 | 3 | 2 | 1 |
| 6. Is very dependable.  | 5 | 4 | 3 | 2 | 1 |
| 7. Accepts responsibility.  | 5 | 4 | 3 | 2 | 1 |
| 8. Works independently.   | 5 | 4 | 3 | 2 | 1 |
| 9. Obeys safety rules.  | 5 | 4 | 3 | 2 | 1 |
| 10. Demonstrates honesty.   | 5 | 4 | 3 | 2 | 1 |
| 11. Demonstrates a knowledge of the job.  | 5 | 4 | 3 | 2 | 1 |
| 12. Reports to work on time.  | 5 | 4 | 3 | 2 | 1 |
| 13. Returns from lunch or breaks on time.   | 5 | 4 | 3 | 2 | 1 |
| 14. Dresses appropriately for the job.  | 5 | 4 | 3 | 2 | 1 |
| 15. Responds appropriately to job-related emergencies.  | 5 | 4 | 3 | 2 | 1 |
| 16. Avoids arguments with supervisors/<br>co-workers on the job.  | 5 | 4 | 3 | 2 | 1 |
| 17. Does not have friends around during<br>on-the-job hours.  | 5 | 4 | 3 | 2 | 1 |
| 18. Does not use weak or phony excuses for<br>being late, missing work, or failing to<br>perform some duty. | 5 | 4 | 3 | 2 | 1 |

19. Uses social amenities such as  
"please", "thank you", "excuse me",  
etc. when necessary. 5 4 3 2 1
20. Works or produces at rates that  
equal or surpass company's  
expectations. 5 4 3 2 1

Part II.

21. What kind of job did the special needs student hold  
in your place of business?

APPENDIX  
B  
COVER LETTER

# MANOR HIGH SCHOOL

1401 Elmhurst Lane  
Portsmouth, VA 23701

Phone: (804) 393-5034

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"EXCELLENCE IN EDUCATION"

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DEAR EMPLOYER,

I AM A GRADUATE STUDENT AT OLD DOMINION UNIVERSITY. AS A PART OF MY RESEARCH PROJECT, I AM CONDUCTING A SURVEY TO OBTAIN INFORMATION ABOUT EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. THIS SURVEY WILL ALLOW ME TO ASSIST STUDENTS IN BECOMING MORE SUCCESSFUL EMPLOYEES, AS WELL AS, COMPLETING THE REQUIREMENTS FOR MY MASTERS DEGREE FROM OLD DOMINION UNIVERSITY.

THANK YOU FOR YOUR COOPERATION IN THIS PROJECT, AND FOR YOUR PROMPT ATTENTION TO THIS MATTER.

PLEASE COMPLETE THE ENCLOSED SURVEY AND RETURN IT TO ME AT MANOR HIGH SCHOOL BY JUNE 13, 1988. YOUR INDIVIDUAL ANSWERS WILL BE CONFIDENTIAL. IF THERE ARE ANY QUESTIONS, PLEASE CONTACT ME AT MANOR HIGH SCHOOL.

SCHOOL TELEPHONE - 393-5034  
HOME TELEPHONE - 465-3546

THANK YOU  
SINCERELY,

*Mrs. Jane T. Hargraves*

MRS. JANE T. HARGRAVES

APPENDIX

C

FOLLOW - UP LETTER

# MANOR HIGH SCHOOL

1401 Elmhurst Lane  
Portsmouth, VA 23701

Phone: (804) 393-5034

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"EXCELLENCE IN EDUCATION"

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DEAR EMPLOYER,

YOUR HELP IS URGENTLY NEEDED TO HELP ME TO DETERMINE THE EMPLOYERS' ATTITUDE TOWARD THE WORK TRAITS SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL.

ON JUNE 7, 1988, YOU RECEIVED A SURVEY TO DETERMINE EMPLOYERS' ATTITUDES TOWARD THE WORK TRAITS OF SPECIAL NEEDS STUDENTS FROM MANOR HIGH SCHOOL. YOUR ASSISTANCE IN COMPLETING THIS SURVEY WILL BE VERY USEFUL IN COMPLETING MY RESEARCH PROJECT. TO DATE, I HAVE NOT RECEIVED YOUR RESPONSE. YOUR INFORMATION IS VERY IMPORTANT TO MY RESEARCH.

PLEASE TAKE A FEW MINUTES TO FILL OUT THE ATTACHED SURVEY. AFTER YOU HAVE COMPLETED THE SURVEY, PROMPTLY RETURN IT TO MRS. JANE T. HARGRAVES AT MANOR HIGH SCHOOL BY JUNE 21, 1988.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

SINCERELY,

*Mrs. Jane T. Hargraves*

MRS. JANE T. HARGRAVES