

PARENTAL OCCUPATIONAL AND EDUCATIONAL
ASPIRATIONS FOR OKFUSKEE COUNTY 8TH
GRADE STUDENTS AS COMPARED TO
THEIR OWN ASPIRATIONS

By

LEE DONALD SMITH

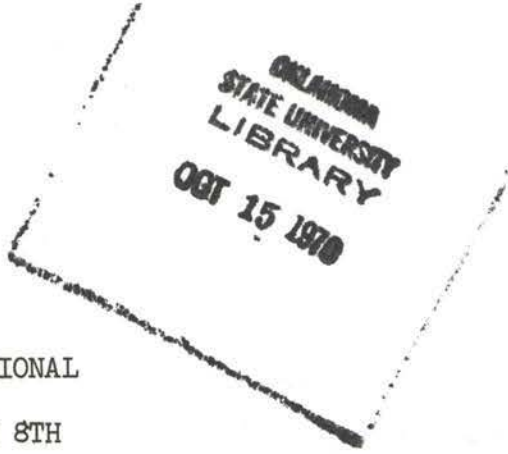
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Thesis Approved:

James P. Key
Thesis Adviser
Robert L. Price
D. Durbin
Dean of the Graduate College

762799

PREFACE

This study was concerned with obtaining and measuring factors which might be influencing the occupational aspirations of the youth in Okfuskee County. Particular observance was placed on the parental effect on this mixed ethnic group.

The author would like to take this opportunity to express his appreciation to Dr. James P. Key, Chairman of his committee, whose guidance, counsel and encouragement have been of great value throughout the study and to Dr. Robert Price, Head of the Agricultural Education Department, for his continuing encouragement and advice.

Expression of thanks are due all Okfuskee County school administrators and their eighth grade students and parents who so willingly cooperated in this study. Without their participation this study would not have been possible.

In addition, the writer would like to thank Marvena Franks for her typing excellence and advice.

To my patient and encouraging wife, Sammy Kay and to my daughters, Sandra and Nancy, this thesis is dedicated.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Need	2
Purpose	2
Scope of the Study	3
Research Hypotheses	3
Procedure	3
Specific Hypotheses	4
Definition of Terms	4
II. REVIEW OF LITERATURE	6
III. DATA AND ANALYSIS	11
IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	22
Summary of Findings	22
Conclusions	24
Implications	24
BIBLIOGRAPHY	26
APPENDIX A	28
APPENDIX B	35
APPENDIX C	37

LIST OF TABLES

Table	Page
I. Okfuskee County 8th Grade Students as of March 10-12, 1970	11
II. Student Aspiration Scores by Race Group	12
III. Correlation of Students' Personal Aspirations with Selected Variables	13
IV. Father & Mother's Type of Work	14
V. Responding Fathers' & Children's Aspirations as Related to Father's Occupations	15
VI. Responding Mothers' & Children's Aspirations as Related to Mother's Occupations	17
VII. Parents' Aspirations for their Children as Correlated with Selected Variables	18
VIII. Relation of Persons with Whom Students Live by Race	19
IX. Responding Parents' Aspiration for Children by Relation to their Child	20
X. Aspiration by Race and Sex of Parents for their Child	20
XI. Comparison of Parents' Aspirations for Children to Students' Personal Aspirations by Race	21

CHAPTER I

INTRODUCTION

The aspiration level of a child begins to form at a very early age and will continue to evolve throughout life. For many years the home environment plays a major role in determining that level of aspiration. The parental influence will affect the child's level of aspiration through their involvement and position within society. At the same time a child's aspiration may become lower due to downward social mobility on the part of the parent.

It is generally accepted that individuals who aspire to high prestige occupations tend to achieve them in time, while others whose aspirations are to low prestige occupations tend to remain stifled throughout their productive life. As a child advances in school his level of aspiration becomes influenced more by the social class, his peers, and his own self-perception (1).

Okfuskee County is considered rural and agricultural in nature with a declining population of 11,706. (Indian, 9 percent; Negro, 22 percent; and white, 69 percent.) Out-migration has taken its toll from the 26,279 population in 1940, a 55 percent loss (2). As a result the median age rose to 34.5 years in 1960 as compared to 30.0 years for the state of Oklahoma.

Agriculture, being the main industry, has shifted from a hand labor row crop based economy to beef cow-calf operations (3). Many small farm

and ranch operators commute to off-farm jobs in Oklahoma City, Tulsa, and to other industrial sites. Only within the past 30 months has there been much demand for unskilled workers within the county. Three young, expanding, industrial plants and a clothing manufacturer are beginning to employ county people.

The educational attainment as expressed in median years of school completed by county residents was 8.4 years, compared with 10.4 years for the state of Oklahoma in 1960 (3).

Need

County school records indicate a need for better correlation of school curriculum to the student as indicated by the number of dropouts, high absenteeism, and poor grades of many students.

A sample of the county's youth, their aspirations, along with their parents, plus other variables, was needed in order to gain an index of the present conditions. It is hoped that the findings will be useful in improving educational conditions for the marginal student by providing the teacher, counselor, community and industrial leaders, with an index of our youth's aspirations.

Purpose

The main objective of this study was to identify the factors and to determine their influence on the occupational aspiration of all eighth grade students in Okfuskee County.

Another purpose for the study was to analyze the parents' aspiration for their child and determine the correlation of social, economic and other factors affecting the student's job aspiration.

The index of information on such a mixed ethnic group of county youth should be of value to school administrators, civic and industrial leaders, counselors, teachers, and Extension personnel in formulating future plans.

Scope of the Study

The population with which this study was concerned was all eighth grade students and their parents in Okfuskee County, Oklahoma (Table I). Indian, Negro, and white students were located in seven independent and one dependent school systems. Thirteen students were absent, leaving 200 for the study. Seventy-one fathers and 79 mothers returned usable instruments that were included in the study.

Research Hypotheses

Major - Student aspirations will show a significant positive relationship to their parent's occupation, parent's educational level, relation they live with, family income, father and mother's aspiration and race.

Minor - Student aspirations will not be significantly affected by parents age.

Procedure

The procedure used in making this study was to administer personally the A.O.³ Haller occupational scale and the questionnaire concerning family factors, (Appendix A), to all eighth grade students in Okfuskee County. Two hundred usable student forms were collected. The students were given two revised copies of the same instruments in a stamped addressed envelope to take home for their parents to complete without

consultation and return by mail within nine days.

A letter was sent to each eighth grade teacher on the third day reminding them to encourage their students to have their parents complete and return their forms. Seventy-one fathers and seventy-nine mothers returned usable forms to the research center where all instruments were hand graded, cards punched and analyzed with electronic computing equipment. Item counts, percentage and Pearson product-moment correlation were used to analyze the data.

Since there were no names involved in the study, the following system was devised to identify a student with his parents. A handwritten letter correction was used to simulate a typographical misspelling of a word in the first sentence. This same correction was made on the student's form and also on the two forms he took home for his parents to complete and return by mail. The location of this correction indicated the student's race, whether Indian, white or Negro. The color of ink used to make the correction also indicated the student's community.

Specific Hypotheses

1. Student aspirations will show no relationship to their parent's occupation.
2. Student aspirations will show no relationship to their parent's educational level.
3. Student aspirations will show no relationship to the relation they live with.
4. Student aspirations will show no relationship to the family income.

5. Student aspirations will show no relationship to the father's aspiration.
6. Student aspirations will show no relationship to the mother's aspiration.
7. Student aspirations will show no relationship to the parent's age.
8. Students aspirations will show no relationship to their parent's aspirations by race.

Definition of Terms

The following terms will be used throughout this study.

Parents refers to the child's supervising male or female, or both, unless stated otherwise.

Father refers to the child's supervising male, unless stated otherwise.

Mother refers to the child's supervising female, unless stated otherwise.

Correlation Coefficient is the numerical measurement of the extent to which two variables are related.

O A S - Occupational Aspiration Scale

L O A - Level of Aspiration

N O R C - National Opinion Research Center

CHAPTER II

REVIEW OF LITERATURE

The number of studies concerning occupational perception, aspiration, parental influence, educational attainment, and socio-economic status have increased in the past few years. Educational research is becoming more widely accepted and more people are subscribing to the philosophy that each individual should be educated to the limit of his capacity; and that through education he will aspire to higher goals, thus raising the socio-economic level of society. More federal and state emphasis is being put on quality education as evidenced by the number of retraining and extended educational programs available. This further points up the importance of studying the occupational aspirations of our young people.

Level and Kuvlesky, in their work with occupational status projections and their relationship to the family's socio-economic status on a future lifetime job, found that there was little effect from the socio-economic status on the occupational projection or job desired. When the socio-economic status was not controlled, very high occupational aspirations were desired by the majority of the 7,775 Negro and white 10th grade students located in non-metropolitan areas of five southern states. There were no significant differences between the race groups projection, when the family and environmental conditions were the same (4).

In earlier work Lipset found that the level of occupational achievement of farm-reared persons in a complex non-farm labor market is considerably lower than that reached by others. He has attempted to explain this by noting; (1) that rural people have relatively little access to colleges and universities, (2) that rural people go to relatively poor high schools, and (3) that rural people encounter relatively few occupational alternatives. Consequently, he proposes that farm youth aspire to relatively low occupations and are not ambitious for the higher education they must seek if they are to rise in an urban society (5).

Haller, Burchinal and Taves conclude that rural youth on the average have difficulty in becoming adjusted in the world of non-farm work. Haller lists some factors which are responsible for the difficulty experienced by rural youth when competing with urban youth in the urban labor market; American farm youth have lower educational levels, higher school drop-out rates, attend more poorly equipped and staffed schools and receive little or no occupational counseling compared to urban youth. Rural youth are less informed about job opportunities and consequently not as well prepared to compete effectively for available jobs (6).

O'Dowd and Beardslee report that college students indicate that aspirations toward high level occupations are moulded at the pre-high school level. Their study of the images of occupations was based on the assumption that the world of work is of primary importance to a young person in choosing his career. The college student's image of a high level occupation has not changed significantly from his pre-high school concept (7). This points up the need for more study on aspirations of

the younger age students.

Edington reports in a recent review of research to the Rural Sociological Society that nearly all studies reviewed showed the Indian student to be far behind other students in achievement. Research also indicates that generally the gap between the levels of achievement of the white and Indian student widens as they progress through school. High absenteeism and drop-out rates are not uncommon. Although a smaller proportion of Indian students graduate from high school, a high percentage of these graduates enroll in academic or vocational programs in college. However, later studies reveal that many of these Indians were unemployed or underemployed (8).

DeCharms in an interim report prepared for the American Education Research Association concludes that motives and aspirations of children can be changed. While working with 400 low income Negro children in an intensive achievement and motivation training series, he and others found at the end of the series, a marked increase in the use of achievement words, a need for achievement, more fluid verbal expression, increased goal realism and academic achievement as a result of exposure to the series (9).

Wolf reports no significant change in the level of aspiration of 11th and 12th grade Oklahoma Vocational Agriculture students, following six hours of involvement in an occupational resource unit. He further suggests that his study would have met with more success if it had been administered to younger boys (1).

Nunalee and Drabick in their report on North Carolina high school seniors found no significant difference between the boys and girls in their prestige level of the occupation desired. Boys tended to be more

realistic in the occupations expected of them and desired by them.

Whereas, there were twice as many girls as boys who expected an occupation of a higher level than the one they really desired. It may be that marriage plans were partly responsible for that difference. Parental influence could have caused the student to check an occupation to satisfy his parents rather than selecting according to his desires (10).

Parental influence was found to be a significant factor in Siemens study of 1,844 Canadian 11th and 12th grade students from rural and metropolitan areas. The students educational and occupational aspirations were related significantly to the following parental factors; size or community, socio-economic status, father occupational and educational achievement and the strength of the father's and mother's encouragement for post-high school education. The mother's educational achievement related to both aspirational categories of the boys but not to the girls. Ethnic background and normal versus broken home situations failed to relate significantly (11).

Haller and Miller have defined level of aspiration in the following manner:

. . . the concept level of aspiration includes several elements. At perhaps the most fundamental level, the term indicates that one or more persons are oriented toward a goal. But it is more than this in that both the goal and the person's orientations to it are complex. (1) The person's goal is a selection of one among the alternative behavior levels that are possible with respect to an object. These alternative behavior levels must vary in the degree to which they are difficult to achieve. That is the alternatives are ranked in a continuum of difficulty. . . . (2) The person's orientation is variable in that its central tendency may lie at a point or limited range of points along the continuum of difficulty. The central tendency of the person's orientation is the point or limited range of points which is the highest valance for him. This is the person's level of aspiration (12).

In an effort to apply this knowledge of aspiration to research, Archibald Haller developed and published in 1957 the Occupational Aspiration Scale (OAS) which was used by the author in this study. This scale, shown in Appendix A, was designed to give an accurate measure of the level of occupational aspiration with a maximum of ease in administering and scoring. Haller and Miller assert:

In brief, both the theory of Level of Occupational Aspiration (LOA) and the data available concerning its correlates show it to be a variable of considerable promise in explaining differential educational achievement. It follows that the variable could have practical importance to those concerned with educational achievement, vocational and educational counseling and social mobility (12).

Following is a general description of the OAS by Haller and Miller:

The OAS is an eight item multiple-choice instrument. It includes items permitting responses at both the realistic and idealistic expression levels of LOA, each at two goal-periods, called career periods in this context, short range (end of schooling) and long range (at age 30). The four possible combinations of these components are each assessed twice, thus giving a total of eight questions. The alternatives for each item consist of ten occupational titles drawn from among the ninety occupations ranked by the NORC study of the prestige of occupations. Each occupation is presented as a possible response only once on the form. Alternative responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of nine indicates that the respondent has chosen an occupation from among the eight highest prestige occupations on the NORC scale, and an item score of zero indicates that one of the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight items ranges from zero to 72. This score is used to measure the individual's general LOA. It is designed, not as an absolute measure of LOA, but as a measure of relative LOA (12).

CHAPTER III

DATA AND ANALYSIS

Permission was granted by Archibald Haller to administer his Occupational Aspiration Scale and personal data sheet, designed by this author, to all eighth grade students in the county, excepting those absent. The students were given two extra instruments in a stamped, self-addressed envelope for their parents to complete and return.

Table I presents the population with which this study was concerned.

TABLE I

OKFUSKEE COUNTY 8TH GRADE STUDENTS AS OF MARCH 10-12, 1970

SCHOOL	NUMBER STUDENTS PRESENT	NUMBER ABSENT	NUMBER STUDENTS WHOSE PARENTS RESPONDED	NUMBER STUDENTS WHOSE PARENTS DID NOT RESPOND
Bearden	7	1	4	3
Boley	21	3	3	18
Chilesville	8	0	5	3
Graham	11	0	4	7
Mason	21	3	8	13
Okemah	63	2	33	30
Paden	27	1	10	17
Weleetka	42	3	12	30
TOTALS:	200	13	79	121

Item counts, percentages and correlation coefficients were measures used to analyze the data in testing the hypotheses.

Student aspiration scores were tabulated, grouped by race and presented from lowest to highest score by ten point intervals as outlined in Table II.

TABLE II
STUDENT ASPIRATION SCORES BY RACE GROUP

Aspiration Scores	Number and Percentage Respondents by Race					
	Negro		Indian		White	
	N	%	N	%	N	%
14 - 20	3	6.8	2	6.9	9	7.0
21 - 30	7	15.9	8	27.6	27	21.3
31 - 40	14	31.9	7	24.1	32	25.2
41 - 50	11	25.0	8	27.6	29	22.8
51 - 60	7	15.9	3	10.3	25	19.7
61 - 67	2	4.5	1	3.5	5	4.0
TOTALS:	44	100.0	29	100.0	127	100.0

NOTE: Average Aspiration Scores by Race Groups
 Negro = 39.8
 Indian = 37.8
 White = 39.9

Examination of students aspirations correlated with selected variables, Table III, revealed grade level of father and mother, (Appendix B), to be significantly correlated at the one percent level, thus

specific hypothesis number one was rejected and the major research hypothesis supported.

Father and mother's aspirations were also significantly correlated to students aspirations at the one percent level, rejecting the specific hypotheses numbers five and six, and again supporting the major hypothesis.

Family income, (Appendix B), correlated to student aspirations supported the research hypothesis by becoming significant at the one percent level and rejecting the specific hypothesis.

Father and mother's ages, (Appendix C), when correlated to student aspirations were not significant and therefore, the specific hypothesis was supported and the research hypothesis refuted.

TABLE III

CORRELATION OF STUDENTS' PERSONAL ASPIRATIONS WITH SELECTED VARIABLES

VARIABLES	P. P. M. CORRELATION COEFFICIENT	NUMBER OF RESPONDENTS	TABLE D. F.	TABLE VALUES FOR SIGNIFICANCE LEVELS	
				5%	1%
Father's age	.060	177	200	.138	.181
Mother's age	.059	190	200	.138	.181
Grade level of Father	.241*	168	150	.159	.208
Grade level of Mother	.213*	186	200	.138	.181
Father's aspiration	.560*	60	60	.250	.325
Mother's aspiration	.503*	77	80	.217	.283
Family income	.225*	173	150	.159	.208

*Significant at the 1% level.

Table IV presents grouping of parents by occupational categories, as was indicated by the students and cross-checked by parents who responded. This grouping was based on the Edwards Socio-Economic Grouping of Occupations from the United States Census Classification of Occupational groups.

TABLE IV
FATHER & MOTHER'S TYPE OF WORK

Type of Work	Father		Mother	
	N	%	N	%
Professional	9	5.2	7	3.8
Business Manager	18	10.1	7	2.6
Farm Owners	22	12.4	0	0.0
Clerical	5	2.9	22	11.2
Craftsman	80	45.2	17	8.9
Disabled, unemployed, retired	16	9.0	0	0.0
Unskilled	27	15.2	139	73.5
TOTALS:	177	100.0	190	100.0

When examining the data of responding father's aspiration by race and occupation, Table V, it was worthy to note that the six Indian fathers who responded had lower aspirations than their children. It was also worthy of noting that three of the six were skilled craftsmen. The unskilled father and child had the lowest aspiration. It seems there

was a negative influence from the father's occupation and that the child was aspiring to higher occupations. Specific hypothesis number one was supported by this data. The author wishes there had been more responses to test this hypothesis.

Negro fathers aspirations were higher than their children's in all occupational groupings. The two craftsmen and one farm owner exceeded their child's aspiration more than the other three. The farm owner and his child had the lowest aspirations. The specific hypothesis number one was rejected even though the sample was small.

After studying the white students aspirations it was noted they were consistent in being slightly lower than their fathers. the higher the educational requirement of an occupation, the higher the father's and child's aspirations. The group classed as unemployed, disabled, or retired had the lower aspiration. Again the specific hypothesis number one was refuted.

TABLE V
RESPONDING FATHERS' & CHILDREN'S ASPIRATIONS AS
RELATED TO FATHER'S OCCUPATIONS

Occupation	Number	Percent	Fathers' Average Aspiration For Children	Children's Average Aspiration
<u>Indian</u>				
Craftsman	3	50.0	28	38
Unemployed, disabled, retired	2	33.0	43	54
Unskilled	1	16.5	27	32
TOTALS:	6		32	41
<u>Negro</u>				
Farm Owners	1	16.5	42	17

TABLE V (Continued)

Occupation	Number	Percent	Fathers' Average Aspiration For Children	Children's Average Aspiration
Craftsman	2	33.0	50	32
Unemployed, disabled, retired	1	16.5	54	49
Unskilled	2	33.0	49	48
TOTALS:	6		49	37
<u>White</u>				
Professional	4	8.5	63	55
Business owners and managers	4	8.5	53	46
Farm Owners	10	21.0	51	42
Clerical	3	6.2	46	37
Craftsman	15	31.0	46	38
Unemployed, disabled, retired	5	10.4	39	33
Unskilled	7	14.6	46	41
TOTALS:	48		49	42

The responding mothers and child's aspirations as related to the mother's occupation, Table VI, revealed that in the Indian group all mothers who responded were in the unskilled group. Students and mothers aspirations were similar thus rejecting the specific number one hypothesis.

In the Negro group it was the same with only one mother listed out of the unskilled group. Student aspirations were four points higher than the unskilled mothers. The one craftsman's aspiration was four points above her child's. Mothers and child's average aspirations were equal. The specific hypothesis number one was supported.

The white mothers aspirations exceeded their child's in the unskilled, craftsman, and clerical occupations. This trend reversed with

the business owner and manager, and the professional occupations. The mothers average aspiration was one point higher than their children's. The specific hypothesis number one supported as true for the white group.

TABLE VI
RESPONDING MOTHERS' & CHILDREN'S ASPIRATIONS AS
RELATED TO MOTHER'S OCCUPATION

Occupation	Number	Percent	Mothers' Average Aspiration For Children	Children's Average Aspiration
<u>Indian</u>				
Unskilled	10	100.0	41	40
<u>Negro</u>				
Craftsman	1	7.7	54	50
Unskilled	12	92.3	37	41
TOTALS:	13		46	46
<u>White</u>				
Professional	1	1.8	41	43
Business owners and managers	2	3.7	48	55
Clerical	6	11.1	52	47
Craftsman	3	5.5	56	46
Unskilled	42	77.7	41	40
TOTALS:	54		49	48

Aspirations of students whose parents responded, Table VII, when correlated with certain variables, revealed that grade level attained by father and mother was significant at the five percent level. This finding supported the major hypothesis.

Family income was found to be significant also at the five percent level, thus in accordance with the major hypothesis.

Father and mother's aspirations were the only variables found to be significant at the one percent level. These again were in support of the major hypothesis.

The parents ages were found not to be significant, which was in accordance with the minor hypothesis.

TABLE VII
PARENTS' ASPIRATIONS FOR THEIR CHILDREN AS
CORRELATED WITH SELECTED VARIABLES

VARIABLES	P. P. M. CORRELATION COEFFICIENT	NUMBER OF RESPONDENTS	TABLE D. F.	TABLE VALUES FOR SIGNIFICANCE LEVELS	
				5%	1%
Father's age	.101	71	70	.232	.302
Mother's age	.146	79	80	.217	.283
Grade level of Father	.290*	71	70	.232	.302
Grade level of Mother	.246*	79	80	.217	.283
Family income	.225*	77	80	.217	.283
Father's aspiration	.560*	60	60	.250	.325
Mother's aspiration	.498*	76	80	.217	.281

*Significant at the 5% level.

**Significant at the 1% level.

In looking at the relation the students live with, as presented in Table VIII, it was found that 13.6 percent of the students live with

someone other than their real parents. There was no major difference in the race groups as to one relation category being higher than another, except the real parent group, which was expected.

TABLE VIII

RELATION OF PERSONS WITH WHOM STUDENTS LIVE BY RACE

Students	Real Parents		Grand-Parents		Aunt Or Uncle		Cousin		Other		Total By Race	
	N	%	N	%	N	%	N	%	N	%	N	%
Negro	38	19.0	3	1.5	1	.5	1	.5	1	.5	44	22.0
Indian	23	11.5	2	1.0	2	1.0	1	.5	1	.5	29	14.5
White	112	56.0	5	2.5	4	2.0	2	1.0	4	2.0	127	63.5
TOTALS:	173	86.5	10	5.0	7	3.5	4	2.0	6	3.0	200	100.0

Responding parent's aspirations by relation to their child, Table IX, revealed the Indian parents to be in the middle with the Negro parents' aspirations being lower and White parents aspirations being higher.

The other relation groups contained only one or less, thus not being a very reliable indicator.

Specific hypothesis number three tended to be refuted.

The Indian parents who responded were consistent in having high aspirations for their children as revealed in Table X.

Negro and White parents' aspirations were scattered up and down the scale with more White parents on the higher side.

TABLE IX
RESPONDING PARENTS' ASPIRATION FOR CHILDREN
BY RELATION TO THEIR CHILD

	Negro		Indian		White	
	N	Ave. Asp.	N	Ave. Asp.	N	Ave. Asp.
Real Parents	18	36	11	43	104	47
Grandparents	1	42			1	59
Aunt or Uncle			1	47		
Cousin						
Other					1	55
Non-Responses	59		38		131	
TOTALS:	78		50		237	

TABLE X
ASPIRATION BY RACE AND SEX OF PARENTS FOR THEIR CHILD

Race	N	Respondents by Categories												Parents' Ave. Asp. By Race
		14-20		21-30		31-40		41-50		51-60		61-67		
		F	M	F	M	F	M	F	M	F	M	F	M	
Negro	19			4	5	3	2	2		2			1	36
Indian	12					5	2	2	2	1				43
White	106	1		1	5	12	9	14	18	14	14	9	8	47
TOTALS:	137	1		5	10	12	17	18	22	16	17	9	9	

The comparison of aspirations by race with the students and responding parents, Table XI, revealed students aspirations of all races to be similar. Parent aspirations were consistent in going upward with Negro at 36, Indian at 43, and White with 47 as their average aspirations.

The Negro parent's aspirations crossed all grouping of 21 through 60, with only one in the highest group as revealed in Table X.

The Negro student's aspirations ranged all across the scale as indicated in Table II. Their average aspiration of 39 exceeded their parent's aspiration, Table X, by 3 points.

Indian parent's aspirations ranged from in the 30's-60, Table X, with 43 as an average. This was six points higher than the Indian students whose aspirations fell across all intervals, Table II.

White student's aspirations crossed all intervals as shown in Table II, with an aspiration average of 39, eight below their parents, whose average and range is indicated on the previous page, Table X.

These findings refuted the major research hypothesis and support the specific hypothesis number eight for the Negro race.

The Indian and White races findings supported the major research hypothesis and refuted specific hypothesis number eight.

TABLE XI

COMPARISON OF PARENTS' ASPIRATIONS FOR CHILDREN TO
STUDENTS' PERSONAL ASPIRATIONS BY RACE

Responding Group	Number Respondents and Average Aspiration by Race						Overall Ave. Asp. By Respondent Group
	Negro		Indian		White		
	N	Asp.	N	Asp.	N	Asp.	
Students	44	39*	29	37*	127	39*	38*
Parents	19	36	12	43	106	47	42

*Average student aspiration scores were rounded to the next lowest whole number.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The main purpose of this study was to identify the factors and to determine their influence on the occupational aspirations of all eighth grade students of Okfuskee County with particular emphasis on the parental effect. Specifically, the study sought to measure the relationship between student aspirations and:

1. Grade level achieved in school by father and mother.
2. Father and mother's occupational aspiration for their child.
3. Father and mother's occupation.
4. Family income.
5. Father and mother's age.
6. The occupational aspiration of the adult relation with whom

the student lives.

7. The respective races, Indian, Negro, and White.

Item counts, percentages, and correlation coefficients figured by the computer were measures used to investigate the above problems.

Summary of Findings

1. The overall mean occupational aspiration of all students was 39.2 which is slightly above the 37.0, which Haller reported to be the approximate average score on his scale.

2. The grade levels achieved in school by the fathers and mothers

were significantly correlated at the one percent level with the students' occupational aspirations.

3. Father's and mother's occupational aspirations were also significantly correlated at the one percent level to the students' occupational aspirations.

4. The students' occupational aspirations were significantly correlated at the one percent level with the families' annual incomes.

5. Fathers and mother's ages, when correlated to students aspirations, were not significant.

6. A. Indian students' aspirations were nine points higher than their fathers' aspirations when categorized by occupation.

B. Negro fathers' aspirations were twelve points higher than the Negro students' when grouped according to occupation.

C. White students' aspirations were consistent in being slightly lower than their fathers', by an average of seven points; and the higher the education requirement of an occupation, the higher the father's and child's aspiration, when categorized by occupations.

7. A. Indian students' aspirations and mothers' aspirations were very similar when grouped by occupation.

B. The Negro students' aspirations were four points higher than their mothers' aspirations when categorized by occupation.

C. When grouped by occupation the white mothers' aspirations exceeded the students' aspirations by one point with a reversal in this trend as the occupations required higher formal education.

8. There were no major differences in the race groups as to one

adult category being higher than another, except the real parent group which contained 86.4 percent. Student aspirations related closely with the adult's with whom they lived.

9. Indian and White students' aspirations were six and eight points respectively below their parents aspirations, with the Negro students' exceeding their parents' aspirations by three points.

Conclusions

According to this study there were six factors which showed close positive relationship to the 8th grade students' aspirations. Those factors were the:

1. Grade level achieved in school by father and mother.
2. Father and mother's occupational aspiration for their child.
3. Parents occupation.
4. Family's annual income.
5. Adult relation with whom they live.
6. Parents' aspirations within the race.

The students' average aspirations were the same for Negroes and Whites, with Indians being slightly lower. Negro parents had slightly lower aspirations than their children. Indian and White parents exceeded their children's aspirations. The study revealed the parental effect to be quite strong in influencing an 8th grade student's aspirations.

Implications

The findings of this mixed ethnic group study revealed the need for similar studies, utilizing larger samples, to more closely determine

the extent of influence from selected variables on younger students
occupational aspirations.

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APPENDIX A

STUDENT COPY

Sex _____ Age _____

The following set of questions contain factors which may affect your interest in different kinds of jobs.

This information will be kept confidential by me, L. D. Smith, and will be compiled for analysis of the occupational aspirations of all eighth grade students in Okfuskee County.

Please answer all questions. Thank you.

1. What kind of work does your parents do?

Father _____ Mother _____
or other male or other female

2. How old is your Father? _____ Mother _____
or other male or other female

3. Are your parents living? Father _____ Mother _____

4. I live with: _____ Parents, _____ Grandparents, _____ Aunt or
Uncle, _____ Cousin, _____ No relation.

5. Do you live in town? _____ Yes No _____

6. What was the highest grade your parents completed in school?

Father _____ Mother _____
or other male you live with or other female you live with

7. Your family's total net income each year is between: (circle one)

\$1000 - 2001, 2001 - 3000, 3001 - 4000, 4001 - 5000, 5001 - 6000,

6001 - 7000, 7001 - 8000, 8001 - 9000, 9001 - 10,000 and over

10,000.

OCCUPATIONAL ASPIRATION SCALE

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A. O. Haller

THIS SET OF QUESTIONS CONCERNS YOUR INTEREST IN DIFFERENT KINDS OF JOBS. THERE ARE EIGHT QUESTIONS. EACH ONE ASKS YOU TO CHOOSE ONE JOB OUT OF TEN PRESENTED.

BE SURE YOUR NAME IS ON THE FRONT PAGE.

READ EACH QUESTION CAREFULLY. THEY ARE ALL DIFFERENT.

ANSWER EACH ONE THE BEST YOU CAN. DON'T OMIT ANY.

Question 1. Of the jobs listed in this questions, which is the **BEST ONE** you are **REALLY SURE YOU CAN GET** when your **SCHOOLING IS OVER?**

- 1.1 _____ Lawyer
- 1.2 _____ Welfare worker for a city government
- 1.3 _____ United States representative in Congress
- 1.4 _____ Corporal in the Army
- 1.5 _____ United States Supreme Court Justice
- 1.6 _____ Night watchman
- 1.7 _____ Sociologist
- 1.8 _____ Policeman
- 1.9 _____ County agricultural agent
- 1.10 _____ Filling station attendant

Question 2. Of the jobs listed in this questions, which **ONE** would you choose if you were **FREE TO CHOOSE ANY** of them you wished when your **SCHOOLING IS OVER?**

- 2.1 _____ Member of the board of directors of a large corporation
- 2.2 _____ Undertaker
- 2.3 _____ Banker
- 2.4 _____ Machine operator in a factory
- 2.5 _____ Physician (doctor)

- 2.6 _____ Clothes presser in a laundry
- 2.7 _____ Accountant for a large business
- 2.8 _____ Railroad conductor
- 2.9 _____ Railraod engineer
- 2.10 _____ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 3.1 _____ Nuclear physicist
- 3.2 _____ Reporter for a daily newspaper
- 3.3 _____ County judge
- 3.4 _____ Barber
- 3.5 _____ State governor
- 3.6 _____ Soda fountain clerk
- 3.7 _____ Biologist
- 3.8 _____ Mail carrier
- 3.9 _____ Official of an international labor union
- 3.10 _____ Farm hand

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 4.1 _____ Psychologist
- 4.2 _____ Manager of a small store in a city
- 4.3 _____ Head of a department in a state government
- 4.4 _____ Clerk in a store
- 4.5 _____ Cabinet member in the federal government
- 4.6 _____ Janitor
- 4.7 _____ Musician in a symphony orchestra
- 4.8 _____ Carpenter
- 4.9 _____ Radio announcer

4.10 _____ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1 _____ Civil engineer

5.2 _____ Bookkeeper

5.3 _____ Minister or Priest

5.4 _____ Streetcar motorman or city bus driver

5.5 _____ Diplomat in the United States Foreign Service

5.6 _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)

5.7 _____ Author of novels

5.8 _____ Plumber

5.9 _____ Newspaper columnist

5.10 _____ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1 _____ Airline pilot

6.2 _____ Insurance agent

6.3 _____ Architect

6.4 _____ Milk route man

6.5 _____ Mayor of a large city

6.6 _____ Garbage collector

6.7 _____ Captain in the army

6.8 _____ Garage mechanic

6.9 _____ Owner-operator of a printing shop

6.10 _____ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 7.1 _____ Artist who paints pictures that are exhibited in galleries
- 7.2 _____ Traveling salesman for a whoesale concern
- 7.3 _____ Chemist
- 7.4 _____ Truck driver
- 7.5 _____ College professor
- 7.6 _____ Street sweeper
- 7.7 _____ Building contractor
- 7.8 _____ Local official of a labor union
- 7.9 _____ Electrician
- 7.10 _____ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 8.1 _____ Owner of a factory that employs about 100 people
- 8.2 _____ Playground director
- 8.3 _____ Dentist
- 8.4 _____ Lumberjack
- 8.5 _____ Scientist
- 8.6 _____ Shoeshiner
- 8.7 _____ Public school teacher
- 8.8 _____ Owner-operator of a lunch stand
- 8.9 _____ Trained machinist
- 8.10 _____ Dock worker

REVISION OF OCCUPATIONAL ASPIRATION SCALE

Parents questions were the same as for the student except for rewording to make for clearer understanding to the parent, and to place upon them the responsibility of deciding what type of job they think their child should have later in life.

The following words were changed in each question.

Original	1. you	your
Changed to	your child	his or her
	2. Child's (was added)	
	3. you	your
	your child	his or her
	4. Child's (was added)	
	5. you	you
	your child	he or she is
	6. choose to have	you
	hope your child would have	he or she is
	7. you	you
	your child	he or she is
	8. choose to have	you
	hope your child would have	he or she is

APPENDIX B

GRADE LEVEL COMPLETED BY PARENTS ACCORDING TO THEIR CHILDREN

Grade	Number and Percentage of Parents by Race					
	Negro		Indian		White	
	N	%	N	%	N	%
K - 8	14	17.9	12	24.0	65	25.6
9 - 12	44	56.5	29	58.0	147	57.9
13 - 16	6	7.7			32	12.6
17 & above					7	2.7
Non response	14	17.9	9	18.0	3	1.2
TOTALS:	78	100.0	50	100.0	254	100.0

FAMILY INCOME

Income Level	Respondents by Income Category	
	Number	Percent
\$1,000 - 2,000	35	9.1
2,001 - 3,000	26	6.8
3,001 - 4,000	23	6.0
4,001 - 5,000	19	5.0
5,001 - 6,000	17	4.5
6,001 - 7,000	15	3.9
7,001 - 8,000	7	1.9
8,001 - 9,000	8	2.0
9,001 - 10,000	12	3.1
Over 10,000	11	2.9
Non response	209	54.8
TOTALS:	382	100.0

APPENDIX C

PARENT'S AGE AS INDICATED BY STUDENTS RESPONDING

Age Range	Man		Woman	
	N	%	N	%
20-29	3	1.6	1	.5
30-39	48	26.9	92	47.8
40-49	70	39.9	68	36.4
50-59	40	22.6	27	14.3
60-69	15	8.5	2	1.0
70-79	1	.5		
TOTALS	177	100.0	190	100.0

NOTE: 15 students did not respond to this item.

VITA

Lee Donald Smith

Candidate for the Degree of

Master of Science

Thesis: PARENTAL OCCUPATIONAL AND EDUCATIONAL ASPIRATIONS FOR OKFUSKEE COUNTY 8TH GRADE STUDENTS AS COMPARED TO THEIR OWN ASPIRATIONS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Bokoshe, Oklahoma, December 30, 1939, the son of Mr. and Mrs. Don W. Smith.

Education: Graduated from Bokoshe High School, Bokoshe, Oklahoma, in May, 1958; attended Eastern Oklahoma A & M College, Wilburton, Oklahoma, in 1958-1960; received the Bachelor of Science degree from Oklahoma State University in 1963 with a major in Agricultural Education; completed requirements for the Master of Science degree at Oklahoma State University in May, 1970.

Professional Experience: Vocational Agriculture Instructor in Atoka, Oklahoma, February, 1963 to June, 1966; employed as an Oklahoma State University Extension 4-H Youth Agent since July, 1966. Member of the Alpha Zeta, Oklahoma State University Alumni Association, Oklahoma Extension Agents Association and National County Agents Association.