

**AFFECTIVE OUTCOMES FOR STUDENTS AND HOSTS
PARTICIPATING IN SCHOOL-SPONSORED WORKPLACE
LEARNING**

by

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CONTENTS

| | |
|---|-------|
| DECLARATION OF ORIGINALITY | i |
| STATEMENT OF AUTHORITY OF ACCESS..... | ii |
| CONTENTS | iii |
| LIST OF TABLES | xvi |
| LIST OF FIGURES..... | xx |
| ACKNOWLEDGEMENTS | xxi |
| ABSTRACT | xxiii |
| CHAPTER 1 | 1 |
| RESEARCH CONTEXT | 1 |
| <i>INTRODUCTION</i> | 1 |
| <i>SCHOOL STUDENTS AND SCHOOL-SPONSORED WORKPLACE</i> <i>LEARNING</i> | 2 |
| The vocational imperative in schools | 2 |
| <i>THE GLOBALISED ECONOMY AND TECHNOLOGICAL</i> <i>CHANGE IN AUSTRALIA</i> | 2 |
| Globalisation as a primary influence..... | 3 |
| Technological change as a primary influence | 4 |
| <i>THE FLEXIBLE FIRM</i> | 6 |

CONTENTS

iv

| | |
|--|----|
| Personnel restructuring and reduced employment | 7 |
| Multi-skilling and reduced employment | 7 |
| Labour hiring, shedding, and sharing | 8 |
| The flexible firm and labour market implications for young people | 8 |
| <i>AUSTRALIAN YOUTH LABOUR MARKET TRENDS 1960s TO 1990s</i> | 9 |
| Reductions in training opportunities in the printing industry..... | 11 |
| Reduced youth training in Australian federal and state government agencies | 13 |
| Qualitative changes in labour market demands due to technological change | 13 |
| <i>AUSTRALIAN POLITICAL RESPONSES TO CHANGED YOUTH LABOUR MARKETS</i> | 14 |
| School retention in Australia as a response to changed youth labour markets | 16 |
| Why school drop out occurs | 18 |
| Which students leave school early | 20 |
| <i>STUDENTS' INTEREST IN SCHOOLING, SCHOOL ACHIEVEMENT, AND SCHOOL RETENTION</i> | 21 |
| Socio-economic disadvantage, educational disadvantage, and early school leaving..... | 23 |

CONTENTS

v

| | |
|---|----|
| Individual and social implications for socio-economically disadvantaged students | 25 |
| <i>SYSTEMIC AND SCHOOL-LEVEL RESPONSES TO STUDENTS AT-RISK</i> | |
| The subject school and its demographic context..... | 30 |
| Socio-demographic characteristics of Blue Gum High’s nominal catchment..... | 32 |
| Stringy Bark Municipality’s index of relative socio-economic disadvantage | 32 |
| Tasmanian government school zoning policy and educational disadvantage at Blue Gum High School..... | 33 |
| <i>SOCIAL RESIDUALISATION OF SCHOOLS AND ITS EFFECT ON SCHOOL LEARNING</i> | |
| Removal of zoning, student mobility, and the student profile at Blue Gum High School | 36 |
| Social residualisation and schooling at Blue Gum High School..... | 38 |
| Social residualisation and the MARRRS program at Blue Gum High School..... | 39 |
| Social residualisation and recognition of Blue Gum High School as a difficult to staff school | 42 |
| Curriculum extension: The workplace learning program..... | 43 |
| <i>HOST WORKPLACE MENTORS AND SCHOOL-SPONSORED WORKPLACE LEARNING</i> | |

| | |
|---|----|
| CONTENTS | vi |
| Host enterprise workplace learning context | 45 |
| Affective outcomes for host workplace mentors..... | 46 |
| <i>CONCLUSION</i> | 47 |
| CHAPTER 2..... | 49 |
| LITERATURE REVIEW | 49 |
| <i>INTRODUCTION</i> | 49 |
| Review of the research context for this study | 50 |
| SCHOOL STUDENTS' EXPERIENCE OF WORK | 51 |
| School-sponsored workplace learning..... | 52 |
| Vocationalization in schools | 52 |
| Systemic influences on workplace learning in school-to-work programs..... | 56 |
| Emerging awareness of students' affective outcomes from workplace learning | 57 |
| Formalisation of the cognitive aspects of workplace learning | 58 |
| Workplace learning programs that improve students' motivation | 62 |
| Australia. | 62 |
| United States and Canada..... | 63 |
| United Kingdom..... | 65 |
| Other European countries..... | 68 |

CONTENTS

vii

| | |
|--|----|
| Summary | 69 |
| <i>RELEVANT LITERATURE RELATING TO AFFECTIVE OUTCOMES FOR STUDENTS 2000-2004</i> | |
| Summary | 75 |
| <i>CAUSAL RELATIONSHIPS BETWEEN WORKPLACE LEARNING AND IMPROVED MOTIVATION FOR SCHOOL LEARNING</i> | |
| Contextual factors in workplace learning that may affect students' motivation for school learning | 79 |
| Situated learning theory and motivational contexts for learning in workplaces and schools | 82 |
| Contextual similarities between workplace learning and school learning | 84 |
| Gender-moderated motivational tendencies for school learning | 85 |
| Gender participation in school-sponsored workplace learning | 86 |
| Gender-segregation in Australian workplaces | 87 |
| Summary | 87 |
| <i>MENTORING BY HOST WORKPLACE PERSONNEL</i> | |
| <i>RELEVANT LITERATURE RELATING TO AFFECTIVE OUTCOMES FOR HOSTS 2000-2004</i> | |
| <i>CONCLUSION</i> | |
| CHAPTER 3 | 95 |
| RESEARCH METHOD | 95 |

CONTENTS

viii

| | |
|---|-----|
| <i>INTRODUCTION</i> | 95 |
| Ethical considerations..... | 96 |
| <i>RESEARCH RELEVANCE</i> | 97 |
| <i>RESEARCH CONTEXT FOR RESEARCH QUESTION 1</i> | 97 |
| The maxmincon principle and Research Question 1 | 98 |
| Quality assurance for workplace learning in this study | 99 |
| Host enterprise's quality-assured training system..... | 99 |
| Application of quality assurance for this research project | 100 |
| <i>RESEARCH METHOD FOR RESEARCH QUESTION 1</i> | 102 |
| Mode of research inquiry | 102 |
| Timing of research activity for Research Question 1 | 104 |
| Theoretical constructs supporting research for Research Question 1 | 105 |
| The Affective Domain Taxonomy | 107 |
| Details of the Affective Domain Taxonomy levels surveyed | 108 |
| <i>RESEARCH DESIGN FOR RESEARCH QUESTION 1</i> | 110 |
| Sample selection..... | 111 |
| The Experimental group and individuals' SES | 113 |
| Pretest survey questionnaire..... | 114 |
| Administration of pretest surveys..... | 116 |

CONTENTS

ix

| | |
|---|-----|
| Treatment details | 116 |
| Administration of posttest survey..... | 117 |
| Nonresponses..... | 117 |
| Survey reliability | 117 |
| Comparability of responses | 119 |
| Relationship between the Affective Domain Taxonomy and Keeves' (1974) attitude scales..... | 119 |
| Survey reliability in the form of proxy indicants | 120 |
| Survey validity | 121 |
| Teachers' capacity to validate students' responses | 123 |
| Establishing validity for subjects' responses..... | 124 |
| Pretest bias and selection-maturation effects | 125 |
| Minimising pretest bias and selection-maturation effects | 126 |
| Matching for profile dispersion and shape | 127 |
| Nonparametric statistical tests for two related samples | 128 |
| Directionality | 128 |
| Effect size | 128 |
| Sample mortality | 129 |
| Statistical power values and sample size..... | 130 |
| <i>RESEARCH CONTEXT FOR RESEARCH QUESTION 2</i> | 132 |

| | |
|--|-----|
| CONTENTS | x |
| <i>RESEARCH METHOD FOR RESEARCH QUESTION 2</i> | 132 |
| Mode of research enquiry | 132 |
| Supporting theories..... | 135 |
| <i>RESEARCH DESIGN FOR RESEARCH QUESTION 2</i> | 136 |
| Sample selection..... | 136 |
| Survey questionnaire design..... | 137 |
| Survey questionnaire validation | 137 |
| Survey questionnaire administration | 138 |
| Survey questionnaire reliability..... | 138 |
| Interview procedures | 138 |
| <i>CONCLUSION</i> | 139 |
| CHAPTER 4..... | 140 |
| RESULTS FOR RESEARCH QUESTION 1 | 140 |
| <i>INTRODUCTION</i> | 140 |
| Review of the research context and research design | 140 |
| <i>DATA OVERVIEW FOR RESEARCH QUESTION 1</i> | 140 |
| Aggregated data analyses | 141 |
| Gender-assigned disaggregated data analyses..... | 143 |
| Temporally-disaggregated data analyses..... | 147 |
| Summary of data overviews | 150 |

CONTENTS

xi

| | |
|---|-----|
| Detecting subsample biases..... | 151 |
| Inferential statistical analyses and the level of statistical proof at the data overview stage. | 151 |
| Sample and subsample gender segregation | 152 |
| Data error variance | 153 |
| Disaggregated gender-assigned data validity and reliability..... | 154 |
| Commentary on tests for data error variance | 155 |
| Temporal disaggregation..... | 156 |
| Commentary for temporally-disaggregated data error variance..... | 157 |
| <i>STATISTICAL ANALYSES AT LEVEL 1 OF THE AFFECTIVE DOMAIN TAXONOMY</i> | |
| Statistical tests at Level 1 | 159 |
| Commentary for testing Control and Experimental subsamples at Level 1 | 159 |
| Gender-assigned statistical testing | 160 |
| Commentary for testing gender-assigned subsamples at Level 1 | 160 |
| Temporally-disaggregated statistical testing at Level 1 | 161 |
| Commentary for testing temporally-disaggregated subsamples at Level 1 | 162 |
| Summary of statistical testing at Level 1 | 163 |

| | |
|--|-----|
| <i>STATISTICAL ANALYSES AT LEVEL 2 OF THE AFFECTIVE DOMAIN TAXONOMY</i> | 163 |
| Statistical tests at Level 2 | 163 |
| Commentary for testing of Control and Experimental subsamples at Level 2 | 164 |
| Gender-assigned statistical testing | 165 |
| Commentary for testing gender-assigned subsamples at Level 2 | 166 |
| Temporally-disaggregated statistical testing at Level 2 | 166 |
| Commentary for testing temporally-disaggregated subsamples at Level 2 | 167 |
| Summary of statistical testing at Level 2 | 168 |
| <i>STATISTICAL TESTING AT LEVEL 3 OF THE AFFECTIVE DOMAIN TAXONOMY</i> | 169 |
| Statistical tests at Level 3 | 169 |
| Commentary for testing of Control and Experimental subsamples at Level 3 | 169 |
| Gender-assigned statistical testing | 170 |
| Commentary for testing gender-assigned subsamples at Level 3 | 171 |
| Temporally-disaggregated statistical testing at Level 3 | 172 |
| Commentary for testing temporally-disaggregated subsamples at Level 3 | 173 |
| Summary of statistical testing at Level 3 | 174 |

CONTENTS

xiii

| | |
|--|-----|
| <i>CONCLUSION</i> | 174 |
| CHAPTER 5 | 176 |
| Results for Research Question 2 | 176 |
| <i>INTRODUCTION</i> | 176 |
| Review of the research context and research design | 176 |
| <i>MODES OF ANALYSIS</i> | 177 |
| Data overview | 178 |
| Level of statistical proof at the data overview stage | 178 |
| Data error variance | 179 |
| Compilation of data into workplace context layers | 180 |
| Data error variance by workplace context layer | 180 |
| <i>QUALITATIVE DATA ANALYSIS FOR RESEARCH QUESTION 2</i> | 183 |
| Selection of interviewees | 184 |
| Synopsis of surveys of host workplace personnel | 185 |
| Interviewees' backgrounds | 186 |
| Analysis of the individual workers workplace context layer | 189 |
| Analysis of the work teams or groups workplace context layer | 193 |
| Analysis of the work section workplace context layer | 204 |
| Analysis of the enterprise workplace context layer | 210 |
| Summary of findings related to Research Question 2 | 213 |

CONTENTS

xiv

| | |
|--|-----|
| <i>CONCLUSION</i> | 214 |
| CHAPTER 6 | 216 |
| Discussion and recommendations | 216 |
| <i>INTRODUCTION</i> | 216 |
| Characterizing the descriptive – correlational – experimental research loop in this study | 217 |
| Further review of this study’s outcomes | 219 |
| PART 1 | 219 |
| <i>RESEARCH QUESTION 1</i> | 219 |
| PART 2 | 227 |
| <i>RESEARCH QUESTION 2</i> | 227 |
| Workplace Context Layer 1: Individual workers | 230 |
| Workplace Context Layer 2: Work teams or groups | 231 |
| Workplace Context Layer 3: Work section or department | 232 |
| Workplace Context Layer 4: Enterprise | 233 |
| <i>IMPLICATIONS AND RECOMMENDATIONS</i> | 236 |
| Implications for school systems | 236 |
| Implications for school-level personnel | 239 |
| Implications for host enterprises | 241 |
| Implications for future research | 242 |

CONTENTS

xv

| | |
|-------------------------------------|-----|
| Suggestion 1 (Methodological) | 242 |
| Suggestion 2 (Methodological) | 243 |
| Suggestion 3 (Methodological) | 243 |
| Suggestion 4 (Theoretical) | 244 |
| Summary | 244 |
| Limitations of this research | 246 |
| <i>CONCLUSION</i> | 247 |
| REFERENCES | 248 |

LIST OF TABLES

| | |
|---|-----|
| CHAPTER 1 | 1 |
| Table 1.1 <i>Places of residence for 1998 Blue Gum High School student cohort</i> | 34 |
| Table 1.2 <i>Places of residence and students involved in the Blue Gum High School MARSSS program</i> | 40 |
| CHAPTER 2 | 49 |
| Table 2.1 <i>Summary of pre-2000 findings of students' improved motivation from research designs based on comparison groups</i> | 71 |
| Table 2.2 <i>Summary of pre-2000 findings of students' improved motivation from meta-analyses</i> | 71 |
| Table 2.3 <i>Summary of pre-2000 findings of students' improved motivation from research designs based on no specific comparison groups</i> | 71 |
| Table 2.4 <i>Summary of post-1999 findings of students' improved motivation from randomised experimental research designs</i> | 76 |
| Table 2.5 <i>Summary of post-1999 findings of students' improved motivation from research designs based on comparison groups</i> | 76 |
| Table 2.6 <i>Summary of post-1999 findings of students' improved motivation from meta-analyses</i> | 77 |
| Table 2.7 <i>Summary of post-1999 findings of students' improved motivation from research designs with no explicit comparison group</i> | 78 |
| CHAPTER 3 | 95 |
| Table 3.1 <i>Research activity timetable for Research Question 1</i> | 104 |
| Table 3.2 <i>Levels and categories of the Affective Domain Taxonomy</i> | 107 |
| Table 3.3 <i>Residential distribution of relevant cohorts at Blue Gum High School 1998-1999</i> | 114 |
| Table 3.4 <i>Coefficients of internal consistency: Pretest survey</i> | 118 |
| Table 3.5 <i>Coefficients of internal consistency: Posttest survey</i> | 118 |
| Table 3.6 <i>Coefficients of internal consistency (Keeves, 1974)</i> | 118 |

| | |
|--|-----|
| Table 3.7 <i>Pearson's r for percentages of students making positive responses reported by Keeves (1974) and in the pretest survey for this study</i> | 119 |
| Table 3.8 <i>Numerical representation of indicants of Affective Domain Taxonomy levels (Krathwohl et al., 1964) in modified attitude scales Keeves' (1974)</i> | 120 |
| Table 3.9 <i>Coefficients of internal consistency for proxy indicants</i> | 121 |
| Table 3.10 <i>Selected sample sizes and statistical power values for the Sign Test</i> | 130 |
| Table 3.11 <i>Selected sample sizes and inferred statistical power values for the Wilcoxon Signed Ranks Test</i> | 131 |
| Table 3.12 <i>Research activity timetable for Research Question 2</i> | 134 |
| CHAPTER 4 | 140 |
| Table 4.1 <i>Research subjects reporting improved motivation at Level 1</i> | 141 |
| Table 4.2 <i>Research subjects reporting improved motivation at Level 2</i> | 142 |
| Table 4.3 <i>Research subjects reporting improved motivation at Level 3</i> | 142 |
| Table 4.4 <i>Female research subjects reporting improved motivation Level 1</i> | 144 |
| Table 4.5 <i>Female research subjects reporting improved motivation at Level 2</i> | 144 |
| Table 4.6 <i>Female research subjects reporting improved motivation at Level 3</i> | 144 |
| Table 4.7 <i>Male research subjects reporting improved motivation at Level 1</i> | 145 |
| Table 4.8 <i>Male research subjects reporting improved motivation at Level 2</i> | 146 |
| Table 4.9 <i>Male research subjects reporting improved motivation at Level 3</i> | 146 |
| Table 4.10 <i>Temporally-disaggregated research subjects reporting improved motivation at Level 1</i> | 147 |
| Table 4.11 <i>Temporally-disaggregated research subjects reporting improved motivation at Level 2</i> | 148 |
| Table 4.12 <i>Temporally-disaggregated research subjects reporting improved motivation at Level 3</i> | 149 |
| Table 4.13 <i>Control and Experimental data error variance for Level 1</i> | 153 |
| Table 4.14 <i>Control and Experimental data error variance for Level 2</i> | 153 |
| Table 4.15 <i>Control and Experimental data error variance for Level 3</i> | 154 |
| Table 4.16 <i>Gender-assigned reliability coefficients</i> | 154 |
| Table 4.17 <i>Gender-assigned data error variance for Level 1</i> | 155 |
| Table 4.18 <i>Gender-assigned data error variance for Level 2</i> | 155 |

| | |
|--|-----|
| Table 4.19 <i>Gender-assigned data error variance for Level 3</i> | 155 |
| Table 4.20 <i>Temporally-disaggregated data error variance for Level 1</i> | 157 |
| Table 4.21 <i>Temporally-disaggregated data error variance for Level 2</i> | 157 |
| Table 4.22 <i>Temporally-disaggregated data error variance for Level 3</i> | 157 |
| Table 4.23 <i>Results of statistical tests for Control and Experimental subsamples' treatment effect at Level 1</i> | 159 |
| Table 4.24 <i>Results of statistical tests for gender-assigned subsamples' treatment effect at Level 1</i> | 160 |
| Table 4.25 <i>Results of statistical tests for temporally-disaggregated subsamples' treatment effect at Level 1</i> | 161 |
| Table 4.26 <i>Results of statistical tests for Control and Experimental subsamples' treatment effect at Level 2</i> | 164 |
| Table 4.27 <i>Results of statistical tests for gender-assigned subsamples' treatment effect at Level 2</i> | 165 |
| Table 4.28 <i>Results of statistical tests for temporally-disaggregated subsamples' treatment effect at Level 2</i> | 167 |
| Table 4.29 <i>Results of statistical tests for Control and Experimental subsamples' treatment effect at Level 3</i> | 169 |
| Table 4.30 <i>Results of statistical tests for gender-assigned subsamples' treatment effect at Level 3</i> | 170 |
| Table 4.31 <i>Results of statistical tests for temporally-disaggregated subsamples' treatment effect at Level 3</i> | 172 |
| CHAPTER 5 | 176 |
| Table 5.1 <i>Distribution of survey respondents according to work site</i> | 179 |
| Table 5.2 <i>Survey items' correspondence with workplace context layers</i> | 180 |
| Table 5.3 <i>Data error variance by workplace context layer and questionnaire survey item</i> | 181 |
| Table 5.4 <i>Summary of mentors' responses to survey questionnaire items by workplace context layers</i> | 182 |
| Table 5.5 <i>Questionnaire survey items' correspondence with workplace context layers and attendant affective behaviours</i> | 183 |

| | |
|--|-----|
| Table 5.6 <i>Comparative survey questionnaire data from potential interviewees and other respondents</i> | 184 |
| Table 5.7 <i>Data error variance for interview respondents' gender by workplace context layer and questionnaire survey item</i> | 188 |
| Table 5.8 <i>Survey items' links with attendant affective behaviours at the individual workers workplace context layer.....</i> | 189 |
| Table 5.9 <i>Survey items' links with attendant affective behaviours at the work teams or groups workplace context layer.....</i> | 194 |
| Table 5.10 <i>Survey items' links with attendant affective behaviours at the work section or department workplace context layer.....</i> | 204 |
| Table 5.11 <i>Survey items' links with attendant affective behaviours at the enterprise workplace context layer</i> | 210 |
| CHAPTER 6..... | 216 |
| Table 6.1 <i>Summary of treatment effects by gendered subsample.....</i> | 220 |
| Table 6.2 <i>Summary of treatment effects by temporally-disaggregated subsample..</i> | 225 |

LIST OF FIGURES

| | |
|---|-----|
| CHAPTER 1 | 1 |
| <i>Figure 1.1.</i> Apparent school retention rates years 10-11 | 17 |
| <i>Figure 1.2.</i> Apparent school retention rates to secondary education completion | 17 |
| CHAPTER 2 | 49 |
| CHAPTER 3 | 95 |
| CHAPTER 4 | 140 |
| <i>Figure 4.1.</i> Proportions of Control (C) and Experimental (E) subsamples reporting improved motivation | 143 |
| <i>Figure 4.2.</i> Proportions of Control Female (CF) and Experimental Female (EF) subsamples reporting improved motivation | 145 |
| <i>Figure 4.3.</i> Proportions of Control Male (CM) and Experimental Male (EM) subsamples reporting improved motivation for school learning | 146 |
| <i>Figure 4.4.</i> Percentages of temporally-disaggregated research subjects reporting improved motivation at Level 1 | 148 |
| <i>Figure 4.5.</i> Percentages of temporally-disaggregated research subjects reporting improved motivation at Level 2 | 149 |
| <i>Figure 4.6.</i> Percentages of temporally-disaggregated research subjects reporting improved motivation at Level 3 | 150 |
| CHAPTER 5 | 176 |
| <i>Figure 5.1.</i> Mentors' positive responses by workplace context layer | 182 |
| CHAPTER 6 | 216 |
| <i>Figure 6.1.</i> Treatment effect sizes by Affective Domain Taxonomy level | 223 |
| <i>Figure 6.2.</i> Treatment effect sizes for temporally-disaggregated subsamples | 226 |
| <i>Figure 6.3.</i> Modified treatment effect sizes for the autumn subsample | 227 |
| <i>Figure 6.4.</i> Increased overlapping analyses of proxy indicants for positive affect through increasing workplace complexity | 229 |

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ABSTRACT

In response to growing systemic awareness of the need to prepare school students for workplace participation, school-sponsored workplace learning was established as part of the secondary school curriculum in most Western democracies by the 1980s. By the 1990s contracting youth labour markets and qualitative changes in acceptable workforce credentials accompanying economic globalisation, technological change and industry restructuring had highlighted the role of school-sponsored workplace learning in school-based vocational education and training programs. Concurrently, complementary interest has emerged about school-sponsored workplace learning's influence on school students' affective development, particularly about its potential to motivate students from socio-economically disadvantaged backgrounds to maintain and extend their education and/or training beyond the compulsory school leaving age.

Despite anecdotal evidence supporting claims for positive affective outcomes for students participating in school-sponsored workplace learning, relatively little empirical research has been undertaken to provide substantive evidence supporting those claims. One facet of this study seeks to address this shortfall. Using a pretest-posttest survey form of the non-equivalent control group design, the study's matched pairs analysis describes positive treatment effects for both genders in motivation for school learning at the first three levels of the Affective Domain Taxonomy (Krathwohl, Bloom, & Masia, 1964). Moreover, these positive treatment effects were of sufficient statistical significance and power to accept the hypothesis that socio-economically disadvantaged female high school students will report improved motivation for school learning at Level 3 (Valuing) of the Taxonomy following participation in workplace learning. In so doing, this aspect of the study contributes to closing the descriptive – correlational – experimental research loop for this field of enquiry (Rosenshine & Furst, 1973).

Correspondingly, little is known of the affectivity attending workplace mentoring roles for school-sponsored workplace learning. In the second facet of this study affectivity attending host workplace mentoring roles is described by adapted forms of organizational spontaneity (George & Brief, 1992) that are structured on multiple levels of analysis (Côté, 1999) based on workplace context layers (O'Connor, 1994b). Data collection of evidence for workplace mentors' affectivity adopted a positivist approach and, through combined quantitative and qualitative analyses, showed that positive affect in the workplace was attended by mentoring activities such as helping co-workers, developing oneself, and spreading goodwill. This positive affect was found to attend workplace mentoring activity at the individual, work teams or groups, work section or department, and enterprise workplace context layers. These findings add to the embryonic literature concerning host workplace mentors' affective responses to hosting school students for workplace learning. The study has implications for future research and consideration by systemic policy makers, school-level personnel, and host workplace enterprises.