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The Evaluation of the Outcomes of Work Ethic Curriculum:

A Report on the Perceptions from Faculty and Students

by

John E. Wood

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

The Evaluation of the Outcomes of Work Ethic Curriculum:

A Report on the Perceptions from Faculty and Students

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John E. Wood

This dissertation has been approved in partial fulfillment of the requirements for the degree of

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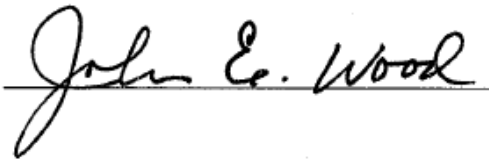
at Lindenwood University by the School of Education

Dr. John Long, Dissertation Chair	4.8.16 Date
Dr. Graham Weir, Committee Member	4/8/16 Date
Dr. Kevin Winslow, Committee Member	4/8/16 Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: John Elza Wood

Signature:  Date: 4/8/2016

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To my family, you have been especially understanding and supportive during my doctoral and dissertation work. For this, I will always be grateful.

Abstract

The purpose of this study was to compare the work ethic attitudes and behaviors of entering Ethos freshmen to students who were about to graduate. Data was collected by two means, first by using the Multidimensional Work Ethic Profile (MWEP) instrument and the second by analyzing existing work ethic grades issued by faculty. The dependent variables were the seven dimensions of work ethic in the MWEP and the five Ethos work ethic traits. The population for this study consisted of members of the freshman and graduating classes from the 2013-2014 and 2014-2015 school years. A purposive sample was taken from work ethic surveys and the work ethic grades of the selected college students, comprising a sample believed to be representative of the total population. Data analysis involved descriptive statistics. Descriptive statistics were used to summarize the results and to determine whether there was a significant difference between the means of freshmen and graduates' self-assessments. Similar methods were used to analyze and report any differences in the means of freshman and graduate work ethic grades awarded by faculty.

Results should be considered baseline information for Ethos College leadership to consider and to improve upon. Recommendations for future study include replicating this study for present and future classes, to look for trends in work ethic as curriculum develops and evolves. The overarching research question was, does the teaching and methodology at Ethos improve the work ethic of its students? Student survey data and the faculty-awarded work ethic grades were used to determine if there was value added from the training provided by Ethos leadership and faculty. The Ethos Board of Trustees, President, Office of Education, Academic Dean, and the Vice President of Education, the

college's chief academic officer, were accountable for providing quality educational processes in all areas of education at the college. There were mixed results in the evidence that the college was successful in this important discipline impacting student-learning outcomes.

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Chapter One: Introduction

According to Andrisani and Barbash (1983),

> Formally, we define work ethic for an individual as a value or belief concerning the place of work in one's life that either (a) serves as a conscious guide to conduct or (b) is simply implied in manifested attitudes and behavior. (p. 29)

Weber first put the concept of a calling to work forth in his thesis, *Die protestantische Ethik und der Geist des Kapitalismus,* in 1904 (as cited in Weber & Parsons, 2009). The Protestant ethic, or what we know today simply as work ethic, influenced people during the Protestant Reformation to go to work as tradesmen and entrepreneurs, launching their own businesses in order to accumulate wealth. This calling gave religious permission to the Protestants, mainly Calvinists, to work hard, earn a good living, and become rich (Weber & Parsons, 2009). Weber brought forth the concept of hard work and commitment and asked why certain individuals placed more importance on it than others (Van Ness, Melinsky, Buff, & Seifert, 2010). Instead of Protestant work ethic, most simply refer to it as work ethic (Mann, Taber, & Haywood, 2013).

> Today, not everyone feels that hard work is as important to employees as it once was and many feel that the spirit of work ethic is on the decline. The decline of work ethic is not uniquely an American problem, but one that is affecting all Western nations and a growing number of those in the East. This is a battle no organization or country can afford to lose, much less continue to ignore. (Chester, 2012, p. ix)

Tapscott (2009) wrote of the Net Generation as having no work ethic, a sense of entitlement at work, and for demanding new technology. He said they waste time on

social media; so much in fact, many companies banned access to Facebook. On the other hand, Wentworth and Chell, in 1997, found that younger students had higher work ethic scores than older students, fulltime students had higher scores than fulltime workers, and undergraduates had higher scores than graduate students. This may be due to a cynicism, which developed after one goes to work and finds a good work ethic does not always mean promotion, recognition, or higher pay (p. 293). Youth, as of this writing, appeared to be more interested in making money than the Boomers and did not hide the fact they shopped around for better paying positions (Tapscott, 2009). While there was a known difference between entry-level employees and older, more experienced workers, how to better prepare new workers for entry into the workforce was not clearly understood (Hirschfeld & Field, 2000). Most agreed there was a difference in commitment to the employer and to the importance of work as the worker goes from entry-level to an older, more experienced position (Van Ness et al., 2010).

Research completed by Duffy and Sedlacek in 2007, found first-year American college students had different attitudes about work, depending upon their ethnicity and family income. Male students were driven by career goals with highly-anticipated salaries, while women were more likely to value making contributions to society. Students who intended to pursue graduate degrees were motivated more by prestige. African American and Asian students had extrinsic goals while Caucasian students had more intrinsic goals (Duffy & Sedlacek, 2007). Although other research examined the work values of students, none focused on comparing the attitudes of entering freshmen to graduating students to determine if the program of study and the pedagogy had an impact.

Background of Research Intervention

The topic of this study was work ethic at a small, Midwestern college. The purpose of this study was to determine if the work ethic traits of graduating students were different from those of the entering freshmen, in this urban technical college in St. Louis, Missouri. The college in this study had a fulltime equivalent enrollment of 2,134, with 96% male, and 4% female. It was primarily an associate degree granting institution with two bachelor degrees, and had a student population of 27% minority, with 22% of that African American. Over 55% of the students were Pell Grant eligible (Smith, 2013, p. 4). There was anecdotal, but no empirical evidence indicating the pedagogy and curriculum design had a positive effect on students' beliefs and behaviors regarding work ethic and if graduates' scores on work ethic profiles were higher than when they entered Ethos College.

For the purposes of this paper, this researcher referred to the college as Ethos College (a pseudonym). This kept the identity of the spotlighted college anonymous. Ethos was an appropriate name because ethos was the Greek word for character, the topic of this paper ("Ethos," 2015). Ethos leadership maintained graduates were more employable if they were taught work ethical principles as part of their education. The Ethos student handbook stated,

> Work ethic at the college encompasses those values, attitudes, and behaviors sought by employers and are likely to lead to successful careers. In keeping with the wishes of our founder and the employers who hire our graduates, the Ethos is committed to preparing each student for his or her maximum employment potential and opportunities. (Flayer, 2013a, p. 19)

Since its founding in 1907, Ethos maintained students were more employable when they possessed the behaviors employers wanted, such as work ethics. This researcher was involved in the Ethos at multiple levels, with teaching and assessing the work ethic of students. The researcher began teaching at Ethos 30 years prior to this study. At the time, there were no standardized work ethic curriculum or core standards for faculty to use as references. All faculty members developed their own methods of instruction and curriculum centered on what each believed was important to teach. Because the researcher had just come from a supervisory position in industry, this was not as difficult as it might seem. He knew what was important, both as an employee and as a manager in industry, prior to working at the Ethos. This researcher did not want his Ethos graduates to end up like some of his former problem employees and have difficulties with workplace standards. All faculty members were required to turn in grades at the end of each semester for each student's work ethic behavior. The department the researcher worked in had a common grading system and a common scoring rubric, but no common curriculum.

The researcher was an Ethos College administrator and liaison to the Higher Learning Commission (HLC), formerly known as the North Central Association of Colleges and Schools. Ethos was about to apply for reaccreditation, and he was very concerned there was no defined curriculum or common pedagogy to present to the HLC during the next visit in 2018. The concern was also that the Ethos leadership could not demonstrate a strong correlation between what the curriculum taught and what students learned in regards to work ethic. Adding real value in work ethic characteristics was hard to prove, although this was a large part of the Ethos core mission.

There were many instruments developed to measure work values and attitudes, such as the Occupational Work Ethic Inventory (OWEI), developed by Petty (Azam, 2003). This researcher found several options for survey instruments, two from published dissertations and two from commercial vendors. In 2013, Mann, Taber, and Haywood found 19 different and unique instruments for measuring work values and ethics. The research done by Mann et al. compared the various types of tools. The Ethos College Education Committee preferred to keep costs as low as possible, and it was determined that the two commercial surveys would be cost prohibitive if an entire cohort were to be surveyed. This researcher contacted the authors of two separate dissertations and asked for permission to use their instruments. The author of the Occupational Work Ethic Inventory (OWEI), Petty (1995), did not respond to the researcher's multiple requests.

The only response received was from Woehr, formerly of the Texas A & M University, later of the University of Tennessee, and more recently at the University of Northern Carolina, Charlotte. Woehr worked with two students, Miller, of Albany University at the time of this writing, formerly a student at Texas A & M University, along with Hudspeth, to design the original MWEP, a 65-question survey that covered seven areas related to work ethic behaviors and beliefs. Woehr was kind enough to give this researcher permission and encouragement to use the MWEP in his future research. Woehr stated in an email that the original version of the MWEP came out of Miller's dissertation work and Hudspeth subsequently used it in her thesis (as cited in Woehr, 2014). The Ethos College Education Committee approved the use of MWEP instrument, after a short trial.

Detailed Description of the Research Issue

The researcher's goals during this study were to measure how well students learned work ethic. The future development of a common work ethic curriculum in a box, the same format for all faculty to use, was the ultimate goal, should this study provide evidence that the methodology in place at the time of this writing was ineffective. Finally, tracking how well students learned work ethic and then made conscientious decisions on how to improve instruction came later. The Higher Learning Commission (2015) focused on institutions having defined student-learning outcomes (SLOs), students meeting those outcomes, and evidence that it occurred was important. The results of this study, positive or negative, will be used in the future for outcomes assessment of the SLOs within the work ethic curriculum. To do this, the researcher asked the following research questions.

Research Questions

The overarching research question in this study was, did Ethos College faculty teach their students valuable work ethic traits? This researcher broke the question down into eight specific questions, which were answered by analyzing the data.

1) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the self-reliance trait areas as identified in the multidimensional work ethic profile (Miller, Woehr, & Hudspeth, 2002)?
2) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the morality/ethics trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?

3) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the leisure trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
4) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the hard work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
5) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the centrality of work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
6) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the wasted time trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
7) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the delay of gratification trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
8) Was there a noticeable difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest?

Hypotheses Regarding the Study

Alternative hypothesis one: $H1_a$: $\mu_1 > \mu_2$, the average work ethic score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of

the self-reliance trait surveyed. The claim was that graduates have a higher work ethic based on the self-reliance trait than freshmen do.

Alternative hypothesis two: $H2_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the morality/ethics trait surveyed. The claim was that graduates have a higher work ethic based on the morality/ethics trait than freshmen do.

Alternative hypothesis three: $H3_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the leisure trait surveyed. The claim was that graduates have a higher work ethic based on the leisure trait than freshmen do.

Alternative hypothesis four: $H4_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the hard work trait surveyed. The claim is that graduates have a higher work ethic based on the hard work trait than freshmen do.

Alternative hypothesis five: $H5_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the centrality of work trait surveyed. The claim was that graduates have a higher work ethic based on the centrality of work trait than freshmen do.

Alternative hypothesis six: $H6_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the wasted time trait surveyed. The claim was that graduates have a higher work ethic based on the wasted time trait than freshmen do.

Alternative hypothesis seven: $H7_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the delay of gratification trait surveyed. The claim was that graduates have a higher work ethic based on the delay of gratification trait than freshmen do.

Alternative hypothesis eight: $H8_a$: $\mu_1 > \mu_2$, the average work ethic grade of Ethos graduates exceeds the average work ethic grade of the Ethos freshmen as evaluated and awarded by faculty. The claim was that graduates have a higher work ethic than freshmen based on the grading of Ethos faculty.

Definition of Terms

Baby Boomers – Individuals born after the end of World War II, from 1946 to 1964, were generally viewed as having a high work ethic (Hill & Fouts, 2005).

Centrality of Work was based upon an individual's opportunity to work. There is a strong connection between desiring to work and age. The older the worker, the stronger the connection was to work (Van Ness et al., 2010).

Delay of Gratification means one has the ability and desire to wait for long-term rewards, instead of enjoying short-term benefits (Van Ness et al., 2010).

Ethos was the fictional name given to the college in the study. Ethos means the character or beliefs of an institution or person ("Ethos," 2015).

Generation – defined as cohorts existing for a phase of life, or approximately twenty years (Costanza, Badger, Fraser, Severt, & Gade, 2012). An example was the cohorts named Generation Y or Millennials.

Generation X – Sometimes called Gen X or Slackers, these are individuals born after the post-WWII baby boom, or from the mid-1960s to the mid-1980s. They are less

likely than Boomers to have a high work ethic and may even be uninterested in work (Hill & Fouts, 2005).

Hard Work was the concept which says anything may be accomplished if you work long and hard enough to achieve the goals. The Protestant work ethic (PWE) was set in this concept (Van Ness et al., 2010).

Leisure was the time away from work. It was thought that those who valued leisure did not value work or had less commitment to the job (Van Ness et al., 2010).

Millennials or Generation Y – This group of individuals born from 1981 to 1992 were known for being constantly connected electronically and for being the best-educated generation in America. They were not known for having a strong work ethic (Chester, 2012).

Morality/Ethics was used to describe the way people act. Training and education can impact how people behave and what they perceive as right or wrong (Van Ness et al., 2010)

The MWEP was a 65-question survey that covered seven areas related to work ethic behaviors and beliefs (Miller et al., 2002). To understand work ethic, one must separate it from other concepts related to work values. Miller, Woehr, and Hudspeth (2002) developed the measure. This study used the MWEP to analyze the work ethic characteristics of Ethos freshmen and graduates.

Occupational Work Ethic Inventory (OWEI) – An instrument developed in 1995 by Petty for a study of work ethic characteristics in different occupations.

Protestant Work Ethic – A range of conservative beliefs, mainly concerning work, but also related to social, political, and economic life (Furnham, 1990).

Self-reliance was the ability to work independently and without close supervision (Van Ness et al., 2010).

Wasted Time refers to an individual's commitment to efficiently managing their time at work. High commitment means they do not waste time and are always busy and low commitment means they procrastinate and waste time causing them to be less productive (Van Ness et al., 2010).

Work Ethic – Personal and cultural values determine an employee's work ethic and behavior (Hill, 2010). Different occupations and workplaces had different cultures and collectively held beliefs about how workers should act and the way work should be done (Applebaum, 1998). "One such value and expectation is that morally worthy adults prefer to support themselves and their families through employment. The value and expectation is analyzed here as work ethic" (Miller, 1991, p. 36). According to Colson and Eckerd (1991), work defines who a person was and thus one's work can be a driving force, which causes us to work hard and to accumulate the results of our work. Work was an honorable objective and a foundation of the ethic in the term, work ethic. "Many see unemployment as a vice and those who do not work tend to be viewed as lazy and unmotivated by the American society," said Hill and Fouts (2005, p. 1).

> At the heart of work ethic is the idea that work is worthwhile for reasons other than the rewards it brings in terms of pay, products, and profit. The work ethic gives work an intrinsic value: Dedicated work is a mark of good character. (Beder, 2000, p. 10)

Variables

Ethos freshmen and graduates completed the MWEP. The instrument measured seven distinct dimensions of work ethic, and the results measured the dependent variables in this study. The survey included 65 items, which were rated on a seven-point Likert Scale ranging from 1 – Strongly Disagree, 2 – Disagree, 3 – Moderately Disagree, 4 – Neither Agree nor Disagree, 5 – Moderately Agree, 6 – Agree, to 7 – Strongly Agree. The seven dimensions represented in the survey were Self-Reliance with 10 items, Morality/ethics with 10 items, Leisure with 10 items, Hard Work having 10 items, Centrality of Work with 10 items, Wasted Time having eight items, and Delay of Gratification with seven items.

The independent variables for this study were the gender, ethnicity, and class standing of the student respondents surveyed. Lindenwood University's Institutional Review Board asked that any identifying information, like gender, ethnicity, and income level, be removed before the researcher received the data. With the Ethos student population having so few females and minorities, it was determined that anonymity could not be protected if students shared too many demographic details. The dependent variables were the scores within the dimensions of the MWEP instrument. The population for this study consisted of members of the Ethos student body. All 2013-2014 and 2014-2015 freshmen and graduates, those about to graduate, received the survey. A purposive randomized sample of this group, representative of the whole population, was used in the survey results. The study compared the mean results of the freshmen and graduate responses, as well as the composite scores on the MWEP.

The researcher wanted a second perspective on the work ethic of Ethos freshmen and graduates, so a second set of dependent variables was included in the study. Ethos faculty members submit work ethic grades each semester on their students. The researcher collected grades from all 2013-2014 and 2014-2015 Ethos freshmen and graduates to study. The study used a purposive randomized sample of this group, representative of the whole population.

Limitations

The limitations of the study were:

1) The researcher worked at the college involved in the study and had biases influencing the outcomes of study.
2) Not every student responded to the survey although each had an opportunity. The entire student body during any single semester was approximately 2,100, so there were a limited number of respondents to any survey administered. Only a portion of the 2,100 was categorized as freshmen or graduates.
3) The study was completed over a period of two years, which was not enough time to determine long-term trends.

Delimitations

The delimitations of the study were:

1) The scope of the study was limited to the seven dimensions of work ethic measured by the MWEP.
2) The researcher did the work at a single technical college, thus limiting the scope of the study.

3) The researcher worked at the college involved in the study, which gave him access to students in attendance, so he could send out surveys.
4) The researcher worked at the college involved in the study, which gave him access to freshmen and graduate students work ethic grades.

Data Description and Methods Applied

Data was collected from student surveys for five consecutive semesters at Ethos College. Each response to the questions on the MWEP were given a numerical value for purposes of analysis. Strongly disagree was assigned the number 1 and strongly agree was assigned the number 7. Each response between those extremes coded an appropriate number. The numbers were entered into the Excel calculator for the whole population surveyed. If a student opened the survey and completed the demographic information, but did not respond to this question, number eight, no numerical entry was made into the Excel calculator. The whole population was checked for normality by two methods, examination of a histogram and the Pearson Coefficient of Skewness (PC), also called the Pearson index of Skewness (Bluman, 2013, p. 320).

Each set of scores was sorted by class and assigned random identification numbers, generated from Excel. The samples were sorted by the new randomized identification numbers and placed in rank order. Each student in both classes had an equal chance to have their scores used in the calculation. This insured that the scores used were extraneous or additional variables, which may affect the conclusions (Fraenkel, Wallen, & Hyun, 2012). The randomized sample of freshmen and graduate students was then evaluated. The same research questions were asked and the same hypotheses were applied to each randomized sample. A similar method was applied to

student work ethic grades. The grades were sorted by class, randomized, and then evaluated by the researcher.

Organization of the Study

Chapter One provides a foundation for the study and described the beliefs concerning work ethic at Ethos College, a small, Mid-western technical college. Chapter Two provides a review of literature related to work ethic. Included are a general history of work ethic, the history of work ethic in America, a summary of what employers want from employees, generational differences, gender differences, and differences in work ethic in different cultures, a few examples of schools and colleges offering work ethic education, and a summary of the effectiveness from the work ethic training. Chapter Three presents the design of the study, a summary of how the data was collected, and the statistical process used. Chapter Four details the data collected and subsequent analysis. Chapter Five presents conclusions, implications of the study, and recommendations. Suggested recommendations for future study are included.

Summary

Why should a technical college like Ethos care about whether their graduates have sound work ethic principles? Ruebusch (2003) said, “Most great companies found work ethic to be paramount over educational background and practical skills when hiring” (p. 14, para. 8). She defined work ethic in terms of character traits. Based on Ruebusch’s opinion, all colleges should be preparing their students for the workforce by giving them more instruction in character building and work ethic.

The purpose of this study was to assess the value added by the work ethic education presented to students in a small, mid-western technical college. Armed with

only anecdotal evidence, but lacking solid statistical data and analysis, the Ethos Education Committee can make no formal response to the HLC regarding the outcomes assessment of work ethic education at the Ethos. This study determined if the current methods were improving or failing to improve the work ethic behavior and beliefs of graduates as compared to entering freshmen students. A structured study to confirm the supposition that graduating students would be better prepared for the workplace and possesses higher work ethics than entering freshmen possess, was required.

Chapter Two: The Literature Review

This chapter provides a review of literature related to work ethic. Included are generational differences, gender differences, and differences in work ethic in different cultures.

Many managers value employees who they described as having a strong work ethic while some workers place little importance on having initiative, possessing interpersonal skills, or being dependable. "I am a great believer in luck. The harder I work the more of it I seem to have," said Cox (1922), an author in the early 1920's, in his short book, *Listen to This* (p. vii). The saying implied that hard work brought good things to those with a strong work ethic. Traditionalists assumed work ethic principles were established in individuals through historical and religious affiliations, but in the twenty-first century, many young adults from economically developing nations were catching up in terms of their attitudes and beliefs about work (Brewer & Petty, 2008). A strong work ethic was gained by either growing up in days of physical labor and hard work or it was gained over a long period time by working in industry. Individuals were thought better of if they worked hard and earned a living, rather than accepting charity or depending upon others (Applebaum, 1998). In general, one thinks of a high work ethic as always being a desirable trait, but research done by Christopher, Zabel, and Jones (2008), found a strong work ethic could be related to negative attitudes towards women, the poor, the unemployed, and welfare recipients. The literature gives many varied accounts and opinions of work ethic, its foundation, and evolution over the years.

The History of Work Ethic

The concept of work predates the Puritans who were largely credited for creating the PWE. According to the *Bible*, when God created the heavens and earth, the plants and animals, and humans, he rested on the seventh day from his work. He pronounced his work as being good and said the humans were in his own image. Humankind was to cultivate the earth and have dominion over all things. In the book of *Genesis*, Adam and Eve did not work until after they disobeyed God and he assigned work to them as part of their punishment.

Most Greeks considered work to be a curse and felt the Gods had condemned men to toil. Many used slaves to do the menial labor scorned by the elite. The gods so hated humans they condemned them to a life of work on earth (Brewer & Petty, 2008). Both Aristotle and Plato spoke of manual labor being done by the majority so the minority might pursue higher livelihoods like philosophy and politics (as cited in Colson & Eckerd, 1991). Although society valued a strong work ethic in modern times, it was not always so. According to Wang and King (2008), in early Grecian times, "Artisans and craftsmen were scorned and the mechanical and menial tasks were done by slaves" (p. 122). At the same time philosophers in ancient Greece felt work had no moral value (Beder, 2000).

The ancient Romans felt the same as the Greeks about work (Beder, 2000). The trades, even though highly skilled artisans did the work, were dishonorable professions. The arts, science, and socializing were held in high regard. Ancient Hebrews agreed with the Greeks and Romans, and felt work was a chore. Hebrews toiled to atone for the sins of Adam and Eve in the Garden of Eden (Brewer & Petty, 2008). Many past societies did

not hold with the concept of work as a determinant of personal value and identity or as an indicator of good character and good morals. The ancient Jews learned trades and supported themselves (Colson & Eckerd, 1991). During the Medieval Period guilds were formed by tradesmen, setting high standards for craftsmanship and quality.

A radical change came about with the advent of Christianity. The early Christians supported the working class and felt those who labored earned approval in God's eyes (Colson & Eckerd, 1991). Earning God's approval eventually lead to the concepts of hard work and the delay of gratification. Over time, Christians saw work only as a way to earn rewards that could be given to those in need of charity (Beder, 2000). The same feeling continued for many years.

It was following the Reformation from the early sixteenth to the mid-seventeenth centuries that work acquired this moral dimension and became a central and defining characteristic of human life. The Reformists, mainly Luther, Calvin, and Knox, were questioning everything the Roman Catholic Church taught in the past (as cited in Whetstone, 1991). Weber first wrote of cultural values affecting economic accomplishment. His thesis said that the Protestant Reformation led the people to value hard work, and it drove them to achievement and wealth accumulation. Wealth, earned by plying a trade was considered God's work. If one earned a profit, they were considered to be blessed by God. Religion began to support work and people began to feel better about making money (Beder, 2000). The Reform movement encouraged German, Dutch, Swiss, and Englishmen to enter a vocation. When the Puritans immigrated to America, they brought the Puritan work ethic with them (Colson & Eckerd, 1991).

The History of American Work Ethic

The Quakers and Puritans leaving Europe for the New World declared hard work and resolve were virtues and as a result, these values had become ingrained in the American culture (Colson & Eckerd, 1991). The history of the American frontier evokes images of explorers, settlers, cowboys, pioneers, and miners who were adventurous and hardworking, always looking for a better life for themselves and their families. Most settlers knew that without working hard they would not survive. Immigrants from Europe came to America for a better life and expected to work hard. According to Andrisani and Barbash (1983), "Most worked because they had to, but many worked harder and longer than necessary to provide a comfortable living" (p. 87). Working hard had value beyond accumulating wealth. It felt good to work hard (Andrisani & Barbash, 1983). In colonial America, ministers preached to their congregations the value of working with their hands to earn a living as opposed to earning wealth so they could be idle (Applebaum, 1998). When the western Europeans came to America, so did the PWE. Early colonists wanted more education and training for their children than they had (Wang & King, 2008). Early settlers to the colonies had everything to gain and nothing to lose. By working hard, they could create a new life for their families (Brewer & Petty, 2008). Colonial artisans worked with a few simple tools to build useful products, one at a time, from raw materials. The artisans were creative and took great pride in their individual work. In many cases, they would add a mark or symbol signing the work as uniquely their own (Applebaum, 1998).

During the 19th century, America's farming population grew, but those in non-agricultural businesses, such as textile, metal working, and construction industries grew

even faster (Applebaum, 1998). River ways and railroads provided transportation as cities grew up around the factories and transportation hubs to fuel. By the end of the 19th century, the U.S. had become the leader in industry and production (Applebaum, 1998). There was a mix of work ethic traits during this period between those of the artesian, who handcrafted one piece at a time, and those of the newly emerging factory worker, who manufactured thousands of items each month (Applebaum, 1998). The shift from an agricultural society over to an industrial one had some negative effects on work ethic. By design, factory workers gave up handcrafting and concentrated on production. The goal of owning their own business and becoming their own boss faded as corporations increased in sized and productivity (Furnham, 1990).

The 20th century brought even more change. Early in the century, the need for craft skills declined and those of lower skilled laborers increased. Most factories could train any individual in a short period to do any task so substituting one worker for another was common. So was worker turnover (Beder, 2000). "Traditional workers had not been in the habit of working long and regular hours. They would only work when they needed the money," stated Beder (p. 37). The Great Depression caused many to suffer unemployment and poverty.

The economy following World War II was booming and many workers were interested in a steady job with long-term income for their families. Post war employment in agriculture fell dramatically while employment in service and manufacturing increased (Applebaum, 1998). Workers were interested in job security and fair wages. Wang and King (2008) stated, "The American working class achieved what no other working class

had achieved in history. The working class became the middle class and the more they worked, the more and greater success and upward mobility they enjoyed" (p. 125).

As society changed, so did work ethic. There was a decrease in manual labor as machines were invented and automation was applied to nearly every industry. Immigrants came to the U.S.to escape poverty, and to build a new life. These workers were performing the manual labor that our ancestors did in the past (Wang & King, 2008). Immigrants were coming to the U.S. and willing to work for very low wages, which allowed U.S. citizens to take higher paying and less physical positions (Brewer & Petty, 2008). The decline of the PWE began in America as immigrants, paid a low wage, were hired to do more of the menial jobs.

One interesting study of work ethic, which first ran in 1955 and continued for over 50 years, had a question nicknamed the lottery question. The National Opinion Research survey asked, would you work if you won the lottery? Respondents have indicated a decline in Americans work ethic since the question was first asked. Those wishing to continue working, even if it was financially unnecessary, has declined over the years. This indicated a drop in the importance of work and working hard. Vecchio (1980) studied data collected from the 1950's to 1980. Mann et al. (2013) concluded work ethic did decline since 1980 when Vecchio did the study, but leveled off since then. Younger workers were more inclined to continue working after financial stability from the lottery, but older workers and those who were dissatisfied with their jobs elected not to return to work (Highhouse, Zickar, & Yankelevich, 2010).

Colson and Eckerd (1991) stated work ethic changed for the worse in 1964 when President Johnson promised a Great Society, a plan to eliminate poverty. Welfare

became an entitlement and work skills waned. Those who worked had low opinions of people on welfare (Christopher et al., 2008). Poverty and unemployment of working age citizens grew. A two-parent nuclear family was the norm up until World War II. Since the 1960's our government has spent trillions on welfare programs. The breakdown of the family system affects children since it was in the family setting they learn manners, discipline, and values (Colson & Eckerd, 1991).

The purpose of the study completed by Christopher et al. (2008) was to find out how different dimensions of work ethic from Miller et al. (2002) predicted the facets of conscientiousness. Christopher et al. compared the seven dimensions of work ethic, measured in the MWEP, to levels of work ethic ideology. High work ethic scores also could indicate a negative correlation to open mindedness and creativity. Their study hypothesized that order predicts a belief of hard work will result in good outcomes. Their results disproved the relationship to order and being orderly, but did allow that hard work brought desired results. The centrality of work dimension did directly link to achievement as they thought it would. A surprise in the results showed self-discipline negatively correlated to the centrality of work indicating it was not necessary to center one's life around work in order to complete work related tasks. The respondents rated striving for achievement high and it directed correlated with wasting time. So, one should not waste time if they want to achieve. Respondents rated dutifulness high and it directly related to self-reliance. Being dutiful, a predictor of self-reliance and the American society prizes both. They concluded work ethic was a predictor of social behavior (Christopher et al., 2008). While research measured the work ethic traits of workers, it important to understand what employers want and need from their workforce.

What Employers Want

"The identification of people with their work is a phenomenon that corporations and employers have consciously fostered" (Beder, 2000, p. 114). There is not a single work ethic that fits all people or job classifications. All workers need motivation, regardless of their position, to be productive (Applebaum, 1998). Azam (2003) found that there is some significant difference in the work values of supervisors and those of the workers. In 1991, the Secretary of Labor appointed the Secretary's Commission on Achieving Necessary Skills to determine the skills young people needed to succeed in the world of work in the future. The report, redone in 2000, addressed parents, teachers, and school administrators with the challenge that:

> All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life. Whether they go next to work, apprenticeship, the armed services, or Ethos, all young Americans should leave high school with the know-how they need to make their way in the world. (U.S. Department of Labor, 1991, p. i)

In the U.S. Department of Labor (1991) report, *What Work Requires of Schools*, dated 1991 and later updated in 2000, the definition of knowledge had two parts: foundation of work skills and personal among the list of personal qualities or work ethic traits stated in the report were responsibility, meaning that the individual will work hard at their job, pay attention to details be punctual, have high attendance, and be optimistic about work and its completion. Another personal quality was self-esteem, where the individual will believe in their own self-worth, maintains a positive attitude, and understood how their attitude affected those around them. An important personal quality

identified in the study was sociability, which indicated the need for workers to be polite, friendly, and to respond appropriately to others. Another attribute identified by the study was the ability to manage themselves and to be self-motivated. The last category of personal characteristic was for the worker to be honest and to have integrity. These qualities insure the worker will follow the company's ethical policies (U.S. Department of Labor, 1991). Hill (2010) stated graduates needed interpersonal skills, initiative, and dependability in order to be successful in the 21st century workplace.

Manufacturing, along with other industrial and maintenance industries, were currently experiencing large gaps in skilled labor available to run machines and maintain equipment. This will only get worse as the Baby Boomer generation retires, taking their work skills and years of experience with them. There will be no one left who was able to teach the apprentice level workers. The Millennials do not see manufacturing and maintenance careers as glamorous and attractive. Many see these careers as extremely low tech and unappealing. Quite the opposite was true, there were very sophisticated systems being used, requiring highly skilled workers (Owens, 2010).

Hill (2010) stated, "Initiative is also an important attribute if our goal is excellence" (p. 5). If a task were assigned to a worker, he would do it without being forced to perform. To make the company successful, workers should not have the attitude of only doing only what a closely defined job description dictated, but an attitude of doing whatever needs done. The act of being reliable and dependable was very visible to others. Others were watching to see if workers arrived on time, did whatever needed to be done, and perform the job to a high level (Hill, 2010).

Employers wanted really good workers, but the concerns and wishes of employers were not enough to influence the development of a strong commitment to work in our youth today (Petty, 1995). What motivated the workers? Men and women work for three reasons: some needed to earn wages to support their basic needs, others worked to maintain a higher lifestyle, and still others enjoyed working. Each person had a different perspective on work and its value to him or her. Some saw work as a grind, while others saw it as a pleasure (Brewer & Petty, 2008). When English, Manton, Sami, and Dubey (2012) surveyed undergraduate and graduate business students, they found the students identified similar skills and attributes as employers when asked what recent graduates needed to be successful in today's workplace. At the top of the list for employers were good communication skills and positive attitudes. Both undergraduates and graduate students rated honesty and integrity as number one characteristics. A close second for both sets of student respondents was work ethic. Many of the top 10 characteristics involved a positive work attitude and were the same for each set of students (English, Manton, Sami, & Dubey). Seventy-five percent of employers responding to a work readiness survey said it was the responsibility of K-12 schools to prepare students for the workplace (Wright, 2007). Sixty-eight percent stated four-year colleges and 45% indicated two-year colleges were the ones responsible for making sure graduates were work ready (Wright, 2007). Other respondents held the new employees wholly responsible (Wright, 2007).

Generational Differences in Work Ethic

Does when you grew up affect your work ethic? All generations overlap at their ending and beginning years. The workplace was conflicted with the most age and value

diverse workforce ever. Generational conflict included pay, environment, benefits, loyalty, and work ethic. There have been multiple generations employed before, but at the time of this writing, they were more mixed and less stratified than ever before (Zemke, Raines, & Filipczak, 2000).

Workers born between 1925 and 1942 were known as the Silent Generation, Traditionalists, or Veterans. They did not want to change the existing system but were content to work within in it. They married early in life, raised families, moved to the suburbs, and were non-confrontational (Howe & Nadler, 2010). The Silent Generation or what Zemke, Raines, and Filipczak (2000) called the Veterans were born before World War II. Many supervisors crave a workforce with the work ethic of the Veterans who had believed in an honest day's work for an honest day's pay. They were grateful they had a job and they worked hard for what they wanted (Zemke et al., 2000).

The Baby Boomers were born after World War II. This large jump in youth population, born between 1946 and 1964, began entering the workplace in the 1960's. The Boomer generation came with protests, riots, and flower power. When they entered the workplace, they rejected institutionalism and materialism (Howe & Nadler, 2010). These individuals were generally regarded has having a very strong work ethic. They missed very few days of work and were termed loyal and dedicated workers (Hill & Fouts, 2005). During the 1980's, very few older workers would have continued to work when they were not in financial need. An exception was a person who retired and drew a pension sufficient to meet their needs, but decided to keep working. Most people who reached retirement age did retire. This was not because their work ethic values changed, but because they were given the option of continuing to work or to have more leisure

time (Andrisani & Barbash, 1983). Baby Boomers worked long hours for over 30 years, but those over 50 were looking for less stress and ways to simplify (Zemke et al., 2000).

Another generation of worker, born between 1964 and 1980, was called Generation X or Gen Xers, Twenty-somethings, and baby busters, were heavily criticized for having poor work ethic. Some called them Slackers and accused them of being lazy people. The Xers felt their job was just a job. They could be motivated at work, but were more committed to life away from work (Zemke, Raines, & Filipczak, 2013). They were compared to the previous generation known as the Baby Boomers, who were praised for their great work ethic (Beder, 2000). GenXers watched their workaholic parents base their success on the job on their career progress. Xers wanted more work-life balance than their parents had (Zemke et al., 2000).

As of this writing, most older adults see the newest generation of workers as selfish, cynical, rude, and dumb. Older Americans believed the new generation possessed an inferior work ethic (Howe & Nadler, 2010). Whether those born between 1981 and 2001 were termed Millennials or Gen Y or the Net Generation, business leaders, and employers everywhere lamented that they may have had an education and technology skills, but they do not have the work ethic that was required to be successful in today's workplace (Chester, 2012). According to Alsop (2008), "It's all about me, might seem to be the mantra of this demanding bunch of young people, yet they also tend to be very civic-minded and philanthropic" (p. 42). Opposing these viewpoints were Howe and Nadler (2010) who said Millennials were given to community life and following the rules. In the workplace, they valued safety, structured jobs, and job security. They were optimistic and confident they would reach their career goals (Howe

& Nadler, 2010). Co-workers were often surprised at the work ethic of the Millennials entering the workforce, in a good way (Zemke et al., 2013).

The youngest generations in the workplace were the Linksters, born after 1995. They grew up with Facebook and social media. They were called Linksters because they were so linked to each other via technology. As of this writing, it was too early to tell what type of leaders these young, entry-level workers will be when they mature. Although they were experts at communicating by using technology, they lacked the face-to-face communication skills so necessary in service industries. This generation wanted a better world. They expected social and environmental responsibility from their employers (Johnson & Johnson, 2010).

In their work, Meriac, Woehr, and Banister (2010), indicated there was often a misguided approach in research when employees of different generations were compared. It was more accurate to compare the same age individuals at the same stages of their careers than to compare each generation to another (Meriac, Woehr, & Banister, 2010). Twenge (2010) stated that, "One of the biggest challenges in research on generational differences was the lack of a workable time machine" (p. 202), where one might study employees from each generation at various stages of their careers. Workers in general in the U.S. were working longer hours, including the Millennials or GenMe generation of workers so it was hard to conclude that what generation one was born into completely defines their work attitudes (Twenge, 2010).

One's work ethic behavior was impacted by the generation they grew up in and by how old one was, hypothesized Meriac et al. (2010). In their study of three generations: the Baby Boomers who were born between 1946 and 1964, the Generation Xers who

were born between 1965 and 1980, and the Millennials born between 1981 and 1999, Meriac et al. found that age and career stage may play a greater factor in a person's work ethic than which generation they grew up in. When the study was done of all three generations, the Baby Boomers were understandably significantly older than the Xers and Millennials; on average 20 years older. Gen Xers and Millennials were approximately the same age when the study was done. Some examples of the dimension scoring were Hard Work for Boomers was a mean of 3.79 with both Xers and Millennials around 3.0. Centrality of Work for Boomers was 3.87 and it dropped to just over 3.0 for the two younger generations. Self-reliance, Morality, Wasted Time, and Delay of Gratification were all dimensions in which Boomers significantly outscored the younger respondents. Only in the Leisure dimension or time away from work did Boomers, Xers, and Millennials scored nearly the same (Meriac et al, 2010, p. 320).

Older workers believed Millennials were slothful, ill mannered, and self-centered. Millennials did not admire older workers, organizations, or themselves. Gen Xers were also characterized as bad-mannered and lacking work ethic and were sometimes called the Slacker Generation. Older adults held the misperception that Millennials do not respect the workplace because of the way they dressed. Millennials grew up wearing flip-flops everywhere, but as they entered the workplace, many were dressing more formally due to their belief appearance was important for career success. Another misperception was Millennials were not devoted to their employers. Next-Geners agreed that workers should be loyal to their company. One of the most surprising facts was that Millennials had greater respect for corporate America than Boomers or Xers had. This

may be because they were new to the workforce and have not been working long enough to be jaded yet (O'Brien, 2008).

Millennials expressed very ordinary goals for their future when asked. So ordinary in fact that it surprises the Boomers and Xers who read them. They wanted to be neighbors, citizens, and friends. They said they wanted to get married and have kids. They tended to trust government and would rather have spent their free time with family and friends. Politically, they were conservative but their ideas of family range from traditional to gay couples. Millennials did not enjoy risk and would rather build solid careers. They need a casual work atmosphere in rule-bound environments where everyone was held accountable (Howe & Nadler, 2010).

How should educators help the Millennials? The best approach was not to push one's own values onto them but rather support them in their thinking. They would likely want a strong work-life balance as they planned their future careers. Surprisingly, they supported the concepts of corporate America, government, and the U.S. political system much more than their Xer or Boomer parents do. Ethos seniors were not as independent about their careers as one would think. They consulted their parents and friends twice as often as relative and Ethos faculty, and three times as often as career counselors (Howe & Nadler, 2010) did.

Millennials did not know how to dress properly for the situation, how to eat properly, and how to speak on the phone because their Boomer or Xer parents had never taught them how. The parents rejected the important soft skills and consequently have not passed the skills on to their children. Their dress and language were not a result of disrespect, but one of ignorance. Millennials were willing to conform to whatever the

norm was in the workplace as long as they knew the standards (Howe & Nadler, 2010). The 2013 survey from the National Association of Colleges and Employers (NACE) found that most Ethos students felt that formal dress was important for career success (as cited in Wentworth & Chell, 1997).

In 2009, in her study of emerging trends in leadership, technology, and workplace issues, Marjorie Blanchard, PhD, from the Office of the Future found that the four generations, Silent, Boomers, Gen Xers, and the Millennials, were not working well together. For the first time, four distinct cohorts of workers were employed together in the same place of work generating struggles. Companies may have solved some of the workplace conflicts by being aware of value differences each generation had, but one must be cautious not to stereotype, not all individuals behaved the way their peers did. One benefit of generational mixing was that it forces co-workers to share their various perspectives, while it could also cause conflicts due to differences in values, communication styles, and work habits. Gen Xers for example, may have felt work was just a job and their families came first. This generation has typically scheduled their career around their other responsibilities in life. Boomers devoted their lives to work, some routinely working 60 hour weeks, while the Gen Xers discard the notion as a poor work-life balance. Millennials may also have been unwilling to work long hours and to give up precious family time (Gutherie, 2009).

A study in 2013 by PricewaterhouseCoopers, now known as PwC, found few differences between Millennials and non-Millennials when it came to work commitment, in fact they were equally committed (as cited in Finn & Donnovan, 2013). They did find Millennials unwilling to sacrifice their lives away from work for the sake of the company

even for more compensation. Millennials were not as focused on how many hours one worked as much as how productive one was. Millennials in the study stated they were willing to give up pay and promotion for more flexibility in work hours and environments (Finn & Donovan, 2013).

As the years passed, most agreed that there was a decline in the work ethic, especially among younger workers. This led to a revival of work ethic. The issue facing most corporations was how to get workers motivated to work hard and increase productivity (Beder, 2000). Howe and Nadler (2010) told us Gen Xers had now matured and were interested in the bottom line, winning at all costs, and taking risks. This suggested age, not the generation one was born into, affects one's work values.

Gender Impacts Work Ethic

Does gender change one's work ethic? The workplace of the 1950s was heavily male dominated with men doing the heavy lifting in industry and construction. Women on the other were relegated to positions as teachers, nurses, and secretaries (Zemke et al., 2013). A diverse workforce might be a valued goal for most companies because it was the right thing to do, but it also positively influenced pacts the bottom-line. Nexters were known for "gender bending" or discarding the old ideas of gender roles in the workplace (Zemke et al., 2000). Diverse companies earned 15 times the revenue that standard corporations did. Younger men and women did have different career goals according to a study done by Universum. Both men and women wanted a good work-life balance but men were seeking to be intellectually challenged and seen as experts in their fields. Women wanted career security and to do something for the greater good. Environmental sustainability and high ethical standards were more important to women as they started

their careers (Hasselstrom, 2015). Duffy and Sedlacek (2007) in their study of first-year college students that women rated social values such as serving others and working with people more important than men did.

A survey of Israeli men and women in 1993 found that most women valued the centrality of work less than the men did. These women were usually mothers and wives. Their lives were less job centered than the men who responded (Mannheim, 1993). Abu-Saad and Isralowitz (1997) found few gender differences in work values, measured by the 25-item Manhardt scale. Included in the study were 391 males and 429 female undergraduate students of Ben-Gurion University (as cited in Abu-Saad & Isralowitz, 1997). Earlier studies by Bowie and Cherrington (1982) and Hill (1992) reported that women scored higher than men do on work ethic measurements in areas like pride in performance and hard work. Wentworth and Chell (1997) found all workers, not just women, appeared to be developing the attitude that hard work and delay of gratification was best for all workers. Contrary to these studies, Fisman and O'Neill (2009) found that women more often felt luck and circumstance was the determining factor in promotions and salary increases while men felt hard work and competition were the causes. An important consideration in their conclusions was the barriers that women faced in the workplace, keeping them from advancing although they worked hard like their male counterparts.

Karakitapoğlu Aygün, Arslan, and Güney (2008) compared the work values of Turkish and American university students. The study showed all Turkish students, regardless of gender, responded with higher scores on all work dimensions than their American student counterparts. American women had higher scores on feminine and

entrepreneurial values than American men but the Turkish men had higher scores in feminine and entrepreneurial values than Turkish women. Turkish and American women did not differ in any of their value preferences. Like studies on generational differences, the ones on gender had mixed results.

Work Ethic in Other Cultures

The term Protestant work ethic implied that only Christians who were Protestants possessed a strong respect for the value of work. This was not the case. Americans were known globally for their work ethic, but what was the trend in other countries? Colleges and businesses in other countries were concerned about employee's work attitudes and behaviors. A study done by Okoro in 2014 provided insight into what employers wanted in new graduates of the University of Business Education (UBE) in southwest Nigeria. The researcher sent a 30-question survey regarding work ethic to 318 employers who had hired UBE graduates. Not surprisingly, employers said promptness, reliability, discretion, good judgment, and meticulousness were the traits deemed necessary for success. Because of the study, Okoro (2014) recommended the UBE improve curriculum so graduates possessed the relevant work ethic traits.

Furnham (1990) studied and compared PWE student scores from 13 countries and found in those countries with robust economies like the U.S., Germany, Great Britain, and Australia, students scored lower on the PWE instrument. Students from developing nations, such as India, Zimbabwe, and the West Indies, had higher scores on the PWE measure. Later, in 1997, Wentworth and Chell studied U.S. college students and hypothesized older, non-American students would score higher in work ethic traits than U.S. college students would. When they compared American college student scores on

the PWE survey to those of international students, the domestic students scored lower. Those who came to the U.S. for college typically had to make great sacrifices to attend. The international college students scored higher than the Americans did, with Asian students scoring the highest (Wentworth & Chell, 1997).

Similar work done by McMurray and Scott in 2012 examined the work values ethic of manufacturing workers from eight world regions and 40 countries. One thousand, three hundred and eighty-two manufacturing employees completed a five-question survey on the Work Values Ethic (WVE). Questions concentrated on the topics of hard work and its relationship to success. McMurray and Scott found immigrants from countries with lower gross domestic product (GNP), such as Cambodia, Malaysia, and Viet Nam, rated higher on the WVE than immigrants from wealthier nations like Poland, Denmark, Germany, U.K., or U.S.A. It did not matter, according to McMurray and Scott, how long the immigrants lived in their host country, even after 10 years, the immigrants from poorer home countries maintained a higher WVE. The study concluded better communications and understanding of cultural differences in the workplace might improve relationships and productivity (McMurray & Scott, 2012, pp. 661-662).

Zulfikar published his study in 2011 of U.S residents who were originally form Turkey, now living in the United States. These Turkish immigrants identified themselves as Muslim, Catholic, Protestant, or none when asked to choose their religion. Zulfikar's survey asked 19 questions on five topics, including hard work, locus of control, leisure, saving money and time, and work as an end itself. For the questions on hard work, the Muslims scored higher than the Catholics, Protestants, and none responders. Muslim Turks living in the U.S. believed in working hard and expecting just rewards for it. On

the questions relating to locus of control, leisure, savings, the Muslims outscored all other respondents. Only on the dimension of centrality of work or what Zulfikar termed work as an end in itself did the Muslims fail to outscore the other respondents. In this dimension, all mean scores were nearly the same. Zulfikar concluded Turkish Muslims living in the U.S. made contributions that were more positive than the other respondent groups (Zulfikar, 2011). Immigrants and those who grew up in the U.S. had similar generational concerns and attitudes. If they grew up in the U.S., the political events, disasters, wars, economic conditions, and heroes influenced them (Zemke et al., 2013).

Does work ethic affect job performance in other cultures? Wahyudi sent the MWEP to 400 lecturers at universities in Central Java asking for their responses on the seven dimensions of work ethic (Wahyudi, Haryono, Riyani, & Harsono, 2013). To prepare qualified graduates, capable of strong work performance in Java's industries, college lecturers must be dedicated to their students and perform well in the classroom. Their work was to create graduates with the job skills and attitudes desired in the workplace. These attributes included strong personal commitment and ethical decision-making. Wahyudi proposed job satisfaction and corporate gains were related. When workers were satisfied, they achieved more (Wahyudi et al., 2013). The study found that the dimension of hard work positively affected job performance. None of the other six dimensions affected work performance. In fact, slow work indicated failure and a meaningless life. In Java, multiple religious beliefs influenced worker's attitudes. There was no difference in the beliefs related to hard work when Protestant, Catholic, and Muslim ethics were compared. The Java Ministry of Education and Culture should

enforce rules and regulations because it improved work ethics, job satisfaction, and work performance (Wahyudi et al., 2013).

In general, residents of poorer nations had stronger work values than Americans, Western Europeans, and those from other developed nations. At least in the countries studied, Muslims had a higher work ethic than Protestants and Catholics.

Work Ethic Training

How did work ethic develop in younger people today? Some believe instilling professional values in youth while they were in school was one way of accomplishing it (Brewer & Petty, 2008). Hill and Fouts (2005) found that new employees were not prepared to perform at high levels if they only possessed good technical skills. They also needed a complete grounding in work ethic. If this was lacking, the company should provide a thorough preparation in work ethic traits for new employees. The desire for employees with high skills and strong work ethic led business and industry to pressure schools to teach differently. The more training the schools did in terms of preparing graduates for the workplace, the less the corporations needed to do (Beder, 2000). Chester (2012) stated, "It's time to stop complaining about the lack of work ethic you see in your emerging workforce and take steps to revive it" (p. 2).

A meta-analysis completed in 2012 by Costanza, Badger, Fraser, Severt, and Gade, found "Meaningful differences among generations probably do not exist on the work related variable examined" (p. 1). Generations were defined as cohorts existing for a phase of life or approximately 20 years. Costanza et al. (2012) were able to account for age variance in their study. Except for three weak but discernable patterns amongst the generations from the Silent to the Millennials, the researchers determined there were no

systemic differences. Older workers, not older generations were slightly more satisfied, more committed, and less likely to leave their current jobs than younger workers, regardless of the generation they belonged to. Brewer and Petty (2008) divided life into five stages, from growth to decline. The second stage, exploration was from age 15 to 24-years-old and was the point when a man or woman moved from childhood to adulthood. During this stage, the individual developed work ethic and chose their career path. This would be the time to introduce work ethic education.

Hill in 1997 found that whether educators agree that schools are responsible for teaching work values or not, it was a key element of any career education program. Students should have been educated on the many differences found in the workplace such as gender, age, levels of education, types of occupations, or work experience. Graduates of career preparation programs would have been better prepared if they understood workplace diversity. The results of his study his study showed that young people enter the workforce with their own individual beliefs in work and after a few years these beliefs weaken as workers become disillusioned. As the workers mature, the disillusions dissipate and the workers became more dependable and showed more initiative (Hill, 1997).

Examples of Work Ethic Training

Some schools have incorporated internships, apprenticeships; work-study, cooperative learning, field trips, games, and other activities simulating the workplace into their curriculum to better prepare their students (Beder, 2000). "The vocational content of schools has been beefed up in the name of preparing children for transition to the workforce," stated Beder (p. 207). Good work habits and reliability were often

mentioned by employers as traits they want their employees to have, but these were often difficult to find. Some programs have attempted to address this (Azam, 2003). Since it was important for all businesses to have well-trained employees, especially those who had initiative and were dependable, it made sense that schools would incorporate work ethic training into their regular curriculum.

> The more employers influence and shape education, the more it will tend towards worker training and away from citizen education. Yet work was so central to most people's lives that it seems perfectly reasonable to many people that schools should spend a great deal of their time preparing children to be future workers. (Beder, 2000, p. 219)

David Ranken, Jr. School of Mechanical Trades

During his address to the first board of trustees for the David Ranken, Jr. School of Mechanical Trades in St. Louis, Missouri, David Ranken, Jr. said,

> I am satisfied that there is a need of an institution, the object of which shall be education and instruction in the ordinary trades and in which boys, especially; may be taught the dignity of labor. Other institutions have a tendency to create in the minds of the young, as well as in the community, a prejudice against manual labor, and the idea that common work is not respectable, so that a false impression and a false pride often influence boys and young men to avoid the mechanical trades. (as cited in Wells, 1933, p. 439)

This later became a significant part of the Ranken Technical College's mission statement as published on its website and in its catalog (Flayer, 2013b). Work ethic traits were regarded as an important element for the business and industrial world. From its

founding until 2013, Ranken Technical College continued to teach technical education along with work ethics in its coursework. Ranken has been accredited by the Higher Learning Commission and was a member of the North Central Association of Colleges and Schools. The college's leadership requires faculty to teach lessons from its five core work ethic traits, pride in performance, the ability to get along with others, possessing a positive attitude/approach, respecting workplace structure, and honesty (Flayer, 2013a). Each semester faculty members assessed and graded their students on work ethic following the standards of the Ranken's work ethic traits.

The Williamson Free School

In 1888, Williamson founded The Williamson Free School of Mechanical Trades (Williamson Free Trade School 2013 -2014 Catalog, 2013). His idea was to found a school to teach the trades and work ethics to young men in the city of Philadelphia. The tuition was free to students who committed to following the school's guidelines and who work to maintain the school. "To accomplish the mission, Williamson gratuitously provides students with academic, trade, technical, moral and religious education, and a living environment based on the Judeo-Christian perspective that fosters the values of faith, integrity, diligence, excellence, and service" (Williamson Free Trade School 2013 - 2014 Catalog, 2013, p. 5). The post-secondary school was still in business at the time of this writing, and operated with the approval of the Department of Pennsylvania Education and accreditation from the Accrediting Commission of Career Schools and Colleges (Williamson Free Trade School 2013 -2014 Catalog, 2013).

Dunwoody College of Technology

Dunwoody, founder of the Dunwoody Institute, died February 8, 1914. In his will, he left a provision that requested the establishment of the Dunwoody Industrial Institute, because he believed it was important to give young men a solid training in the trades so they could be successful in life ("William H. Dunwoody," 1994). The Dunwoody Industrial Institute was the Dunwoody College of Technology; it adhered to the mission, and values set forth by William Dunwoody. "Values in personal and institutional integrity, based on mutual respect, trust, and accountability, along with founding traditions of Dunwoody seek to build on those traditions for a stronger future is part of today's mission statement" ("Mission & Vision," 2013, p. 1). Dunwoody College was an accredited member of the Higher Learning Commission and was a member of the North Central Association of Colleges and Schools ("About Dunwoody," 2013).

The Georgia Department of Technical and Adult Education

"The concerns regarding the diminishing work ethic were mirrored in discussions with Georgia business and industry leaders" (Boatwright & Slate, 2000, p. 3). In the early 1990's, the Georgia Department of Technical and Adult Education, known as the GDTAE, required 33 state supported technical programs to add curriculum designed to address the lack of work ethics that school and industry leaders complained about. Administrators from the Georgia Career and Technical Schools claimed the work ethic training was successful in improving student behavior in the classroom, increasing academic achievement, and in preparing students to enter the workplace (Boatwright & Slate, 2000). There was little evidence to support such claims. Boatwright and Slate (2000) later went on to develop a survey instrument to measure the work ethic levels of

various demographic groups within the GDTAE group. The instrument had respondents rate the importance of items using a sliding scale (Boatwright & Slate, 2000). At the conclusion of their study, Boatwright and Slate found that a survey of entering students and another after the work ethic training would determine the effectiveness of the actual training. It was unknown from Boatwright and Slate's work if the work ethic curriculum was causing changes in the work ethic traits of students or not.

Hardin County Early College and Career Center

Beginning in the fall of the 2013 school year, all graduates of Hardin County, Kentucky, High Schools began participating in the Work Ethic Certification Program. The curriculum, which began in middle school, was based on the Great Eight work ethic principles and associated behaviors. The program was really about job readiness skills such as 'resume writing, interviewing skills, and how to dress for the job search, but also includes work habits, punctuality, respectful communications, and community service. "The idea is for this class to become their job," says Brooke Whitlow, teacher in the program (Tungate, 2013, p. 3).

This researcher was unable to find any statistical evidence confirming the success or failure of the Hardin County program. Hardin County school district superintendent, Nannette Johnston, wrote of the district's progress briefly in a March 13, 2015 newsletter saying, "We changed an opportunity gap into what I would call an opportunity-abundance in Hardin County" (Holliday, 2015, p. 1).

The Effectiveness of Work Ethic Training

Predmore (2005) wrote, "A positive work ethic is acquired over a long period of time is often predicated on a student's readiness to exhibit positive work ethic attributes"

(p. 3). One might conclude work ethic was something that took a long time to learn and required hard physical work to acquire. Predmore's article was based on work done by professors Petty and Hill (2005). Predmore (2005) did bring up a new question to consider. Was it possible to teach work ethic to young people without years of work experience? If workers were no longer physically toiling to earn a living and to better ourselves and our families, then how were work ethic traits learned. Berry and Glenn (2004) reported there was no generation of workers which lived up to the expectations of their elders. Educators must teach work ethic at all grade levels. The author, Chester (2012) stated, "Work ethic among teens and twenty-somethings has flat lined" (p. 4). Boatwright and Slate (2000) found, "Despite disparate findings about work ethic or, more importantly, the lack of an appropriate work ethic, the issue of work ethic continues to emerge as a principal source of concern for both business and academe" (p. 532). When this researcher followed up on the work ethic training being done in Kentucky schools within Hardin County, he was unable to find any statistical evidence confirming the success or failure of the Hardin County program.

Summary

There were still unknowns in the area of work ethic, but the more study and research continues, the better colleges were at preparing new workers for work (Petty & Hill, 2005). A better understanding of how employers and employees viewed work ethic traits and what each group held important made it easier to formulate the design of the study. One thing was clear, employees or students should not be blindly categorized by their generational differences but rather measure their beliefs, and behaviors at various stages of their lives and in various life situations.

New data from the MWEP study done at the small, mid-western technical college called Ethos will guide future curriculum designers and faculty to teach work ethic in ways that were important to graduates and the businesses they were employed at. “Vocational-technical educators must better understand components of the affective domain if they are to teach their subjects effectively” (Petty, 1995, p. 1). More research on work ethics education was needed.

Chapter Three: Methodology

Chapter Three provides a description of the population and sample selected for this study. Also described ere the research design, instrument used, procedures used in data collection, and the methods for analysis.

Purpose of the Study

Ethos' Education Committee made a request to this researcher; their need was to determine if statistical proof existed that the evaluation and grading of the work ethic of the students positively influenced their beliefs about workplace structure. The Education Committee's supposition was graduating students would be better prepared for the workplace and possess a higher work ethic than entering freshmen. A lengthy discussion followed and it was concluded that regardless of the research outcome, the Ethos always looked to improve instruction and SLOs, including the teaching of work ethic in preparing graduates for entry into the technical workplace. Therefore, the committee would move ahead with developing new programming for work ethic instruction and use the results of this study as a baseline measurement for course outcomes and methods. The survey of students is planned to continue beyond the life of this dissertation study to determine if new curriculum and teaching methodologies improved student learning in regards to work ethic.

This researcher found several options for survey instruments, two from published dissertations, and two from commercial vendors. The Education Committee preferred to keep the costs low, and it was determined that the two commercial surveys would be cost prohibitive, if entire cohorts were surveyed. This researcher wrote letters to the authors of two separate dissertations and asked for permission to use their instruments; neither

responded. An email to Woehr, one of three authors of the Multidimensional Work Ethic Profile (MWEP), did get results. Woehr gave his permission and encouragement (see Appendix A) to use the MWEP that he created and validated with Miller and Hudspeth (Miller et al., 2002). The Education Committee approved the instrument after a short review of the questions.

Research Questions and Null Hypotheses

The Ethos Education Committee asked this researcher to statistically prove or disprove whether enforcing work ethic standards and grading work ethic each semester developed a student's work ethic traits, making them better suited for employment in a technical career field. The study results provided statistical support for interpretation of this question. The committee sought to know if the faculty noticed a positive change in the students' attitudes about work and if the students noted a change in their inherent thinking about work and its importance. The study asked the following research questions.

1) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the self-reliance trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
2) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the morality/ethics trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
3) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the leisure trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?

4) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the hard work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
5) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the centrality of work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
6) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the wasted time trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
7) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the delay of gratification trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
8) Was there a noticeable difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest?

In the study of work ethic within the context of instruction, student behaviors were evaluated when students were starting a program of study and again at the end of the program. Students were surveyed using the MWEP as freshmen and then again as graduates, thus allowing a comparison and analysis of potential change. The instrument had seven categories: self-reliance, morality/ethics, leisure, hard work, centrality of work, wasted time, and delay of gratification (Miller et al., 2002). Additionally, students were evaluated and graded by their faculty members each semester on five core work ethic

traits which faculty observed students accomplishing. The Ethos five core work ethic traits were pride in performance, the ability to get along with others, possessing a positive attitude/approach, respecting workplace structure, and honesty (Flayer, 2013a).

Although the two instruments had different descriptors for the evaluation of work ethic, each defined the student's perceptions and performance in multiple categories of work ethic. Self –reliance was an important trait for those about to enter the workplace, as they knew they would need to work both independently and collaboratively. Traditional career paths lasting from cradle to grave did not exist any longer. New workers must understand the workplace was a risky environment, in which situations like mergers, layoffs, and closings may happen without much warning. In 2005, Brown found that college graduates said self-reliance was essential and long-term career paths were obsolete. The MWEP had 10 questions related to self-reliance, within which the instrument asked students to rate their beliefs on a seven-point Likert scale, from strongly disagree to strongly agree. The single question prompt selected by the Ethos Education to be used in this study was, "To be truly successful, a person should be self-reliant" (Miller et al., 2002, p. 14).

Somewhat related to self-reliance in the workplace was the Ethos trait of Pride in Performance (see Appendix E), for which the descriptors were the listed as: student uses time effectively, performs quality work regardless of whether or not it was supervised, was a self-starter, does not require micro-management, was goal oriented, and always persists towards the goal (Flayer, 2013a). As part of a summative evaluation, students were rated each semester on a four-point scale, ranging from Does Not Meet (standards) to Exceeds Expectations (standards). Other categories were Needs Improvement and

Meets Expectations. Self-evaluation by the students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis one: $H1_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the self-reliance trait surveyed. The claim was that graduates have a higher work ethic based on the self-reliance trait than freshmen on the MWEP do and when rated by faculty using the work ethic evaluation tool at the Ethos.

Morality and ethics were terms that sometimes were used interchangeably, referring to how one should act. The MWEP asked 10 questions related to morality/ethics. Again, all prompts used a seven-point Likert scale for rating. The single question prompt selected by the Ethos Education Committee of the 10 evaluated in this study was, "One should always do what is right and just" (Miller et al., 2002, p. 14). Bruess and Pearson found in 2002 that women Ethos students had higher morals than their male counter parts. The study was completed at a Midwestern University, comparing the responses from freshman women and men to the responses of graduating women and men students. Conclusions were that an individual's moral reasoning increased when opportunities for understanding the moral dilemmas were available. The Ethos trait most closely related to the MWEP morality/ethics classification was Honesty, for which the descriptors were: the student tells the truth, does not cheat, honors his or her word, accepts responsibility for his or her own actions; does not cover up or redirect blame when he or she makes an error, and gives credit to others when incorporating their results into his or her own work (Flayer, 2013a). Self-evaluation by the students

completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis two: $H2_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the morality/ethics trait surveyed. The claim was that graduates had a higher work ethic based on the morality/ethics trait than freshmen on the MWEP did and when rated by faculty using the work ethic evaluation tool at the Ethos.

The MWEP had 10 questions related to the topic of leisure or time away from work. Some suggested that students who were very interested in leisure time were those with a weaker desire to work and a lower work ethic (Miller et al., 2002). Research done by Furnham in 1990 advised the high leisure alignment was not the antithesis of a high work ethic, but an individual may possess both. The question prompt selected for evaluation in this study by the Ethos Education Committee was, "I would prefer a job that allowed me to have more leisure time" (Miller et al., 2002, p. 14). The Ethos work ethic rating system had no direct category for leisure orientation; therefore, faculty did not rate it. The Ethos evaluation system focused on work, not on time away from work. Self-evaluation by the students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis three: $H3_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the leisure trait surveyed. The claim was that graduates have a higher work ethic based on the leisure trait than freshmen on the MWEP did and when rated by faculty using the work ethic evaluation tool at the Ethos.

There were 10 questions in the MWEP relating to Hard Work, or the belief that work was important to reaching one's goals, and the harder one works, the higher the payoff. The single question prompt selected by the Ethos Education Committee for analysis by this study was, "Nothing is impossible if you work hard enough" (Miller et al., 2002, p. 14). It was possible there was a difference in the beliefs about hard work between freshmen and graduates. Miller et al. (2002) found that there was a lower score among students when compared to workforce professionals. The Ethos work ethic trait, which most closely matched the MWEP Hard Work category, was Pride in Performance, with its descriptors of takes personal satisfaction in a job well done and persists to obtain results. Self-evaluation by the students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis four: $H4_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the hard work trait surveyed. The claim was that graduates had a higher work ethic based on the hard work trait than freshmen rated on the MWEP did, and when rated by faculty using the work ethic evaluation tool at the Ethos.

The MWEP had 10 questions relating to the Centrality of Work, which defined how important work was to an individual and his or her opportunities to work. According to Van Ness et al. (2010), there was a strong connection between age and one's feelings for work. They studied 18, 22, and 26-year-olds and concluded work became more central with age. Again, there were 10 questions on the MWEP about the centrality of work. The single question prompt chosen to study by the Ethos Education Committee to evaluate this dimension was, "I feel content when I have spent the day

working" (Miller et al., 2002, p. 14). The Ethos trait in work ethic that most closely matched Centrality of Work from the MWEP was Respect for Workplace Structure. Key descriptors in this rating were accepts and respects authority, was punctual, meets deadlines, follows general policies and procedures, follows safety standards, conforms to appearance standards, and conforms to attendance standards (Flayer, 2013a). Self-evaluation by the students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis five: $H5_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the centrality of work trait surveyed. The claim was that graduates had a higher work ethic based on the centrality of work trait than freshmen on the MWEP, and when rated by faculty using the work ethic evaluation tool at the Ethos.

The MWEP section on Wasted Time was comprised of eight questions related to time management and how the respondent felt about the importance of managing his or her time. Efficient use of a person's own time was a sign of good work ethic, while wasting time or procrastination indicated poor work ethic (Herman, 2002). The MWEP question prompt suggested for use by the Ethos Education Committee was, "It is important to stay busy at work and not waste time" (Miller et al., 2002, p. 14). The Ethos did not evaluate students on wasting time, but rather on the efficient use of time. The work ethic rating that matched Wasted Time most closely was Pride in performance in which the student was observed using time effectively, not requiring micro-management, setting goals, and persisting to obtain results (Flayer, 2013a). Self-evaluation by the

students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis six: $H6_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the wasted time trait surveyed. The claim was that graduates have a higher work ethic based on the wasted time trait than freshmen on the MWEP did and when rated by faculty using the work ethic evaluation tool at the Ethos.

Delay of gratification, or the ability to delay or waive short-term rewards in anticipation of future gains, was the last of the seven measurements in the MWEP. In a study of undergraduate students (Witt, 1990) it was determined the higher a student's ability to delay satisfaction of a future reward, the more likely they were to be both satisfied and committed to an organization. The question prompt selected from the MWEP of the seven available by the Ethos Education Committee was, "Things you have to wait for are the most worthwhile" (Miller et al., 2002, p. 14). The Ethos work ethic rating system did not have specific category for evaluating the delay of gratification, but the dimension titled Positive Attitude/Approach most closely matched it. The key points in the category, which were related to the delay of gratification, were exhibits a willingness to try, willing to do whatever tasks need to be done, assists co-workers in need of help, and flexible when considering new or different ideas/approaches (Flayer, 2013a). Self-evaluation by the students completing the MWEP and rating of the students' behaviors by faculty suggested the following null hypothesis:

Null hypothesis seven: $H7_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area

of the delay of gratification trait surveyed. The claim was that graduates had a higher work ethic based on the delay of gratification trait than freshmen on the MWEP did and when rated by faculty using the work ethic evaluation tool at the Ethos.

The MWEP survey results provided only the perspective of the students. However, by examining the freshmen and graduates' work ethic grades, this researcher was able to add a second and important perspective; how the faculty viewed the student's work ethic traits. Major course faculty were required to award grades each semester based on the five Ethos work ethic traits, as identified in the Ethos student handbook. Faculty chose from four available grade awards, from Does Not Meet to Exceeds. The grading standards included Exceeds Expectations (EXE), meaning the student had not only met all of the Ethos work ethic standards, but had demonstrated they were able to exceed them in one or more of the five traits. Another grade available was Meets Expectations (MEE), which meant the student met all the work ethic standards and was deficient in none. A grade award of Needs Improvement (NIM) indicated a student was deficient in at least one of the five work ethic traits. Does Not Meet Expectations (DNM) was the lowest possible work ethic grade award. This meant the student was observed to be deficient in more than one of the work ethic traits, on multiple occasions. To answer research question eight, was there a noticeable difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest. This researcher compared the work ethic grades of freshmen and graduates over five consecutive semesters and applied the following null hypothesis:

Null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was no difference in the mean average work ethic grades of Ethos graduates and the mean average work ethic grades of the Ethos freshmen as calculate by Ethos faculty. The claim was that graduates had a higher work ethic grades than Ethos freshmen did.

Data Collection from the MWEP

All of the data used for the study were of a secondary nature. The secondary data came from two sources; the first data set came from student responses when they completed the MWEP electronically. The MWEP was administered to freshmen and graduating students each semester from the school year 2013-2014 spring and summer, and during fall, spring, and summer semesters of the 2014-2015 school year. The latter was not a part of the data collection for this dissertation, but as requested by the Education Committee, which was anxious for results. A secure Survey Monkey account sent the electronic survey to all new students and to all anticipated graduates through faculty emails and the student web portal. Freshmen and graduating students voluntarily completed the survey response forms by following the Survey Monkey link. The researcher never promised nor gave any rewards. Online survey collection provided an easier means of contacting students and tracking completion of the survey results. It did not detract from survey results nor influence the outcome of the surveys. Not only was the administration of the survey more efficient using the Survey Monkey tool, but also there was little evidence of a mode effect linked to web-based questionnaires (Denscombe, 2006).

Upon opening the survey, students received this message, which was modified to mention freshmen and graduating students, in contrast to what Miller et al, (2002) used initially,

> The following survey is part of a research project that will help the research team learn more about how new Ethos freshmen perceive work by collectively comparing their ideas to Ethos graduates. The questionnaire will take approximately 15 minutes to complete. There is no identifiable risk to the respondent. The benefit of the research is that it may improve the way the Ethos teaches work ethic to future students. All of your responses will be confidential. Further, your participation is voluntary. Please consider each statement carefully before you give an evaluation. Thank you very much for your participation. (p. 32)

The survey had a number of demographic questions to discern more about the participants. These demographic questions were also voluntary. For example, the students were asked if they were a new student or a student who was about to graduate from their program. Other questions were about gender, ethnicity, income, and employment. Due to this researcher's association with Ethos College, Lindenwood's IRB required that all information unrelated to class status be removed so this researcher had no way to identify the respondents. The Administrative Assistant posted survey responses to Ethos' Office of Education after she removed all demographic information, except the specific question asking if the student was a freshman or rising graduate. Those results were then forwarded to the researcher.

The survey presented 65 mixed statements related to self-reliance, ethics, hard work, centrality of work, wasting time, delay of gratification, and leisure time. Respondents were asked to select their responses on a seven-point Likert scale, from strongly disagree to strongly agree with each statement. The Ethos long-range plan was to use this survey tool or another similar instrument in the future, to continue to collect data from freshmen and graduates for analysis.

The Education Committee at Ethos approved this survey of students' self-assessment of work ethics using the MWEP in December of 2013 (see Appendix B). Although the entire 65 question MWEP was administered, the Ethos Education Committee chose seven question prompts from the MWEP that were strongly representative of the values in the Ethos five work ethic traits. The question prompts were also selected from the first half of the instrument, because the Ethos Education Committee felt students were more thoughtful during the first half of any survey, compared to the last half. The researcher evaluated the responses to these seven statements.

For the research question, 'Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation?', Ethos Education Committee selected questions 6 and 26, of the 10 available, which best represented the self-reliance trait area. For the research question, 'Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the morality/ethics trait area as identified in the multidimensional work ethic profile?', question 15 was selected to best represent the morality/ethics trait. Question 8 best represented the leisure time trait. Ethos' Education Committee selected question 22 and

question 24 as best representing the trait of hard work. The Committee felt question 13 best determined the centrality of work trait. The Committee selected question 11 for the delay of gratification trait. These questions came early in the 65-question survey; the assumption by Ethos' Education Committee was students may tire and lose concentration towards the end of the survey, and a better thought process was used early on in any survey.

Using the scoring rubric provided by Woehr, this researcher determined the composite scores for all freshmen and graduates completing the 65-questions survey, first for each of the seven dimensions of work ethic on the MWEP and then for an overall composite score. This overall composite best represented an individual's work ethic score.

Work Ethic Grades.

The third data set came from Ethos student work ethic grades. Work ethic grades were awarded each semester by Ethos faculty. The grades denoted an assessment of the behaviors, which faculty observed of their students on the college's five core work ethic traits. The Education Committee at Ethos approved the researcher's access to the work ethic grades for five semesters, from the spring of 2013-2014 school year to the summer semester of the 2014-2015 school year, or five semesters of grades (see Appendix C). The Ethos Education Committee wanted the faculty's perspective included in the study. The researcher compared the work ethic grades of freshmen and graduates. The Ethos Assistant Registrar queried the work ethic grades from 2013-2014 fall and spring semesters and 2014-2015 fall, spring, and summer semesters in five separate Jenzabar

database reports. Contained in these reports were work ethic grades for all classes for the five semesters, or 4,820 unique student grades.

Sample Size and Selection Criteria for the MWEP

Five hundred eighty-six students opened the MWEP survey, answered some or all of the questions, and then submitted it. Seven students who completed the survey did not mark if they were freshmen or graduates, so their responses were not included in the results, as this was one of the critical pieces of the survey, and the results were useless unless it was determined if they were freshmen or graduates. Of the 326 freshmen submitting the survey, 35 failed to complete enough questions to qualify their responses to be included in the results. Although 253 graduating students submitted their results, 52 did not complete more than the demographic section, so their responses were dropped from the results. If a student opened the survey and completed the demographic information but did not respond to these questions within the actual MWEP, the survey entries were not included in the results reported. Forty-two graduates did not complete enough of the questions to qualify their responses to be included in the results.

Following research guidelines set by Fraenkel, Wallen, and Hyun (2012), the MWEP responses were sorted to separate the freshman responses from those of graduates to obtain stratified samples. Each of the freshmen and graduate students in the study had an equal chance to have scores included in this study analysis through a random selection process (Fraenkel et al., 2012). Two hundred and ninety-one freshmen submitted useable responses to the MWEP. These were randomized by using the Excel function for randomization, and 100 responses to each of the seven dimensional questions were selected. By using 100 freshman responses for each of the seven questions from the

MWEP, the researcher used one-third of the responses, to allow for a confidence level of at least 95% and a margin of error equal to or less than 5%, on freshman results. These results were entered into the Excel Data Analysis calculator to find a descriptive analysis of freshmen responses to the MWEP.

One hundred fifty-nine graduate responses to the seven questions selected by the Ethos Education Committee on the MWEP were randomized, and 50 responses were selected from this pool by using the Excel function for randomization. A sample size calculator was used to determine a sufficient sample size with a confidence level of at least 95% and a margin of error equal to or less than 3%. The sample size calculator recommended a minimum of 46 as the required sample size to meet these standards. With a sample size of 46, the confidence level was 95% and the margin of error was 4.80%. These results were entered into the Excel Data Analysis calculator to allow descriptive analysis.

Using the Excel function randomizer, a random number generator was used to randomize all of the freshmen and graduate results. From the freshmen randomized responses, this researcher elected to use the lowest 100 randomized scores. From the graduate responses, this researcher used the lowest 50 randomized scores in the sample. Fraenkel et al. (2012), suggested, “There are no rules for determining how large groups must be, but most researchers are uncomfortable relying on random assignment with fewer than forty subjects in each group” (p. 267).

The number of spring and summer semester starts with new students had small populations, while the fall starts were much larger. Likewise, summer and fall graduating groups were much smaller than spring; the largest graduating class of the year. Each

student in both classes had an equal chance to have their scores used in the calculation. The same research questions were asked and the same null hypotheses were applied to the randomized samples. Each student in the freshmen or graduate groupings had an equal chance to have their scores used in the calculation of the mean average scores. This insured that the scores used were random and independent of variables, which may affect the conclusions (Bluman, 2013).

This researcher used all of the freshmen and graduate responses without randomizing them when determining the composite scores for each of the seven dimensions of work ethic and when calculating the overall work ethic composite scores. All two hundred ninety-one freshmen scores were analyzed, as well as the 159 graduate scores. Freshmen scores were then compared to graduating student scores.

Data Collection from the Work Ethic Grades

The second grouping of secondary data came from student work ethic grades reported in the 2013-2014, 2014-2015 fall, and spring semesters to the Ethos registrar. Ethos' Education Committee gave the researcher permission to use the work ethic grades, provided no demographic information was associated with them. This researcher anticipated a large number of grades would be readily available. These grades were from current and past students and were stored in the Ethos Jenzabar database. This researcher studied student work ethic grades entered for fulltime, degree-seeking students from four semesters. Students who were non-degree seeking or part-time were not considered in the grade collection or analysis, since fulltime students typically spent four hours each day, five days each week with major course faculty, and because of this, they were able to observe the students' behaviors over a longer period of time. The faculty based their

work ethic grading on the five-core work ethic traits established in the student handbook (Flayer, 2013a). These traits were pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest. The student handbook stated,

> Work ethic grades may directly impact a student's employability. Employers typically seek first to hire those students who earn a work ethic grade of "Exceeds Expectations" or "Meets Expectations "during their studies at Ethos. While a grade of "Needs Improvement" will allow students to earn a certificate or degree from Ethos, students earning this grade will be encouraged to improve their work ethic grade each semester in order to improve their employability. To earn a certificate or degree from Ethos, students must earn a work ethic grade of "Exceeds Expectations," "Meets Expectations" or "Needs Improvement" in more than one-half of all semesters attempted at Ethos. This requirement means that a student who enrolls in four semesters at Ethos and who receives a work ethic grade of "Does Not Meet Expectations" in two of the semesters may not receive a certificate or degree. (Flayer, 2013a, pp. 19-21)

It was important to survey the faculty's opinion of the student's work ethic, thus adding a second perspective. Faculty members were allowed to design their own method of evaluating the work ethic grade, but the grade must be based on the five work ethic traits described in the Ethos student handbook. The reason for examination was to determine an answer to, 'Was there a noticeable difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team

player, having a positive attitude/approach, having respect for workplace structure, and being honest?'

Null hypothesis eight was applied to data to contribute to formulating an answer to research question eight. Null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the work ethic grades of Ethos graduates and the average work ethic grades of Ethos freshmen as evaluated by faculty. The claim was that graduates had a higher work ethic grades than Ethos freshmen did.

Sample Size and Selection Criteria for Work Ethic Grades

No identifying tags were left on the data, so the researcher had no way to determine which individual students earned the grades, thus keeping the results anonymous. Non-degree seeking students were not included in Ethos' faculty grading, since they were not on track to complete a degree. The work ethic grade information was sorted to identify freshmen, graduates, and others to obtain stratified samples. Samples were obtained within the strata by using a randomizing method (Bluman, 2013). Each of the freshmen and graduate students in the study had an equal chance to have their scores included in the data sample for this study through a random selection process (Fraenkel et al., 2012). One thousand, two hundred sixty freshmen work ethic grades were randomized by using the Excel function for randomization, and as a result 636 grades were selected from this pool. A sample size calculator was used to determine a sufficient sample size with a confidence level of at least 95% and a margin of error equal to or less than 3%. The sample size calculator recommended a minimum of 500 as the required sample size to meet these standards. With a sample size of 636, the confidence level was

95% and the margin of error was 2.40%. These results were entered into the Excel Data Analysis calculator to provide for a descriptive analysis.

One thousand, four hundred thirty-six graduate work ethic grades were randomized and 494 grades were selected from this pool by using the Excel function for randomization, and as a result 494 grades were selected from this pool. A sample size calculator was used to determine a sufficient sample size with a confidence level of at least 95% and a margin of error equal to or less than 3%. The sample size calculator recommended a minimum of 500 as the required sample size to meet these standards. With a sample size of 494, the confidence level was 95% and the margin of error was 3.10%. These results were entered into the Excel Data Analysis calculator to provide a descriptive analysis.

Summary

This researcher collected and analyzed the MWEP survey results and the work ethic grades from the Jenzabar database in order to support or not support the rise of Ethos work ethic as new students progress towards graduation. For consideration, was whether the data collected by administering the MWEP to freshmen and graduates would provide solid data for analysis and a determination of whether work ethic beliefs improved while the students were attending or whether the beliefs diminished between entry and exit. Additional examination would provide analysis for whether the data collected from the faculty's perspective, student work ethic grades awarded each semester by the teachers, would show a difference in the work ethic between entering freshmen students and those about to graduate and go to work.

Chapter Four: Findings of the Study

The purpose of this study was to determine if statistical proof existed that the evaluation and grading of the work ethic of students enrolled at Ethos College positively influenced their beliefs about workplace structure. The Ethos Education Committee's supposition was graduating students would be better prepared for the workplace and possess a higher work ethic than entering freshmen. Chapter Four is organized to present findings resulting from the analysis of data collected in this study.

Data Analysis Procedures for the MWEP Results

The total sample of students submitting surveys for this study was 538, with a make-up of 60.97% (n = 328) first term freshmen and 39.0% (n = 210) anticipated graduates. The first semester of the study, during the spring of 2013-2014 school year, had 70 freshmen and 121 graduates, which combined for 191 students completing the survey. In the summer semester of the 2013-2014, four freshmen and 21 graduates submitted surveys, for a total of 25. In the fall semester of 2014-2015, 172 freshmen and 19 graduates submitted results, providing a total of 191. In the spring semester of the 2014-2015, 72 freshmen and 38 graduates completed surveys, providing a total of 110. The study ended in the summer semester of the 2014-2015 school year with 10 freshmen and 11 graduates submitting surveys, for a total of 21.

The Administrative Assistant to Ethos' Office of Education sent the survey results to the researcher with all demographic information removed; with the exception of the responses to the question, relating to whether the student was a freshman or graduate. All responses had coding assigned. The researcher assigned a code, or numerical value, to each response for the purpose of analysis from Strongly Disagree (SD), which was

assigned the number one. Disagree (D) was assigned the number two and Moderately Disagree (MD) was assigned the number coding of three. Students who chose Neither Agree nor Disagree (NAND) were coded a four. The responses of Moderately Agree (MA), Agree (A), and Strongly Agree (SA) were assigned the numbers five, six, and seven respectively.

The spreadsheet constructed to store the data was sorted to display the values from the freshmen students in one column and those of the graduates in another. The responses from both groups assigned a random number through use of the randomizer function in Excel. Once each column had random values assigned, it was sorted to display the first 100 values for the freshmen out of the 328 available from highest to lowest and the first 50 values of the graduates of the 210 available, highest to lowest. These numbers were entered into the Excel description calculator for the sample population surveyed. The data samples were checked for normality by two methods, construction of a histogram and calculation of the Pearson Coefficient of Skewness (PC) were used. The histogram was drawn with data from the randomized sample using the scores from the MWEP and the frequency of the scores. If the histogram results appeared to be evenly distributed, then the sample was said to be normal, or having a normal distribution of results. If the histogram's appearance was heavily shifted to the left or right, then the distribution was said to be skewed (Bluman, 2013). Distributions heavily skewed to the right were called negative and distributions heavily skewed to the left were positive (Bluman, 2013). When calculating the PC of a data distribution, results, which were less than -1, were heavily skewed to the left or negative. A PC calculation of data which greater than +1 was said to be skewed to the right or positive (Bluman, 2013).

Table 1 displays the sample of 100 freshmen and 50 graduate responses. In the freshmen and graduate responses to question 13, to be truly successful, a person should be self-reliant. Eighty-four percent of freshmen and 82% of graduates answered in a positive manner. All responses were shifted to the agree side with very few students disagreeing or having no opinion. The data results were slightly skewed (Bluman, 2013). The PC for the freshmen data was -0.9917, or significantly negatively skewed. The PC for the graduates was normal at 0.0577.

Table 1

Freshmen and Graduate Mean Responses to MWEP Q 13

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	0	3	0	13	27	31	26
Percent of Total	0	3	0	13	27	31	26
Graduates Responses	0	1	0	3	8	21	17
Percent of Total	0	2	0	6	16	42	34

Figure 1 shows the freshman and graduate responses to question 13 in a graphical display. Notice the large number of responses from NAND to strongly agree (SA). The Likert scale selections were abbreviated as SD for strongly disagree, D for disagree, and MD for mildly disagree. NAND represented neither agree nor disagree, MA was mildly agree, A for agree, and SA represented strongly agree. The histogram displayed a skewed bell shaped curve. The mean scores for freshmen and graduates were 5.61 and 5.98 respectively. The total number of freshmen in the sample was 100 and the total number of graduates was 50. Both were indicated on the chart.

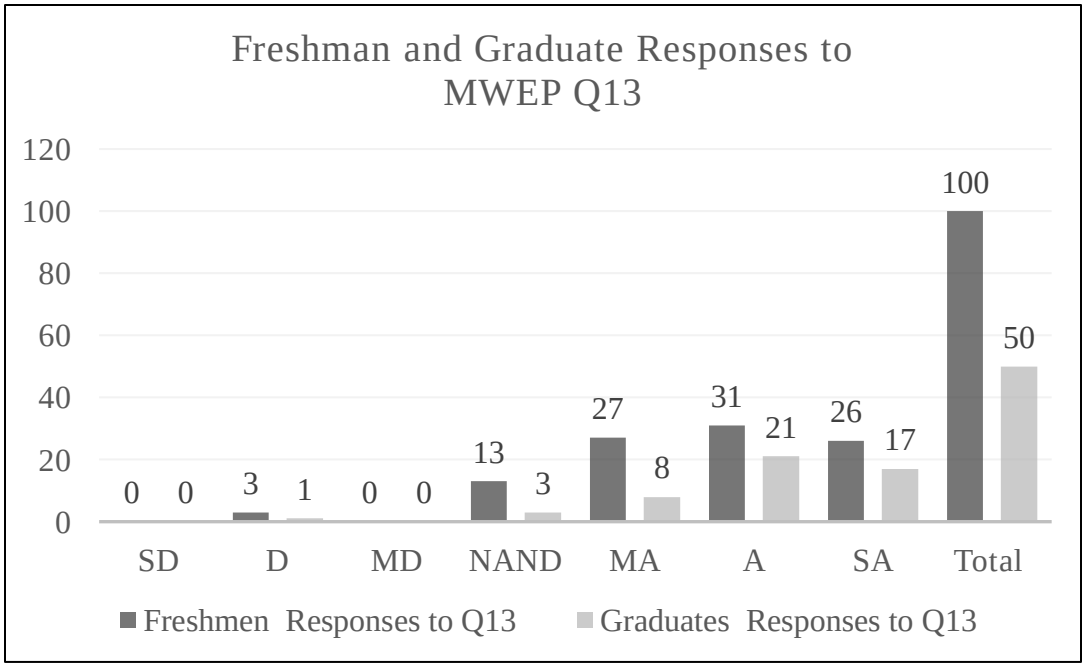

Figure 1. Freshman and graduate responses to MWEP Q13.

Question number 22 of the MWEP asked students to mark their opinions on the issue of morality/ethics, presenting the statement, one should always do what is right and just. The mean scores for freshmen and graduates were nearly identical at 6.02 and 5.98, respectively.

Table 2 displays the sample of 100 freshmen and 50 graduate responses to Question number 22. Ninety-two percent of freshmen and 92% of graduates answered in a positive manner.

Figure 2 indicates, once again, the majority of responses were shifted to the agree side with very few students disagreeing and very few of no opinion. The Pearson Skewness Index showed -0.0574, or not skewed for freshman responses. Additionally, 0.443 was the PC for the graduates, which indicated the sample was not skewed.

Table 2

Freshman and Graduate Mean Responses to MWEP Q22

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	0	1	0	7	22	28	42
Percentage of Total	0	1	0	7	22	28	42
Graduates Responses	0	0	0	4	7	17	22
Percentage of Total	0	0	0	8	14	34	44

Figure 2 shows the freshmen and graduate responses to question 22 in a graphical format. Notice the large number of responses from moderately agree to strongly agree. The histogram was not a bell shaped curve, but ramps up to the agree and strongly agree side, showing the figure was left skewed.

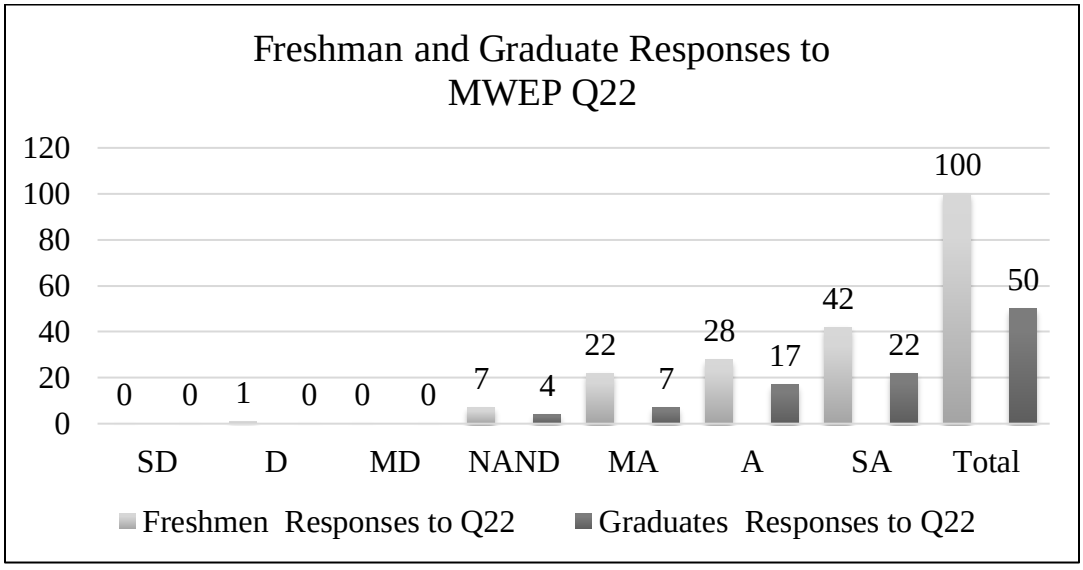

Figure 2. Freshman and graduate responses to MWEP Q22.

Question 15 asked about the importance of leisure. Freshmen and graduates responded to the prompt, I would prefer a job that allowed me to have more leisure time. Table 3 indicates the responses by freshmen and graduates to each degree of agreement.

Nineteen percent of freshmen were in some level of disagreement with the statement, as were 18% of graduates. Forty percent of freshmen marked NAND, compared to 16% of graduates. The freshmen did not overwhelmingly agree with the statement. Thirty-eight percent of freshmen marked agreement with the statement. Most graduates, 66%, were in some level of agreement.

Table 3

Freshman and Graduate Mean Responses to MWEP Q15

	SD	D	MD	NAND	MA	A	SA
Freshmen Response	6	0	13	40	18	18	2
Percentage of Total	6	0	13	40	18	18	2
Graduates Responses	1	5	3	8	15	11	7
Percentage of Total	2	10	6	16	30	22	14

Figure 3 displays the results from freshmen and graduates to question number 15, which stated, I would prefer a job that allows me to have more leisure time. Freshmen seemed to have no strong opinion on this question, because the responses were high in the NAND range. Graduates did respond more towards the agree side. This may suggest the freshmen were confused by the question, or the statement was of little importance to them. The mean scores of both groups were close, at 4.38 for freshmen and 4.84 for graduate respondents. The histogram was not a perfect bell shaped curve, but was peaked at the NAND bar for freshmen and at the moderately agree point for graduates.

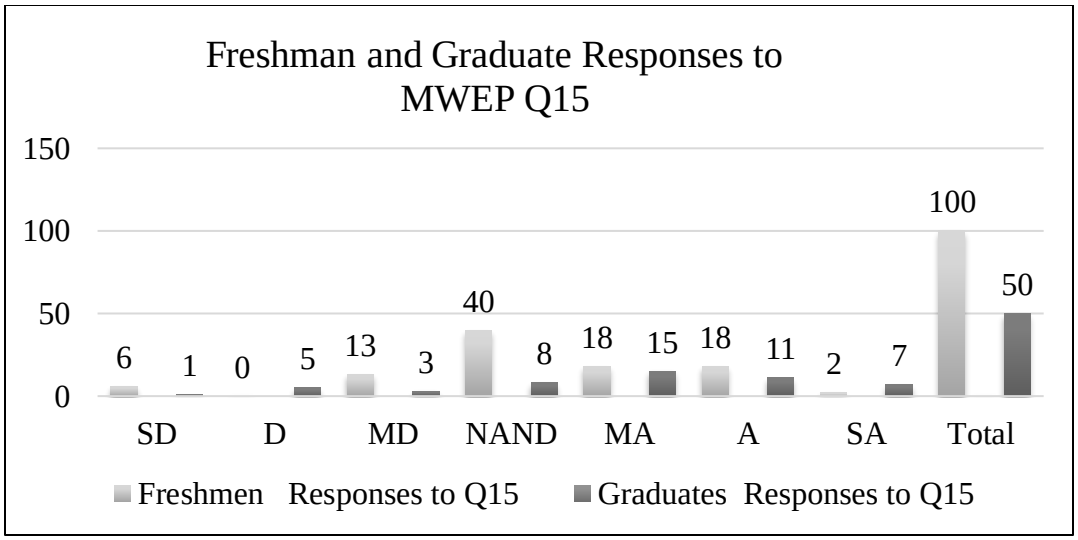

Figure 3. Freshman and graduate responses to MWEP Q15.

Question 24 asked about the importance of hard work. Students rated the statement, nothing is impossible if you work hard enough. Table 4 indicates the responses by freshmen and graduates to each degree of agreement. Eleven freshmen and eight graduates disagreed with the statement. Many freshmen, 80% in fact, were in some level of agreement with this statement. Seventy-two percent of graduates agreed.

Table 4

Freshman and Graduate Mean Responses to MWEP Q24

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	3	6	2	9	13	33	34
Percentage of Total	3	6	2	9	13	33	34
Graduates Responses	4	1	3	6	10	8	18
Percentage of Total	8	2	6	12	20	16	36

Figure 4 shows the freshman and graduate responses to question 24 in a graphical format. Less than 20 respondents were in disagreement. The histogram was somewhat bell shaped with a shift towards the agree and strongly agree side. The mean score for

freshmen respondents was 5.58, and the mean for graduates was 5.26, nearly the same average.

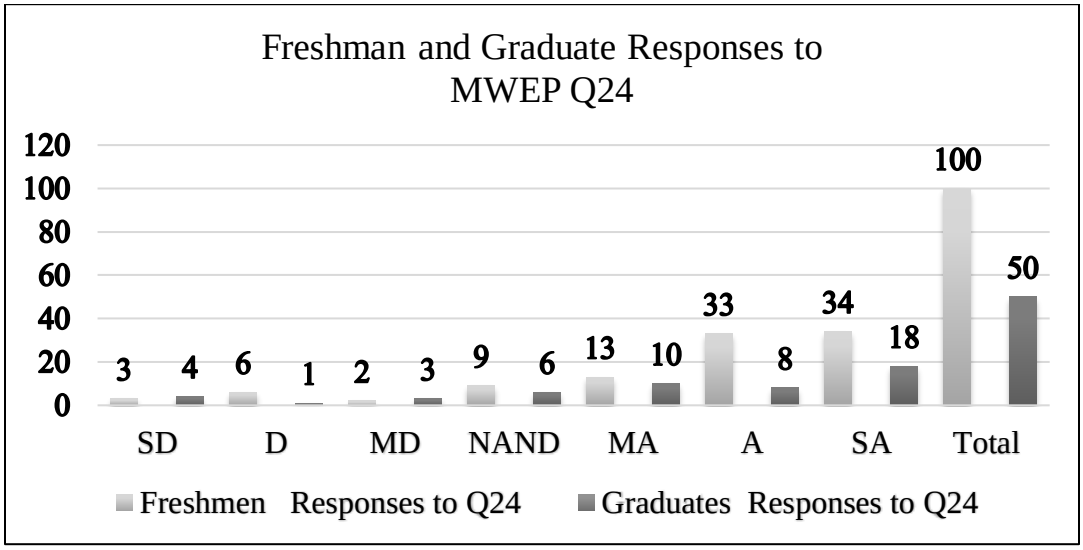

Figure 4. Freshman and graduate responses to MWEP Q24.

Question 26 asked about the delay of gratification, indicating, that which one must wait for was most rewarding. Table 5 indicates the responses by freshmen and graduates to each degree of agreement. Some students were undecided, but most freshmen, 74%, marked moderately agree to strongly agree with the statement. Sixty-eight percent of graduates agreed.

Table 5

Freshman and Graduate Mean Responses to MWEP Q26

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	0	0	7	19	29	20	25
Percentage of Total	0	0	7	19	29	20	25
Graduates Responses	0	1	5	10	11	15	8
Percentage of Total	0	2	10	20	22	30	16

Figure 5 compares freshman and graduate selections to question 26 shows a mild bell curve centered at mildly agree. A total of 29 respondents, or 29% from the sample, indicated they neither agreed nor disagreed with the statement. The mean score for freshmen was 5.28, and the mean for graduates was 5.16, so both groups had very similar feelings about the delay of gratification.

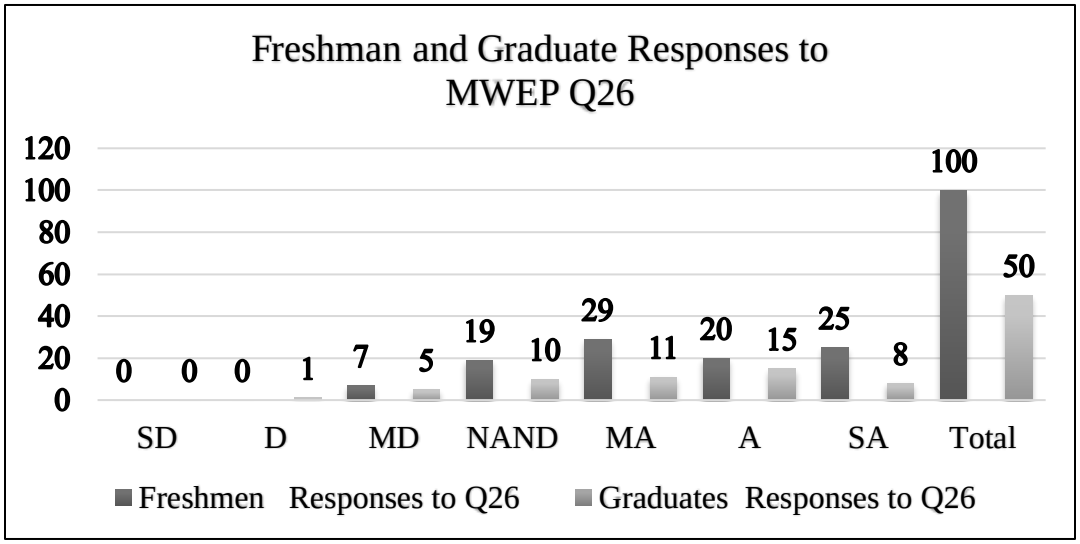

Figure 5. Freshman and graduate responses to MWEP Q26.

Table 6 indicates the responses by freshmen and graduates to each degree of agreement in reference to the centrality of work question, I feel content when I have spent the day working, which was number 11 on the MWEP. Few of the students disagreed with this statement. Only 11 students marked NAND with question 11. There was a strong response to the agree side of the Likert scale.

The comparison chart for question 11 displays 90% of the freshman sample was in agreement with the statement, I feel content when I spent the day working. Eighty-eight percent of the graduate sample agreed.

Table 6

Freshman and Graduate Mean Responses to MWEP Q11

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	0	0	1	9	14	49	27
Percentage of Total	0	0	1	9	14	49	27
Graduates Responses	0	1	1	4	7	23	14
Percentage of Total	0	2	2	8	14	46	28

Notice on Figure 6 the midpoint of the bell curve is at agree for both samples. The mean score for the freshmen sample was 5.92. Nearly the same was the graduate group mean at 5.84.

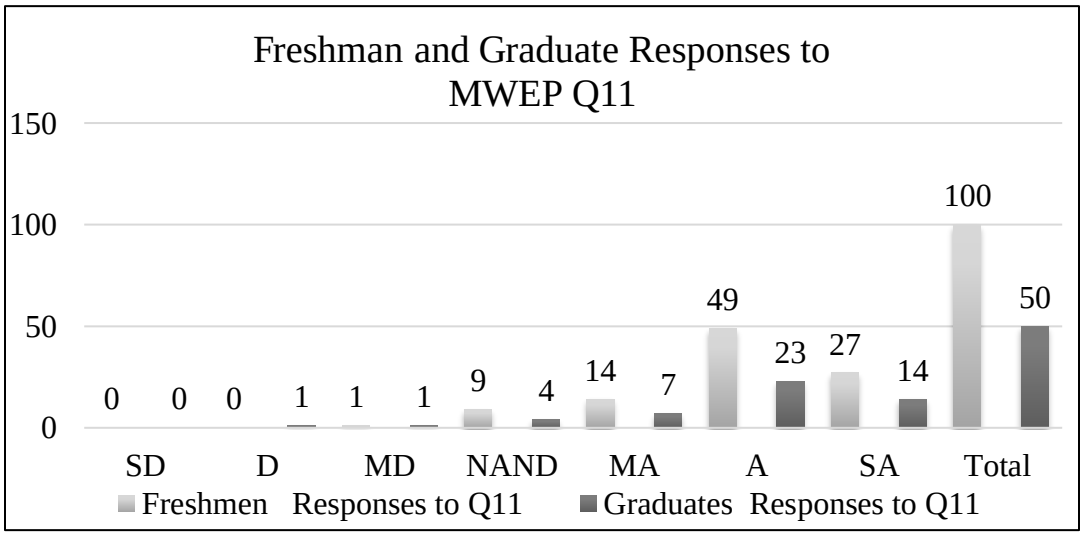

Figure 6. Freshman and graduate responses to MWEP Q11.

Question 8 asked about the importance of staying busy and not wasting time at work. Freshmen and graduates responded to the MWEP statement, it is important to stay busy and not waste time. No one disagreed, as indicated in Table 7. Only a few freshmen and graduates selected NAND. The vast majority of freshmen, 97%, agreed. Likewise, 98% of graduates agreed.

Table 7

Freshman and Graduate Mean Responses to MWEP Q8

	SD	D	MD	NAND	MA	A	SA
Freshmen Responses	0	0	0	3	5	37	55
Percentage of Total	0	0	0	3	5	37	55
Graduates Responses	0	0	0	1	3	20	26
Percentage of Total	0	0	0	2	6	40	52

Figure 7 shows the freshmen and graduate responses to question 8 in a graphical format. Not a single respondent in the sample disagreed, and only four had no opinion. The histogram was heavily left skewed, shifted towards the agree and strongly agree side for both freshmen and graduates. Mean scores of sampled freshmen and graduates were nearly identical at 6.44 and 6.42, respectively.

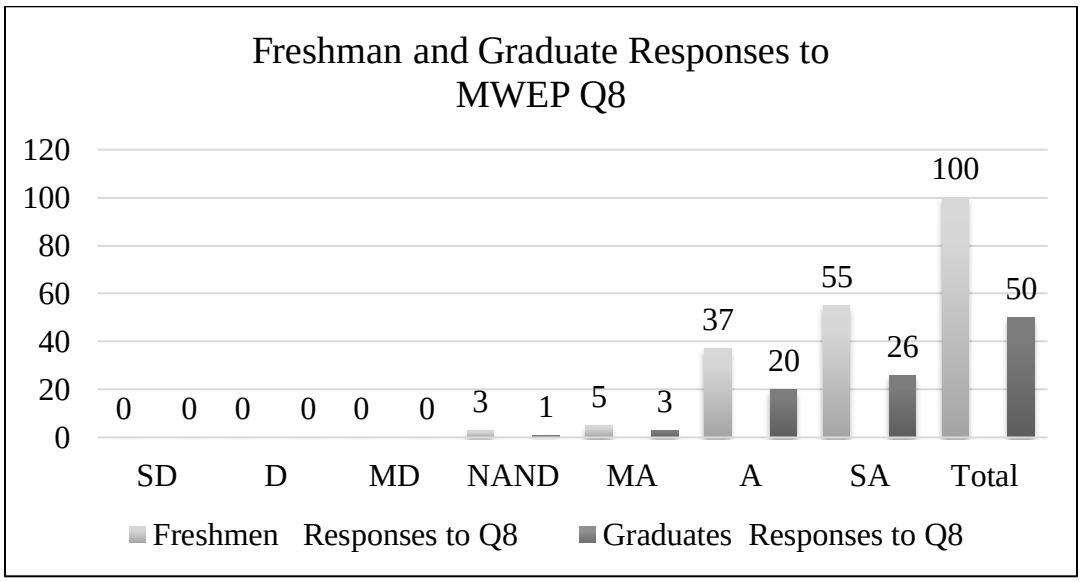

Figure 7. Freshman and graduate responses to MWEP Q8.

The first header row shown in Table 8 represents the question numbers from the MWEP. The second row displays the mean, or average scores, of the freshman sample. The next row in Table 8 shows the means scores of the graduate sample. All means were

the average scores from the freshmen and graduate samples representing the students' rating on the MWEP statements, using a 1to 7 Likert scale, with 1 being strongly disagree up to a 7 representing strongly agree. Questions 22 and 8 had mean scores near a six, which tells the researcher that students were strongly in favor of these statements. Questions 13, 24, 26, and 11 had mean scores above 5.0 but below a mean score of 6.0, indicating agreement to the statements. Question 15 had mean scores below a five, which indicated a lesser agreement.

Table 8

Freshman and Graduate Mean Sores on MWEP Questions

	Q13	Q22	Q15	Q24	Q26	Q11	Q8
Freshmen Mean Scores	5.61	6.02	4.38	5.58	5.28	5.92	6.44
Graduates Mean Scores	5.98	5.98	4.84	5.26	5.16	5.84	6.42

The responses to each question were displayed in a graphical format in Figure 8. Of the seven statements selected for analysis from the MWEP, only three had noticeable improvements in agreement with the prompts, between the freshmen and gradate scores. Questions 13, 15, and 8 had increases in the scores from the freshman year to the graduate year. Questions 22, 24, 26, and 8 had decreases in the mean scores from the freshman year to the graduate year.

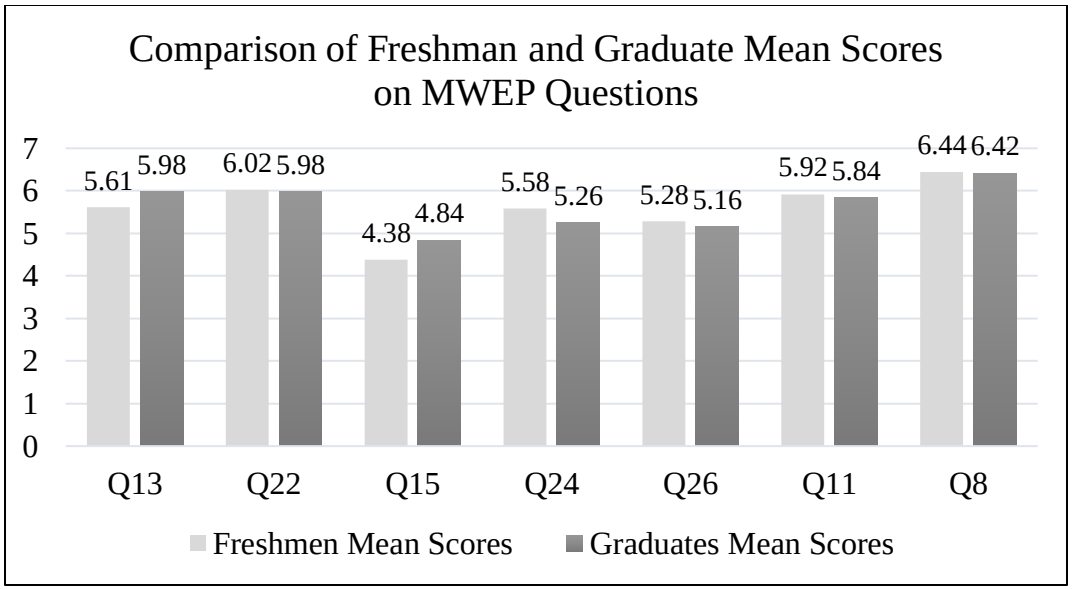

Figure 8. Comparison of freshman and graduate mean scores on the MWEP.

Null Hypotheses Regarding the Study

Null hypothesis one: $H1_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the self-reliance trait. The claim was that graduates have a significantly higher work ethic based on the self-reliance trait than freshmen do.

Null hypothesis two: $H2_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the morality/ethics trait. The claim was that graduates have a significantly higher work ethic based on the morality/ethics trait than freshmen do.

Null hypothesis three: $H3_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation

as determined by the MWEP in the area of the leisure trait. The claim was that graduates have a significantly higher work ethic based on the leisure trait than freshmen do.

Null hypothesis four: $H4_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the hard work trait. The claim is that graduates have a significantly higher work ethic based on the hard work trait than freshmen do.

Null hypothesis five: $H5_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the centrality of work trait. The claim was that graduates have a significantly higher work ethic based on the centrality of work trait than freshmen do

Null hypothesis six: $H6_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the wasted time trait. The claim was that graduates have a significantly higher work ethic based on the wasted time trait than freshmen do.

Null hypothesis seven: $H7_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the gratification trait. The claim was that graduates have a significantly higher work ethic based on the delay of gratification trait than freshmen do.

Null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the work ethic grades of Ethos graduates and the average work ethic grades of Ethos freshmen as evaluated by faculty. The claim was that graduates have a significantly higher work ethic than freshmen based on the grading of Ethos faculty.

Questions from the MWEP

Each question from the MWEP was calculated for mean and standard deviation, using the results from the freshmen and the graduates. The results were used to perform a *z*-test for two independent means of large samples, those greater than 30, using an Excel data analysis calculator. Following a *z*-test for difference in means, each test value was compared to a critical value of 1.645 on a one-tailed test. Values representing differences, which exceeded 1.645 were considered statistically significant and would support the alternative hypothesis. Values on the right-tailed test below 1.645 were too low to have statistical significance and did not support the alternate hypothesis. *P*-values for each of the items on the MWEP were calculated. Those which were less than or equal to the chosen level of significance, 0.05, were cause for rejection of the null hypothesis, while those greater than 0.05 meant the null was not rejected (Bluman, 2013). The same research questions were asked and the same hypotheses were applied to the randomized samples, with regard to each prompt on the chosen MWEP questions.

Data Analysis Procedures for the Composite Scores on the MWEP

Composite scores for each of the seven dimensions of the original MWEP were calculated by following the scoring directions from Woehr (2014). Within each category representing a dimension of the MWEP, the scores for each item were averaged, and the

average was then multiplied by 10. Composite scores for the category of self-reliance were calculated with student responses from questions 6, 21, 26, 28, 32, 34, 44, 50, 55, and 59. Scores for items 7, 15, 16, 25, 37, 48, 51, 54, 57, and 61 were used to compute composite scores for the category of Morality/Ethics. In the Leisure dimension, item responses for 5, 8, 14, 18, 27, 31, 43, 49, 58, and 63 were used to compute the composite score. Composite scores the Hard Work dimension were calculated with scores on questions 17, 20, 22, 24, 35, 38, 45, 47, 53, and 60. Scores from items 2, 4, 10, 13, 30, 33, 40, 41, 52, and 64 contributed to the composite score calculation in the Centrality of Work dimension. Items 1, 9, 12, 23, 36, 39, 56, and 65 were included in the calculation of the composite score for the Wasted Time dimension of the MWEP. In the Delay of Gratification dimension, items 3, 11, 19, 29, 42, 46, and 62 were averaged and used to compute the composite score. All items in a category were scored as mean item responses and then multiplied by 10 to put the dimensions of Wasted Time and Delay of Gratification on the same scale as the other dimensions (Miller et al., 2002). See Appendix F for a complete original scoring rubric. Some adjustment was made, since Ethos used more demographic questions up front in the profile, thus causing the item numbering on the MWEP to be altered.

Null hypothesis one: $H1_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the self-reliance trait.

All composite score responses from freshmen and graduates in the dimension of self-reliance were compared. Composite scores may range from 10 to 70. Two hundred ninety-one freshmen responded to questions 6, 21, 26, 28, 32, 34, 44, 50, 55, and 59.

Freshmen responses related to self-reliance (M = 51.51, SD = 10.04) were significantly lower than the 159 graduate responses (M = 53.39, SD = 9.38, $z = 1.981$, $p = 0.0237$). This suggested that Ethos freshmen did score significantly lower than graduates in the area of self-reliance when composite scores were compared.

Null hypothesis two: $H2_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the morality/ethics trait.

All composite score responses from freshmen and graduates in the dimension of morality/ethics were compared. Freshmen responded to items 7, 15, 16, 25, 37, 48, 51, 54, 57, and 61. Freshmen responses related to morality/ethics (M = 60.45, SD = 8.56) were not significantly lower than the graduate responses (M = 61.76, SD = 7.87, $z = 1.642$, $p = 0.0520$). Though observably lower, this suggested that Ethos freshmen did not score significantly lower than graduates in the area of morality/ethics when composite scores were compared.

Null hypothesis three: $H3_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the leisure trait.

Composite score responses from freshmen and graduates in the dimension of leisure were compared. Freshmen responded to items 5, 8, 14, 18, 27, 31, 43, 49, 58, and 63. Freshmen responses related to leisure (M = 38.33, SD = 11.30) were higher than the graduate responses (M = 37.86, SD = 9.85, $z = -0.4623$, $p = 0.6781$). This suggested that Ethos freshmen did not score lower than graduates in the area of leisure when composite scores were compared.

Null hypothesis four: $H4_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the hard work trait.

Composite score responses from freshmen and graduates in the dimension of hard work were compared. Freshmen responded to items 17, 20, 22, 24, 35, 38, 45, 47, 53, and 60. Freshmen responses related to hard work (M = 56.83, SD = 10.23) were mildly higher than the graduate responses (M = 56.64, SD = 10.19, z = -0.1858, p = 0.5737). This suggested that Ethos freshmen did not score lower than graduates in the area of hard work when composite scores were compared.

Null hypothesis five: $H5_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the centrality of work trait.

Composite score responses from freshmen and graduates in the dimension termed centrality of work were compared. Scores from items 2, 4, 10, 13, 30, 33, 40, 41, 52, and 64 were included in the calculations for the centrality of work dimension. The freshmen responses (M = 54.25, SD = 9.09) were significantly lower than the graduate responses (M = 55.72, SD = 8.79; z = 1.6755, p = 0.0469). This suggested that Ethos freshmen did score significantly lower than graduates in the area of centrality of work when composite scores were compared.

Null hypothesis six: $H6_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the wasted time trait.

Composite score responses from freshmen and graduates in the dimension termed wasted time were compared. Freshmen responded to items 3, 11, 19, 29, 42, 46, and 62. Freshmen responses related to wasted time (M = 53.50, SD = 9.37) were higher than the graduate responses (M = 52.57, SD = 9.17, z = -1.0116, p = 0.8441). This suggested that Ethos freshmen did not score lower than graduates in the area of wasted time when composite scores were compared.

Null hypothesis seven: $H7_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the gratification trait.

Composite score responses from freshmen and graduates in the dimension termed delay of gratification were compared. Freshmen responded to items 1, 9, 12, 23, 36, 39, 56, and 65. Freshmen responses related to delay of gratification (M = 53.91, SD = 9.39) were significantly lower than the graduate responses (M = 54.75, SD = 7.95, z = 1.0095, p = 0.1563). This suggested that Ethos freshmen did not score lower than graduates in the area of delay of gratification when composite scores are compared.

Additionally, a z-test for difference in means was applied to all scores combined into a composite mean to compare freshman scores to graduates scores, in an overall area of work ethic. When all composite scores from the 291 freshman responders and 159 graduate responders were compared, it was found that freshman means were 368.79 and the standard deviation was 49.70, as compared to graduate means of 372.72 and the standard deviation was 44.32. A z-test for difference of means yielded a test value of 0.8606, and the p-value was 0.1947. This suggested that Ethos freshmen did not score significantly lower than graduates when all composites scores were combined.

Data Analysis Procedures for the Work Ethic Grades

For the total student population, Ethos' faculty assigned work ethic grades using the scale of Does Not Meet (DNM), Needs Improvement (NIM), Meets Expectations (MEE), or Exceeds Expectations (EXE) during one of the five semesters from spring 2013-2014 to summer 2014-2015, for 4,820 students. The work ethic grades were assigned to 26.14% (n = 1,260) first-term freshmen and 29.79% (n = 1,436) anticipated graduates. The rest of the population was students in classes either beyond the first semester or those prior to the semester of graduation.

The spreadsheet containing the grades was sorted to display the values from the freshmen students in one column and those of the graduates in another. The responses from both groups were assigned a value and randomized by use of the randomizer function on Excel. Once each column had random values assigned, it was sorted to display the first 636 values for the freshmen out of the 1,260 available, from highest to lowest and the first 494 values of the graduates, of the 1,436 available, highest to lowest. These numbers were entered into the Excel data description calculator for the sample surveyed.

All responses were checked for normality using two methods, a histogram and the Pearson Coefficient of Skewness (PC). The histogram was drawn with data from the randomized sample using the work ethic scores and the frequency of the scores. The histogram appeared to be bell shaped, or normal. The PC of the data was 0.388 for the freshmen scores and 0.018 for graduate scores. A PC calculation of data greater than +1 was said to be skewed to the right or positive (Bluman, 2013). The data here was not skewed, but normal.

Freshman and graduate grade scores were used to perform a *z*-test for difference in independent means of large samples, those greater than 30, using an Excel data analysis calculator. Following a *z*-test for difference in means, each test value was compared to a critical value of 1.645 on a right-tailed test. Test-values, which exceeded 1.645 were considered to indicate results as statistically significant and would support the alternative hypothesis. Test-values on the right-tailed test, below 1.645 were too low to have statistical significance and did not support the null hypothesis. *P*-values less than or equal to 0.05 mean the null hypothesis was rejected and *p*-values greater than 0.05 mean the null was not rejected (Bluman, 2013).

Table 9

Freshmen and Graduate Mean Work Ethic Grades

	Sample Population	WE Grades
Freshmen Grades	636	2.927
Graduates Grades	494	2.995

Table 9 displays the mean work ethic grade score of the sample population of 636 freshmen and 494 graduates. Figure 9 displays a graphical representation of the freshmen and graduate mean scores for the work ethic grades.

Null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the work ethic grades of Ethos graduates and the average work ethic grades of Ethos freshmen, as evaluated by faculty.

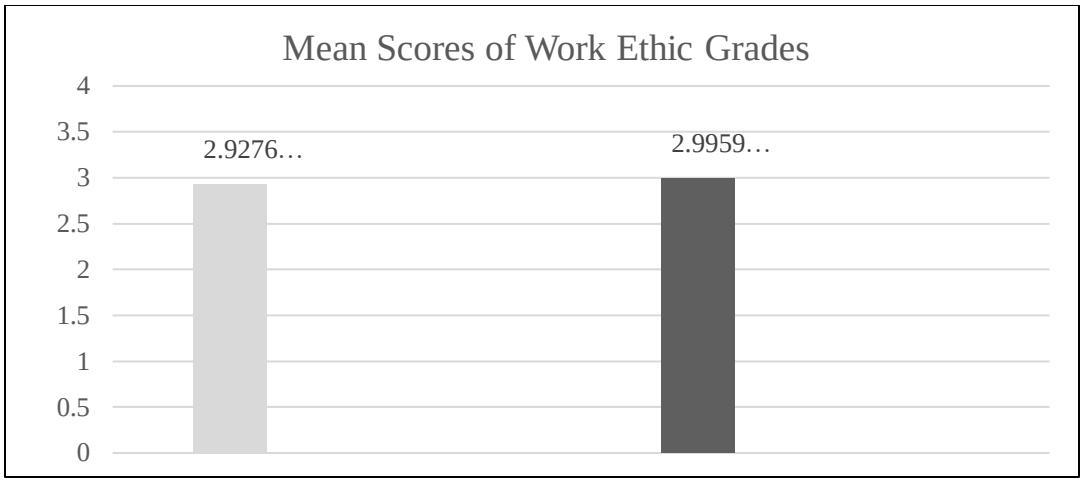

Figure 9. Mean Scores for freshman and graduate work ethic grades.

The mean scores for freshmen were 2.92 with a standard deviation of 0.55. Graduate mean scores were 2.99 with a standard deviation of 0.67. A *z*-test of the means found a z-test value of 1.819, with a *p*-value of 0.0345. This suggested that Ethos freshmen did score significantly lower than graduates when work ethic grades were compared.

Chapter Summary

Chapter Four presents the processes and findings resulting from the analysis of data collected in this study. The study was completed over a period of two and one-half years using secondary data from student surveys and faculty-awarded work ethic grades. The results from the sample populations represent Ethos' entire freshman and graduate populations, so conclusions may be drawn from them.

Significant differences were found and the alternate hypotheses were supported through rejection of the following null hypotheses:

Null hypothesis one: $H1_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the self-reliance trait. The claim was that

graduates have a significantly higher work ethic based on the self-reliance trait than freshmen do.

Null hypothesis five: $H5_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the MWEP in the area of the centrality of work trait. The claim was that graduates have a significantly higher work ethic based on the centrality of work trait than freshmen do.

Null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was no difference in the work ethic of Ethos students from the time they were entering freshmen to the time of their graduation as determined by the work ethic grades of Ethos graduates and the average work ethic grades of Ethos freshmen, as evaluated by faculty.

Chapter Five: Conclusions, Recommendations, and Implications

Statement of Purpose and Research Questions

This chapter presents the conclusions, recommendations, and implications of the study. The main purpose of this study was to determine if the college's work ethic curriculum and pedagogy were having a positive effect on preparing graduates for the workplace. The two and one-half year research study done at Ethos College compared the student's own perceptions of work ethic to those of college faculty. Suggested recommendations for future study were included.

Research Questions

The overarching research question in this study was, did Ethos College faculty teach their students valuable work ethic traits? This researcher broke the question down into eight specific questions, answered by analyzing the data with respect to eight hypotheses.

1) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the self-reliance trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
2) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the morality/ethics trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
3) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the leisure trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?

4) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the hard work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
5) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the centrality of work trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
6) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the wasted time trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
7) Did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the delay of gratification trait areas as identified in the multidimensional work ethic profile (Miller et al., 2002)?
8) Was there a noticeable difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest?

Hypotheses Regarding the Study

Alternative hypothesis one: $H1_a$: $\mu_1 > \mu_2$, the average work ethic score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the self-reliance trait surveyed. The claim was that graduates have a higher work ethic based on the self-reliance trait than freshmen do.

Alternative hypothesis two: $H2_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the

morality/ethics trait surveyed. The claim was that graduates have a higher work ethic based on the morality/ethics trait than freshmen do.

Alternative hypothesis three: $H3_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the leisure trait surveyed. The claim was that graduates have a higher work ethic based on the leisure trait than freshmen do.

Alternative hypothesis four: $H4_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the hard work trait surveyed. The claim is that graduates have a higher work ethic based on the hard work trait than freshmen do.

Alternative hypothesis five: $H5_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the centrality of work trait surveyed. The claim was that graduates have a higher work ethic based on the centrality of work trait than freshmen do.

Alternative hypothesis six: $H6_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the wasted time trait surveyed. The claim was that graduates have a higher work ethic based on the wasted time trait than freshmen do.

Alternative hypothesis seven: $H7_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the delay of gratification trait surveyed. The claim was that graduates have a higher work ethic based on the delay of gratification trait than freshmen do.

Alternative hypothesis eight: $H8_a$: $\mu_1 > \mu_2$, the average work ethic grade of Ethos graduates exceeds the average work ethic grade of the Ethos freshmen as evaluated and awarded by faculty. The claim was that graduates have a higher work ethic than freshmen based on the grading of Ethos faculty.

Research Results

This quantitative study was completed on the data supplied by Ethos College from five consecutive semesters; one analysis from the MWEP voluntary survey results from freshmen and graduates at Ethos and the second from work ethic grades issued each semester by Ethos faculty. The overarching research question in this study was, did Ethos College faculty teach their students valuable work ethic traits? It was determined that the best way to answer this using student-supplied data was to compare the composite scores from freshmen and graduates from their responses on the MWEP. When this process was completed, this researcher found the following. The composite scores from the 291 freshman responders and 159 graduate responders to the MWEP were compared, and it was found that freshmen mean was 368.79, with a standard deviation of 49.70, as compared to the graduate mean of 372.72, with a standard deviation of 44.32. A *z*-test for difference in means provided a *z*-test value of 0.8606. This suggested that Ethos freshmen did not score significantly lower than graduates when all composites scores were combined. This researcher's conclusion was that, based on the MWEP composite only, Ethos students did not improve work ethic attitudes while attending classes from their freshman year through completion.

This does not mean that there were no improvements in any area, so this researcher broke this very broad research question down into eight specific questions,

answered by analyzing the data. By analyzing the composite scores from the seven dimensions of the MWEP, some improvements were noted, as well as some diminishing scores.

The first of the original eight research questions was, did the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the self-reliance trait areas, as identified in the multidimensional work ethic profile (Miller et al., 2002)? To answer this question, the researcher posed null hypothesis one; $H1_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the self-reliance trait surveyed. Based on comparing the composite scores of freshmen and graduates on the topic of self-reliance, the research showed a significant improvement. The freshman responses (M = 51.51, SD = 10.44) were significantly lower than the graduate responses (M = 53.39, SD = 9.38; z = 1.9815, p = 0.0237). The *z* test value, which scored higher than 1.645, and the *p*-value less than 0.05 both suggested that Ethos freshmen scored significantly lower than graduates in the area of self-reliance. Something caused this increase in the self-reliance score. The assumption was that it may be what or how the Ethos faculty taught to the Ethos students between entry and exit.

If only item, number 13 on the MWEP survey instrument was examined for self-reliance, as suggested by the Ethos Education Committee, then this researcher would have found the freshman responses (M = 5.61, SD = 1.18) were significantly lower than the graduate responses (M = 5.98, SD = 1.04; $z = -1.96$, $p = 0.025$). This suggests that Ethos freshmen scored significantly lower than graduates in the area of self-reliance on

item number 13 of the MWEP. This again points to an improvement in the work ethic attitudes of Ethos students in self-reliance. The findings from the data analyzed in this study supported rejection of the null hypothesis, since the mean scores for freshmen and graduates were 5.61 and 5.98, respectively, and when the data were analyzed using a *z*-test for difference of means for large sample populations, the *z*-score calculated at 1.963. This *z*-score fell outside of the right-tailed limits of 1.645, so the null hypothesis was rejected. On the other hand, the alternative hypothesis one: H_a: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the self-reliance trait surveyed was supported. The claim that graduates had a higher work ethic based on the self-reliance trait than freshmen was supported.

In their research of graduate and undergraduate business majors, English et al. (2012) found somewhat the opposite. The undergraduate college students ranked good work ethic higher than graduate students did. English et al. (2012) proposed that undergraduates might have more exposure to faculty who emphasized punctuality and self-reliance, while graduate students were expected to work on their own without any reminders from faculty. So, more teaching related to work ethic was done with lower level students and they responded. The possibility should be considered that the Ethos freshman students were possibly responding to the work ethic teaching they received in the early months of their programs, while the students closer to graduation were expected to work independently. It would be interesting to interview Ethos freshmen and graduates for their perspectives, if this study were continued or another instigated by Ethos leadership

Research question two asked, if the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the morality/ethics trait areas as identified in the multidimensional work ethic profile by Miller et al. (2002). In order to answer this question, the null hypothesis two stated, $H2_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the morality/ethics trait surveyed. Based on comparing the composite scores of freshmen and graduates on the topic of morality/ethics, the research showed little or no significant improvement. The freshmen responses (M = 60.45, SD = 8.56) were nearly identical to the graduate responses (M = 61.76, SD = 7.87; z = -1.6428, p = 0.0502). The z-test score less than 1.645 and p-value greater than 0.05 both suggested that Ethos freshman did not score significantly lower than graduates in the area of morality/ethics, only observably and slightly. One might conclude there was little or no difference in work ethic related to morality/ethics.

When a single item from the MWEP such as question 22 dealing with morality and ethics was examined, this researcher found the freshman responses (M = 6.02, SD = 1.04) were not significantly lower than the graduate responses (M = 6.14, SD = 0.95; z = 0.71, p = 0.240). Both the z-test score and the p-value suggested that Ethos freshman did not score significantly lower than graduates in the area of morality and ethics. Note how high the means were for both groups. There was very little room to improve in this area. The alternative hypothesis two: $H2_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the morality/ethics trait surveyed was rejected and not supported. The claim was graduates

have a higher work ethic based on the morality/ethics trait than freshmen do. This was not the case; the alternative hypothesis was not supported.

From the data collected, it was not possible to conclude why the graduates and freshmen scored the same on the morality/ethics dimension. This was contrary to the findings by Wentworth and Chell (1997), who studied American graduate and undergraduate college students and their PWE traits using a 19-item inventory. They originally hypothesized the younger students, those in undergraduate studies, would score lower than older students, who were attending graduate school. This was not the case. The younger students scored higher. Their explanation was graduate students were exposed to corporate life and politics during internships and part-time jobs, which contradicted the values in the PWE; hence they become cynical and jaded (Wentworth & Chell, 1997). Since this was not the case at Ethos, more research would be needed to determine the cause.

Research question number three asked if the work ethic curriculum and pedagogy made a difference in the work ethic of students from enrollment to graduation in the leisure dimension as identified in the MWEP. To test this, null hypothesis three was presented as $H3_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the leisure dimension surveyed. Based on comparing the composite scores of freshmen and graduates on the topic of leisure, the research showed little or no significant improvement. The freshman responses ($M = 38.33$, $SD = 11.30$) were nearly identical to the graduate responses ($M = 37.86$, $SD = 9.85$; $z = 0.4623$, $p = 0.6781$). The *z*-test score fell below 1.645 and *p*-value was greater than 0.05. Both suggested that Ethos freshmen

did not score lower than graduates in the area of leisure. One might conclude there was little or no increase in work ethic related to the attitude on leisure.

A more specific look into the category of leisure provided a different outcome. When a single item from the MWEP, such as question 15 dealing with leisure or time away from work was examined, this researcher found the freshman mean response was 4.38. This was slightly lower than the mean for graduates at 4.84. A *z*-test for difference of means was performed. The *z*-score was 1.772 which was outside the limits of 1.645, so the null hypothesis was rejected. The alternative hypothesis three stated $H3_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the leisure dimension surveyed was rejected. The alternative hypothesis was supported. The claim that graduates had a higher work ethic based on the leisure trait than freshmen was found to be true, with regard to the responses to question 15 alone. The Lindenwood IRB did not allow this researcher to collect demographic information about gender, age, or ethnicity in this study; so, it is not possible to theorize if ethnic, gender, or generational differences made a difference. A new study linking a population's demographic information to attitudes on work ethic may answer this and other questions.

The findings on research question four, which asked if the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the hard work trait areas, as identified in the multidimensional work ethic profile was as follows. To test this, null hypothesis four was presented as $H4_0$: $\mu_1 = \mu_2$, there was no significant difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the dimension on hard

work. Comparing the composite scores of freshmen and graduates on the topic of hard work, the research showed little or no significant improvement. The freshman responses (M = 56.83, SD = 10.23) were nearly identical to the graduate responses (M = 56.64, SD = 10.19; $z = 0.1858$, $p = 0.5737$). The *z*-test score fell below 1.645 and *p*-value was greater than 0.05. Both suggested that Ethos freshmen did not score significantly lower than graduates in the area of hard work. One might conclude there was little or no increase in work ethic related to the attitude on hard work.

When a single item from the MWEP, such as question 24 dealing with the dimension of hard work was analyzed, as suggested by the Ethos Education Committee, the mean score of Ethos freshmen for this dimension was 5.56, which was slightly higher than the graduate score of 5.26. Since the means were nearly the same, the *z*-test supported there was not a significant difference. The *z*-test result was 1.043, which did not exceed the right-tailed limits of 1.645. The *p*-value was greater than 0.05 so the null was not rejected.

The alternative hypothesis four: $H4_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the hard work trait surveyed was not supported, and the claim that graduates have a higher work ethic based on the hard work trait than freshmen do was also not supported. In fact, there was no difference statistically between Ethos college freshmen and graduates on the hard work trait dimension of the MWEP. It was not determined why freshmen and graduates rated the hard work dimension nearly the same.

Research question number five asked if the work ethic curriculum and pedagogy make a difference in the work ethic of students from enrollment to graduation in the

centrality of work trait areas, as identified in the multidimensional work ethic profile. To answer this question, the researcher posed the null hypothesis five; $H5_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the centrality of work surveyed. Based on comparing the composite scores of freshmen and graduates on the topic of the centrality of work, the research showed a significant improvement. The freshman responses (M = 54.25, SD = 9.09) were significantly lower than the graduate responses (M = 55.72, SD = 8.79; $z = 1.6755$, $p = 0.0469$). The *z*-test score higher than 1.645 and *p*-value less than 0.05 both suggested that Ethos freshmen scored significantly lower than graduates in the area of the centrality of work. Something caused this increase in the centrality of work. The assumption was it the contribution of what or how the Ethos faculty taught to the Ethos students between entry and exit.

If only item number 11 on the MWEP survey instrument was examined for the centrality of work, as suggested by the Ethos Education Committee, then this researcher found the freshmen responses (M = 5.61, SD = 1.18) were significantly lower than the graduate responses (M = 5.98, SD = 1.04; $z = 1.96$, $p = 0.025$). This suggested that Ethos freshmen scored significantly lower than graduates in the area of the centrality of work on item number eleven of the MWEP. This again points to an improvement of the work ethic attitudes of Ethos students in the centrality of work. The findings from the data analyzed in this study allowed rejection of the null hypothesis, since the mean scores for freshmen and graduates were 5.61 and 5.98, respectively. When the results were analyzed, using a *z*-test for difference of means for large sample populations, the *z*-score calculated at 1.963. This *z*-score fell outside of the right-tailed limits of 1.645; so, the

null hypothesis was rejected. On the other hand, the alternative hypothesis one: H_a: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the centrality of work trait surveyed was supported. The claim that graduates have a higher work ethic based on the centrality of work trait than freshmen was also supported.

Research question number six asked if the work ethic curriculum and pedagogy made a difference in the work ethic of students from enrollment to graduation in the wasted time trait areas as identified in the multidimensional work ethic profile. To answer this question, the researcher posed the null hypothesis six; $H6_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the wasted time trait. Based on comparing the composite scores of freshmen and graduates on the topic of wasted time, the research showed no significant improvement. The freshmen responses ($M = 53.91$, $SD = 9.39$) were not significantly lower than the graduate responses ($M = 54.75$, $SD = 7.95$; $z = 1.0095$, $p = 0.1563$). The *z*-test scores were less than 1.645 and *p*-value greater than 0.05 both suggest that Ethos freshmen did not score lower than graduates in the area of the wasted time. The assumption was what or how the Ethos faculty taught Ethos students between entry and exit made no change in their attitudes regarding wasted time.

When only item number 8 on the MWEP survey instrument was examined for the wasted time, as suggested by the Ethos Education Committee, this researcher found the null hypothesis was not rejected when a *z*-test of two means was used to analyze the results. The freshman mean score was 6.44 and the graduate *z*-score was nearly identical at 6.42. The *z*-score was 0.162. This meant the alternative hypothesis six: $H6_a$: $\mu_1 > \mu_2$,

the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the wasted time trait surveyed was not supported. The claim that graduates have a higher work ethic based on the wasted time trait than freshmen do was not true in this situation. In fact, freshmen and graduates had the same outlooks on wasting time. There was no statistical difference between Ethos college freshmen and graduates on the wasting time trait dimension of the MWEP. Both the freshmen and graduate respondents rated this dimension high, indicating they were opposed to the idea of wasting time. Staying busy at work was an important concept to freshmen and graduates. Employers will appreciate this. The researcher cannot answer why the graduates rated this dimension the same as the freshmen, without further research.

Research question number seven asked if the work ethic curriculum and pedagogy made a difference in the work ethic of students from enrollment to graduation in the delay of gratification trait area, as identified in the multidimensional work ethic profile. To answer this question, the researcher posed the null hypothesis seven; $H7_0$: $\mu_1 = \mu_2$, there was no difference in the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP in the area of the delay of gratification trait. Based on comparing the composite scores of freshmen and graduates on the topic of delay of gratification, the research showed no significant improvement. The freshman responses ($M = 53.50$, $SD = 9.37$) were not significantly lower than the graduate responses ($M = 52.57$, $SD = 9.17$; $z = 1.0116$, $p = 0.8441$). The *z*-test scores were less than 1.645 and *p*-value greater than 0.05 both suggested that Ethos freshmen did not score lower than graduates in the area of the delay of gratification. The assumption was what or how the

Ethos faculty taught Ethos students between entry and exit made no change in their attitudes regarding delay of gratification.

When only item number 26 on the MWEP survey instrument was examined for the wasted time, as suggested by the Ethos Education Committee, this researcher found the null was not rejected when the average score of Ethos graduates and the average score of the Ethos freshmen on the MWEP were compared. An analysis of freshman and graduate survey scores yielded a freshman mean score of 5.28 and a graduate mean score of 5.16. The *z*-score comparing the two means was 0.547 and was below the right-tailed limits of 1.645. This means the null was not rejected.

The alternative hypothesis seven: $H7_a$: $\mu_1 > \mu_2$, the average score of Ethos graduates exceeds the average score of the Ethos freshmen on the MWEP in the area of the delay of gratification trait was not supported. The claim that graduates had a higher work ethic based on the delay of gratification trait than freshmen did was not supported. In fact, there was no difference statistically between Ethos college freshmen and graduates on the delay of gratification trait dimension of the MWEP. No explanation was found for why the freshmen and graduates rated the delay of gratification dimension the same. This dimension was also rated as one of the lowest among the seven dimensions. Perhaps the wording of the statement on the MWEP should be evaluated.

Research question number eight asked if there existed a significant difference in the freshmen and graduate faculty grades on pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest. To answer question eight, the researcher postulated the null hypothesis eight: $H8_0$: $\mu_1 = \mu_2$, there was a significant difference in the

average work ethic grades of Ethos graduates and the average work ethic grades of Ethos freshmen as evaluated by faculty. The mean scores of the sampled freshman work ethic grades were calculated, as were those of the graduates. The mean score for freshmen was 2.92. The mean for graduate grades was 2.99. The means were compared using a *z*-test for difference of means. The *z*-score was 1.819 indicating a statistical difference in the two means when compared using the right-tailed limit of 1.645. The null hypothesis was rejected.

The alternative hypothesis eight: $H8_a$: $\mu_1 > \mu_2$, the average work ethic grade of Ethos graduates exceeds the average work ethic grade of the Ethos freshmen as evaluated and awarded by faculty was supported. The claim that graduates had a higher work ethic than freshmen based on the grading of Ethos faculty was found to be supported. From the data, it was not possible to determine why faculty graded both groups nearly the same. One would have thought that Ethos freshmen would have learned more about the value of work ethic during their program of instruction at Ethos, and therefore their actions, as observed by the Ethos faculty, would demonstrate this higher appreciation for pride in performance, the ability to get along with others, being a team player, having a positive attitude/approach, having respect for workplace structure, and being honest. This was not the case. Interviews with faculty would have helped determine how and why the ratings occurred in the pattern observed during this research.

Implications for Practice and Further Research

Ethos faculty and administration had strong sentiments about the work ethics traits the college taught. Ethos leadership maintained students were taught strong work ethic principles, thus making the graduate more employable. The education process was

often described as a three-legged stool with technical, general, and work ethic education as the legs that supported the whole education process for Ethos students. If any of the legs were weak or missing, the student's education was not complete. In fact, if a student did not earn passing grades in any of the three practices of education, they would not graduate from Ethos. The college had evidence available to support that technical and general education were occurring and students were learning. This was not the case for the work ethic education process. Ethos could not prove the pedagogy and curriculum design had a positive effect on students' beliefs and behaviors regarding work ethic. The purpose of this study was to determine if the work ethic traits of graduating students were any different from those of the entering Ethos freshmen. This was an issue, which must be addressed prior to the next reaccreditation visit from the HLC.

The HLC, formerly known as the North Central Association of Colleges and Schools, planned an onsite visit to Ethos during the fall of 2018 to evaluate the college for reaccreditation. One concern was that the Ethos leadership could not demonstrate a strong correlation between what the curriculum taught and what students learned in regards to work ethic. Adding real value in work ethic characteristics was hard to prove, although this was a large part of the Ethos core mission. The HLC required the use of SLOs for programs, and courses taught at Ethos. Ethos faculty members wrote the SLOs on the course syllabi and in the program catalog, which Ethos leadership published. The HLC also required colleges to participate in Outcomes Assessment (OA), a longstanding process that started with the identification and statement of SLOs at both the program and course levels. Colleges, like Ethos, must then publish the method they used to measure if the SLOs were met or not. Evidence from the measurement must be sent to the HLC as

an OA report. The Criteria for Accreditation published by the HLC stated, "The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals" (The Higher Learning Commission, 2015, para. 4b).

During the reaccreditation visit, the HLC visiting team verifies the existence of evidence proving that SLOs were met. Failure to comply with a mandatory HLC program, like OA, could be grounds for failing the college's reaccreditation (The Higher Learning Commission, 2015). Therefore, it was extremely important for Ethos to continue to measure the SLOs related to all education programs, including work ethic.

During Ethos' long and successful history, industry employers were told the college was effectively training Ethos students in work ethic principles. Ethos marketing included large billboards saying work ethic was not only taught to Ethos students, but it was also part of their grade. This was the reason many employers sought and hired Ethos graduates, because they believed the graduates made better entry-level employees, since they received training in the five work ethic traits. The Ethos student handbook stated,

> Work ethic grades may directly impact a student's employability. Employers typically seek first to hire those students who earn a work ethic grade of "Exceeds Expectations" or "Meets Expectations" during their studies at Ranken. While a grade of "Needs Improvement" will allow students to earn a certificate or degree from Ranken, students earning this grade will be encouraged to improve their work ethic grade each semester in order to improve their employability, (Flayer, 2013a, p. 19)

Based on the college's educational mission, which includes technical, general education and work ethic, its marketing, and the requirements of the HLC, Ethos should consider a thorough reassessment of its work ethic standards, curriculum, and teaching methods.

The current five work ethic traits were not directly associated with the statements on the MWEP, so it may mean Ethos needs to develop its own survey instrument. For example, MWEP question number fifteen related to leisure time. There was no direct correlation with the Ethos work ethic grading standards for leisure. Students who responded to question 15 may see leisure time as conflicting with their personal work ethic and the standards of Ethos College. Forty percent of freshmen marked it as NAND, as did 16% of graduates. Further research is needed to explain why they marked it as they did. Were they confused by the question, or do they need training in how to balance working hard and having work central to their lives with their time away from work?

The five standards, which faculty members were grading, had not been reevaluated for over 15 years and needed to be reassessed. An industry-based advisory board made up of hiring managers and front-line supervisors, along with faculty input, could determine if the five traits were still valid and have valid descriptors. The MWEP had seven dimensions but only five of the seven correlated with the work ethic traits at Ethos. Once this is finished, a standardized work ethic curriculum should be developed along with a common grading rubric for all faculty to use. A new survey and continuing evaluation method should be developed to assess the outcomes of work ethic education, as at the time of this writing, none existed, which was one of the original reasons for this study.

Personal Reflections and Conclusions

It would have been interesting and beneficial to determine whether the improvements found were in a specific demographic group related to gender, age, ethnicity, or family income, but this was not possible since Lindenwood's IRB mandated the removal of all demographic tagging in the survey results. In the future, Ethos should gather as much detail on the students as possible during the survey, so they may tabulate the results and correlate them to the demographic data. The full-time day student population at Ethos ranged from 17 to 65, with an average age of day students at 22-years-old. Part-time evening students had an average age of 38-years-of-age (Smith, 2013). According to Costanza et al. (2012), older workers had better work ethic than younger workers, regardless of the generation. With more demographic information, Ethos may compare their older and younger students' work ethic from the start of their education to the end.

Only 4% of the total student population at Ethos was women. This low enrollment number, plus the fact that the Lindenwood IRB required this researcher to remove demographic information from the survey result did not allow any conclusions about gender and student work ethic traits. The literature on the impact of gender on work ethic was mixed. Mannheim (1993) found women put less emphasis on the value of work than men did while Abu-Saad and Isralowitz (1997) found few gender differences in work values. Studies by Bowie and Cherrington (1982) and Hill (1992) reported women scored higher than men on work ethic. In 2009, Fisman and O'Neill found disagreement between men and women on how promotions and salary increases were achieved. Men attributed it to hard work, while women felt luck played a

significant role. Without a larger female population to survey, Ethos will not be able to draw conclusions on the importance of gender's role in work ethic.

In each instance, the literature showed residents of third-world countries and poorer nations had stronger work values than Americans and Western Europeans. Muslims had a higher work ethic than Protestants or Catholics (Zulfikar, 2011) Here again, this researcher was not able to relate ethnicity, religion, or country of origin to the student survey results. In the future, Ethos may wish to include specific demographic information in any work ethic survey of its students.

When reviewing the study results, the researcher found the composite mean average score of Ethos graduates did not exceed the composite average score of the Ethos freshmen on the MWEP. The claim that graduates had a higher work ethic based on the education and training from Ethos faculty was not proven. There exits evidence, within this study, that graduates have higher scores in self-reliance and centrality of work traits than freshmen do. In all other areas surveyed by the administration of the MWEP, the scores declined from start to graduation. It was disappointing for the researcher to see little or no improvement in these very important areas.

In the dimension of morality/ethics, the composite score was marginally better for graduates than for freshmen. On question number 22, there was no statistical difference between freshman and graduate mean scores, which indicated no improvements in the ethical beliefs of the graduates. The dimension of morality/ethics from the MWEP related directly to the core work ethic trait at Ethos called honesty. This area was too important for workers entering the workforce to ignore. Entry-level workers eventually

become supervisors, managers, and business owners. Ethos must find ways to teach ethical behaviors to their students.

The question regarding leisure time on the MWEP seemed to puzzle the respondents. Many of the freshmen and graduates marked it as NAND when asked if they wanted a job with more leisure time. The dimension on the MWEP does not correlate with any of the core work ethic traits that Ethos faculty grade. Is number 15 an important question? Further study by an industry advisory group would be needed.

The responses to the MWEP question number 24 on hard work indicated that all students thought it was important, but the graduates did not outscore the freshmen on this one. In fact, the freshmen had a higher positive response than did the graduates. There was no direct core work ethic trait in Ethos' student handbook, which correlated to hard work on the MWEP, but closely related were pride in performance and having a respect for workplace structure. So one might say the graduates had a poorer attitude on working hard than freshmen students did. Employers were seeking graduates to hire who wanted to work hard for their companies. This trait certainly needs attention.

The composite score related to the centrality of work showed a borderline improvement. More surveying is needed to be definitive. Question 11 on the MWEP measured the centrality of work. Once again, the mean scores for the freshman respondents was higher than that of the graduates, which indicated Ethos was not impacting the attitudes and subsequent work ethic behaviors of their graduates. This question on the MWEP did not correlate directly to any specific core work ethic trait at Ethos, but was most closely related to pride in performance and possessing a respect for workplace structure.

Freshmen and graduate respondents to question eight about wasted time on the MWEP rated this as very important to them. Mean scores for both groups were nearly identical at 6.4. In fact, freshman mean scores were 0.02 higher than graduates. This indicated high importance, and since the means were the same, the researcher concluded Ethos failed again to improve the work ethic attitudes. The core work ethic trait most associated with question eight was pride in performance, which included the descriptor of using one's time effectively. More work will be needed on this topic.

The last dimension measured with the MWEP was delay of gratification on question 26. Like several other questions, the freshmen had a higher mean score than the graduates did. Composite scoring showed no improvement either. The core work ethic trait, which most closely identified with the delay of gratification, was pride in performance with a descriptor of being goal oriented. The statement was rated 5.28 and 5.16 for freshmen and graduates respectively, which implied it was important to the respondents. Here again, no improvement was made to the attitudes of the respondents over a two or four-year period of enrollment.

When comparing freshman composite work ethic grades to those of graduates, the researcher found the scores of freshmen ($M = 2.92$, $SD = 0.55$) were significantly lower than the scores of graduates ($M = 2.99$, $SD = 0.67$; $z = 1.8172$, p-value = 0.0345). Both the *z*-test score and the *p*-value suggested that Ethos freshmen scored significantly lower than graduates on their WE grades given by instructors. Faculty who were familiar with the students' attitudes and behaviors awarded the grades. A strong review of the then-current method of evaluating student behaviors in regards to work ethic was needed along

with future training for faculty, as well as training in calibrating the grading of work ethic scoring.

This researcher developed a beta version of an observation checklist for faculty to use when rating a student's work ethic. The checklist was based on the five Ethos work ethic traits and required the faculty member to assess each student in their course a minimum of four times a semester. The faculty member marked only what they had directly observed, so the method removed some subjectivity from the grading process. At the time of this writing, one department was piloting the use of this grading method. It was observed by the department chair that the system was simple, but effective. It also appeared that written feedback and periodic counseling sessions strongly motivated students to improve their work ethic scores.

At this point, this researcher concluded that a mixed-methods study, one combining the review of the MWEP and work ethic grade results with in-depth interviewing of Ethos students, faculty, and employers would have been very helpful. During student interviews, this researcher could have questioned why students responded as they did. The result of the work ethic grading brings up many questions, which could have been asked of the faculty raters. Interviewing students and faculty would have given this researcher more information, which could have explained why the data resulted the way it did. Interviewing the employers who hired Ethos graduates would have given this researcher more information about what work ethic skill sets graduates possessed and what they were lacking.

After a careful and complete analysis of the data, this researcher supported alternative hypotheses 1, 5, and 8. This researcher failed to find evidence to support

alternative hypotheses 2, 3, 4, 6, and 7. The researcher had access to a large database of student responses and faculty-awarded student grades. The data were collected over a length of time, randomized and then sampled, so the results represented the whole population. For this reason, this quantitative study and analysis was sound and valid. The overarching research question was, does the teaching and methodology at Ethos improve the work ethic of its students. The answer was that there are some areas of improvement and some that Ethos was not making significant improvements to. In some cases, the rating of work ethic declined during the two-to-four year enrollment into associate's or bachelor's degrees respectively.

The Ethos Board of Trustees, President, Office of Education, Academic Dean, and the Vice President of Education, the college's chief academic officer, were accountable for providing quality educational processes in all areas of education at the college. The focus of this study was in work ethic education. There was evidence the college was successful in this important discipline in some areas, but there is much work to do on this important subject at Ethos College.

Recommendations for Change

The first step in changing the way work ethics were taught at Ethos College was to present the findings of this study to the college leaders, including the Vice President for Education and Academic Dean. It was with the approval of the Ethos Education Committee that this study was first prompted. Change will only happen if leadership is committed to it. Given a committed Education Committee and Ethos leadership, the next step is to create a sense of urgency for the change.

At the time of this study, the college had begun a new self-study process, which will culminate in a peer review on-site visit in the fall of 2018, so the matter was of some urgency. The HLC peer reviewers may ask to see evidence files proving work ethic education was occurring and the degree of success it had. Once the Education Committee is aware of deficiencies in work ethic education, it is important to share those findings with faculty and include such information in the self-study. Obviously, what was being done was not working. A change was needed. In this researcher's past experience with the HLC, it was necessary to be transparent in the reporting of any issues discovered during the self-study and to state clearly what action will take place as a result of issues.

This researcher suggests that Ethos treat work ethic education as it would any other area of learning. The revised ADDIE model called e-ADDIE would be appropriately applied here as faculty begin to design curriculum to teach work ethics to incoming students. ADDIE was a method of Instructional System Design (ISD) which stands for the process of analyzing, designing, developing, implementing, and evaluating a new program curriculum. e-ADDIE was a modified process which included a strong integration of technology in the design and presentation of curriculum, which was lacking in the previous model. The old ADDIE model did not review technical capabilities of the college prior to designing and implementing a new program (Neal, 2011).

During the e-Analysis phase, it was important to develop a strong measure of what the final learning outcomes would be. At the time of this writing, it had been over 15 years since the five core work ethic traits were written; it is time to go to current employers and survey them to determine exactly what were the most important work

ethic traits to them in their businesses. This researcher suggests that the two of Ethos five core work ethic traits be rewritten. The trait, pride in performance, is too broadly stated, and entails too many areas, so it may be difficult for students and faculty to understand all the various descriptors included. The descriptor, takes personal satisfaction in a job well done, seems appropriate here, but the others relate more to efficiency and motivation, not performance. The descriptors for respect for workplace structure were also very broad and encompassed too many concepts in one grading category. This should be addressed.

There were issues with just using a single dated, arbitrary work ethic grading system or only using a student self-assessment, such as the MWEP. Ethos should form a work ethic task force to answer what this measure or series of measures should be. A technical analysis determines what technology is available. The college already owns and uses a learning management system (LMS), which could be utilized as a platform to teach work ethic. In the e-Design phase, the faculty or curriculum designer needs to use the data found during the e-analysis period. Learning objectives should be written at the program and course levels (Neal, 2011).

During e-Development, the lesson content is written. It should be noted here that several colleges and schools already developed work ethic curriculum in the past. Perhaps reviewing what other schools have done would benefit Ethos. Strong assessment tools must also be developed to evaluate the level of student learning. e-Implementation begins when the beta program is ready for testing. This is especially important if the coursework and testing is being offered online. Many things can go wrong if the presentation of the materials is affected by technology glitches and failures. The final

step in the e-ADDIE process is evaluation, not just of the SLOs, but of the work ethic program in its entirety (Neal, 2011). The program should be closely monitored to determine if it is indeed making a positive difference in the student's work ethic attitudes and behaviors from their start at Ethos to graduation. By evaluating performing periodic program evaluations, Ethos leadership will be able to improve its work ethic program.

National employment groups, such as the Society of Human Resource Managers (SHRM), have been out-spoken on how to improve the workforce readiness of the future U.S. labor force. One idea which makes sense is to simply learn from other successful programs and then replicate their actions. Another idea from SHRM is to make a self-assessment tool directly available to new students and new employees so they may determine their own competence and job readiness (Schramm & Phil, 2008).

Whether Ethos decides to use the e-ADDIE, another ISD model, or some other successful program, reporting the deficiencies in its HLC self-study is very important. There must be an acknowledgment of the issue and plans for improvement in place for the peer reviewers to see. Ideally, action with supporting evidence that a positive change has occurred, not just planning, will have taken place before the on-site visit in the fall of 2018.

As Brauchle and Azam (2010) reported in their work, employers were not as concerned with a lack of technical skills in their new employees; they could teach those through on-the-job training, as they were with finding candidates with soft skills and positive job attitudes. Because teaching work ethic is a key part of the Ethos College mission, the faculty must examine new ways to educate its students on this important topic.

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Appendix A

Permission to Use the Multidimensional Work Ethic Profile (MWEP)

From: "John E. Wood" <jewood@ranken.edu>
To: "Woehr, David" <dwoehr@uncc.edu>
Cc: "JLong@lindenwood.edu" <JLong@lindenwood.edu>
Sent: Sat, Jan 25, 2014 08:18:09 CST
Subject: RE: Request to use the MWEP

Dr. Woehr,

Thank you so much for kindly releasing the survey for me to use with my students. With your permission to use the MWEP, I am really anxious to start collecting data for my study.

I will indeed reach out to John Meriac at UMSL. UMSL is right down the road from our St. Louis campus and I was just there this past week for a seminar.

Best regards,

John E. Wood
Vice President of Student Success
Ranken Technical College
4431 Finney Ave.
St. Louis, MO 63113
ph. 314.286.4855
fx. 314.286.3345
jewood@ranken.edu

From: Woehr, David [dwoehr@uncc.edu]
Sent: Thursday, January 23, 2014 4:02 PM
To: John E. Wood
Cc: JLong@lindenwood.edu
Subject: Re: Request to use the MWEP

Hi John,
Thanks for your interest in the MWEP. Our intent in developing the MWEP was to make it freely available for research purposes, so you are welcome to use it in your dissertation research. Some background information – both Mike Miller and Natasha Hudspeth were students of mine at TX A&M. The original version of the MWEP came out of Mike's dissertation work and it was subsequently used by Natasha in her thesis. All of this work was rolled together with a number of other studies and published in the 2002 JVB monograph you reference in your email. As far as I know neither Mike nor Natasha have done any subsequent research on/with the measure. I have pretty much been handling permissions for use etc. I have also continued doing work focusing on the MWEP and work ethic. Recently, another one of my former students, John Meriac, and I developed a short form of the measure (the MWEP-SF). I've attached a copy of the article describing the short form development (which includes the subsert of items from the original scale that make up the short form). I've also attached copies of the original scale and scoring key as well as a couple of other articles that might be useful. Good luck with your research – I'd welcome the opportunity to compare notes once you get your results.

Sincerely,

Dave Woehr

P.S. - I noticed that you are in St. Louis; my former student, John Meriac is currently in the psychology department at the University of Missouri, St. Louis. He'd done a lot of work with me on the MWEP and continues to work in this area. He might be a good contact as well.

David J. Woehr | Professor and Chair
Department of Management
UNC Charlotte | The Belk College of Business
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-5462| Fax: 704-687-4014

Appendix B

Permission to Survey Students at Ethos College

RANKEN
TECHNICAL COLLEGE

Technical Training + General Education + Work Ethic = Technical Competence + Critical Thinking + Success

December 10, 2013

John E. Wood
Vice President for Student Success and Lindenwood University Student
Ranken Technical College
4431 Finney Avenue
St. Louis, MO 63113

RE: Work Ethic Survey of Students

Dear Mr. Wood:

The Education Committee and I have reviewed your request and have approved you to administer a work ethic survey, via Survey Monkey, to our freshmen and graduating students. You can begin your survey work immediately.

We understand that the survey results may be used during your Ed. D coursework and dissertation research.

Sincerely,

Donald J. Pohl
Ranken Technical College
Vice President for Education

Enclosure

4431 FINNEY AVENUE
ST. LOUIS, MISSOURI 63113
P 314.371.0236
F 314.371.0241
W WWW.RANKEN.EDU

Appendix C

Permission to Use Work Ethic Grades of Students at Ethos College

RANKEN
TECHNICAL COLLEGE

Technical Training + General Education + Work Ethic + Technical Competence + Critical Thinking + Success

December 10, 2013

John E. Wood
Vice President for Student Success and Lindenwood University Student
Ranken Technical College
4431 Finney Avenue
St. Louis, MO 63113

RE: Work Ethic Grades of Students

Dear Mr. Wood:

The Education Committee and I have reviewed your request and have approved you to use work ethic scores from current and past students in your research work. You may begin using grades immediately as long as the identity of the students remains anonymous.

Sincerely,

Donald J. Pohl
Ranken Technical College
Vice President for Education

Enclosure

4431 FINNEY AVENUE
ST. LOUIS, MISSOURI 63113
p 314.371.0236
f 314.371.0241
e WWW.RANKEN.EDU

Appendix D

Questions from the Multidimensional Work Ethic Profile (MWEP)

Multidimensional Work Ethic Profile for Students SP2014 Exit this survey

The following survey is a part of a research project that will help the research team learn more about how new college freshmen perceive work by collectively comparing their ideas to college graduates.

The questionaire will take approximately 15 minutes to complete. There is no identifiable risk to the respondent. The benefit of the research is that it may improve the way the college teaches work ethic to future students.

All of your responses will be confidential. Further, your participation is completely voluntary.

Human Rights Statement: If you have questions about your rights as a participant, contact the Office of Education at 314.286.3653.

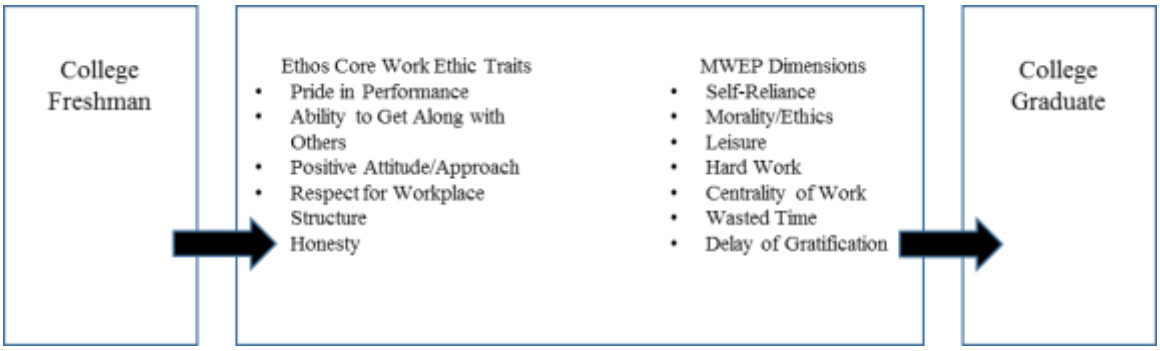
Please remember that the quality of our work is completely dependent upon your opinions. Please consider each statement carefully before you give an evaluation.

Thank you very much for your participation.

Next

Appendix E

Five Ethos Work Ethic Traits Related to the MWEP Seven Dimensions



Appendix F

Multidimensional Work Ethic Profile Scoring Rubric Used at Ethos College

Dimension	Item Numbers
Self-Reliance	13, 28, 33, 35, 39, 41, 51, 57, 62, 66
Morality/Ethics	14, 23, 22, 32, 44, 55, 58, 61, 64, 68
Leisure	12, 15, 21, 25, 34, 38, 50, 56, 65, 70
Hard Work	24, 27, 29, 31, 42, 45, 52, 54, 60, 67
Centrality of Work	9, 11, 17, 20, 37, 40, 47, 48, 59, 71
Wasted Time	8, 16, 19, 30, 43, 46, 63, 72
Delay of Gratification	10, 18, 26, 36, 49, 53, 69

Note: Dimensions are typically scored as mean item response x 10. This reflects a summing of the items for the first five dimensions and puts Wasted Time and Delay of Gratification on the same scale as the other dimensions. Seven demographic questions were added at the start of the original MWEP survey, which Ethos administered. Thus, all items numbers are 7 points higher on the Ethos survey compared to the original MWEP. Highlighted items are those chosen by the Ethos Education Committee for analysis.