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THE RELATIONSHIP OF SELECTED VARIABLES, INCLUDING
A COURSE OF STUDY, TO ATTITUDE CHANGE
OF SCHOOL BUS DRIVERS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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The effect of selected driver and instructional variables on attitude change of school bus drivers was examined. A total of 113 male and 69 female in-service Texas school bus drivers participated. The course of instruction, totaling 20 classroom hours, consisted of 11 units related to driving efficiency. Driver attitude was measured by a multiple-choice check list, administered prior to and following the course of instruction. A significant positive change occurred in those variables related to driver age, educational attainment, and number of classroom participants. Those variables involving course participation status and sex difference resulted in no significant positive attitude change. These findings may prove helpful in designing training programs for school bus drivers.

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Introduction

Transporting students to and from the school they attend, as a function of school operation, has a history now spread over a full century. Education in the 1970's differs from that of earlier decades. The "neighborhood school," providing for those students living within limited boundaries, has been replaced by the integrated school. This concept now provides equal opportunity for all students regardless of color or creed. The consolidated school district, which replaces the "one-room school," incorporates children from different backgrounds. With the emphasis now on grouping facilities and children comes the necessity for transporting large numbers of children from home to school. For this reason, the key position in any student transportation system is that of the school bus driver.

Brown (1967) states that the driver's ability to operate a heavy vehicle in a safe manner, to maintain discipline on the bus, to meet vigorous time schedules, and to report any mechanical malfunctions so they can be corrected without delay are determiners of pupil safety and program efficiency. Isenberg (1969) believes that the driver's responsibilities are such that a specific program of school bus driver education has become an important necessity. Among the characteristics most desirable in transportation personnel are

honesty, willingness to accept responsibility, consideration, friendliness, dependability, and a positive attitude towards children.

A school bus driver need not have extensive training in child development, but he should, at least, have a limited understanding of child behavior so as not to feel threatened while performing his duties.

Statement of Problem

There is very little information available pertaining to the status of school bus driver education throughout the country, especially in the area of human relations and attitudes. There is, however, some information available dealing with the cognitive aspects of school bus driver training, but in limited areas only.

It is generally believed that a child's self-concept, sense of worth, and feelings of accomplishment develop in response to various social and personal experiences that he has had. School age children need a feeling of successful accomplishment, achievement, and healthy personality development. How to help them secure these, despite differences in native capacity and differences in emotional development, is one of the school's most serious challenges. The school bus driver has an important part in the child's future. The attitude in which he performs his duties and maintains order will have a crucial effect upon the children riding his bus.

Importance of the Study

The attitudes that a person holds regarding a task affect his performance of that task, either positively or negatively. In order to develop effective driver training programs, it is necessary to identify the variables closely related to the attitudes held by school bus drivers. This study was undertaken to evaluate the relationship of selected variables such as educational attainment, driver age, and sex on attitude change of school bus drivers. Driver variables such as participation status, course instruction, and the number of drivers participating in a formal training course, were also investigated. The latter variable being included to determine whether different class sizes result in different attitude change.

The results of this study can be beneficial in these ways:

1. Information gathered concerning driver attitude may provide ideas as to how the course of study for training school bus drivers can be improved. The human relations aspect will, it is to be hoped, become an integral part of all training programs in this area.

2. The results of the study can serve as a guide to other state educational programs concerned with school bus driver training.

The purposes of the study are as follows:

1. To determine the effects of a course of study on attitude change of school bus drivers.

2. To investigate the relationship between selected driver variables, such as driver age, sex, and educational attainment, on the attitude change of drivers.

3. To investigate the influence of selected program variables, such as participation status and the number of participants in class, on the attitude change of drivers.

Review of the Literature

A review of the literature revealed that there have been no similar studies concerning the effective aspects of school bus driver education. There was little information in the literature concerning the human relations side of school bus driver training, and there were only a few articles concerning the cognitive aspects.

A total of seven articles was found pertaining to recruitment of drivers, the need for training, programs for training within individual school districts, women drivers, and human relations training.

Latta (1967) pointed out that one of the most difficult problems in public transportation was the recruitment of school bus drivers. Finding available persons to serve as school bus drivers required one to analyze the local labor market. He stated that people in business for themselves, ministers, and firemen had jobs that left them time for school bus driving. Latta felt that the shift to women (housewives) seemed to be the most plentiful source of school bus drivers.

Wilson (1967) described an unusual approach to school bus driver training. The Greece, New York, Central School District converted a 1952 school bus into a "training bus" complete with student desks, special heaters, and inside lights, audio-visual materials, inside and outside speakers, and wooden files. He states that the bus proved very valuable in that it was self-contained and was mobile, so that actual "on-the-bus" instruction could take place.

Isenberg (1969) states that the driver's responsibilities are such that a specific program for training has been an important necessity, not only for new drivers but for experienced drivers as well. He feels that although the majority of school bus driving jobs are held by males, there is a definite increase in the number of female bus drivers. Isenberg lists three specific reasons why women work well in school bus driver jobs: (1) women have displayed a readiness for training; (2) women have a superior relationship with students; (3) women tend to be less abusive of school bus equipment.

Cuneo (1972) states that the climate for hiring women seems to have improved dramatically in the last two years. He feels that many school districts have found that women relate well to the more boisterous bus riders.

Bruce (1964) described a study made several years previously, which suggested that women were proving to be excellent school bus drivers because they were more thoughtful,

more careful, more reliable, handled youngsters better, and learned more quickly than their male counterparts.

Brown (1967) feels that a training program for bus drivers and other transportation personnel should be an integral part of any school district program. He stated that the school bus drivers must know the school district, its philosophy, the program, time schedules, geographical boundaries, and rules to be effective and efficient. Brown also feels that one of the greatest sources for school bus drivers is the woman employee.

Anderson (1972) reports on a study in human relations training. In a move to upgrade the position of school bus driver and to open better lines of communication between the drivers, the contract operators, and the school district, the Seattle schools conducted a series of human relations workshops during the month of August, 1972. Apparently there had been more cross-racial busing than ever in this district in the past few years. Many more minority-group children were being bused, and it seemed that relations between the drivers and the children had deteriorated to such an extent that the children's misbehavior frequently carried over into the classroom. This school district recognized the need for sensitizing the drivers to the emotional needs of children and training them in how to avoid unnecessary confrontations. To set up the workshops, the district offered its human relations staff and resource personnel, and

the contract operators paid for the drivers' released time. According to the human relations coordinator, the small group sessions provided the most effective forum for communicating feelings. Anderson points to several indicators of the program's success. The drivers' response to the sessions was overwhelmingly positive (90 per cent). But the most gratifying mark of the program's effectiveness, in Anderson's view, was the improved attitude of the drivers toward the children. The drivers were working better with everybody-- children, monitors, and administrators. They did not feel uncomfortable about showing friendliness to the children as they had once done.

Anderson's study is extremely important because the human relations aspect is such a necessary part of any training program, especially in one dealing primarily with school age children. It is also one aspect of school bus driving that is often overlooked, as the review of the literature suggests.

Methods and Procedures

This study was designed in cooperation with the Texas Education Agency and Region 10 Education Service Center, which facilitated the gathering of information regarding changes in positive attitudes of school bus drivers.

To determine the effect of a course of study and selected driver and program variables on the attitude change of

school bus drivers, a total of 182 Texas drivers were chosen to participate in this study.

Sample

The sample consisted of 113 males and 69 female subjects from five Education Service Centers, representing a variety of geographical locations and serving districts of varying sizes. Within the total sample, 88 bus drivers were required to attend the training program, while 94 drivers were not required to attend. It was not possible to determine the manner in which subjects were chosen by each service center to participate in this program. Each driver had to meet certain criteria, including a good driving record, good physical condition as measured by a medical examination and pre-service and in-service training programs, and to be licensed as a school bus driver. There was no information available regarding the socio-economic status of the participants. Age range varied from 18 years of age to 60 years of age.

Instruments Used

The Student Attitude Inventory consisted of a fifteen-item, five-point Likert scale used to gather data regarding the positive gains in attitudes of school bus drivers following a course of study (see Appendix A). Possible responses to each item ranged from "strongly agree" to "strongly disagree," with the positive and negative positions interchanged.

The items on this instrument were developed from resource material by staff members of the Planning, Evaluation, Research, and Development Component of the Region 10 Education Service Center, the coordinating agent for the evaluation of the program.

The reliability of this instrument had not previously been evaluated, as it was developed solely for this study. Following the results, a split-half reliability coefficient of .9546 was obtained using the Spearman-Brown formula. This coefficient is significant beyond the (.01) level.

Student information and program data were submitted by classroom instructors for the measuring of attitudes on forms developed for that purpose. Copies of Affective Evaluation Procedures, Program Data form, and Student Attitude Data form, used in the study, are presented in Appendices B, C, and D, respectively.

Procedures

The attitude inventory was administered twice, once during the initial meeting of each course and once at the final meeting of each course.

No time limit was set for completing the attitude inventory.

An analysis of covariance was employed to analyze the following variables:

1. Participation Status
2. Driver Age

3. Number of Participants in Class
4. Sex
5. Educational Attainment

This research study was designed to evaluate the difference between group means on the attitude inventory, using the post-test as the criterion and the pre-test as the covariate. Statistics were computed using an IBM 360, model 50 computer at North Texas State University. Tuckey's Range Statistic was employed to compare means and determine F values from which the levels of significance were derived.

Course of Study

The course of study consisted of the following 11 units:

1. Introduction to School Bus Driver Education Program
2. Public Relations
3. The School Bus Driver (Certification Steps)
4. Regulations and Driving Procedures
5. Defensive Driving (Accident Prevention)
6. Basic Operational Procedures
7. Safety and Emergency Procedures
8. Procedures for Loading and Unloading School Bus Pupils
9. Bus Maintenance
10. The Exceptional Child (Types of Handicaps; School, Parent, responsibilities)
11. First Aid

A total of approximately 20 classroom hours were completed during the course of study.

Results

This study sought to determine the effects of a course of study and selected variables on the attitudes of bus drivers as related to the general area of driving a school bus.

The group pre-test and post-test means, standard deviations, mean gains, and F value, and the level of significance of each of the variables examined in this study are reported in the five tables presented below.

Variable number 1, the change in driver attitude relative to participation status, is shown in Table I.

TABLE I
PARTICIPATION REQUIRED

Group	Pre-Test Mean	SD	Post-Test Mean	SD
1 Required	61.2	6.22	62.9	6.84
2 Not Required	61.7	4.80	64.6	5.15

Group	N	Mean Gain	F	P
1 Required	88	1.74	3.40	N/S
2 Not Required	94	2.85		.10*

DF (within, 179, diff 1)
* Not Significant

There was no significant difference in mean gains as related to attitude changes comparing those required to participate and those who were not required. Those not required to participate did, however, experience a larger mean gain.

Variable Number 2, the effects of Driver Age upon the attitude changes of school bus drivers, is shown in Table II. Originally, the data form consisted of nine age groups, but it was condensed into three for treatment purposes.

TABLE II
DRIVER AGE

Group	Pre-Test Mean	SD	Post-Test Mean	SD
1 18 to 27 years	59.6	4.77	64.0	5.16
2 28 to 37 years	63.1	5.17	66.5	4.17
3 38 or more years	61.2	5.75	62.3	6.70

Group	N	Mean Gain	F	P
1 18 to 27 years	33	4.40		.01
2 28 to 37 years	50	3.34	8.55	N/S
3 38 or more years	99	1.10		N/S

DF (within 178, difference 2)

The results show a significant difference, at the .01 level, in mean gains when Group 1 (18 to 27 years), is compared to Group 3 (38 or more years). There is not, however, any significant difference when Group 1 is compared to Group 2 (28 to 37 years) or Group 2 compared to Group 3.

Variable Number 3, the effects of the number of participants in class upon attitude changes of school bus drivers, is shown in Table III.

TABLE III
NUMBER OF PARTICIPANTS IN CLASS

Group	Pre-Test Mean	SD	Post-Test Mean	SD
1 Fewer than 20	60.8	6.36	60.0	8.70
2 20 to 25	60.8	4.88	63.6	5.49
3 26 to 30	60.4	4.58	64.9	4.98
4 over 30	62.0	5.86	64.1	5.96

Group	N	Mean Gain	F	P
1 Fewer than 20	15	.087		N/S
2 20 to 25	39	2.75		N/S
3 26 to 30	27	4.44	4.07	.01
4 over 30	101	2.05		N/S

The results show a significant difference in mean gains when Group 3 (26 to 30 participants) is compared to Group 1 (.01 level). No significant differences resulted when comparing Group 3 to Group 2 (20 to 25 participants or Group 2 to Group 4 (over 30 participants).

Variable Number 4, Male vs. Female attitude changes in school bus drivers, is shown in Table IV.

TABLE IV
SEX--MALE VS. FEMALE

Group	Pre-Test Mean	SD	Post-Test Mean	SD
1 Male	60.8	5.43	63.2	6.54
2 Female	62.5	5.56	64.7	5.12

Group	N	Mean Gain	F	P
1 Male	113	2.41	0.15	.69
2 Female	69	2.16		

DF (within 179, Difference 1)

No significant difference was found when comparing Male vs. Female mean gains as it relates to attitude changes.

Variable Number 5, Educational Attainment as compared to attitude changes in school bus drivers, is shown in Table V.

TABLE V
EDUCATIONAL ATTAINMENT

Group	Pre-Test Mean	SD	Post-Test Mean	SD
1 Did not complete 10th grade	58.9	5.95	59.6	7.88
2 Completed 10th grade but did not graduate	60.7	4.94	62.1	6.56
3 High school graduate and more	62.3	5.34	65.2	4.79

Group	N	Mean Gain	F	P
1 Did not complete 10th grade	32	.072		N/S
2 Completed 10th grade but did not graduate	25	1.44	7.60	N/S
3 High school graduate and more	125	2.89		.01

DF (within 178, difference 2)

Results show a significant difference (.01) level in mean gains when comparing Group 3 to Group 1. No significant difference was found when comparing Group 3 to Group 2 or Group 2 to Group 1.

Discussion

The goal of any training program for the school bus driver is to provide safer and more pleasant transportation

of school children. However, in order to attain this goal, it is important that the attitudes of bus drivers be positive toward children and the community. It was anticipated that involvement in this course of study would produce positive changes in school bus drivers, not only toward the students but also toward their jobs as well. Although not all variables measured produced significant differences, there were gains in all affective areas.

In variable number 1, Participation Required, it was hypothesized that those not required to participate in the course would show a more positive attitude than those required to attend. A student would possibly have a more positive attitude when entering the course by choice rather than on a required basis. The hypothesis that assumed that the required course of study would produce less enthusiasm on the part of the student was not confirmed.

In variable number 2, Driver Age, a significant difference in mean gains, as related to attitude change, was found. Attitude change in Group 1 (drivers ages 18 to 27) was significantly higher than that of Group 3 (drivers 38 years or older). No significant difference was found between Group 2 (28 to 37 years) and Group 1 or Group 3.

In variable number 3, Number of Participants in Class, there was a significant difference in mean gains, when comparing Group 3 (26 to 30 participants) to Group 1 (fewer than 20 participants). There was no significant difference

when comparing Group 3 to Group 2 (20 to 25 participants), or to Group 4 (over 30 participants).

In variable number 4, Male vs. Female, no significant difference was found when comparing mean gains in attitude changes of male or females. Both sexes did, however, make positive gains in attitude change following the course of study.

In variable number 5, Educational Attainment, there was a significant difference in mean gains when comparing Group 3 (high school graduate and more) to Group 1 (did not complete 10th grade). Group 2 (drivers who completed the 10th grade but did not graduate) did not show any significant difference in attitude change when compared to Group 3 or Group 1.

Variables which may have affected the results, but which it was not possible to control, were the attitudes, knowledge, and enthusiasm of each course instructor. This would affect the enthusiasm and participation of their students and could be reflected in the test scores as well.

Further studies in the area of attitudes of school bus drivers might concentrate on other variables. Since the position of the school bus driver is often part-time, a study of the relationship between different occupational areas and school bus driver attitudes could be helpful. The relationship between length of driving experience and attitudes could also be explored. A review of the literature

reveals no similar study on the attitudes of school bus drivers in Texas or other states. The findings of this study may provide information that would be helpful in designing training programs for school bus drivers.

The first school representative that a pupil sees in the morning is the bus driver; therefore, the manner in which the pupil is greeted and treated may have a bearing upon his self-concept and the manner in which he approaches his school work. Certain driver variables appear to be more closely related to a positive attitude toward students as well as toward job performance than do other variables. It would be advantageous to consider these variables when employing school bus drivers for full or part-time employment. Not only did drivers ages 18 to 27 show stronger positive attitude gains, but also drivers who had completed high school showed significantly improved attitudes after completing the course of study. Those who had not completed high school showed significantly less improvement in attitude.

There should be a serious effort to upgrade the position and status of the school bus driver. He is responsible for the safety and for the mental and physical well-being of school children. As a representative of school authority, the school bus driver appears to rank with service personnel in the eyes of the students riding school buses. This may be a factor in his ability to maintain respect and order on

the bus. The status of the school bus driver, as reported by children who ride buses, would be a fruitful area of research.

Appendix A

SCHOOL BUS DRIVER TRAINING STUDENT ATTITUDE INVENTORY POST-TEST

DIRECTIONS: Read each statement in the ITEM column carefully. Consider how you feel about the statement and indicate your feeling by circling the response of your choice in the RESPONSE column. Only one response should be marked for each item. Refer to the scale provided for interpretation of the response symbols.

SCALE: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

ITEM	RESPONSE					[]	[]
	SA	A	U	D	SD		
1. The school bus driver is an important employee of the school	SA	A	U	D	SD	[56]	[]
2. The only really important thing about driving a bus is to get the kids back and forth without an accident	SA	A	U	D	SD	[57]	[]
3. I will be a safer bus driver after going through this course	SA	A	U	D	SD	[58]	[]
4. People in the community judge the school by the way the school busses are operated	SA	A	U	D	SD	[59]	[]
5. It doesn't matter how you drive the bus so long as you get there without an accident	SA	A	U	D	SD	[60]	[]
6. It is alright for the driver to smoke while transporting students	SA	A	U	D	SD	[61]	[]
7. It is important that the school bus driver observe all local and state traffic laws	SA	A	U	D	SD	[62]	[]
8. Knowledge of the proper things to do in emergency situations is important for the school bus driver	SA	A	U	D	SD	[63]	[]
9. The school bus driver should "go out of his or her way" to provide protection for students	SA	A	U	D	SD	[64]	[]
10. Parents should keep their nose out of the driver's business	SA	A	U	D	SD	[65]	[]
							Dup. 66-74
11. School people such as superintendents and principals shouldn't try to tell me how to do my job	SA	A	U	D	SD	[75]	[]
12. It is alright to break a rule if it is a bad rule to begin with	SA	A	U	D	SD	[76]	[]
13. When a student disagrees with the driver, the driver should stop the bus and kick the student off the bus immediately	SA	A	U	D	SD	[77]	[]
14. It is important that the school bus driver be neat, clean, and well groomed	SA	A	U	D	SD	[78]	[]
15. The bus driver should try to make every child feel important	SA	A	U	D	SD	[79]	[]
						[80]	[]

AFFECTIVE PACKET
AFFECTIVE EVALUATION PROCEDURES

A. General Information

- .. Attitude test to be administered twice to each pilot group. Pre-Test should be administered at first class meeting BEFORE any instruction or other testing has been done. Post-Test should be administered at last class meeting BEFORE the administration of the post-test cognitive test. Be certain to use only the PRE-TEST instruments for the first administration and only the POST-TEST instrument for the second administration.
- .. Administrative procedures as indicated below should be followed.
- .. Students should mark directly on STUDENT ATTITUDE INVENTORY, following directions as given.

B. Administration Procedures

- .. Make transparency of STUDENT ATTITUDE INVENTORY. Use to explain procedure for completing the instrument.
- .. It may not be necessary to read each item on this instrument, however, if the pilot instructor chooses to do so this is acceptable.
- .. DO NOT discuss the "best" response to any item with students. We are trying to determine how the students "feel" about these statements.
- .. Collect all STUDENT ATTITUDE INVENTORIES

C. Scoring Procedures

- .. Using a five point scoring system for each item, place the appropriate number in the bracket to the right of each item response. A five is the most positive response possible for any item. It should be noted at this point that NOT ALL Strongly Agree responses represent a positive position. In items number 2, 5, 6, 10, 11, 12, and 13 the most positive response would be a Strongly Disagree (SD). In these cases, a SD response would be rated as a 5 in the bracket to the right.

Depending on the way each item is stated, the value to be awarded each response is as follows:

Positive SA (5)	(A) (4)	U (3)	D (2)	Negative SD (1)	[4]
Negative SA (1)	A (2)	U (3)	D (4)	Positive (SD) (5)	[5]

Disregard numbers in parenthesis as they are for Keypunch purposes.

- .. Please use extreme care in scoring these instruments as you can see what improper scoring would do to the data.
- .. Use a red ink pen to record the value of each response in the bracket to the right of each item.

C. Submission of Affective Evaluation Data

- .. Complete one copy of the PROGRAM DATA FORM for each pilot group and submit with following affective information within one week after each course has been completed.
- .. For each student submit; (1) one completed copy of the STUDENT ATTITUDE DATA FORM, (2) one completed copy of the STUDENT ATTITUDE INVENTORY PRE-TEST, and (3) one completed copy of the STUDENT ATTITUDE INVENTORY POST-TEST. All three of these student forms should be stapled together in this order:

TOP	STUDENT ATTITUDE DATA FORM
MIDDLE	STUDENT ATTITUDE INVENTORY PRE-TEST
BOTTOM	STUDENT ATTITUDE INVENTORY POST-TEST

SCHOOL BUS DRIVER TRAINING

PROGRAM DATA FORM

Pilot Agency

- [66]
1. Region 1 ESC
 2. Region 4 ESC
 3. Region 7 ESC
 4. Region 10 ESC
 5. Region 19 ESC

Total Hours In Course

- [67]
1. 20 hrs. or less
 2. 21 hrs. to 24 hrs.
 3. 25 hrs. to 28 hrs.
 4. 29 hrs. to 32 hrs.
 5. 33 hrs. or more

Classroom Hours In Course

- [68]
1. 10 hrs. or less
 2. 11 hrs. to 14 hrs.
 3. 15 hrs. to 18 hrs.
 4. 19 hrs. to 22 hrs.
 5. 23 hrs. to 26 hrs.
 6. 27 hrs. or more

Laboratory Hours in Course

- [69]
1. 2 hrs. or less
 2. 3 hrs. to 5 hrs.
 3. 6 hrs. to 8 hrs.
 4. 9 hrs. to 11 hrs.
 5. 12 hrs. to 14 hrs.
 6. 15 hrs. or more

Hours Per Meeting

- [70]
1. 2 hrs. or less
 2. From 2 to 3 hrs.
 3. From 3 to 4 hrs.
 4. From 4 to 5 hrs.
 5. From 5 to 6 hrs.
 6. From 6 to 7 hrs.
 7. More than 7 hrs.

Type of Schedule Used

- [71]
1. During out of school hrs. on school days only
 2. Saturdays only
 3. Combination of 1 and 2

Type of Measure

- [72]
1. Cognitive
 2. Affective

Number of Participants in This Class

- [73]
1. Fewer than 20
 2. 20 to 25
 3. 26 to 30
 4. Over 30

Was The Full DDC used as a Part of Training

- [74]
1. Yes
 2. No

NOTE: ONE COMPLETED COPY OF THIS FORM MUST ACCOMPANY EACH SET OF STUDENT KNOWLEDGE DATA FORMS AND EACH SET OF STUDENT ATTITUDE DATA FORMS.

SCHOOL BUS DRIVER TRAINING

STUDENT ATTITUDE DATA FORM

D. L. NUMBER							LAST NAME							DATE OF BIRTH				
[1]						[7]	[8]								[17]	[18-19]	[20-21]	[22-23]
																Mo.	Da.	Yr.

USER CODE	SERVICE TYPE	DPS USE
[24 26]	[27]	[28 35]
<input type="text"/>	<input type="text"/>	<input type="text"/>
		LEAVE BLANK

SEX	NUMBER	TYPE
[36]	[37-38]	[39 43]
<input type="text"/>	<input type="text"/>	<input type="text"/>
1. Male	Violations:	LEAVE BLANK
2. Female	LEAVE BLANK	

NUMBER	NUMBER
[44-45]	[46 49]
<input type="text"/>	<input type="text"/>
Accidents:	LEAVE BLANK
LEAVE BLANK	

EDUCATIONAL ATTAINMENT:

- [50]
1. Did not complete 6th grade
 2. Completed 6th grade and did not complete 10th grade
 3. Completed grade 10
 4. Completed grade 10 but did not graduate from High School
 5. High School graduate
 6. Attended College at least 2 semesters
 7. Attended College at least 4 semesters
 8. College graduate
 9. Earned advanced degree

TOTAL DRIVING EXPERIENCE:

- [51]
1. Less than 3 years driving experience
 2. 3 to 6 years driving experience
 3. 6 to 9 years driving experience
 4. 9 to 12 years driving experience
 5. 12 to 15 years driving experience
 6. 15 to 18 years driving experience
 7. 18 to 21 years driving experience
 8. More than 21 years driving experience

STUDENT ATTITUDE DATA FORM

PAGE 2

SCHOOL BUS DRIVING EXPERIENCE:

[52]

1. Less than 1 full year
2. 1 year to 3 years
3. 3 years to 5 years
4. 5 years to 7 years
5. 7 years to 9 years
6. 9 years to 11 years
7. 11 years to 13 years
8. 13 years to 16 years
9. More than 16 years

PARTICIPATION REQUIRED

[54]

1. Yes
2. No

AVERAGE HOURS SPENT DRIVING SCHOOL
BUS PER WEEK:[53]

1. Less than 4 hours per week
2. 4 hours to 6 hours per week
3. 6 hours to 8 hours per week
4. 8 hours to 10 hours per week
5. 10 hours to 12 hours per week
6. 12 hours to 14 hours per week
7. 14 hours to 16 hours per week
8. 16 hours to 18 hours per week
9. More than 18 hours per week

DRIVERS AGE

[55]

1. From 18 to 22 years of age
2. From 23 to 27 years of age
3. From 28 to 32 years of age
4. From 33 to 37 years of age
5. From 38 to 42 years of age
6. From 43 to 47 years of age
7. From 48 to 52 years of age
8. From 53 to 57 years of age
9. More than 57 years of age

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