

Influence of Parents' Jobs on Apprentices' Work Values

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ABSTRACT

This paper presents the findings of a study into the relationship between parents' jobs and the work values of apprentices. The findings were examined in the context of the positive relationship between work commitment and productivity of skilled workers and the need to understand influences on the work values of apprentices. The findings showed that the work values of apprentices were influenced by the kind of jobs each parent held. The importance of particular work values to apprentices differed significantly according to either their mother or father's job. ANOVA and Post Hoc analyses showed that the parents' role in their children's work values depended on the work value examined. The findings support literature specifically on intergenerational transmission of values, the occupational linkage hypothesis and the social learning theory on the influence of parents' occupation and children's values. They also show the importance for industry to focus on, and provide support to young apprentices in improving their commitment to work and help raise their productivity levels. The paper offers some suggestions on the kind of focus and support that can be offered.

Keywords: Apprentices, work values, parents' jobs, work commitment, job satisfaction

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INTRODUCTION

The increasing specialisation and sophistication of industry means that skilled workers are considered valuable assets. However, industries do not only need trained skilled workers but workers who should be able to give their highest commitment towards their work and consequently, their organisations. A high degree of worker

commitment can contribute towards a higher productivity level that embodies a quality of work that satisfies the organisation's needs.

One of the factors that contribute towards higher levels of work commitment among workers and their willingness to demonstrate this commitment in their work is high job satisfaction (Freund, 2005; Petty, Brewer, & Brown, 2005; Ngunia, Slegers, & Denessen, 2006). Indeed, research has shown there is a relationship between organisational commitment, job satisfaction and turnover of workers (Kanwar, Singh, & Kodwani, 2012). Workers who are predicted to leave an organisation are mostly those who are experiencing job dissatisfaction and have attitudes that are related to low work commitment. Absenteeism and tardiness are also found among dissatisfied workers (Wanous & Lawler, 1972; Mitra, Jenkin, & Gupta, 1992; Chen, Chu, & Wu, 2000).

Essentially, job satisfaction is closely related to work values (Kalleberg, 1977; Fabian Jintae Froese & Shufeng Xiao, 2012). In this context, a higher level of correspondence of work values between employers and workers can influence workers' job satisfaction. In turn, it can influence the interest of workers to continue working with their employer. Frone's (2000) interpersonal conflict model shows that young workers' conflict with supervisors has an impact on their sense of job satisfaction. This conflict may stem from differences in work values and differences in the orientation of the importance of work values between workers and their employers.

This study examines the work values of young workers or apprentices. They are usually adolescents or youths. A review of literature on young workers shows their parents' influence on their work values (Dickson *et al.*, 1992; Doepke & Zilibotti, 2005; Bryant, Zvonkovic, & Reynolds, 2006; Dohmen, Falk, Huffman, & Sunde, 2012), their understanding of work (Berti & Bombi, 1988; Abramovitch & Johnson, 1992), and their beliefs and attitudes towards work (Barling, Dupree, & Hepburn, 1998; Barling, Kelloway, & Bremermann, 1991; Dekker, Greenberg, & Barling, 1998; Kelloway, & Newton, 1996; Kelloway & Watts, 1994). Furthermore, studies about generational influences have shown that children whose parents have been involved in specific experiences such as 'downsizing' and 'rightsizing' or who have been fired in the 1980s and 1990s have attitudes and behaviours that reflect attitudes that are "sceptical, unimpressed by authority, and self-reliant" in their orientation towards work do not believe in job stability and demand immediate remuneration in the form of "independence, flexible hours, casual dress, and actually having fun at work" (Jurkiewicz, 2000; Maccoby, 1995; Zemke, Raines, & Filipezak, 2000). One of the implications of parental influence such as this is the effect it has on the adolescent or youth's attitudes about work. For example, Maccoby (1995) and Zemke, Raines and Filipezak (2000) state that the attitudes of workers have changed from a perspective that emphasises "working to live" to

“living to work” based on the experiences of their parents’ whilst growing up. This change in their work orientation suggests that employers should take early steps to intervene and inculcate the work values they want in their workers or to ensure that the orientation and ordering of work values of their workers are as similar as possible to theirs (the employers) to avoid conflicts and confrontations that eventually will affect the workers’ job satisfaction levels and consequently, their overall work commitment. Based on the above literature, this study was carried out to examine the work values of apprentices of a national dual training system, with particular focus on the influence of the parents’ jobs on the apprentices’ work values.

The National Dual Training System (NDTS) is a dual-training apprenticeship system that involves 70-80% training at a partner company and 20-30% training at the NDTS training centre. The aim of the programme is to produce workers based on industry demand, thus reducing the problem of a future mismatch between worker and industry or company. Approaches include self-reliant learning and action-orientated methods to develop apprentices with knowledge-worker occupational competence comprising technical competence, social and human competences and learning and methodological competences. A contract is signed between the company and the apprentices prior to the training. Practical or hands-on skills training is conducted in the workplaces by selected coaches of the company. Theory and basic skills training

is provided by the centre’s instructors. The focus of the training is on the development of young workers; the training requires trainers to infuse or integrate human and social skills in the modules. In addition, the apprentices learn on-the-job skills for the technical contents of the training.

In considering the wider question about the work values of apprentices in this kind of programme, a more specific issue was raised by the researchers as to the kind of relationship that existed between parents’ work values and those of the apprentices. Hence, this study considers the implications of these findings for apprentice preparation specifically in terms of the kind of organisational initiatives that can be offered by coaches/trainers and employers for young workers.

The main theoretical framework used in this study involves two theories. The first theory is the occupational linkage hypothesis that states that there is a relationship between parent’s occupation and occupational values and behaviour of their children. It is based on the ideal that transmission of values and behaviours from parents to children occur in many ways. The second theory is Bandura’s Social Learning Theory, which states that the behaviours and characteristics of children are a product of values modelling by one parent.

Based on the above two theories, this study assumes that work values of apprentices can be influenced by their parents. By identifying the work values of their apprentices and determining whether there are differences in the value priorities

of apprentices according to their father and mother's occupation, employers can identify actions that need to be taken to address any differences that may arise. Hence, the objectives of this study are to identify the work values of apprentices according to their father and mother's occupations and to determine whether there are any significant differences in those values according to their parent's occupation. Based on the findings, suggestions are made on ways employers can address the resulting incongruence in values between coaches/trainers and employers, and young workers.

METHODOLOGY

Study Design

In this study, data on the work values held by the apprentices of NDTs and their mother and father's jobs are compared. The quantitative approach of descriptive survey design is used. Descriptive studies are often used to describe the characteristics of a particular group and to make predictions about particular phenomena (Fraenkel & Wallen, 1993). The data are used to predict whether mother and father's jobs affect apprentices' work values. Specifically, the study describes the differences in work values among apprentices based on their mother and father's job, and examines whether there are significant differences between the two.

Population and Sampling

The target population for this study were apprentices attending training in several

companies and training institutions all over West Malaysia. The process of obtaining the respondents from among these apprentices began with the determination of minimum sample size. Based on the available list until August 28, 2007, 31 companies and institutions had signed up to participate in the training system. Overall, 1,212 people were trained as apprentices in these companies and training institutions. The determination of sample size for quantitative data can be done using several formulas. Among them is the Cochran formula (1978). Based on this formula, the required sample

size is $\frac{t^2 pq}{d^2}$, where the value of t is 1.96, $d = 0.5$, $p = 0.5$, $q = 0.5$. Therefore, the minimum required number of samples is

384. After the correction factor, $n = \frac{n}{1 + \frac{n}{N}}$,

is taken into account, the required number is 365. Therefore, the minimum sample was set as not less than 365 apprentices. In terms of sampling, the apprentices' training locations were divided into four zones: north, central, east and south zones. In order to ensure that the external validity of the study remains high and generalisation of data could be done, the sampling was done using random selection of clusters. One state was randomly chosen from each zone: Kedah for the north zone, Terengganu for the east zone, Selangor for the central zone and Negeri Sembilan for the south zone. Table 1 shows the distribution according to zones: 146 apprentices (30.2%) were from

the middle zone, 141 (29.1%) from the East zone, 110 (22.7%) from the North zone, and 87 (18.0%) from the South zone.

TABLE 1
Distribution of Apprentices According to Zone

Zone	Frequency	Percentage	Cumulative Percentage
Middle	146	30.2	30.2
East	141	29.1	59.3
North	110	22.7	82.0
South	87	18.0	100.0
Total	484	100.0	

Next, a list of institutions and centres that offer training programmes in the selected states were obtained from the Directory of Accredited Centre issued by the Department of Skills Development, Ministry of Human Resources (2006-07). However, several training institutions and companies that could not be involved because of time convergence, lack of time for the collection of data, lack of apprentices and access not being given by certain centres to apprentices to be involved in the study. Finally, 484 apprentices were obtained for this study.

Instruments and Instrumentation

In this study, two instruments were used to obtain the data needed. First, a questionnaire that aimed to determine work values that the apprentices should have according to degree of importance was drawn up. It contained a list of proposed work values that had been determined through literature and the highlights of previous studies. From this, a total of 36 work values were listed

to determine the extent of their importance by coaches and instructors. Twenty-six of these were based on the work values listed in the Armed Services Vocational Battery Attitude (ASVAB) Career Exploration Program, while 10 of the work values were obtained from other literature. The respondents, made up of representatives of companies and training institutions involved in the NDTs, were asked to arrange the values identified according to the level of importance they attached to those values ranging from very important, important and not so important. It should be noted that these respondents were excluded from the actual research. Based on the feedback from the coaches and instructors and expert panel recommendations, seven of the work values were merged or absorbed into the other work values. This included values such as power and authority, security, validation and community. A total of 29 work values were shortlisted. These work values were then used to build a second instrument.

The second instrument was a questionnaire consisting of Likert-scale items. The items needed to measure each of the 29 work values were determined. The items were developed by the researchers and reviewed by a panel of experts in the field of work values to ensure the validity of its contents. Then, a pilot test was conducted on 69 respondents at a training institute to ensure the reliability of the items. Analysis based on feedback showed that Cronbach coefficients for the constructs studied were between .54 and .85. Using feedback obtained from the pilot study, several

items were removed to reduce the number of statements that apprentices needed to respond to as well as to improve reliability of the instrument. In addition, two work values were merged into one. The overall construct of work values used in the actual study was 26.

Parents' jobs were classified according to simple standard job categories, namely, those who do not work, labourers, skilled workers, professionals and retirees as no relationship of apprentice work values with specific job classification was sought in this research. Retirees were included as a category as their condition of not being in employment anymore could be seen as a particular work condition exerting an influence on the work values of their children (Whitbeck, Simons, Conger, Wickrama, Ackley, & Elder Jr., 1997).

Once the validity and reliability of the measurement of the instruments in the workplace among apprentices were established, the apprentices were asked to respond to the questionnaire that contained items on their work values. The actual reliability coefficient for the items show that all the work value constructs recorded coefficients between .53 and .82, except for two values. Since the two values recorded low-reliability coefficients, they were removed from the calculation, and finally only 26 work values were used in this study.

Data Collection Procedure

Researchers personally went to the training centres that were randomly selected. The apprentices were asked to gather in a room

or hall, and questionnaires were distributed and administered by the researchers. The average time taken to complete the questionnaires was about 40 minutes. Researchers collected the questionnaires once they had been completed.

Analysis of Data

Analysis of data by descriptive statistics and inferential statistics was used to formulate quantitative data that had been gathered. Descriptive statistics is a method used to describe data that is observed for meaningful results. It uses indications such as percentage, mean and standard deviation. Inferential statistics analysis such as ANOVA was used to determine whether there were any significant differences in work values of apprentices based on their parent's job, and Post Hoc was used to determine whether there were any significant differences in types of their father or mother's job on the work values.

RESULTS

Overall, out of the 484 apprentices involved in the study, 31 (6%) had fathers who did not work, 239 (50%) worked as labourers, 50 (10%) as skilled workers, 57 (12%) as professionals and 68 (14%) were retirees, while 39 (8%) did not report their father's job.

Based on a comparison of work value mean according to father's job, only three different work value means were found to be significantly different, namely, financial gain, searching for meaning and influencing others (Table 2).

Detailed results show that apprentices whose fathers were skilled workers placed greater emphasis on financial gain ($M = 3.45$, $SD = 0.49$) compared to apprentices whose fathers did not work ($M = 2.98$, $SD = 0.58$) and apprentices whose fathers worked as labourers ($M = 3.16$, $SD = 0.60$).

In the case of searching for meaning, apprentices whose fathers worked as skilled workers ($M = 3.60$, $SD = 0.47$) and apprentices whose fathers were retirees ($M = 3.59$, $SD = 0.43$) found this work value more important compared to apprentices whose fathers did not work ($M = 3.27$, $SD = 0.50$). Apprentices whose fathers were retirees felt that searching for meaning is more important compared to apprentices whose fathers did not work and those whose fathers worked as labourers ($M = 3.39$, $SD = 0.54$). For the work value influencing others, the

analysis shows that there was a significant mean difference, but the difference was relatively minor.

In relation to their mother's job, 333 (69%) apprentices had mothers who did not work, 48 (10%) worked as labourers, 21 (4%) as skilled workers, 41 (9%) as professionals and 7 (1%) were retirees. However, 34 (7%) apprentices did not report their mother's occupation.

A comparison of apprentices' work values based on their mothers' job showed nine different work values as being significant, namely working with other people, working mastery, change and variety, work precision, supervision, excitement, challenge, achievement and lifelong learning (Table 3).

The details show that apprentices whose mothers did not work ($M = 3.38$, SD

TABLE 2
Mean difference in Job Value Between Apprentice According to Father's Job

Dimension	Father Job	Min	Standard Deviation	<i>F</i>	Degree of Freedom	Significant
Financial gain	Did not work	2.98	0.58	4.273	4,435	.002
	Labourer	3.16	0.60			
	Skilled worker	3.45	0.49			
	Professional	3.25	0.58			
	Retiree	3.31	0.60			
Searching for meaning	Did not work	3.27	0.50	4.043	4,429	.003
	Labourer	3.39	0.54			
	Skilled worker	3.60	0.47			
	Professional	3.46	0.50			
	Retiree	3.59	0.43			
Influencing others	Did not work	2.77	0.48	2.438	4,436	.046
	Labourer	2.88	0.62			
	Skilled worker	3.06	0.56			
	Professional	2.99	0.62			
	Retiree	3.06	0.55			

TABLE 3
Mean Difference Job Value Between Apprentices According to Mother's Job

Dimension	Mother's Job	Min	Standard Deviation	<i>F</i>	Degree of Freedom	Significant
Working with others	Did not work	3.38	0.49	3.912	4, 442	.004
	Labourer	3.08	0.51			
	Skilled worker	3.28	0.54			
	Professional	3.32	0.57			
	Retiree	3.29	0.44			
Working mastery	Did not work	3.44	0.44	3.062	4, 442	.017
	Labourer	3.23	0.44			
	Skilled worker	3.49	0.41			
	Professional	3.49	0.44			
	Retiree	3.59	0.36			
Change and variety	Did not work	3.10	0.55	3.776	4, 443	.005
	Labourer	2.80	0.55			
	Skilled worker	3.18	0.52			
	Professional	3.05	0.50			
	Retiree	3.32	0.43			
Work precision	Did not work	3.18	0.54	3.753	4, 443	.005
	Labourer	2.98	0.48			
	Skilled worker	3.47	0.39			
	Professional	3.23	0.57			
	Retiree	3.46	0.40			
Supervision	Did not work	2.75	0.66	2.446	4, 442	.046
	Labourer	2.67	0.52			
	Skilled worker	3.15	0.70			
	Professional	2.79	0.55			
	Retiree	2.97	0.52			
Excitement	Did not work	3.02	0.56	2.878	4, 441	.023
	Labourer	2.95	0.51			
	Skilled worker	3.31	0.59			
	Professional	3.13	0.49			
	Retiree	3.43	0.69			
Challenge	Did not work	2.73	0.62	4.868	4, 441	.001
	Labourer	2.66	0.56			
	Skilled worker	3.25	0.55			
	Professional	2.56	0.54			
	Retiree	2.91	0.82			

TABLE 3 (continue)

Achievement	Did not work	3.31	0.52	2.890	4, 443	.022
	Labourer	3.06	0.60			
	Skilled worker	3.44	0.53			
	Professional	3.32	0.54			
	Retiree	3.36	0.66			
Lifelong learning	Did not work	3.20	0.53	2.660	4, 434	.032
	Labourer	2.98	0.48			
	Skilled worker	3.32	0.52			
	Professional	3.20	0.52			
	Retiree	3.46	0.40			

= 0.49) placed more emphasis on working with other people compared to apprentices whose mothers were labourers ($M = 3.08$, $SD = 0.51$). Apprentices whose mothers did not work ($M = 3.44$) and who worked as professionals ($M = 3.49$) felt job mastery was an important work value compared to apprentices whose mothers worked as labourers ($M = 3.23$). Apprentices whose mothers did not work ($M = 3.10$, $SD = 0.55$) also considered change and variety as an important work value compared to apprentices whose mothers worked as labourers ($M = 2.80$, $SD = 0.55$).

On the other hand, apprentices whose mothers were employed as skilled workers ($M = 3.47$, $SD = 0.39$) placed more emphasis on work precision compared to apprentices whose mothers were labourers ($M = 2.98$, $SD = 0.48$). Apprentices whose mothers were skilled workers ($M = 3.15$, $SD = 0.70$) also considered supervision important as a work value compared to those whose mothers did not work ($M = 2.75$, $SD = 0.66$) and who were employed as labourers ($M = 2.67$, $SD = 0.52$). Next, apprentices

whose mothers were skilled workers ($M = 3.25$, $SD = 0.55$) considered challenge as a more important work value compared to apprentices whose mothers did not work ($M = 2.73$, $SD = 0.62$), worked as labourers ($M = 2.66$, $SD = 0.56$) and were professionals ($M = 2.56$, $SD = 0.54$).

The final work value that records significant differences is achievement. Here the apprentices whose mothers were skilled workers ($M = 3.44$, $SD = 0.53$) and those who did not work ($M = 3.31$, $SD = 0.52$) felt achievement was important compared to apprentices whose mothers were labourers ($M = 3.06$, $SD = 0.60$). In terms of the work values of excitement and lifelong learning, the analysis shows a significant difference in mean. However, the difference is relatively minimal.

DISCUSSION AND IMPLICATIONS

Several work values showed significant differences in terms of the jobs of the apprentices' parents and the importance placed on these work values by apprentices. These findings support the literature on the

relationship between the characteristics and background of parents and the work values of adolescents in the context of sociological studies. The idea of intergenerational transmission of values accepts that transmission of values occurs from parents to children (Lorence & Mortimer, 1981; Mortimer & Lorence, 1979). Aside from this idea, the occupational linkage hypothesis (Vondracek & Profeli, 2005) also endorses these findings. The hypothesis assumes that parents' occupation and value of their jobs as well as their behaviour influence the work aspirations and achievement of teenagers towards those that reflect the parents' work values.

The findings also reflect social learning theory in that they emphasise the influence of modelling, that is, values modelling by parents in shaping children's values (Bandura, 1986; Farmer, 1985). Even though significant differences in values were found only in the context of certain values, these differences show that work values given importance by apprentices are related to the complex relationship between mothers, fathers and children as shown by Ryu and Mortimer's (1996) research findings. The findings also show that the type of values that children found to be important are related to their mother's job, where mothers are seen to exert a greater influence on the work values that apprentices consider important especially in terms of those values that are more intrinsic in nature whereas the father's job has more influence on values that are more extrinsic in nature.

Based on a review of the literature, there are three assumptions that can be made based on the work values that apprentices find important in this study when compared to their father or mother's jobs. First, the work values of apprentices may be similar or may follow the work values of either their mothers or fathers. Second, the work values of the mothers or fathers may be influenced by the type of job that they have, that is, whether they work or not, area of work, that is, as professionals, skilled workers, labourers or retirees. The third assumption is that the father or mother's jobs may affect the type of work values that apprentices consider important.

Based on these assumptions, the findings of this study, on the influence of the father's job towards work values of apprentices, show that there are significant differences in terms of the mean for two work values, that is, giving meaning and financial gain. According to Mannheim (1988), these two work values are more likely to be influenced by the father's job as his job is more likely to influence the child's intrinsic values such as 'pride in work', 'activity preference' and 'forward striving'. It is also possible to conclude from this study that giving meaning is among the two values that are more likely to be influenced by the father's job because it is a work value of the father's that may be easily understood and demonstrated through the father's actions and thoughts in the context of his work compared to other values such as moral satisfaction and friendship.

The findings also suggest that other work values such as job satisfaction and friendship may be more abstract in the way that they are demonstrated by the father. Hence, the importance of these work values among the apprentices is less likely to be noticeably influenced by the father's occupation. This could explain why no significant differences were found between father's occupation and the work values of apprentices for these two values. However, in the case of giving meaning, the findings suggest that this work value may be easily expressed by fathers from time to time in the context of discussing their work experiences and thus, is more likely to show a clear relation to the work values of apprentices. As an example, the apprentice's father may say that his work gives satisfaction, builds his character, garners interest and so on. At the same time, there is also the possibility that giving meaning may be a work value that is more easily understood and is identifiable in relation to apprentices when answering the questionnaire. As a result, the differences between the father's occupation and making meaning may be more apparent compared to other work values investigated. This may also be one reason why apprentices consider this work value as most important to them.

Another reason why the father's job may show significant differences with the work value giving meaning could be attributed to the notion that having a job or having worked or been employed before produces deep feelings among apprentices towards work or working as something that has value to them. It makes work valuable to

them. For example, having a job or having worked makes the apprentice's father as someone who has played a part in the family or in society. This influences the perceptions of the apprentices. The research findings of this study support this idea. They show higher means for those fathers who work as skilled workers or labourers and those who have worked before such as retirees. This finding can also be related to the idea of intergenerational transmission of values whereby the work experiences of parents have implications towards the work values of children. In this context, the idea of work and working among fathers or mothers may have certain values that emphasise work as something an individual should value as it gives meaning to the lives of either or both their parents. In addition, this perspective on transmission of values may play a role in influencing the work values of fathers, and hence, the apprentices themselves. This is shown in the findings of this study whereby the mean for apprentices whose fathers worked as skilled workers and retirees ($M = 3.45$; $M = 3.59$) differ significantly from apprentices whose fathers did not work ($M = 3.27$).

Another work value identified as having significant differences with the father's job based on the mean is financial gain ($f(4,435) = 4.273$, $p = .002$). This finding can be explained in terms of the fathers' influence towards the work values of children as evidenced and supported by the idea of intergenerational transmission of values. Despite the idea that financial gain is more extrinsic in nature, the value

still has intrinsic elements in terms of upward striving, that is, self improvement. This explanation supports Mannheim's (1988) findings, which concluded that father's occupation can influence intrinsic elements in the work values of their children. Specifically, the findings of this research show that there is a significant difference between apprentices whose fathers were skilled workers ($M = 3.45$) and apprentices whose fathers did not work or who worked as labourers ($M = 2.98$; $M = 3.16$). These findings also support the idea underpinning Mannheim's (1988) study that the father's occupation, specifically the values found within the father's job, could influence their children's work values. In the context of this study, the importance of financial gain as a work value among apprentices assumes that skilled workers look further and have hopes of gaining financial profits in terms of remuneration and promotion or producing work that is better or innovative. This may influence apprentices whose fathers were skilled workers to view financial gain as an important work value compared to apprentices whose fathers did not work or only worked as labourers. In the context of fathers who worked as labourers, 'labourer' may be understood as a job that allowed for no financial gain or profit, such as promotion.

In terms of the relationship between the mother's job and the work values of apprentices, the findings show there are significant differences in seven work values, that is, working with other people ($F(4,442) = 3.912, P = .004$), working mastery, change

and variety, work precision, supervision, challenge, and achievement. In the context of Mannheim's (1988) study, the work attitudes of mothers are found not to have much influence on the work values of children. According to Mannheim (1988), "maternal job attitudes were found to have little impact on the reduction of value dissimilarities". However, the findings of this study are interesting as they suggest the opposite. Work values of the apprentices were found to be influenced by the work values that their mothers found important in their jobs. This particular finding may also be connected to the close relationship between mothers and children compared to those with fathers in the context of Eastern cultures, specifically in Malaysia, where mothers continue to play a major role as educators despite having jobs and working outside the home.

Specifically, in terms of the work value working with others, the findings show that the mother's type of job results in significant differences in its importance among the apprentices. Apprentices whose mothers worked as labourers did not find this work value important compared to those whose mothers did not have a job ($M = 3.08$ and $M = 3.38$). This may be related to the maternal instincts of mothers, which tend to vary according to socioeconomic status, job and scope of job. In Mannheim and Seger's (1993) study on the characteristics of mothers and their relationship to the work values of adolescents, they mention Hoffman (1977) and Yankelovich's (1979) studies as showing that women who worked,

especially those whose work was of a low status, were more prone to value those values that were extrinsic in nature or have high instrumental value compared to women whose jobs were of a higher status (Mannheim, 1993). In the present study, women who did not work seemed to appreciate working with others. This seems to support Mannheim's conclusions. There is a possibility that the work values of mothers who did not work were more apt to be located between the work values of those of high and low status jobs. In the context of traditional Asian societies as is generally understood, mothers who do not work may have a higher status than those who do. For example, the idea of mothers as the main educators in the lives of their children may have some effect on these particular findings. Based on this idea and the findings of previous research (Hoffman, 1977; Yankelovich, 1979), apprentices whose mothers did not work may have been taught to appreciate and value working with others ($M = 3.38$) compared to apprentices whose mothers worked as labourers. The latter may be more likely to not place importance on this work value ($M = 3.08$) because their job may be more individual in nature.

The same thing can be concluded in terms of the importance of the work value change and variety, where significant differences were found between apprentices whose mothers worked as labourers and those whose mothers did not work ($M = 2.80$; $M = 3.10$). 'Change and variety' is found to be perceived slightly differently by apprentices compared to working with

other people in terms of its importance as a work value. The apprentices seemed to consider change and variety as having intrinsic value but did not perceive it as having altruistic characteristics such as in the case of working with others. Apprentices seemed to perceive change and variety as a need for personal satisfaction rather than one of inner satisfaction. In this respect, the connection between mothers who did not work and the importance of this work value among their children may be related to the mothers having needed to get out of their daily routine in the house and the desire for change and variety in their day-to-day lives. This may have motivated the mothers who did not work to value change and variety more, and hence, made it important as a work value in the minds of their children as well. This is where 'maternal instincts' differ according to the scope of the parent's jobs, although in comparison, mothers who worked as labourers may tend to emphasise values other than change and variety. This may have led apprentices whose mothers were labourers to rate other work values more highly.

Therefore, in order to develop human capital specifically apprentices for industry in terms of their commitment towards work, coaches, trainers and employers have to focus on understanding and appreciating the work values of their apprentices while at the same time getting the apprentices to understand the kind of work values desired by the organisation. Coaches, trainers and potential employers have to give more consideration to research findings that

show their apprentices, being young, are still greatly influenced by their background values, specifically their mother and father's values and work values. They have to provide support for programmes that allow apprentices to adapt to the work values of their organisation.

Generally, research on young workers has shown that there is a need to provide an appropriate work environment. This environment should be one that emphasises the work values of the employer yet also contributes towards increased job satisfaction among their workers. This environment should be one that promotes a strong working relationship between the supervisor and the apprentice. The focus of this relationship should be job satisfaction through shared work values (Frone, 2000). In addition, communication in the work place has to be stressed (Tresize-Brown, 2004).

Research into young workers and apprentices has also shown that opportunities should be given to young workers to make mistakes and learn from them (Tresize-Brown, 2004). Reducing the gap between the work values of apprentices and their employers or coaches is also important. In addition, enculturing apprentices to the work values of the organisation through early exposure to work values of the organisation are important. Proactive steps should be taken in the management of young workers.

In the case of apprentices, there is a need to identify them as youths. Organisations need to recognise that youths are more likely

to be influenced by certain background factors such as their parents because they may have great influence on the youths' value systems especially their work values. The findings of this study show that parent's job and, indirectly, their values and value systems do affect the work values of their children. Coaches, trainers and employers should not ignore this. They should take steps to draw up specific programmes such as mentor-mentee programmes that allow greater interaction between trainers, coaches and employers either at the training centres or work place. This would help the transmission of values that are required by the organisations where these apprentices will eventually be placed. It would also allow the organisations to understand and appreciate the work values of the apprentices. This would give greater validation to apprentices as a valued member of the organisation, thus increasing job satisfaction among apprentices and increased commitment towards their work. In addition, these programmes should involve simulation and immersion techniques that allow apprentices the opportunity to experience the work values of their employers or future employers. The programmes should also have a communication system in place that caters for young workers and fosters close dialogue between apprentices and trainers, coaches or employers. This would allow those in charge to intervene and remedy any situation where conflict or disagreement in values may occur.

CONCLUSION

The study raises an important question for employers in terms of what needs to be done to prepare young workers to enter their organisations. One of the questions is about the work values that these workers bring with them that can affect their satisfaction and further their commitment to work. This study suggests that some information about the work values may be obtained by considering their background, specifically, their parents' job. The study does suggest that to a limited extent parents' job may influence young workers' work values. Relating this to the wider literature, employers should perhaps give more recognition to the work values of apprentices especially if they are young people entering the work force for the first time. Giving more consideration to workers' background such as their work values, and understanding what influence parents' jobs have could help employers determine what kind of environment may be more suitable for young workers. In the long run this approach could help to keep young workers more committed to their work and the organisation they work for while helping to reduce the possibility of high turnover of staff.

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