

**The Antecedents of Union Attitude Formation:
A Study of Preemployed Individuals**

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April 22, 1992

Submitted in partial fulfilment of
the requirements for the degree of
MASTER of SCIENCE
Saint Mary's University
Halifax, Nova Scotia



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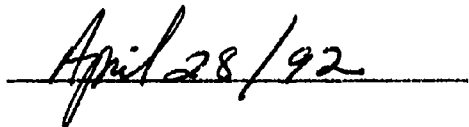
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It is with great pride and pleasure that I dedicate this thesis to my grandmothers Mrs. Anna Wolfe and Mrs. Rose Shapiro.

Abstract

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The development of attitudes toward unions is a complex process involving several factors. Although union attitude formation has been explored from a work related context there has been little research on non-job related variables. The present study examined the influence of preemployment predictors of union attitudes from 310 university students who responded to questionnaires on union attitudes, work beliefs, parental influence and willingness to join a union. Regression analyses demonstrated that parents' union attitudes was the best predictor of students' union attitudes while Marxist Work Beliefs, Humanistic Work Beliefs and Work Ethic were moderate predictors. Although gender and sex did not moderate the relationship between parents' and students' union attitudes sex did differentiate responses to the willingness to join a union when pay equity was the objective for unionization. The General Union Attitude scale was tested for an inherent gender bias. These results demonstrated that one did not exist thus indicating that this scale was an accurate measure of women's and men's union attitudes.

Table of Contents

Acknowledgements	i
Abstract	ii
List of Tables	iv
Introduction	1
Labor Union Defined	2
Reasons for Participating in Unionization	2
Models of the Unionization Process	5
Premack and Hunter's Model	11
Attitude Stability	15
Union Attitudes and Parental Influence	19
Beliefs about Work and Union Attitudes	21
Union Attitude Formation: Examining Preemployed Individuals	22
The Present Study	30
Hypotheses	31
Method	33
Participants	33
Questionnaire	35
Results	42
Gender as a Moderator	42
Perception of Parents' Union Attitudes	49
Students' Union Attitudes	51
Validity of the General Union Attitude Scale	54
Willingness to Join a Union	59
Work Beliefs	65
Discussion	71
References	85
Appendix A	89

List of Tables

TABLE 1: Summary of Demographic Variables for the Sample	34
TABLE 2: Zero-Order Correlations, Means and Standard Deviations of all Variables	43
TABLE 3: Modified Multiple Regression Analysis of Gender as a Moderator	47
TABLE 4: Modified Multiple Regression Analysis of Sex as a Moderator	48
TABLE 5: Modified Multiple Regression Analysis of Students' Identification with Parents as a Moderator	50
TABLE 6: Hierarchical Multiple Regression of the Predictors of Fathers' Union Attitudes	52
TABLE 7: Hierarchical Multiple Regression of the Predictors of Mothers' Union Attitudes	53
TABLE 8: Hierarchical Multiple Regression of the Predictors of Students' Union Attitudes	55
TABLE 9: Hierarchical Multiple Regression of the Predictors of Students' Union Attitudes	56
TABLE 10: Correlation between the Personal Attribute Questionnaire and the Union Attitude Scales	58
TABLE 11: Multiple Analysis of Variance for the Within-Subject Factor Scenario and the Interaction of Gender Identity with Scenario	61

List of Tables (continued)

TABLE 12: Multiple Analysis of Variance for the Interaction between Sex and Scenario	63
TABLE 13: Cell Means and Standard Deviations for Gender and Sex	64
TABLE 14: Multiple Analysis of Variance for the Interaction between General Union Attitudes and Scenario	66
TABLE 15: Hierarchical Multiple Regression of Work Beliefs as Predictors of Students' Union Attitudes	68
TABLE 16: Correlation between Students' Union Attitudes and the Work Belief Scales	69

Introduction

The birth of the modern labour movement began before the turn of the century. Its occurrence was a response to the changes in the workplace that evolved during the Industrial Revolution. Throughout this period workers endured low wages, poor working conditions and a continuously unsafe work environment. Workers eventually united and established a foundation of labour solidarity as a means of overseeing and securing their rights to better work conditions. This move to organize labour signalled the inception of labour unions.

For decades scholars have studied the unionization process in an effort to determine the factors that contributed to its development. As a result, many theories of union attitude formation have been advanced. For instance, Bakke (1945) investigated the influence of parental union membership status on attitudes toward unions whereas Buchholz (1978) examined work beliefs and their effect on the unionization process. In association with earlier research the present study endeavoured to extend the scientific account of the development of attitudes toward unions.

Labour Union Defined

In North America a labour or trade union can be defined as "an association of workers, the purpose of which is to represent the interests of its members on issues of wages, policy and working conditions." (Saal & Knight, 1988). In many instances the pursuit of unionization is a logical means for workers to realize their collective goals by dealing with management as a group instead of individually.

Reasons for Participating in Unionization

A number of studies have explored the reasons underlying the worker decision to accept unionization. Brett (1980), Decotiis and LeLouarn (1981) and Premack and Hunter (1989) performed three different studies focusing on the predictors of, and the variables that motivate, an individual's unionization decision. The following review of their research will describe the development of one model of the unionization process (Barling et al., 1991) which will then be used as a foundation for the present study.

Jeanne Brett (1980) explored two factors that she believed motivated workers' interest in unions:

1. A worker's interest in unionization was stimulated by their low satisfaction with working conditions coinciding with their inability to alter these conditions.

2. The second factor in the decision to favour unionization was the belief in the high probability that a coalition of dissatisfied workers and collective action will generate positive outcomes.

In a non-union organization Brett (1981) suggested that management and workers assume a bilateral psychological contract that entails specific behavioural expectations (e.g. fair wages, satisfactory working conditions). When workers perceive that management has violated the psychological contract they may lodge a complaint anticipating that the problem will be solved by management. A fundamental component of this psychological contract was the workers' belief that they have influenced the organizational system. In other words, in response to a legitimate complaint the employee presumes that management will eliminate the source of their

dissatisfaction.

If management fails to rectify the expressed problem workers could conceivably respond in a variety of ways. First, they could withdraw the complaint; second, they could seek other employment and third, they could consider union representation (Brett, 1980).

According to Brett (1980) the latter choice of action was motivated by power. Within the psychological contract there was an implicit acceptance of worker power or influence in the organizational system. By refusing to resolve the workers' problem, management conveyed a message that the workers' power was not equal to their power. The workers were then confronted with the dilemma of how to increase their share of the power. This was frequently attempted through collective behaviour. Moreover, regard for a form of collective behaviour was increased when the workers discovered that they shared similar attitudes. Consequently, worker communication of their attitudes lead to a decision advocating unionization.

To illustrate the second factor, when one worker decides to withhold labour it typically has little impact on the organization. If workers, as a group withhold their labour the organization could experience a notable decline in productivity which could compel it to acknowledge worker grievances. In other words, collective action affords the workers a potential method for exercising a measure of power over their employment conditions.

As Brett (1980) argued "probably the most important factor accounting for employees' interest in unionization lies in their belief in the instrumentality of unions" (p. 52) The results of her study indicated that dissatisfied workers voted for unionization if they believed that the union would have been effective means for improving their work conditions (Brett, 1980).

Models of the Unionization Process

In an attempt to understand how an individual arrives at the decision to support union representation some scholars have expressed an interest in the development of models outlining the union process' different stages and contributing factors. Decotlis and LeLouarn (1981)

proposed a model of the unionization process that entailed a relationship between unionization and the perception of union instrumentality proposed by Brett (1980). More specifically, the model purported that workers who believed that the union was instrumental in obtaining their valent job outcomes exhibited a positive attitude towards unionization. Moreover, a worker with a positive attitude towards a union expressed an intent to vote for a union. Finally, workers who have decided to vote for a union would have done so if they were given the opportunity.

Instrumentality, the key factor in this unionization model, was a function of the work context and the worker's individual characteristics:

i) Work Context:

The work context included extrinsic job satisfaction, leadership style of immediate supervisor and employee perceptions of influence over their respective valent work outcomes (e.g. pay, benefits and working conditions). A comparison of blue-collar employees who favoured unions with those who did not support unions demonstrated that the pro-union employees possessed a greater degree of

dissatisfaction with their pay, job security, promotional opportunities, conditions of equipment, shop maintenance, safety and the actual job (Decotiis & LeLouarn, 1981).

ii) Personal Characteristics:

The personal characteristics examined by Decotiis and LeLouarn (1981) included age, race, tenure, hours worked and previous voting behaviour. Of these variables they found that hours worked per week had a positive association with union attitudes while age and education had a negative association with attitudes toward unions (Decotiis & LeLouarn, 1981). Finally, race was associated with the probability to unionize where non-whites were twice as likely to vote for union certification (Decotiis & LeLouarn, 1981).

The results of the Decotiis & LeLouarn (1981) study indicated that job dissatisfaction motivated a worker to contemplate the use of different procedures to secure their job related goals but this did not immediately establish pro-union attitudes. That is, Decotiis and LeLouarn (1981) found four variables that predicted union instrumentality: extrinsic job satisfaction, stress, fairness and worker-

supervisor communication. Consequently, the development of a positive attitude towards unions was a complex process and not an immediate outcome of job dissatisfaction.

While Decotiis and LeLouarn's (1981) use of personal characteristics was a valuable approach to the understanding of union attitude development they may have omitted two potentially important variables. Gender and sex, two of the fundamentally distinguishing characteristics within the population (Basow, 1986) should have been included as components of a thorough examination of the individual unionization process.

2. Premack and Hunter (1988):

Premack and Hunter (1988) performed a meta-analysis on a number of studies that examined work-related attitudes and individual characteristics as contributing variables in the individual unionization process (e.g. job satisfaction, wage level, union instrumentality perceptions...). They then used the subsequent correlations to develop a causal model. In addition, four specific theoretical models were used by Premack and Hunter (1988) in the derivation of their model. These included:

i) Farber and Sacks (1980):

Farber and Sacks (1980) proposed that if the utility of a union job is greater than the utility of a non-union job a worker would vote in favour of unionization. In their model utility was based on relative wage level, satisfaction with supervision, opportunity for advancement and perceived job security.

ii) Kochan (1980):

Kochan's (1980) theory contained three unique sets of voting behaviour determinants. First, the impetus to unionize stemmed from a dissatisfaction with the economic components of the job including the various forms of compensation (wages, benefits...). Second, voting behaviour was influenced by the worker's desire for autonomy and participation on the job. Third, voting behaviour was a cost/benefit evaluation of unionization where its benefits were weighed against the costs of joining a union. The latter variable included the belief of union instrumentality also discussed by Brett (1980) and Decotils and LeLouarn (1981).

iii) Brief and Rude (1981):

Brief and Rude's (1981) theory consisted of two determinants in the unionization process: worker attitudes towards unionization and worker's general subjective norms toward voting for a union (Premack and Hunter, 1988). Brief and Rude stated that attitudes toward unionization were influenced by the individual's belief in union instrumentality especially with regard to compensation (e.g. wages and benefits). A worker's general subjective norms for voting in favour of unionization were determined by their social work environment which included the perceptions of their supervisor's and co-workers' beliefs.

iv) Youngblood, DeNisi, Molleston and Mobley (1984):

This model proposed a number of contributing factors that were associated with the union voting intention. They included the worker's reactions to the work environment, perception of union instrumentality, subjective norms and the labour union image. In order for a worker to vote in favour of unionization they must have perceived that they had low motivating work, low job satisfaction, a high belief in union instrumentality and possessed a generally high perception of the labour union image (Youngblood et

al., 1984).

The four theoretical approaches shared some variables that, according to Premack and Hunter (1988), could have constituted certain underlying elements within a causal model. These variables were perceived union instrumentality, job and work environment satisfaction, compensation and the influence of peers and management in the workplace (Premack & Hunter, 1988).

Premack and Hunter's Model of the Unionization Decision

a) The Process Model of the Unionization Decision:

This model began with the worker's personal characteristics and their job characteristics. Personal characteristics were stable for each worker since they included variables such as sex and race. The job characteristics involved variables such as wage level and degree of autonomy. These two sets of characteristics influenced the worker's perception of the employment exchange which entailed a "labour to outcome" comparison (e.g. time and effort to wages, promotion and job security). This stage in the model then influenced the worker's degree of job satisfaction. At this point, if the worker possessed high

satisfaction the unionization process did not continue. If a level of dissatisfaction existed the worker initiated a process to determine the options available to relieve their dissatisfaction. Searching for alternative employment was likely the most salient option. If available, this behaviour led to turnover, once again ending the unionization process. When this was not a viable alternative the worker had to select from the other options which might have been restricted to the organizational context. At this point in the process unionization could become a viable option for rectifying the dissatisfaction. Thus, the degree of union instrumentality perceived by the worker in terms of alleviating their dissatisfaction influenced their intent to vote in favour of unionization which then predicted their actual voting behaviour.

b) The Causal Model of Unionization:

Premack and Hunter (1988) tested a causal model of individual-level unionization based on the process model. They stated that if a worker perceived that their wages were low they would have experienced a degree of dissatisfaction which would have been directed at the organization. At this level the worker searched for

measures to increase their job outcome and reduce their dissatisfaction. Should they have perceived that the union was the best means for improving their job outcomes they exhibited a high level of union instrumentality. Thus, the stronger the belief in union instrumentality the greater the intent to vote for unionization. Finally, in accord with Fishbein's (1967) theory of behavioural intentions, the workers' intent to vote for a union leads to the actual voting behaviour.

Premack and Hunter's (1988) analysis supported the model of the individual's decision to vote for or against a union. However, the relation between the predictors and the decision to unionize did not necessarily follow the sequential process. Instead, each proposed step in the process could have independently led to the decision to unionize. For instance, one may have decided to unionize based solely on their level of extrinsic job satisfaction. Thus, the hypothesis that a worker's intent to vote predicted a vote for unionization was not supported. Premack and Hunter (1988) stated that this relationship was not causal but parallel. That is, the intent to vote and actual voting behaviour were measures of the same

construct.

An explanation for the statistical model obtained by Premack and Hunter (1988) involved the level of attitudes toward unions that a worker had prior to working in the organization. If a worker had a strong belief in unionization before entering an organization they would have wanted to become a member of a union notwithstanding the work environment. Perhaps an individual with a strong belief in unionization only required a perceived low wage to initiate a unionization decision whereas another worker with a weaker belief in unions required a low level of extrinsic satisfaction in addition to a perceived low wage before deciding to vote for unionization. Finally, for a worker who possessed a very low belief in unions they must have perceived the union as being highly instrumental (in comparison to other means) for obtaining work related outcomes prior to voting for unionization.

Research in the area of union voting intention has established a number of factors believed to be precursors to the actual vote for a union. While they had varying degrees of influence on this behaviour each was relevant

since the aim of these studies was to isolate the individual and secure a model sufficiently flexible to predict voting behaviour apart from the group process.

Attitude Stability

Another area of importance in the study of union voting intentions entailed the stability of union attitudes. That is, knowing whether an individual's attitudes towards unions were consistent across a variety of work situations was essential for predicting voting behaviour. Should an individual's union attitudes not change from one work experience or work environment to the next then, logically, it was easier to predict future voting behaviour once a measure of voting intention was garnered (Barling et al., 1991).

Aging and the susceptibility to change was the central issue in the Krosnick and Alwin (1989) study. They contended that the Impressionable Years Hypothesis best described the relationship issue. This approach argued that during their youth individuals experienced a multitude of socializing influences that shaped their attitudes for the rest of their lives (Krosnick & Alwin, 1989).

Specifically, as individuals in late adolescence and early adulthood participated in the adult world their basic values, opinions and attitudes were established and were not apt to be significantly altered later in life.

By measuring the political attitudes of a group of individuals with varying age intervals prior to the 1956 US Presidential election and the 1960 US Presidential election Krosnick and Alwin (1989) were able to test the Impressionable Years Hypothesis and the Increasing Years Hypothesis. The latter hypothesis, which opposed the Impressionable Years Hypothesis, stated that as people age their attitudinal flexibility gradually diminished. Krosnick and Alwin's (1989) results indicated that the youngest age group (18 - 25) displayed the most significant amount of political attitude change. Each of the older groups surveyed displayed a significant amount of political attitude stability thus supporting the attitude development trend suggested by the Impressionable Years Hypothesis.

In another study on attitude stability, Staw and Ross (1985) examined job attitudes. They investigated the dispositional argument which asserted that individual job

attitudes were predominately consistent across situations and over time. The authors suggested that it was plausible that individuals possessed a predisposition for certain attitudes which, in this case, was a positive or negative attitude towards work. Their belief was that it was naive to presume that people entered new job contexts as "blank slates" open to the influence of any external stimuli. The results of this study supported the dispositional hypothesis. Subjects displayed a significant relationship between their job attitudes over time and across situations (i.e. new jobs). Furthermore, a measure of their pre-employment attitudes successfully predicted their later job attitudes (Staw and Ross, 1985).

Finally, Getman et al.'s (1976) study of 33 union representation elections successfully predicted 79% of actual union voting behaviour from their measures of union attitudes. This, once again, demonstrated the stability of union attitudes. Furthermore, in support of the stability hypothesis, Getman et al. (1976) were able to make these predictions of worker voting behaviour after the workers had experienced a period of campaigning by the union and management. Even with these attempts to alter worker

attitudes neither group was successful.

In summary, attitude formation was believed to occur during a specific developmental period. That is, it was apparent that the crucial period for attitude development was late adolescence and early adulthood (Krosnick & Alwin, 1989). After these years individual attitudes tended to remain stable (Krosnick & Alwin, 1989; Staw & Ross, 1985; Getman et al., 1976).

Furthermore, some research has established that workers join unions for a variety of reasons. Hence, the decision to vote for a union was a complex process that entailed the influence of one variable or a combination of a number of variables (Premack & Hunter, 1988; Decotiis & LeLouarn, 1981; Brett, 1980). For instance, some individuals merely had to perceive that they had low wages whereas others also had to experience a high degree of dissatisfaction with their extrinsic working conditions. Moreover, the decision to vote for a union could have, in addition to the other variables, required the perception that the union was highly instrumental in the attainment of valent work outcomes.

Union Attitudes and Parental Influence

Until recently much of the research regarding parental influence has focused on child personality development and their psychopathological behaviour (Barling et al., 1991; Bandura, 1977). Presently, there is evidence that family socialization affects the formation of children's and adolescents' attitudes and goals associated with work (Gottfredson, 1981). For instance, the occupational literature demonstrated that, in general, sons tend to pursue the same if not similar careers as their fathers (Mortimer, Lorence & Kumka, 1986).

Breakwell, Fife-Schaw and Devereaux (1988) argued that occupational attitudes of children and adolescents were influenced by their perceptions of their parents' attitudes toward their vocations. In reference to a study by Rhenson (1977) Breakwell et al. (1988) stated:

To the degree that there is similarity between offspring and parental attitudes...it is likely to be the result of teenagers' exposure to a social and cultural environment of which their parents are...one potentially significant part. He [Rhenson] suggests

that overt teaching of (political) values and attitudes occurs rarely (p. 81).

Thus, the basis of Breakwell et al.'s (1988) investigation was that perceived parental attitudes toward their occupations should have had a robust effect on the career related attitudes of their children. They implemented a survey measuring adolescents' motivation to train for technological jobs and the degree to which they perceived that their parents had technologically related occupations. Their results demonstrated that they were able to predict a teenager's motivation to train for technological work by the degree to which they perceived their parents' experience with technology in their own job.

In another study of parental influence on adolescent work attitudes McCall and Lawler (1976) had subjects report how important they perceived a variety of work related rewards (wages, benefits, power, status, job security, promotion...) were to their father. Later the subjects were asked to rate the importance of the same work related rewards. The results indicated that the valence subjects place on rewards corresponded with their perceptions of

their fathers' reward valence. For instance, if a father was perceived to display a preference for extrinsic rewards his child exhibited the same tendency (McCall & Lawler, 1976).

Given the relationship between family socialization and education and job attitudes it was plausible that the same process occurred in the development of union attitudes (Barling et al., 1991). Laliberte (1986) examined the association between the status of parental union membership and their children's union attitudes. The results did not indicate a significant relationship. Barling et al. (1991) stated that parental union membership status may not have influenced children's union attitudes since a parent could have been a member of a union but overtly expressed anti-union attitudes. The opposite was plausible as well. Consequently, it was feasible that parental attitudes toward unions had a greater influence on children's attitudes than their objective membership status.

Beliefs about Work and Union Attitudes

Another factor, according to Barling et al. (1991), that contributed to the prediction of individual union

attitudes was a person's work beliefs. One study in this area has focused on two forms of work beliefs (Buchholz, 1978). The Marxist work belief was based on the premise that workers should maintain greater influence and power over their respective work environments. This would enable them to overcome a managerial attempt to exploit and alienate the work force (Barling et al., 1991; Buchholz, 1978). The humanistic work belief asserted that a worker's personal development should take precedence over organizational development thus the organization should be designed to promote the realization of individual "higher order" needs. In his study Buchholz (1978) established that union officials and union members demonstrated stronger Marxist and Humanistic Work Beliefs in comparison to non-union workers.

Union Attitude Formation: Examining Preemployed Individuals

Until recently, research on union attitudes has exclusively focused on individuals already in a work environment or who have had work experience (Premack & Hunter, 1988). Barling et al. (1991), in a watershed study, explored the use of preemployed participants in the application of a process model of union attitude

development. Their approach focused on the role of non-job related variables involved in union attitude formation.

Barling et al. (1991) examined the relationship between family socialization and participant union attitude development. They hypothesized that children would infer parental attitudes towards unions from the observation of parents' participation in union activities and from informal discussions. The authors selected a sample of participants who corresponded to Krosnick and Alwin's (1989) Impressionable Years Hypothesis since this population was at a crucial stage of attitude development and they, in general, did not have significant work experience.

In association with the family socialization variable, Barling et al. (1991) investigated the possibility of gender moderating the link between mothers' and fathers' attitudes toward unions and those of their children. This inquiry was based on previous studies that demonstrated a same-sex effect where sons selected occupations that were identical to, or at least similar to, those of their fathers (Mortimer et al., 1986). As mentioned, the need

for an investigation of gender and/or sex effects on union attitudes was critical. Although the results specified that gender did not have a moderating effect on the parent-participant attitude relationship, to date, Barling et al.'s (1991) research proved to be the first study in the literature to specifically address this issue.

In light of the gender moderation results it is possible that Barling et al. (1991) did not employ an appropriate operational definition of gender. This argument is based on Basow (1986) who defined sex as a biological nomenclature used to classify individuals as either male or female contingent on their respective organs or genes (Basow, 1986). Gender, on the other hand, was a psychological and cultural term used to refer to "maleness" or "femaleness". That is, it is possible to be a member of one sex (genetically) but possess a gender-identity with another (Basow, 1986). Furthermore, one's behaviour can be identified with male or female characteristics but these are not directly determined by that individual's genes (Basow, 1991). It is possible that Barling et al. (1991), through a comparison between the sex of each subject and that of their parents, failed to properly investigate an

association between parent and participant gender. The present argument for examining family socialization through the measurement of gender-identity was best evidenced by the following: "the predominant part of gender-identity differentiation receives its program by way of social transmission from those responsible for the confirmation of the sex of assignment in daily practices or rearing" (Basow, 1986, p. 24).

The present study speculated that Barling et al. (1991) did not effectively operationalize the family socialization construct (Smith & Glass, 1987). Thus, by failing to assess the specific parent with whom the subject identified the authors were unable to measure a possible link between gender and union attitudes. It is therefore postulated that Barling et al. (1991) measured the moderating effect of sex on union attitudes instead of gender (Basow, 1986).

Besides union attitude formation, the issue of gender and sex, as defined by Basow (1986), has played a specific role in union policy. In 1968 the Canadian Labour Congress recommended to the Royal Commission on the Status of Women

that female workers receive equal pay for work of equal value (White, 1980, p. 69). This was an indication that unionization issues were no longer formulated on the basis of a male dominated work force. Given this history, it is plausible that, today, women's issues are even more prevalent within the unionization process, thus, their influence should be examined in terms of the individual decision to join a union.

In order to measure the intent to join a union Barling et al. (1991) asked their participants whether or not they would be willing to join a union. In view of the earlier research which illustrated a link between the intent to join a union and union instrumentality (Decotiis & LeLouarn, 1981; Brett, 1980) this single question may not have been a sufficient measure. Furthermore, there was evidence that men and women differ in their reasons for joining a union (Kelloway, 1987). Kelloway (1987) stated that women's union membership was affected by cultural factors such as less time for participation due to family obligations, a reluctance to compete with men and the stereotyping of women unionists into secretarial or organizational support roles. In addition, there were work

related variables such as the lack of female representation in high status jobs. Finally, Kelloway (1987) suggested that unions may have discouraged women from participating in sanctioned activities.

Given the potential instrumentality differences across all employees as well as the differences between women and men it is possible that the measurement of a person's willingness to join a union should be sensitive to these differences and thus include a number of measures based on various organizational contexts. That is, instead of asking people to provide a global intent to join they should be given the opportunity to express their intent based on a variety of work related issues such as pay equity and job security.

In light of the Kelloway (1987) study it is logical to conclude that gender should affect the measurement of union attitudes. Since the literature has indicated that unions were dominated by male related concerns it is plausible that the instruments used to measure union attitudes were also subject to this bias. As indicated by Barling et al. (1991) the General Union Attitude scale is an accepted

union attitude measure but, until now, the utility of the General Union Attitude scale has not been addressed. As a result, the present study tested this scale for a bias toward male related issues.

In addition to the effects of family socialization on the students' union attitudes, Barling et al. (1991) suggested that an individual's beliefs about work could predict their union attitudes. Because Marxist and Humanistic Work Beliefs supported the concept of unionization Barling et al. (1991) contended that people who exhibited these beliefs would have possessed pro-union attitudes. As they hypothesized, the students' perception of their parents' union attitudes significantly predicted their respective union attitudes. Although, the perception of parents' participation in union activities did not directly predict the participants' union attitudes, work beliefs demonstrated a moderate predictive ability.

As discussed, union attitude development is believed to be a complex process involving the influence of a number of variables. Presently, scholars are examining the effects of family socialization and work beliefs (Barling

et al., 1991). They evidently contribute to the formation of one's attitudes towards unions but further research is required to determine if other factors also contribute to this outcome.

The Present Study

The present study was based on the aforementioned research (Barling et al., 1991; Krosnick & Alwin, 1989; Premack & Hunter, 1988; Decotiis & LeLouarn, 1981; Brett, 1980). These inquiries demonstrated that work-related factors did not entirely account for the variance associated with the formation of attitudes toward unions, hence it was hypothesized that some of the contributing factors were independent of an individual's work experience.

The present study tested the attitude development process described by Barling et al. (1991). As this study was the sole investigation of the union attitudes of preemployed individuals it served as a primary source for this investigation. Accordingly, some elements of Barling et al.'s (1991) research were replicated. However, the present study also examined some alternative measures of predictors of attitudes toward unions in an attempt to modify the Barling et al. (1991) union attitude model.

Hypotheses

Hypothesis I: Gender as a Moderator

Gender will moderate the association between mothers' and fathers' union attitudes and students' union attitudes (Barling et al., 1991; Basow, 1986).

Hypothesis II: Perception of Parents' Union Attitudes

Participants' perceptions of their mothers' and fathers' participation in union activities will predict their perception of their mothers' or fathers' union attitudes (Barling et al., 1991; Breakwell et al., 1988; McCall & Lawler, 1976).

Hypothesis III: Subjects' Union Attitudes

As young adults observe their mothers' and fathers' participation in union activities or overhear their parents discussing union issues they will develop perceptions of their parents' union attitudes. These attitudes can be used to predict the participants' own union attitudes (Barling et al., 1991).

Hypothesis IV: Measurement of General Union Attitudes

A comparison between scores on the Personal Attribute Questionnaire and the General Union Attitude scale will determine the actual utility of the scale for measuring men's and women's union attitudes.

Hypothesis V: Willingness to Join a Union

The students' willingness to join a union will be determined by their perceived union instrumentality and/or predisposition to support unions (Premack & Hunter, 1988; Decotiis & LeLouarn, 1981; Brett, 1980).

Hypothesis VI: Work Beliefs

It is hypothesized that an individual's beliefs about work will influence their attitudes toward unions. If their beliefs coincide with their perceived role of a union they will demonstrate a favourable attitude towards unionization.

Method

Participants

Questionnaires were administered to 310 undergraduate university students in Nova Scotia, Canada (mean age = 20.2 years, SD = 2.64). There were proportionally more female than male participants (195 vs. 115) in the sample. In addition, 221 (71.5%) of the participants were in their first or second year of university and 193 (62.3%) were registered in the Faculty of Arts. The majority of participants (254, 82.2%) had a history of Part Time or Summer employment and 268 (86.5%) were never members of a union (see Table 1).

Students reported that 113 (36.5%) fathers were members of a union and 92 (29.7%) mothers belonged to unions whereas 141 (45.5%) fathers and 176 (56.6%) mothers had never been members of a union. The remaining cases (98) were not sure if their parents' were members of a union.

Table 1
Summary of Demographic Variables for the Sample

VARIABLE	%	N
<i>SEX</i>		
Male	37.1	310
Female	62.9	
<i>AGE</i>		
18 - 20	69.4	310
21 - 23	22.5	
24 - 26	6.1	
27 - 38	2.0	
<i>YR IN UNIVERSITY</i>		
1	45.0	309
2	26.5	
3	20.1	
4	7.4	
=>5	.9	
<i>FACULTY</i>		
Arts	62.3	310
Commerce	17.7	
Science	19.7	
Education	.3	
<i>PREVIOUS EMPLOYMENT</i>		
Full Time	13.9	309
Part Time/Summer	82.2	
No Employment	3.9	
<i>PREVIOUS UNION MEMBERSHIP</i>		
Yes	12.3	310
No	86.5	
Uncertain	1.3	

Questionnaire

Parental Identification

In an attempt to revise Barling et al.'s (1991) "family socialization" measure the present study employed five items from the Parental Attitudes Questionnaire (Spence & Helmreich, 1978). These questions were used in the examination of family socialization since they were designed to assess which parent the subject felt closest to or resembled in ideals and personality (Spence & Helmreich, 1978). For example, participants were asked "When you had a problem, whom did you confide in?" which were answered on a five point likert-type scale ranging from "My father almost always" to "My mother almost always". The students were also asked whether their ideals and personality were more similar to their mother or father (see Appendix A). The objective of these items was to render an indication of the subjects' mother vs. father identification (Spence & Helmreich, 1978). This scale was internally consistent ($\alpha = .74$).

Gender Identification

Students' gender identity was assessed with the Personal Attribute Questionnaire (Spence and Helmreich, 1978). This instrument measures an individual's identification with Androgyny, Masculinity and Femininity with eight items for each category. Participants responded on a five point likert-type scale with the extremes of each item represented by "E". An example of the Androgyny category was "Not at all aggressive" (A) to "Very aggressive" (E). The Masculinity items included "Not at all competitive" (A) to "Very competitive" (E). Femininity was measured with items such as "Not at all emotional" (A) to "Very emotional" (E). The objective of this questionnaire was to provide an indication of each students' gender identity. Each of the categories were internally consistent although Masculinity and Androgyny had modest Cronbach reliability scores (Mas, $\alpha = .55$; Fem, $\alpha = .79$; Andr, $\alpha = .56$).

Parents' Participation in Union Activities

In order to measure the students' perceptions of parental participation in union activities Barling et al.'s (1991) five "family socialization" questions were retained.

These included items such as "Did your father belong to a union?" and "Did your mother strike as a member of a union?" (see Appendix A). However, these items were not used to infer family socialization. Mothers' participation ($\alpha = .56$) and fathers' participation ($\alpha = .65$) had moderate internal consistencies.

Parents' Union Attitudes

Also retained from Barling et al.'s (1991) union attitude investigation was the scale for measuring the students' perception of their mothers' and fathers' union attitudes. These items were derived from Brett's (1980) union attitude questionnaire. Participants used a five point likert-type scale ("Strongly disagree" to "Strongly agree") to indicate how each of their parents would respond to items such as: "Unions are too powerful in this country.", "Strikes in general should be prohibited." and "Unions promote better worker-management relations." (see Appendix A). The mothers' and fathers' union attitude scales was internally consistent (MUA, $\alpha = .73$; FUA, $\alpha = .76$).

Work Beliefs

Buchholz's (1978) Beliefs About Work questionnaire was used to measure the participants' work beliefs. The questionnaire contained three indices measured on a five point likert-type scale ranging from "Strongly disagree" to "Strongly agree" (Cook et al., 1981) (See Appendix A):

1. The Work Ethic was the belief that work itself is good, it provides a person with dignity and achievement is the outcome of individual effort. Items included "By working hard a person can overcome every obstacle that life presents." This belief scale was internally consistent ($\alpha = .70$);

2. Marxist Work Beliefs contended that work was an essential component of individual growth but with its present position in the organization it merely illustrated the exploitation of the worker and resulting alienation. This was represented by statements like "Management does not understand the needs of the worker." The internal consistency of the Marxist Work Belief scale was $\alpha = .62$;

3. The Humanistic Work Belief stated that individual growth and development at work was more important than that of the organization. This was measured with items such as "The Job should be a source of new experiences." and the scale was internally consistent in this study ($\alpha = .85$).

Participants' Union Attitudes

Barling et al.'s (1991) general union attitude scale derived from McShane (1986) and Getman et al.'s (1976) union attitude scales was used since they indicated that it was the most valid measure of union attitudes available. This instrument had students use a five point likert-type scale ("Strongly disagree" to "Strongly agree") to respond to items including "I am glad that labour unions exist.", "Unions are becoming too strong." and "Unions are a major cause of high prices." (see Appendix A). The GUA was internally consistent with $\alpha = .93$.

Willingness to Join a Union

The final variable measured in the present study was the subjects' willingness to join a union. While Barling et al. (1991) used a one item scale to assess this variable (Would you be willing to join a union?) the present study

asked participants to respond "Yes", "No" or "Uncertain" to three scenarios. The development of the three scenarios was based on the those presented by Barling, MacEwen and Pratt (1988) and were presented to participants in the following order:

1) Non-instrumentality which examined the students' willingness to join a union in an ideal employment setting:

"The organization you work for provides excellent employee benefits including a family medical plan, low interest loans and an annual three week paid vacation. In addition, your salary is higher in comparison to the rate paid to those doing the same job in other organizations within your industry. A prominent union is attempting to get you and your fellow workers to accept their representation."

"Would you be willing to join the union?"

2) Pay Equity which measured the willingness to join a union to attain equal pay for equal work;

"In your company men get paid more than women for doing the same work. A union has approached you and your fellow workers and stated that if they represented you they would demand that management implement a pay equity system where all employees, regardless of sex, race (etc.) would be paid the same for doing the same work."

"Would you be willing to Join the union?"

3) Job Security which investigated participants' willingness to join a union to obtain secure employment:

"During a recession companies often lay off employees to cut corporate costs. The organization you work for has told its employees that 35% of the jobs must be cut or else it will have to close down. A national union lobbying for the workers' support states that they will push for employee job security thus preventing the loss of jobs."

"Would you be willing to Join the union?"

Results

The descriptive statistics between all the variables are presented in Table 2. Summaries of these relationships and results from the other statistical analyses for each hypothesis are described in the following sections.

Hypothesis 1: Gender as a Moderator

To measure the effect of gender as a moderator of the relationship between parents' union attitudes and subjects' union attitudes a moderated regression analysis was implemented. Ghiselli, Campbell and Zedeck (1981, p. 357) proposed that a moderated regression strengthened prediction by considering particular characteristics that would differentiate one group from another in the whole sample. Hence, "moderated regression is concerned with the particular way these characteristics influence multiple correlation and the accompanying regression equation. These characteristics of subgroups that influence the coefficient and equation are referred to as moderator variables" (Ghiselli 1981, p. 357).

Table 2
Zero-Order Correlations, Means and Standard
Deviations of all Variables

VARIABLES	MEAN	SD	SEX	AGE	YR
SEX	1.63	.48	-		
AGE	20.20	2.64	-.02	-	
YR	1.93	1.03	.12*	.44**	-
NINST	1.13	.86	.05	-.06	-.09
PAYEQ	1.76	.58	.28**	.05	.08
JSEC	1.61	.68	.09	-.14*	-.11*
FS	15.14	4.16	.01	.04	.10
FP	5.85	1.35	.00	-.11	-.13*
MP	5.92	1.07	.02	-.04	.00
MUA	19.22	3.37	.04	-.01	-.06
FUA	18.74	3.40	.12*	-.08	-.11
WE	3.23	5.19	.00	-.05	-.08
HU	8.38	14.77	.10	.03	-.04
MA	4.56	9.62	.04	-.07	-.01
GUA	53.14	8.78	.13*	.06	-.05
MF	26.53	3.80	.26**	-.10	.01
FEM	31.60	4.21	.33**	.04	.11
MAS	28.59	3.34	-.18**	-.02	-.03
PERATT	2.22	.70	-.17**	-.02	.04
IDENT	2.87	.85	-.05	-.07	.04

* $p < .05$ ** $p < .01$

YR = Year in University; FAC = Faculty; EMP= Employment Prior to University; PREUN = Previous Union Membership; NINST = Non-instrumentality ; PAYEQ = Pay Equity; JSEC = Job Security; FS = Family Socialization; FP = Fathers' Participation; MP = Mothers' Participation; MUA = Mothers' Union Attitudes; FUA = Fathers' Union Attitudes; WE = Work Ethic; HU = Humanistic Work Beliefs; MA = Marxist Work Beliefs; GUA = General Union Attitudes; MF = Androgyny; FEM = Femininity; MAS = Masculinity; PERATT = Gender Identity; IDENT = Identification with Parents

Table 2 (continued)

VARIABLES	MINST	PAYEQ	JSEC	FS	FP	MP
MINST	-					
PAYEQ	.22**	-				
JSEC	.23**	.30**	-			
FS	-.03	.05	.03	(.74)		
FP	-.16**	-.11	.00	.11	(.87)	
MP	.01	.07	-.03	.05	.31**	(.82)
MJA	.28**	.20**	.28**	.05	-.20**	-.07
FUA	.32**	.20**	.33**	-.04	-.27**	.01
WE	.10	.00	-.04	.01	-.08	.10
HU	.11*	.12*	.00	-.03	.08	.03
MA	.01	.00	.01	.02	-.03	.10
GUA	.31**	.32**	.43**	.08	-.18**	-.09
MF	-.01	.14**	.17**	.04	.04	-.03
FEM	.09	.31**	.21**	.00	.00	.05
MAS	.03	-.06	.09	-.02	-.01	-.05
PERATT	-.03	-.14*	-.04	-.07	-.06	-.05
IDENT	.08	.03	.03	.78**	.05	.03

Table 2 (continued)

VARIABLES	MJA	FUA	WE	HU	MA	GUA
MJA	(.73)					
FUA	.79**	(.76)				
WE	.02	.03	(.70)			
HU	.09	.08	.15**	(.85)		
MA	.01	-.07	-.03	-.06	(.62)	
GUA	.86**	.65**	.02	.11	-.03	(.90)
MF	.01	.04	-.04	.02	.06	.11
FEM	.07	.08	.03	.04	-.02	.17**
MAS	.09	.05	-.01	-.07	-.05	.08
PERATT	-.00	-.03	-.02	.09	-.02	-.01
IDENT	.02	-.02	-.01	-.04	.02	.02

VARIABLES	MF	FEM	MAS	PERATT	IDENT
MF	(.56)				
FEM	.40**	(.79)			
MAS	.19**	.12*	(.55)		
PERATT	-.19**	-.33**	.29**	-	
IDENT	-.01	-.01	-.05	-.08	-

Following Ghiselli et al. (1981) and Stone (1986), the moderator effect of gender was tested through a regression analysis with the students' general union attitudes as its criterion variable and parents' union attitude and its cross-product with gender as the predictor variables. Due to the multicollinearity between the students' perception of mothers' and fathers' union attitudes ($r = .79$, see Table 2) a new Parents' Union Attitude variable was created by combining MUA and FUA ($MUA + FUA = PUA$). Parents' union attitude (PUA) was entered first, followed by the cross-product (MODP). As reported in Table 3, PUA significantly predicted GUA ($\beta = .69$, $p < .0000$) accounting for 48% of the variance. However, MODP ($\beta = .01$, $p = .79$) did not emerge as a significant predictor of GUA.

Since gender did not demonstrate a moderating influence on the relationship between PUA and GUA a similar analysis was used to measure the moderating effects of sex. Once again, PUA ($\beta = .66$, $p < .0000$) was a significant predictor of GUA accounting for 48% of the total variance (see Table 4) but the cross-product sex was not significant ($\beta = .02$, $p = .26$).

Table 3

Modified Multiple Regression Analysis
of Gender as a Moderator

Criterion = General Union Attitudes

PREDICTOR	B	SE B	Beta	T	p	R ²	ΔR ²
PUA	.87	.06	.69	13.98	.0000	.49	.48
MODP	.00	.01	.01	.27	.79		
constant	19.55	2.11		9.24	.0000		
F = 129.86			p = .0000, df = 2				

PUA = Parents' Union Attitudes

MODP = Modified Gender Identity (Gender x PUA)

Table 4
Modified Multiple Regression Analysis
of Sex as a Moderator

Criterion = General Union Attitudes

PREDICTOR	B	SE B	Beta	T	P	R ²	ΔR ²
PUA	.83	.06	.66	12.90	.0000	.48	.48
MODSEX	.02	.02	.06	1.13	.26		
constant	20.10	2.04		9.84	.0000		
F = 137.89		p = .0000, df = 2					

PUA = Parents' Union Attitudes
MODSEX = Modified Sex (Sex x PUA)

The potential moderating effects of subjects' identification with their parents was also investigated with a modified regression analysis (see Table 5). As in the previous equations PUA was entered first and its cross-product with parent identification second. The results in Table 5 demonstrated that Parental Identification ($\beta = .03$, $p = .59$) did not act as a moderator.

Hypothesis 2: Perception of Parents' Union Attitudes

The present study tested the relationship between students' perception of their mothers' and fathers' participation in union activities and their perception of their mothers' and fathers' union attitudes. Two separate hierarchical multiple regression equations were used to examine the associations between MUA and Mothers' Participation (MP) and FUA and Fathers' Participation (FP).

In the first equation FP was entered on the first block followed by MP and GUA on the second block. All the variables emerged as significant predictors of FUA accounting for 46% of the variance. GUA ($\beta = .02$, $p < .0000$) and MP ($\beta = .17$, $p < .01$) together were the strongest predictors of FUA accounting for 39% of the variance followed by FP ($\beta = .14$, $p < .0000$) which

Table 5

Modified Multiple Regression Analysis
of Students' Identification
Parents as a Moderator

Criterion = General Union Attitudes

PREDICTOR	B	SE B	Beta	T	p	R ²	ΔR ²
PUA	.87	.05	.69	16.15	.0000	.47	.47
MIDENT	.01	.01	.03	.53	.59		
constant	20.04	2.08		9.63	.0000		
F = 260.85 p = .0000, df = 2							

PUA = Parents' Union Attitudes
MIDENT = Modified Identification with Parent
(Identification with Parents x PUA)

accounted for the final 7% (see Table 6).

In the regression equation for the relationship between MUA and MP the latter was entered on the first block while FP and GUA followed on the second block. As presented in Table 7, the independent variables GUA ($\beta = .65$, $p < .0000$) and FP ($\beta = -.09$, $p < .07$) were the only predictors accounting for 44% of the total variance. It should be noted that FP was, at best, moderately significant and MP ($\beta = .01$, $p = .83$) was non-significant. The results of the two equations indicated that GUA was the best predictor of MUA and FUA.

Hypothesis 3: Students' Union Attitudes

The present study examined the relationship between individuals who were recipients of verbal and non-verbal communication from their parents regarding their attitudes toward unions. As can be seen, the students' union attitudes correlated most strongly with the perceived union attitudes of their parents (FUA, MUA). Positive student attitudes toward the union (GUA) correlated with the perceived union attitudes of their parents (Mothers: $r = .66$; Fathers: $r = .65$). Similarly, positive student union attitudes were associated with the three Willingness to

Table 6

Hierarchical Multiple Regression of
the Predictors of Fathers' Union Attitudes

Criterion = Fathers' Union Attitudes

PREDICTOR	B	SE B	Beta	T	P	R ²	ΔR ²
FP	-.59	.14	-.19	-4.25	.0000	.07	.07
MP	.45	.17	.12	2.62	.009		
GUA	.28	.02	.63	14.33	.0000	.46	.46
(constant)	4.5	1.64		2.75	.006		
F = 82.62 p = .0000, df = 3							

FP = Fathers' Participation
MP = Mothers' Participation
GUA = General Union Attitudes

Table 7

Hierarchical Multiple Regression of
the Predictors of Mothers' Union Attitudes

Criterion = Mothers' Union Attitudes

PREDICTOR	B	SE B	Beta	T	p	R ²	ΔR ²
MP	.03	.15	.01	.21	.83	.004	.002
FP	-.23	.12	-.09	-1.92	.06		
GUA	.25	.02	.65	14.58	.0000	.45	.44
(constant)	7.23	1.40		5.17	.0000		
F = 77.55		p = .0000, df = 3					

FP = Fathers' Participation
MP = Mothers' Participation
GUA = General Union Attitudes

Join a Union items (Non-instrumentality: $r = .31$; Pay Equity: $r = .32$; Job Security: $r = .43$).

The ability of FUA and MUA to predict GUA was analyzed in two separate hierarchical multiple regression equations. FUA was entered on the first block of the first equation and MP and FP were entered last. Two of the variables significantly predicted GUA (see Table 8). These were FUA ($\beta = .66$, $p < .0000$) and MP ($\beta = -.09$, $p < .05$) (FP ($\beta = .04$)) which together accounted for 43% of the variance. However, MP did not significantly improve prediction since FUA alone explained 42% of the variance.

In the second equation MUA was entered first followed by FP and MP on the second block. The results presented in Table 9 indicated that MUA ($\beta = .66$, $p < .0000$) was the only significant predictor of GUA. This variable accounted for the entire 44% of the variance. MP ($\beta = -.02$) and FP ($\beta = -.03$) did not influence the relationship between each of the parent's union attitudes and those of the students.

Hypothesis 4: Validity of the General Union Attitude Scale

The General Union Attitude scale was used to measure

Table 8

Hierarchical Multiple Regression of
the Predictors of Students' Union Attitudes

Criterion = Students' Union Attitudes

PREDICTOR	B	SE B	Beta	T	p	R ²	ΔR ²
FUA	1.47	.10	.66	14.33	.0000	.426	.424
FP	.25	.33	.04	.76	.45		
MP	-.81	.39	-.09	-2.05	.04	.434	.428
(constant)	28.69	3.37		8.51	.0000		
F = 73.32 p = .0000, df = 3							

FP = Fathers' Participation

MP = Mothers' Participation

FUA = Fathers' Union Attitudes

Table 9

Hierarchical Multiple Regression of
the Predictors of Students' Union Attitudes

Criterion = Students' Union Attitudes

PREDICTOR	B	SE B	Beta	T	P	R ²	ΔR ²
MUA	1.71	.12	.66	14.64	.0000	.443	.441
FP	-.22	.32	-.03	-.69	.49		
MP	-.17	.39	-.02	-.43	.66		
(constant)	22.35	3.62		6.17	.0000		
F = 76.41		p = .0000, df = 3					

FP = Fathers' Participation
MP = Mothers' Participation
MUA = Mothers' Union Attitudes

the union attitudes of the participants in the study because it was the best instrument available. In accordance with the present societal trend (Basow, 1986) regarding gender and sex equality the present study sought to examine the accuracy of the General Union Attitude scale's ability to measure men's and women's union attitudes.

In the present study there was a consistent relationship between Sex and the three gender-identity categories (MF: $r = .26$; FEM: $r = .33$; MAS: $r = -.18$). Similarly, the Femininity category correlated with Androgyny ($r = .40$) and Masculinity ($r = .12$) while Androgyny also correlated with Masculinity ($r = .19$) (see Table 2).

The relationship between GUA and the three gender measures from the Personal Attribute Questionnaire was examined. Table 10 illustrated the correlation between gender identification and the union attitude scales. Gender identity did not demonstrate any significant association with FUA ($r = -.03$), MUA ($r = .00$) and GUA ($r = -.01$) which indicated that GUA did not possess a gender bias in its measurement of union attitudes.

Table 10

Correlation between the Personal Attribute
Questionnaire and the Union Attitude Scales.

	PERATT	GUA	FUA	MUA
PERATT	-			
GUA	-.01	-		
FUA	-.03	.65**	-	
MUA	.00	.66**	.79**	-

* $p < .05$

** $p < .01$

GUA = General Union Attitudes
FUA = Fathers' Union Attitudes
MUA = Mothers' Union Attitudes
PERATT = Personal Attribute Questionnaire

Hypothesis 5: Willingness to Join a Union

The three willingness to join a union scenarios were designed to measure the effects of situational contexts on an individual's decision to support a union. In the present study, the Non-instrumentality scenario had consistent associations between each of the three union attitude measures (MUA: $r = .28$, FUA: $r = .31$, GUA: $r = .31$). Pay Equity was related to each of the three union attitude measures (MUA: $r = .20$, FUA: $r = .20$, GUA: $r = .32$) and Sex ($r = .28$). As with the previous willingness to join variables, the Job Security scenario demonstrated positive correlations with union attitudes (MUA: $r = .28$, FUA: $r = .33$, GUA: $r = .43$).

The relationship between the three willingness to join a union scales was consistent. Non-instrumentality was associated with Pay Equity ($r = .22$) and Job Security ($r = .23$). There was also a significant correlation between Pay Equity and Job Security ($r = .30$). While the intercorrelation of the three scales suggested that the three variables were measuring an underlying "willingness to join" predisposition, the low degree of association between them implied that, as expected, the three scenarios were in fact measuring separate constructs.

The relationships between the willingness to join a union scenarios and the three gender measures exhibited four significant correlations. While none of the scenarios were associated with Masculinity, Pay Equity significantly correlated with Androgyny (MF) ($r = .14$) and Femininity ($r = .31$). Furthermore, as seen in Table 2, Job Security was significantly related to Androgyny ($r = .17$) and Femininity ($r = .21$).

Given the latter associations between the willingness to join a union variables and the gender measures, to determine whether any of the three willingness to join a union scenarios had an effect on the participants' decision to support a union a Multiple Analysis of Variance was performed. Initially, a within-subjects design was used to investigate whether the three main scenarios had an effect on the participants' willingness to join a union.

The results of the MANOVA indicated a significant main effect for Scenario ($F(2, 612) = 86.81, p = .000$) (see Table 11). Therefore, the context of union instrumentality did influence the students' decision to join a union. In order to determine which scenario(s) directed the "Joining

Table 11
Multiple Analysis of Variance for
the Within-Subject Factor Scenario and
the Interaction of Gender Identity
with Scenario

Variable	SS	DF	MS	F	p
WCells Scenario	240.45 68.21	612 2	.39 34.11	86.81	.000
WCELLS Gender	197.21 7.51	263 1	.75 7.51	10.02	.002
WCELLS Scenario	201.74 29.21	526 2	.38 14.61	38.09	.000
Gender by Scenario	1.82	2	.91	2.37	.094

behaviour" three separate MANOVAs were performed to test for interaction effects of Gender, Sex and General Union Attitudes.

The results (see Table 11) indicated that Gender had a main effect ($F(1, 263) = 7.51, p = .002$) but there was no indication of an interaction with the scenarios ($F(2, 526) = 2.37, p = .09$). However, this nonsignificance was marginal and may possibly be attributed to the small number of subjects in the Masculine cell ($n = 61$). On the other hand, as indicated in Table 12, the second MANOVA revealed a significant main effect for Sex ($F(1, 305) = 9.52, p = .002$) as well as a significant interaction between Scenario and Sex ($F(2, 610) = 3.37, p = .035$) thus indicating a potential "biological" influence on the willingness to join a union.

As indicated in Table 13, the Pay Equity scenario was the only scenario that exhibited a difference in mean responses for Masculine (mean = 1.48) and Feminine (mean = 1.85) and Male (mean = 1.56) and Female (mean = 1.90) subjects. Since the mean responses across the Non-instrumentality (Masculine = 1.08, Feminine = 1.17; Male = 1.07, Female = 1.15) and Job Security (Masculine = 1.43,

Table 12
Multiple Analysis of Variance for the
Interaction between Sex and Scenario

Variable	SS	DF	MS	F	p
WCELLS Sex	226.51 7.07	305 1	.74 7.07	9.52	.002
WCELLS Scenario	237.82 58.79	610 2	.39 29.39	75.40	.000
Sex by Scenario	2.63	2	1.31	3.37	.035

Table 13
Cell Means and Standard Deviations
for Gender and Sex

Factor		Mean	SD	N
VARIABLE NON-INSTRUMENTALITY				
GENDER	FEMININE	1.18	.84	204
GENDER	MASCULINE	1.08	.92	61
SEX	FEMALE	1.16	.84	192
SEX	MALE	1.10	.90	115
VARIABLE PAY EQUITY				
GENDER	FEMININE	1.85	.45	204
GENDER	MASCULINE	1.48	.83	61
SEX	FEMALE	1.89	.40	192
SEX	MALE	1.56	.75	115
VARIABLE JOB SECURITY				
GENDER	FEMININE	1.65	.64	204
GENDER	MASCULINE	1.43	.83	61
SEX	FEMALE	1.66	.62	192
SEX	MALE	1.53	.77	115

Feminine = 1.65; Male = 1.53, Female = 1.66) scenarios for both Sex and Gender hardly differed it was apparent that the issue of Pay Equity had the greatest influence on the students' decisions to join a union.

A third MANOVA revealed a significant main effect for General Union Attitudes ($F(1, 292) = 52.35, p = .000$) and a marginally significant interaction between General Union Attitudes and the willingness to join a union scenarios ($F(2, 584) = 2.67, p = .07$). Therefore, in addition to Sex an individual's overall attitude towards unions also plays a role in the decision to join a union process (see Table 14).

Hypothesis 6: Work Beliefs

In the present study students' work beliefs were measured with three scales, Work Ethic, Humanistic Work Beliefs and Marxist Work Beliefs. Each work belief measure was tested as a predictor of the subjects' union attitudes. Albeit to a lesser extent than each of the parent's union attitudes, it was hypothesized that work beliefs played a role in individual union attitude formation.

As indicated in Table 2, Work Ethic and Humanistic

Table 14
Multiple Analysis of Variance for the
Interaction between General Union Attitudes
and Scenario.

VARIABLE	SS	DF	MS	F	p
WCELLS	192.06	292	.66		
GUA	34.43	1	34.43	52.35	.000
WCELLS	230.24	584	.39		
Scenario	66.15	2	33.07	83.89	.000
GUA by Scenario	2.11	2	1.05	2.67	.07

Work Beliefs were significantly related ($r = .15$) although Marxist Work Beliefs were not correlated with any variables. Humanistic Work Beliefs showed a small correlation with the Non-instrumentality ($r = .11$) and Pay Equity ($r = .12$) scenarios.

To determine the best set of work belief predictors, separate hierarchical multiple regression equations were constructed using the three measures of work beliefs: Marxist, Humanistic and Work Ethic. Each equation had one of the work belief scales entered on the first step because of their theoretical importance in previous union attitude research (Barling et al., 1991).

In all the equations the three variables predicted GUA. MA ($\beta = .31$, $p < .0000$) accounted for 9% of the variance in the criterion measure. WE ($\beta = -.22$, $p < .0001$) and HU ($\beta = .12$, $p < .05$) respectively accounted for 2% and 3% of the explained variance (see Table 15).

The correlations between General Union Attitudes and the three work belief measures are presented in Table 16. GUA correlated most strongly with MA ($r = .31$) and to a lesser degree with HU ($r = .18$). In addition, GUA

Table 15

Hierarchical Multiple Regression of
Work Beliefs as Predictors of Students' Union Attitudes

Criterion = Students' Union Attitudes

PREDICTOR	B	SE B	Beta	T	p	R ²	ΔR ²
MA	.62	.11	.31	5.55	.0000	.088	.085
WE	-.46	.11	-.22	-4.01	.0001	.017	.015
HU	.24	.12	.12	2.10	.04	.052	.029
(constant)	30.07	5.33		5.65	.0000		
F = 16.95 p = .0000, df = 3							

MA = Marxist Work Beliefs

WE = Work Ethic

HU = Humanistic Work Beliefs

Table 16
Correlation between Students' Union Attitudes
and the Work Belief Scales.

	GUA	MA	HU	WE
GUA	-			
MA	.31**	-		
HU	.18**	.28**	-	
WE	-.13*	.23**	.12*	-

* $p < .05$

** $p < .01$

GUA = General Union Attitude Index
MA = Marxist Work Beliefs
HU = Humanistic Work Beliefs
WE = Work Ethic

demonstrated a negative correlated with WE ($r = -.13$). Positive relationships were found between each of the work belief variables where high levels of MA were associated with high levels of HU ($r = .28$) but MA was only moderately related to WE ($r = .12$).

Discussion

Early investigation of the unionization process was unable to thoroughly explain all the factors that influence an individual's union attitudes (Premack & Hunter, 1988; Decotiis & LeLouarn, 1981). Since these investigations focused on organizational and work-related variables, the fundamental objective of the present study was to further the current understanding of the predominant components contributing to union attitude development. A sample of students who had no fulltime employment experience was selected since their attitudes were believed to be less biased by their respective work and/or union experience. Unlike previous studies this examination of the unionization process relied on two specific non-job related variables: beliefs about work and parental influence.

This study supported the view that non-job related variables contribute to the development of an individual's attitudes toward unions. The relationships found in this study demonstrated that a person's perception of their parents' union attitudes was a predictor of their own union

attitudes. It was also determined that the decision to join a union involved more than an individual predisposition to support or oppose unionization. Finally, the present study revealed that gender identity did not influence any of the attitudinal relationships between parents' and the participants. However, sex played an important role in determining an individual's willingness to join a union when the context of the unionization process involved a sex related bias.

The present study indicated that, during the unionization process, an individual evaluated the circumstances for unionization and then rendered a decision either approving or opposing union representation. Therefore, while one set of circumstances may have elicited a pro-union decision another might have aroused an anti-union sentiment from the same student. Since the context of this process can vary, the decision to join a union was dependent on the perceived instrumentality of the union within a specific context.

Contrary to the prediction, no support emerged for the hypothesis that gender would moderate the association

between mothers' and fathers' union attitudes and those of the students. Since sex displayed the same outcome, it was apparent that the lack of moderating effect in this investigation was the consequence of the outcome variables. That is, the union attitudes of the participants, although influenced by their parents, were not dependent on the gender or sex similarities between the two groups.

Although the parent-participant relationship did not display any effects for gender or sex the willingness to join a union scenarios did exhibit a different outcome. It was hypothesized that participants' intentions to join the union would depend on their perceived instrumentality of unionization for each scenario. As predicted, the content of the scenario had an effect on the sample's willingness to join behaviour. More specifically, the Pay Equity item evoked significantly different responses from male and female students. Men typically responded that they were uncertain whether or not they would be willing to join a union if its goal was to secure equal pay. The majority of women, on the other hand, reported that they would support a union as a means of achieving pay equity.

Perhaps sex had a greater influence on the willingness to join a union among students in the Pay Equity scenario because a person's gender identification is not necessarily overtly displayed whereas one's biological identity cannot be concealed. Thus the biological (bias) difference is salient for women since it is perceived to have a direct impact on their status in the workplace. Specific support for this outcome can be found in the Canadian Union of Postal Workers who successfully secured equal pay for their women members. Even though this was not an issue raised by the male members significant lobbying by the women led to its recognition and inclusion on the union's collective bargaining agenda (White, 1990, p. 188). Undoubtedly, future research should consider the effects of sex when examining issues where women may perceive that they are being discriminated against based on their biological status.

The prospect of a gender bias among the items of the General Union Attitude scale was recognized in the present study. Through a comparison with the three gender measures it was revealed that a bias did not exist. This outcome was notable since the GUA, to date, is the most practical

published scale available. As indicated in the willingness to join a union investigation, the disparity between the job related attitudes of the sexes requires significant attention. With the evolution of the issues involving men and women in the workplace our understanding of their respective union attitudes could play a significant role in the shaping of future work environments. Unions and management, by recognizing and considering the concerns of women in particular, could improve the status of job related matters such as pay equity thereby securing a more compatible relationship with the work force.

The capacity of the students' perception of their parents' participation to predict their perception of their parents' union attitudes was not observed although fathers' participation demonstrated a modest predictive capability. Interestingly, students' union attitudes emerged as the best predictor of parents' union attitudes. One possible explanation for this outcome is that within the sample the majority of participants' mothers (57.8%) and fathers (45.6%) were not members of a union. Therefore, if a parent did not belong to a union it was not probable that they would have exhibited any behaviour that would have led

their child to interpret it as participation in union activities. Since there was a significant number of participants in the study who did not have an opportunity to witness parental union participation it would not have been possible for them to derive their perception of their parents' union attitudes from this source.

In this study, a number of the participants likely developed their perception of their parents' union attitudes from parental discussions or behaviour not related to specific union membership. That is, if parents are not members of a union they cannot discuss their feelings toward their union or exhibit any overt participation. Intuitively, it is plausible to assume that the students' parents did possess attitudes toward unionization regardless of their membership status and these were expressed through sources not measured by the present study. If this occurred, the students' union attitudes could have corresponded to those of their parents thus, as indicated, general union attitudes could have predicted mothers' and fathers' union attitudes. Since the non-job related variables in the present study accounted for approximately half of the variance of union attitude

formation it would be useful to examine additional non-job related contributors to the development of attitudes toward unions. For instance, a number of unsolicited remarks from participants stated that they believed that a portion of their union attitudes was shaped by the media's portrayal of union behaviour. Furthermore, an extension of the immediate family socialization measure could include the examination of "significant other" or peer influences on the unionization process.

As hypothesized, students' perceptions of parents' union attitudes were predictors of their own attitudes toward unions. This was an indication that the union attitudes expressed by the participants were in part learned from their parents. This result supported the earlier finding by Breakwell et al. (1988) which indicated that parents attitudes influenced those of their children. This relationship not only confirmed the postulate that union attitudes were not exclusively developed from job related stimuli, it also indicated that the formation of union attitudes occurred well before these individuals formally entered the workplace. In accordance with Staw and Ross' (1985) job attitude study, it was apparent in

this study that students possessed union attitudes prior to entering a work environment.

The Marxist Work Belief, Humanistic Work Belief and Work Ethic scales were used to examine the effects of work beliefs on union attitudes. Since an individual can have opinions about work without having ever experienced work these measures were implemented to acquire more data on non-job related predictors of unionization (Barling et al., 1991). Each of the work belief variables displayed an explicit effect on union attitudes which supported Buchholz's (1978) contention that individuals with strong Marxist and Humanistic Work Beliefs would favour union representation. However, as predicted, they did not yield as strong an influence on the development of the participants' attitudes toward unions as had parents' union attitudes thus corresponding to the outcome obtained by Barling et al. (1991).

As stated in the results section, participants who believed that work in itself is good did not demonstrate strong support for unions. This outcome implied that students who perceived work as being an element of personal

growth were less concerned with job related issues such as compensation. Since it is apparent that student work beliefs are learned future research should investigate the effects of parents' work beliefs on those of their children in order to gain an understanding of this developmental process.

As expected, students who scored high on the Marxist Work Belief scale demonstrated favourable union attitudes and, although to a lesser degree, those with strong Humanistic Work Beliefs exhibited similar attitudes. Interestingly, participants who possessed a strong work ethic displayed the lowest support for unionization. Hence, participants who indicated that they believed that work in itself was personally satisfying were not as concerned with the organizational factors affecting the job and consequently demonstrated a lower propensity to favour union representation. While it is evident that work beliefs had a modest influence on student union attitudes other work belief measures should be implemented in the study of the unionization process.

Knowledge of whether an individual supports or opposes unionization could be used in unfair hiring practices. That is, if management is aware of a job applicant's attitudes toward unions it may be used in the decision to select or reject them. While management may not explicitly inquire about an applicant's attitudes toward unions the use of predictors such as work beliefs could act as an indication of positive or negative union attitudes. The present study does not condone such practices since they are ethically and legally unjust.

Limitations of the Study

While the results of the study are meaningful they are by no means irrefutable. The average age of the sample was indicative of the population from the latter stages of the "Impressionable Years Hypothesis" (Krosnick & Alwin, 1988). Therefore, the study would have been better served had it been able to include a more representative sample of late adolescent participants. However, it should be noted that a review of the literature did not reveal that the sample used in this study would have significantly biased the results.

Given the results of the correlations among the variables in the study it is possible that some would have achieved statistical significance by chance alone. Nonetheless, a comparison with earlier research demonstrated that there was empirical support for the hypothesized relationships. Furthermore, the study's findings were upheld by the robust levels of significance.

Finally, the generalizability of the results was limited due to the sample used since it was drawn from a single university setting. A cross-section of students from a number of universities, technical colleges and high schools would have permitted greater generalizability. Notwithstanding, the present study contributed to the overall understanding of the unionization process as well as furnishing a foundation for future inquiry.

Future Research

The present study has indicated that non-Job related factors play a significant role in the development of union attitude formation. While there was evidence indicating that parental influence was a primary contributor to students' union attitudes it was evident that there were

other factors involved. Future research should therefore attempt to identify them. One direction for this research involves the measurement of the influence that the media possesses based on its portrayal of unions. In addition, since it is apparent that individuals attend to the opinions, beliefs and attitudes of people around them, a study of the influence of a "significant other" as well as peers should account for a greater understanding of union attitude development.

Future research should also attend to the variables involved in an individual's willingness to join a union. Since the instrumentality of the union is a factor related to the decision process the scenario method of measurement could be extended to investigate other issues such as sexual harassment, pensions and maternity leave. In addition to the content of the scenario, how it is worded could also be manipulated. For instance, when testing for gender or sex differences, as in the Pay Equity item, participants could be told that workers in an organization are not paid equally without an indication that a male or female prejudice exists. This would evaluate participant recognition of the bias as well as their willingness to

Join a union.

Applications of the Research

While the primary aim of the present study was to contribute to the scientific knowledge of union attitude formation it does have some practical implications. First, union executives could use the willingness to join a union information to structure their policies with the intention of securing employee support. Similarly, management could use the same information to improve the worker-management relations within their organization. Finally, both groups could use these results to plan their development since they would have an indication of the values held by a population of prospective employees. This information could have an effect on program development, worker recruitment and compensation as well as other policies relevant to either side of the organizational structure.

Conclusion

The present study has demonstrated that preemployment factors were predictors of an individual's attitude towards unions. Parental influence maintained the strongest role in attitude formation but other variables such as work

beliefs also contributed. It was determined that the participants' intent to join a union was dependent on the perceived usefulness of union representation whereby the procurement of equal pay had strong implications for the female members of the sample. The results of this study supported the view that the individual unionization process begins prior to entering the workplace or encountering an actual unionization decision.

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Appendix A

UNION ATTITUDE FORMATION QUESTIONNAIRE

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The attached questionnaire is part of a study examining the predictors of attitudes towards labor unions in undergraduate university students. The research forms part of an independent Masters thesis being carried out within the Department of Psychology at Saint Mary's.

What we ask of you, is to complete the questionnaire. In no way shall individual responses be made public. Confidentiality will be ensured by having participants remain anonymous - only statistical summaries of the responses shall be published. A copy of the final report will be made available at the Department of Psychology library for anyone wishing to read it.

Please note that your participation is entirely voluntary, and by returning the questionnaire, you are giving your consent to be included in the study. Should you have any complaints or concerns, they may be directed to Dr. Vic Catano (420-5845) or Dr. Grace Pretty (420-5854) of the Saint Mary's Department of Psychology.

We would like to thank you for participating in this research, your contribution is sincerely appreciated.

The following information is necessary for statistical purposes only, since you will remain anonymous, this information will in no way identify you. (Please **do not** indicate your name on any part of the questionnaire)

1. Sex (Please Circle) M F

2. Age Years _____

3. Year in university _____

4. What Faculty are you in?
(Please circle the appropriate number)

- | | |
|------------|--------------|
| 1. Arts | 2. Commerce |
| 3. Science | 4. Education |

5. What type of paid employment did you have prior to or during university?

- 1. Full Time _____
- 2. Part Time _____
- 3. Summer _____
- 4. No Employment _____

6. Have you ever been a member of a union associated with your work?

- 1. Yes _____
- 2. No _____
- 3. Uncertain _____

This section allows you to express your WILLINGNESS TO JOIN A UNION.

After reading the following vignettes please indicate whether or not you would be willing to join a union. (Please circle the appropriate response)

1. The organization you work for provides excellent employee benefits including a family medical plan, low interest loans and an annual three weeks paid vacation. In addition, your salary is higher in comparison to the rate paid to those doing the same job in other organizations within your industry. A prominent national union is attempting to get you and your fellow workers to accept their representation.

Would you be willing to join the union?

Yes

No

Uncertain

This section allows you to express your WILLINGNESS TO JOIN A UNION.

Please circle the appropriate response.

2. In your company men get paid more than women for doing the same work. A union has approached you and your fellow workers and stated that if they represented you they would demand that management implement a pay equity system where all employees, regardless of sex, race (etc.) would be paid the same for doing the same work.

Would you be willing to join the union?

Yes

No

Uncertain

This section allows you to express your WILLINGNESS TO JOIN A UNION.

Please circle the appropriate response.

3. During a recession companies often lay off employees to cut corporate costs. The organization you work for has told its employees that 35% of the jobs must be cut or else it will have to close down. A national union lobbying for the workers' support states that they will push for employee job security thus preventing the loss of jobs.

Would you be willing to join the union?

Yes

No

Uncertain

This section examines FAMILY SOCIALIZATION.

Answer every item by picking the letter on the scale below which best describes how characteristic or uncharacteristic it is as it applies to your experience with your family.

If you did not grow up with both your mother and father (or step- or foster parents) all or most of the time please circle below which parent (step- or foster) was with you.

Please circle the appropriate NUMBER OR LETTER.

1. Mother

2. Father

3. Other (Please specify) _____
If you answered "Other" please go to Page 11.

1. When you had a problem, whom did you confide in?

- a. My father almost always
- b. My father more often than my mother
- c. My father and mother equally
- d. My mother more often than my father
- e. My mother almost always

2. My mother and father have always agreed quite closely on how children should be brought up.

- a. Very characteristic
- b. Often characteristic
- c. Only sometimes characteristic
- d. Often uncharacteristic
- e. Very uncharacteristic

3. While I was growing up, I felt:

- a. Much closer to my father than my mother
- b. Somewhat closer to my father than my mother
- c. Equally close to my mother and my father (or not close to either)
- d. Somewhat closer to my mother than my father
- e. Much closer to my mother than my father

This section examines FAMILY SOCIALIZATION.

4. My ideals are:

- a. Much more similar to my father's than my mother's
- b. Somewhat more similar to my father's than my mother's
- c. Equally similar to both my parents (or not similar to either)
- d. Somewhat more similar to my mother's than my father's
- e. Much more similar to my mother's than my father's

5. My personality is:

- a. Much more similar to my father's than my mother's
- b. Somewhat more similar to my father's than my mother's
- c. Equally similar to both my parents (or not similar to either)
- d. Somewhat more similar to my mother's than my father's
- e. Much more similar to my mother's than my father's

Section A:

This section examines your Mothers' and Fathers' participation in union activities.

Please respond to the best of your ability, to each of the following questions by circling either 'Yes' , 'No' , or 'Uncertain'.

Did your father ...

- | | | | | |
|----|--------------------------------|-----|----|-----------|
| 1. | belong to a union? | Yes | No | Uncertain |
| 2. | hold office in a union? | Yes | No | Uncertain |
| 3. | strike as a member of a union? | Yes | No | Uncertain |

Did your mother...

- | | | | | |
|----|--------------------------------|-----|----|-----------|
| 4. | belong to a union? | Yes | No | Uncertain |
| 5. | hold office in a union? | Yes | No | Uncertain |
| 6. | strike as a member of a union? | Yes | No | Uncertain |

Section B:

This section examines your Mothers' and Fathers' participation in union activities.

Please respond to the following items, to the best of your ability, by rating the extent to which you observed or were aware of the behaviors listed below. (Circle **only one** of the numbers in each rating scale for **each** member of your family)

How often did members of your family attend union meetings?
(Circle the number that best corresponds for **each parent**.)

	very frequently	frequently	sometimes	occasionally	never
1. Father	5	4	3	2	1
2. Mother	5	4	3	2	1

How often have your parents discussed their participation in union sponsored activities?

	very frequently	frequently	sometimes	occasionally	never
3. Father	5	4	3	2	1
4. Mother	5	4	3	2	1

Section III

The following statements are about labor unions in general. Please indicate the strength to which you think the members of your family are in disagreement or agreement with these statements using the following scale. Write the appropriate number in the space provided beside each parent in every question. (If your mother and/or father are not presently alive please indicate what would they have thought.)

Please respond for both Mother and Father in each question.

- 1. = they strongly disagree**
- 2. = they disagree**
- 3. = they neither agree or disagree**
- 4. = they agree**
- 5. = they strongly agree**

1. Generally speaking, unions help improve working conditions.

a) Mother :__: **b) Father :__:**

2. Unions are too powerful in this country.

c) Mother :__: **d) Father :__:**

3. Unions have a negative effect on the economy.

e) Mother :__: **f) Father :__:**

4. Unions promote better worker - management relations.

g) Mother :__: **h) Father :__:**

5. Unions in Canada should be strengthened.

i) Mother :__: **j) Father :__:**

6. Strikes in general should be prohibited.

k) Mother :__: **l) Father :__:**

WORK BELIEFS

The following items refer to people's opinions about work. Please indicate your agreement or disagreement with the statements using the following scale:

1. - Strongly Disagree
2. - Disagree
3. - Neither Agree or Disagree
4. - Agree
5. - Strongly Agree

Please write the appropriate response in the space provided at the right of each item.

1. By working hard a person can overcome every obstacle that life presents. : ____:
2. Management does not understand the needs of the worker. : ____:
3. One must avoid dependence on other persons whenever possible. : ____:
4. A person can learn better on the job by striking out boldly on their own than they can by following the advice of others. : ____:
5. Only those who depend on themselves get ahead in life. : ____:
6. Work can be made satisfying. : ____:
7. One should work like a slave at everything they undertake until they are satisfied with the results. : ____:
8. Workers should be represented on the board of directors of companies. : ____:
9. The work place can be humanized. : ____:
10. Factories would be run better if workers had more of a say in management. : ____:
11. Work can be made interesting rather than boring. : ____:
12. Work can be a means of self-expression. : ____:

WORK BELIEFS continued

13. Work can be organized to allow for human fulfillment. :__:
14. The most important work in Canada is done by the laboring classes. :__:
15. The working classes should have more say in running society. :__:
16. Wealthy people carry their fair share of the burdens of life in this country. :__:
17. The rich do not make much of a contribution to society. :__:
18. One should live one's own life independent of others as much as possible. :__:
19. The job should be a source of new experiences. :__:
20. Work should enable one to learn new things. :__:
21. The work of the laboring classes is exploited by the rich for their own benefit. :__:
22. Workers should be more active in making decisions about products, financing, and capital investment. :__:
23. Work should allow for the use of human capabilities. :__:
24. One's job should give them a chance to try out new ideas. :__:
25. To be superior a person must stand alone. :__:
26. Work can be made meaningful. :__:
27. The free enterprise system mainly benefits the rich and powerful. :__:
28. Workers get their fair share of the economic rewards of society. :__:

GENERAL UNION ATTITUDE INDEX

The following statements have been made about unions in general.

Please indicate the strength of your agreement or disagreement with the statements using the following scale:

1. - Strongly Disagree
2. - Disagree
3. - Neither Agree or Disagree
4. - Agree
5. - Strongly Agree

1. Unions are a positive force in this country. : ____:
2. If I had to chose, I probably would not be a : ____:
member of a labor union.
3. I am glad that labor unions exist. : ____:
4. People would be just as well off if there were no : ____:
unions in this country.
5. Unions are an embarassment to our society. : ____:
6. I am proud of the labor union movement in this : ____:
country.
7. Most people are better off without labor unions. : ____:
8. Employees are considerably better off when they : ____:
belong to a union.
9. Unions are becoming too strong. : ____:
10. Unions make sure that employees are treated : ____:
fairly by supervisors.
11. Unions help working men and women to get better : ____:
wages and hours.
12. Unions interfere with good relations between : ____:
companies and workers.
13. Union dues are too high. : ____:
14. When a strike is called, it is generally for a : ____:
good reason.
15. Unions are a major cause of high prices. : ____:

16. Taking everything into consideration, would you describe your overall attitude toward unions as favorable or not favorable?

Please circle the number beside the statement that corresponds best to your attitudes.

Not favorable at all	(1)
Not favorable	(2)
Uncertain, don't know	(3)
Favorable	(4)
Very Favorable	(5)

PERSONAL ATTRIBUTES QUESTIONNAIRE

The items below inquire about what kind of person you are. Each item consists of a pair of characteristics, with the letters A-E in between.

Each pair describes contradictory characteristics-that is, you cannot be both at the same time, such as very artistic and not at all artistic.

Not at all Artistic A...B...C...D...E Very Artistic

The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think that you have no artistic ability, you would choose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth. **(Please circle the appropriate letter)**

- | | | |
|---|-------------------|--|
| 1. Not at all aggressive | A...B...C...D...E | Very aggressive |
| 2. Not at all independent | A...B...C...D...E | Very independent |
| 3. Not at all emotional | A...B...C...D...E | Very emotional |
| 4. Very submissive | A...B...C...D...E | Very dominant |
| 5. Not at all excitable
in a major crisis | A...B...C...D...E | Very excitable in
a major crisis |
| 6. Very passive | A...B...C...D...E | Very active |
| 7. Not able to devote
self completely to
others | A...B...C...D...E | Able to devote self
completely to
others |
| 8. Very rough | A...B...C...D...E | Very gentle |
| 9. Not at all helpful
to others | A...B...C...D...E | Very helpful
to others |
| 10. Not at all competitive | A...B...C...D...E | Very competitive |
| 11. Very home oriented | A...B...C...D...E | Very worldly |
| 12. Not at all kind | A...B...C...D...E | Very kind |
| 13. Indifferent to
others' approval | A...B...C...D...E | Highly needful of
others' approval |

14.	Feelings not easily hurt	A...B...C...D...E	Feelings easily hurt
15.	Not at all aware of feelings of others	A...B...C...D...E	Very aware of feelings of others
16.	Can make decisions easily	A...B...C...D...E	Has difficulty making decisions
17.	Gives up very easily	A...B...C...D...E	Never gives up easily
18.	Never cries	A...B...C...D...E	Cries very easily
19.	Not at all self-confident	A...B...C...D...E	Very self-confident
20.	Feels very inferior	A...B...C...D...E	Feels very superior
21.	Not at all understanding of others	A...B...C...D...E	Very understanding of others
22.	Very cold in relations with others	A...B...C...D...E	Very warm in relations with others
23.	Very little need for security	A...B...C...D...E	Very strong need for security
24.	Goes to pieces under pressure	A...B...C...D...E	Stands up well under pressure

THANK YOU FOR YOUR PARTICIPATION.