LEVEL OF ASPIRATION: ITS FAMILIAL DETERMINANTS

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Bachelor of Arts

Oklahoma State University

Stillwater, Oklahoma

1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1969

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ACKNOWLEDGEMENTS

This study was conducted with the generous help of many persons to whom I am deeply grateful. Financial support was made possible through Grant Number 716-15-35 of the Cooperative State Research Service, United States Department of Agriculture, to Langston University, Langston, Oklahoma. Important suggestions and encouragement came from Dr. Larzette Hale, Director of Research and Development at Langston University. Drs. Donald Allen, Gene Acuff, and Malachi Topping, my graduate committee, have placed me deeply in their debt by supplying invaluable guidance, advice, and understanding. Special appreciation is extended to Dr. Donald Allen for his guidance at all stages in the investigation and for the development of the computer program for the statistical analysis.

The materials reported in this thesis are taken from data developed in the Logan County Youth Study, by a research team of which the author is a member. Other members include Richmond Kinnard, Zella Patterson, Glenda Warren, Rebecca Baughman, all of the faculty of Langston University, Dr. Donald Allen of Oklahoma State University, and Dr. Oliver Robinson of Tuskegee Institute, Tuskegee, Alabama. The dedicated work and cooperation of these professionals had much to do with the successful completion of this phase of the project. The invaluable suggestions and assistance of John Williams, Oklahoma State University, made possible the organization and development of the research team. Dr. James Tarver, Director, Demographic Research

Center of University of Georgia, generously served as consultant to the project. Among the student assistants at Langston University who contributed their own thinking and labors to the project were Shelia Cudjo, Bonnie Franklin, Nadine McKinney, Melzenia Mansker, Harold Robinson, Margaret Tucker, and Joyce Warrior. Securing the data required the cooperation of the superintendents, principals, and faculties of the high schools of Guthrie, Coyle, Crescent, Orlando, Marshall, and Mulhall, all of Logan County, Oklahoma. Their cooperation was uniformly generous. Special thanks are due to Dr. Sunil Saran who provided most valuable assistance and encouragement needed to see the task through to completion.

To my family goes a special note of gratitude and indebtedness for their sacrifice and patience in providing the familial determinants for the achievement of my level of aspiration.

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INTRODUCTION

Significance of the Problem

In the American society emphasis is placed upon the status achieved by an individual. Unlike societies characterized by occupational ascription, where each individual follows the prescribed norms of tradition when entering an occupation, a democratic society offers the individual a degree of freedom in the selection of an occupation. The individual must filter through the maze of choices regarding his future occupational role. His choice of an occupation is influenced by his capacities, interests, goals, values, and significant persons. Kingsley Davis stresses the importance of proper occupational choice from a societal frame of reference:

> The process by which the statuses in a society are constantly being filled by the infiltration of new personnel to take the place of the old is sometimes called, by organic analogy, social metabolism. Such metabolism is fully as important to a society as digestion is to an organism. In both cases raw materials are being absorbed and made to furnish the energy that gives life to the whole structure. In the case of the organism it is food substances that are taken in, whereas in the case of society it is new individuals.[1]

In a productive and industrialized society which requires advanced training and knowledge for major occupations, the filling of occupations with the most capable individuals is a functional problem. The society must offer the proper incentives for persons to enter

occupations and must, at the same time, insure that the most capable persons will enter the specialized training which ultimately leads to the filling of essential positions. Therefore, the factors of "level of aspiration" are a crucial area for an advancing, industrial society.

Research has indicated that level of aspiration is affected by various social factors. (See Haller, Hollingshead, Lipset, and Sewell.) Parental influence plays an important role in determining the child's level of aspiration and future achievements for it is the first social unit that the child encounters. Values and attitudes formulated in early life under the influence of the family continue to be part of the personality throughout life. The family effects the level of aspiration of the child largely through its social class position and related attitudes. Other factors of the family related to level of aspiration appear to be size of community of residence, racial composition of the family, and the intra-family relationships.

Social class and place of residence are two of the primary factors affecting aspirations of the youth. This is especially important when viewing the particular problems of the rural youth. When emphasizing this point, Mrs. Thomas Herlihy, Chairman of the National Committee for Children and Youth, states:

> All youth, rural and urban alike, are confronted with and must resolve common problems associated with growing up in our society. . . . All youth are confronted with decisions related to educational, occupational, marital, residential, and other social choices, and must reach their decisions in the midst of rapid social change which is characterized primarily by demands for higher levels of skill, knowledge, and social functioning. But additional burdens are imposed upon many rural youth. Not only are many rural youth seriously disadvantages socially, economically, and educationally, but these problems are compounded because rural youth often fail to receive sufficient preparation to bridge the gap between being able to "get by" in a rural environment and becoming contributing citizens in an urban society.[2]

The problems of rural youth are the concern of all areas of society, both rural and urban. It is in the rural, poverty areas that the heaviest out-migration to the urban areas is noted. The problems encountered in the rural areas are transformed and multiplied when the migrants move to the cities. The President's National Advisory Commission on Rural Poverty stressed this point:

> Rural poverty is so widespread, and so acute, as to be a national disgrace, and its consequences have swept into our cities, violently. The urban riots had their roots, in considerable part, in rural poverty. . . . This fact alone makes clear how large a stake the people of this nation have in an attack on rural poverty.[3]

Therefore, there is a definite need to investigate the special problems of rural youth in poverty areas. This research will seek to determine the relationships of such factors as race, sex, grade level, intra-family relationships, health, level of academic performance, and level of educational aspiration of students in the rural area of Logan County, Oklahoma.

Description of the County

Logan County was part of the original Louisiana Purchase of 1803 and was the first county to be formed in Oklahoma. It was named in honor of Senator John A. Logan, of Illinois. Guthrie was designated as the county seat and was the state capitol until 1910 when the capitol was moved to Oklahoma City by vote of the legislature.[4] In 1910 the County's population was 31,740. The downward trend began at that time and a steady out-migration of population has continued to the present. The United States Census Reports for 1960 indicated a population of 18,662. Guthrie with a population of 9,502 is the sole urban area in the county, as defined by the Bureau of the Census. The remaining

population of 9,160 is defined as rural in which 5,800 persons reside in towns with less than 2,500 people and 3,360 live on farms.

Data regarding the education and income factors of the population are important in the understanding of the county's population. The median school years completed in 1960 by residents of the county was 9.0 years which is about 1.4 years below the average for the State of Oklahoma. The county has six high schools located at Coyle, Crescent, Guthrie, Marshall, Mulhall, and Orlando. Langston University, a predominantly black Land-Grant College, is the only institution of higher learning located in the county. The median income is $3,710 with 1,955 families or 40.4% of the total families in the county with less than $3,000 income and 4% with income of $10,000 and over. The median income for white rural farm families is $3,251 and for non-white families, the figure is $1,551.

Objectives of the Study

The purpose of this research was to examine the familial determinants of level of aspiration. Specifically, the research sought to answer four questions. First, does the race, sex, and grade level of the student affect the intra-family relationships of activity, help, love, roles, mood, discipline and conformity? Second, what are the effects of intra-family relationships on the student's level of academic performance? Third, what are the effects of intra-family relationships on the student's level of educational aspiration? Fourth, what are the effects of the health and nutrition on the student's level of educational aspiration and level of academic performance?

Specifically, the research study was designed to achieve the

following objectives:

1. To determine whether race of the student has an effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

2. To determine whether the sex of the student has an effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

3. To determine whether the grade level of the student has an effect on the intra-family relationships of activity, help, love, roles, mood discipline, and conformity.

4. To determine whether the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have an effect on the academic performance of the student.

5. To determine whether the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have an effect on the student's level of educational aspiration.

6. To determine whether the health aspects of foods liked, diet, student's health, and family's meals have an effect on the academic performance of the student.

7. To determine whether the health aspects of foods liked, diet, student's health, and family's meals have an effect on the student's level of educational aspiration.

Hypotheses of the Study

The following hypotheses were tested in the study:

Hypothesis One: Race of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Hypothesis Two: Sex of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Hypothesis Three: Grade level of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Hypothesis Four: Intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have no significant effect on the academic

performance of the student.

Hypothesis Five: Intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have no significant effect on the student's level of educational aspiration.

Hypothesis Six: Health aspects of foods liked, diet, student's health, and family's meals have no significant effect on the student's level of academic performance.

Hypothesis Seven: Health aspects of foods liked, diet, student's health, and family's meals have no significant effect on the student's level of educational aspiration.

Operational Definition of Terms

For the purpose of this thesis, the following terms are operationally defined:

Race refers to the racial group with which the student identified himself, either black or white.

Grade level refers to the academic classification of the student, either tenth, eleventh, or twelfth grade in high school.

Academic performance is the cumulative grade average for the last two semesters prior to January 28th of the 1968-69 academic school year.

Intra-family relationships refer to the rating of activities and relationships within the family which contribute to close adherence as a family unit.

Family denotes two or more persons living in the same household who are related to each other by blood, marriage, adoption, or a foster arrangement.

Parent includes the father, stepfather, mother, stepmother, or other adult male or female who performs the function or role of a

father or mother to the student.

Health aspects refer to: (1) likes or dislikes for foods, (2) adequacy of the student's diet measured by the food consumption on the previous day, (3) the student's evaluation of his own health, and (4) student's evaluation of his family's meals.

FOOTNOTES

[1]Kingsley Davis, Human Society (New York, 1949), p. 96.

[2]Lee G. Burchinal, ed., Rural Youth in Crisis: Facts, Myths, and Social Change, U. S. Department of Health, Education, and Welfare (Washington, 1964), p. v.

[3]The People Left Behind, A Report by the President's National Advisory Commission on Rural Poverty (Washington, 1967), p. ix.

[4]Logan County Technical Action Panel, Overall Economic Development Plan for Logan County (Guthrie, 1967), pp. 3-15.

CHAPTER II

REVIEW OF THE LITERATURE

The "accident" theory of occupational choice was considered by Ginzberg. To the question, "How did you happen to become a bookkeeper (or a lawyer)?" many respond, "It was an accident."[1] This idea implies that persons were affected by some predetermined, uncontrollable powerful stimulus. Ginzberg finds this theory too vague and an oversimplification of a complex process; thus, he sets forth a theory of occupational choice which emphasized the developmental process:

> It is a process; the process is largely irreversible; compromise is an essential aspect of every choice. . . . It involves a series of decisions made over a period of years and these progressive periods and stages may be identified by observing the choices made.[2]

Haller sets forth five basic factors which constitute the occupational selection process. These factors include the psychological, social, economic, and educational elements, and stress the interdependence of these factors. They are:

(1) the youth's occupational decisions and concerns, including interest in the future, level of occupational aspiration, and particularly occupational choices;
(2) changes in occupations themselves . . .;
(3) the immediate situation of the youth including his physical facilities, namely the accessibility and quality of schools and his financial resources, and also the expectations of others like his parents, teachers, counselors and the dominant culture which influences his own self-conceptions and sometimes affect his actual job chances;
(4) other life decisions including education, marriage, and preferred residence;
(5) the youth's personality including his measured intelligence, his conception of his ability, his occupational self-

> conceptions, and his conceptions of behavior appropriate to his sex.[3]

While Ginzberg largely ignores social and economical factors and the educational process, Haller emphasizes the primary socioeconomic factors relating to choice of occupation. Central to the theories of Ginzberg and Haller is the concept of "level of aspiration." This term has been interpreted in varying manners by different authors. Lewin and his students introduced the German term, Anspruchsniveau, into research literature in the late 1920's. It was later translated into English as level of aspiration.[4] Since that time the term has become a common linguistic denominator of a large number of disciplines. Deutsch states, "Perhaps no other area of research that Lewin and his students have opened to experimental investigation has been the subject of so many studies as the level of aspiration."[5]

Lewin defines level of aspiration as a function of (1) the seeking of success, (2) the avoiding of failure, and (3) the cognitive factor of a probability judgement.[6] Deutsch advises, "The level of aspiration may be defined as the degree of difficulty of attainment of a goal toward which the person is striving."[7] Frank defines level of aspiration as ". . . the level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach.[8] Gardner maintains that aspirational level could "only refer to a quantitative indication which an individual makes concerning his future performance in an activity."[9]

In experimental studies the level of aspiration may be noted in a series of events. Deutsch gives a sample sequence of typical events. The events are:

(1) A subject plays a game (or performs a task) in which he can obtain a score (e.g., throwing darts at a target);
(2) after playing the game and obtaining a given score, he is asked to tell what score he will undertake to make the next time he plays;
(3) he then plays the game again and achieves another score;
(4) success or failure, with a continuing or new level of aspiration, etc.

In the foregoing sequence, point (2) (setting of the level of aspiration) and point (4) (reaction to achievement) are particularly significant for the dynamics of the level of aspiration.[10]

Escalona notes that level of aspiration tends to be constant and will generalize for tasks of similar nature. Also, experiments in level of aspiration are designed to activate two important needs: the need to succeed and the need to avoid failure. These two needs may be considered as two aspects of the same drive, i.e., the need to maintain self-esteem or the will to mastery.[11] Escalona summarized the findings and conclusions regarding level of aspiration as:

> In order for a person to experience subjective success or failure in relation to a given achievement the following conditions must be met:
> (1) The person must ascribe the performance to himself as a person. If he feels that he was helped or hindered by factors beyond his control, he will not experience psychological success or failure.
> (2) The task must be neither too easy nor too difficult, but must lie within what has been called the "border zone of ability." By this is meant a range of difficulty where accomplishment is neither taken for granted, nor held to be impossible, by the subject.
> (3) It has been found that whether a subject experiences success or failure in relation to a given performance depends not on the objective excellence of the performance, but upon the relationship between what the person accomplished and what he had attempted to achieve--in other words, upon his level of performance.
> (4) . . . Characteristically, the level of aspiration is raised after success and lowered after failure.[12]

Haller and Miller advise that level of aspiration implies that one or more persons are oriented toward a goal.[13] While discussing the usefulness of "level of aspiration," Haller and Miller state: ". . . the data available concerning its correlates show it to be a

variable of considerable promise in explaining differential education and occupational achievement."[14]

Social Determinants of Aspiration

The importance of social determinants affecting level of aspiration has been stressed in research throughout the short history of sociology. A study by Pihlblad and Gregory indicates the importance of social factors in level of aspiration and ultimately to occupational choice. They concluded that background influences are about twice as important as intelligence in the selection of occupations.[15]

The following review will examine various research findings on the familial determinants of level of aspiration. The specific factors reviewed include place of residence, academic performance, intelligence, race, intra-family relationships, and health factors.

Place of Residence

Lipset found residence to be related to the level of occupational aspiration. Rural migrants were much less likely to enter higher occupational strata than people who were reared in the city. The explanation of this phenomena was: (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. Therefore, farm youth aspirations are relatively low when compared to their urban counterpart.[16]

While studying 26,313 white ninth grade students in Florida, Grigg and Middleton reported a positive association between size of community and occupational aspirations of males. This positive relationship

existed when the factors of intelligence and father's occupation were controlled. This study gives support to Lipset's theory of lower aspirations and mobility of rural youth when compared to youth in an urban setting.[17]

Burchinal's investigation indicates that farm youth have the lowest frequency of high occupational aspiration and that urban youth have the highest. The explanation presented is: (1) a lack of awareness and perceptions of non-farm occupational roles, (2) a lack of knowledge of non-farm occupations, and (3) the impingement of farm value systems upon occupational aspiration and occupational selection.[18]

Haller and Sewell found no significant difference between the educational aspirations or occupational aspirations of farm and non-farm female youth. However, a significant difference between farm and non-farm males was indicated in educational aspiration, but not in occupational aspiration. They suggest that farm and non-farm boys have the same occupational aspirations, but farm boys do not realize the importance of higher education in attaining high occupational levels.[19]

The findings of Stice, Mollenkpf and Torgerson suggest that occupational aspirations are related to father's occupation and to college plans, but a significant number of students who aspired to occupations requiring a college degree expressed no interest in college. It is interesting to note that the occupational aspirations of boys whose fathers were in low status occupations were found to be high. In the farm and labor categories, the highest percentages of aspirants were in the scientific and non-scientific professions.[20]

Academic Performance and Intelligence

Academic performance and intelligence are important factors affecting level of aspiration. Suddeth concluded that high school seniors who have a high scholastic aptitude as measured by IQ and a high degree of scholastic achievement as measured by grade point average tend to have high occupational aspirations. A correlation between level of occupational aspiration and scholastic aptitude was also indicated. Likewise, the results indicated a correlation between level of aspiration and grade point average.[21]

The work of Sewell, Haller and Straus indicates that youth of lower intelligence have lower levels of educational and occupational aspiration. Also, the lower-intelligence youth are disproportionately represented in the lower socioeconomic classes.[22]

In a more recent study, Sewell studied the relationship between measured intelligence and college plans. Students were divided into three groups on the basis of their measured intelligence. The highest intelligence score group was twice as likely to aspire to college attendance as those in the middle score group, and over four times as likely to plan on college as those in the lowest intelligence score group.[23]

Race

The importance of race has long been the subject of analysis by researchers studying aspirations of American youth. Gist and Bennett compared Negro and white student aspirations and found uniformity between aspiration and expectation, but Negro respondents demonstrated a higher level of mobility aspirations than did their white

counterparts. This study also indicated that females of both races had higher job aspirations for their future husbands than the aspirations held by the males. The difference was greater for Negroes.[24] Middleton's study noted significant differences between rural and urban white males regarding educational and occupational aspiration, but no difference was indicated between rural and urban non-whites.[25]

In his study of 1,000 ninth graders, Stephenson evidenced that lower classes have limited income expectations and place less value upon education. Whites tended to have higher expectation levels than Negroes, but no racial difference was indicated for aspirations.[26]

Youmans, Grigsby, and King studied five Negro and six white schools in three low-income rural counties. Results indicated that a majority of Negroes and whites of both sexes wanted to become professionals. More Negroes than whites wanted to be skilled workers, more whites than Negroes wanted to become professionals and farmers. The results indicated that Negro students had lower aspirations than white students.[27]

Likewise, Holloway and Berreman noted that white youth had higher aspiration and expectation levels than Negroes.[28] Sprey compared levels of occupational aspiration and expectation of white and Negro students by sex and parental occupational level. The results indicated that Negro and white girls had similar aspiration levels, but that white boys had higher goal levels than Negro boys.[29]

Gottlieb found that Negro youth from all social classes were less likely than white youth to select occupations which require professional training.[30] However, Antonovski and Lerner examined levels of occupational aspiration and expectation of Negro and white youth of low

economic status and found that more Negroes than whites had high levels of aspiration in the professional categories.[31]

The review of literature pertaining to the race variable and level of aspiration suggests conflicting findings and results.

Family Relationships

Malik stresses the importance of the family relationship upon level of aspiration as follows:

> By defining values, goals and social expectations for their children, in the course of socialization, parents can communicate the importance they attach to education, as an activity valuable in itself or as a valued means to occupational success. In addition parents may communicate the more general values which aid scholastic achievement by emphasizing the satisfactions of individual success and the wisdom of deferring immediate satisfactions in order to achieve more distant goals. In various ways parents may express their expectations to their children by indicating how far they are expected to go in school, how well they are expected to do, and what aspects of education are important.[32]

Hollingshead conducted an extensive study of 735 adolescents in a "typical" middle-western community. He found a functional relationship between the class position of the adolescent's family and his social behavior in the community. He concluded that adolescents' job choices strongly reflected their class position within the community and familial encouragement was the chief factor determining finishing or not finishing high school.[33]

Bell noted strong motivation to produce academically was causally associated with strong parental encouragement. Adolescents whose parents provided high aspirational motivation tend to have higher ambition levels than those who received low motivation.[34]

Ellis and Lane studied the social mechanisms that lead lower-class youth to college and found that 96% of lower-class students cite at

least one, usually both, parents as having influenced them to continue schooling beyond high school. In addition 59% specifically single out one parent as the person most important in influencing their decision to attend college.[35] Slocum also observed that parents are most often cited by young people as having the greatest influence on their occupational plans.[36]

Cohen studied two working class samples who were matched on IQ scores and school. One group planned to attend college and the second group did not. The results indicated that parental pressure for good academic performance was not related to upward mobility aspirations. However, positive parental attitudes toward college attendance and parental encouragement to attend college were significant factors.[37]

Dynes, Clarke, and Dinitz, while studying the relationship between aspirational level and interpersonal experiences, found that the unsatisfactory interpersonal relationships in the family of orientation were significantly related to high aspirational levels and satisfactory relationships were related positively to lower aspirational levels. High aspirers reported that they experienced feelings of parental rejection or parental favoritism toward a brother or sister more frequently than did the low aspirers.[38] Bowerman and Elder investigated the parent-youth relations and found that good scholastic performance seems associated with democratic parent-child relationships.[39]

Kahl noted that non-aspiring students tended to have parents who believed in "getting by" and saw little opportunity to rise because they felt confined by the system. The educational climate of the home, the amount of stress parents place on education, and the willingness of the family to sacrifice for the education of their children

positively affects the educational and occupational aspirations.[40]

Lanning and Robbins investigated the factors of family relationships that hinder the child's level of academic achievement. They found that underachievement can be:

> (1) the child's way of "getting back" at his parents for some perceived fault such as rejection, over-severe demands, or favoritism for a brother or sister;
> (2) the result of a low level of aspiration on the part of the parents for the child; and/or
> (3) the results of poor self-concept originating in poor family relations.[41]

Not only does the family relationship influence the level of aspiration, both occupational and educational, but the family influences the specific occupationally oriented types. Roe in an extensive study of scientists and their backgrounds proposes that differing family climates tend to produce different occupationally oriented types.[42] He views the attitudinal stance of parents as the most important factor while Super views identification as the more important mechanism.[43] A somewhat different result was found by Brunkan. His study indicated that parental identification did not significantly differ among differing occupational groups.[44]

The family of orientation is of central importance in formulating ambitions and level of aspiration for it is considered the primary agent of socialization. It is in the process of socialization that the child's self-concept is developed. This development is greatly influenced by the expectations and evaluations that others hold of him. Herriott states it as follows:

> One influence upon an individual's level of aspiration is the level of his self-assessment relative to others. Human beings are observing creatures who gain information about themselves and others through interaction with others. Participant observations made in one's immediate environment are the primary source of such information. . . . Human

> beings can assess information and can evaluate it as to its relevance in a specific context. In general, an individual will aspire to do that which he perceives others have done who are similar to himself in relevant ways. These others are his reference groups, and the bases of his perceived similarity to them constitute dimensions of self-assessment.[45]

Anderson, Mawby, Nuller, and Olson have emphasized the importance of self-perception on level of aspiration. There is a positive relationship between the individual's self-perception of his academic and occupational abilities and his achievement in these areas.[46]

From the basic review of literature it is noted that the primary agent of socialization is the family of orientation. Level of aspiration is determined, at least in part, by the interpersonal situation in which the individual is socialized. Achievement, both occupational and educational, is strongly influenced by an individual's level of aspiration.

Importance of Health Factors For Level of Aspiration

Little research has been conducted that focuses on biosocial man. Kingsley Davis affirms the importance of biological factors by emphasizing that ". . . the biological matrix is just as important to the understanding of human society as is the cultural matrix."[47] Likewise, Sorokin notes that deprivation, especially physical deprivation is disorganizing to the self-system.[48] Foote and Cottrell suggest that inadequate fulfilling of physical needs can lead to an impairment of empathic functioning.[49] Martin Scheerer notes that "primitivization" of thinking and cognitive disorders are prevalent among persons who suffer anxiety over physical needs.[50] These

studies indicate that a proper biological balance is a prerequisite to social being.

Maslow emphasized the importance of biological needs in his scheme of a "hierarchy of prepotent needs." His motivational hierarchy consists of: (1) physiological needs, (2) safety needs, (3) love needs, (4) self-esteem needs, and (5) self-actualization needs. When one need is fulfilled, another higher level need takes its place. If the organism's physical needs are not adequately met than higher level needs will be restricted.[51]

Roach sets forth five propositions regarding the consequences of deprivation of physical needs. These propositions are derived from psychology theory and experimental research.

1. If the organism's physical needs are inadequately met, then higher needs will be restricted.
2. If the organism's physical needs are inadequately met, then higher mental processes will deteriorate.
3. If the organism's experimental (sociocultural) needs are inadequately met, then mental development will be restricted.
4. If the organism is subjected to severe physical deprivation, then behavioral disorders will ensue.
5. If the organism is subjected to severe sensory deprivation, then personality disorders will ensue.[52]

The previous review of literature indicates the prime importance of biological factors to social behavior. If an individual is lacking in proper nutrition or health, the level of aspiration would be severely limited. This research seeks to investigate the relationship of health factors upon level of aspiration.

Theoretical Orientation

One of the most serious faults of research in aspirational level is its lack of a clearly stated theoretical orientation. Haller and

Miller state that, "We do not have a valid theory to explain and predict exactly what occupation a person will enter; we may never have."[53] There does not seem to be a valid theory for the development of occupational and educational orientations.[54]

Hollingshead indicates that familial encouragement was the chief factor determining whether or not a student finished school.[55] The learning of aspirations is further emphasized by Porter, " . . . mobility strivings are not inherited, but are learned as part of the culture of a 'mobility ethos.' They are acquired through socialization in the family."[56] It is in the theoretical framework of the process of socialization that this research will take its point of departure. Level of aspiration will be treated as a learned behavior and the primary socializing agent, the family, will be examined.

FOOTNOTES

[1]Eli Ginzberg, Sol W. Ginzberg, Sidney Axelrad and John L. Herma, Occupational Choice: An Approach to a General Theory (New York, 1951), p. 18.

[2]Ibid., p. 186.

[3]Archibald O. Haller, Lee G. Burchinal and Marvin J. Taves, Rural Youth Need Help In Choosing Occupations, Cir. Bul. 235 (East Lansing, Michigan, 1963), pp. 4-5.

[4]John W. Gardner, "The Use of the Term 'Level of Aspiration'," Psychological Review, 47 (1940), p. 59.

[5]M. Deutsch, "Field Theory in Social Psychology," Handbook of Social Psychology, ed. G. Lindzey (Cambridge, 1954), p. 208.

[6]Sidney Siegel, "Level of Aspiration and Decision Making," Psychological Review, 64 (1957), p. 254.

[7]Deutsch, p. 208.

[8]J. D. Frank, "Individual Differences in Certain Aspects of the Level of Aspiration," American Journal of Psychology, 47 (1935), p. 119.

[9]Gardner, p. 66.

[10]Deutsch, p. 208.

[11]Sibylle K. Escalona, An Application of the Level of Aspiration Experiment to the Study of Personality (New York, 1948), p. 4.

[12]Ibid., pp. 5-6.

[13]Archibald O. Haller and Irwin W. Miller, The Occupational Aspiration Scale: Theory, Structures, and Correlates (East Lansing, Michigan, 1961), p. 7.

[14]Ibid., p. 56.

[15]C. T. Pihlblad and C. L. Gregory, "The Role of Test Intelligence and Occupational Background as Factors in Occupational Choice," Sociometry, 19 (Sept., 1956), pp. 192-199.

[16]Seymour M. Lipset, "Social Mobility and Urbanization," Rural Sociology, 20 (Sept., 1955), pp. 220-228.

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[20]Glen Stice, William G. Mollenkpf and Warren S. Torgerson, "Background Factors and College-Going Plans Among High-Aptitude Public High School Seniors" (Educational Testing Service, Princeton, N.J., 1956).

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CHAPTER III

METHODS AND PROCEDURES

As a part of the Logan County Youth Study project, high school students in the tenth, eleventh, and twelfth grades were examined to ascertain the familial determinants of aspiration.

The population of this study consisted of all sophomore, junior, and senior students enrolled in the six public high schools in Logan County during the 1967-68 academic year. Logan County was selected for the study after careful analysis of the overall Economic Development plan for the county and other school census data relevant to each high school. The county afforded various social and demographic characteristics that were of interest to the research team. It was primarily a rural area with a below average income level population. There was a steady out-migration for the past fifty years with little or no indication of any future changes. Also, the six high schools were small enough to conduct a survey of the population. The tenth, eleventh, and twelfth grade students were selected because they would be nearing the completion of their high school education and should be in different stages of planning for their post-high school period. The tenth grade students were included in an effort to include the potential high school drop-outs. Younger students were not selected because the research was aimed at studying aspirations, not imaginations, as might be dominant in the study of younger students. By studying the three grade

levels, it was possible to determine the effect of maturation over a three-year period on the factors examined.

In December of 1967, the President of Langston University wrote letters to the superintendents of the six high schools apprizing them with the objectives of the study and requesting their cooperation. (See Appendix A.) By the end of December, approvals from the superintendents as well as from the principals of the respective schools were obtained. In the meantime schedules were worked out for administering the questionnaire to the students at the schools.

Instrumentation

The basic research instrument comprised questionnaires for each student, the father, and the mother. The design of the questionnaires was developed jointly by the six members of the research team in their respective areas of agriculture education, agriculture economics, home economics, and sociology. Regularly scheduled meetings were held for a period of six weeks. The finalized instruments were mailed to the project consultants for their comments and suggestions. (See Appendix A.) Necessary changes were made to incorporate suggestions from consultants before the instruments were finally ready to be administered.

Description of the Instruments

The student questionnaire was designed to obtain data of five specific areas which the research team felt would elicit pertinent information on the student's post-high school plans and family relationships. The first section included questions concerning general background information, such as the student's age, sex, grade level,

and overall grade point during the last two academic semesters. The second section consisted of three aggregate scales used to measure data pertaining to the student's perception of his student role. The third section included seven aggregate scales used to measure family role relationships and evaluations. The fourth section consisted of four aggregate scales to measure the student's level of occupational aspiration and attitudes related to work. The fifth and final section of the questionnaire included four measurements of data helpful in determining and evaluating the health and nutritional factors of the student.

Specifically the first section of the student questionnaire consisted of questions regarding the following background variables: student's name; address; name of mother or stepmother; name of father or stepfather; high school; sex; grade level; race; and overall grade point average during the last two academic semesters which was verified by the school records. This provided an index of the student's level of academic performance. The name and address of the student, his mother or stepmother, and his father or stepfather were used to secure the correct information for mailing the parental questionnaires. The name of the high school was also used for identification purposes. The remaining background variables of sex, grade level, race, and level of academic performance were studied in relationship to the response to the scales in order to analyze their influence on the scale responses. They provided a means of identifying the student in order to analyze the specific independent and dependent variables set forth in the hypotheses.

The second section of the student questionnaire consisted of four scales to measure data concerning the student's perception of his

academic role. The scales referred to courses liked and disliked, academic skill rating, level of educational aspiration, and college preparation score. To the qeustion, "How many of these courses do you like and dislike?" the student had eight possible responses of "0" to "7" for the number of courses liked and the number of courses disliked making a total of sixteen possible responses. Each combination of responses was assigned a specific value which served as an index of the number of courses liked (see items 20 and 21 of the student instrument, Appendix B).

The academic skill rating scale was secured from responses to the question, "In general, how would you rate yourself as a student in the following areas?" in which the students were asked to rate themselves on a five point quality continuum scale of ten academic activities (see items 22 through 31 of the student instrument, Appendix B). The item response choices are as follows: poor, fair, average, good, excellent. Values of zero through four were assigned to the response choices and they provided an aggregate score on academic skill. The level of educational aspiration measurement was derived from responses to the question, "Considering your real abilities as a student, which of the following best describes the highest training level (1) you are capable of attaining, (2) you plan to attain, and (3) you would like to attain?" (see items 32 through 34 of the student instrument, Appendix B). The response choices were: get a job now, graduate from high school, complete college, get a professional degree. The college preparation measurement sought to determine the amount of college preparation of the student by measuring the knowledge and awareness of processes necessary for college admission (see items 35 through 36 and 43 through 50

of the student instrument, Appendix B). These values served as an aggregate score indicating college preparation.

The third section of the student questionnaire consisted of seven scale measurements of family role relationships and evaluations. The "parental activity" scale measured responses to the statement, "Please indicate those activities in the following list which you do with your mother and/or your father." (see items 61 through 64 of the student instrument, Appendix B). Numbers one through twenty-one were assigned to the eleven items to allow a measurement of the activities with the mother and father. The item number was recorded each time it was chosen. The response frequency of the items was charted and ranked to give a total number of items chosen for each questionnaire. This aggregate score served as an index of "parental activity."

The "help" scale measured data from the twelve response choices to the question, "In the following kinds of problems, how much help do you get from your parents?" (see items 65 through 75 and item 6 of the student instrument, Appendix B). The response choices are as follows: none, a little, average amount, considerable amount, a great deal. These formed a five point frequency continuum which was treated as an accumulative score to provide an index of parental "help."

The four item "love" scale was used with five response choices for each item. The questions, "Which of the following best describes your love for your parents?" and "How much love do you think your parents have for you?" sought to determine the perception of the family love relationships (see items 7 through 10 of the student instrument, Appendix B). The response choices were: weak, not very strong, strong, very strong, unlimited. This five point quality continuum allowed

responses to the quality of love the student had for his parents and the quality of love that he perceived his parents had for him.

The eight item "role" scale was used with five response choices for each item (see items 11 through 18 of the student instrument, Appendix B). The five point quality continuum response choices are: poor, below average, average, good, excellent. Values of "0" to "4" were given the response choices and the aggregate score served as an index of family "roles." The "mood" scale consisted of four items to measure the mood of the student and his parents (see items 19 through 22 of the student instrument, Appendix B). The five point frequency continuum score was treated as accumulative to provide an index of the mood rating of the family. The eight item "discipline" scale included five and six response choices to items relating to the parental reaction to the student's behavior (see items 23 through 30 of the student instrument, Appendix B). The continuum measured the vigor of response and formed an aggregate score on discipline. The three-item "conformity" scale was used with five response choices on a frequency continuum which formed an accumulative score for an index of "conformity." The response choices were: never, rarely, sometimes, mostly, always (see items 31 through 33 of the student instrument, Appendix B).

The fourth section of the student questionnaire included four scales to measure the student's level of occupational aspiration and attitudes related to work. The "job preference" measurement (see items 35 through 36 and 38 through 39 of the student instrument, Appendix B) includes four items to measure the student's job aspiration and plans and the amount of education needed for both aspiration and plans. The job preference responses were rated by a modified North-Hatt

Occupational Prestige Scale (see Appendix E). The Scale was modified to include current occupations which were not listed on the original scale. Before assigning a numerical value to the occupations not listed on the scale, a jury consisting of three sociologists determined the appropriate value in relation to the original scale. The response choices concerning the amount of education needed to attain the preferred jobs were: high school, business school, vocational school, college, professional school (see items 37 and 40 of the student instrument, Appendix B).

The scale measurement of attitudes toward the father's job was obtained from six items regarding the student's attitude toward his father's work and salary, his perception of his father's attitude toward his work and salary, and his perception of his mother's attitude toward father's work and salary. The questions, "How does your father feel about his work and salary?" and "How do you feel about your father's work and salary?" were asked (see items 49 through 52 of the student instrument, Appendix B). The five point quality continuum response choices were: completely dissatisfied, somewhat dissatisfied, accept it, fairly satisfied, fully satisfied. The response choices were assigned values of "0" to "4" and the accumulative scores were treated as an index to attitudes toward father's job.

The four item "work" scale was used to determine how good a worker the student was by asking, "List the types of work you have done for pay." and "List the types of work for which you have some training." (see items 57 and 58 of the student instrument, Appendix B). The student's perception of his work role was determined by asking, "When you work how do you feel about the work you have to do?". The six

point quality continuum included the following response choices: won't work, hate to work, prefer not to work, don't mind work, prefer to work, happy to work (see item 59 of the student instrument, Appendix B). The question, "How good a worker are you?" had a five point quality continuum of responses. These response choices were: poor, below average, average, good, excellent (see item 60 of the student instrument, Appendix B). The aggregate score of the four items served as an index for a "work" score.

The fifth and final section of the student questionnaire provided data for the analysis of the health and nutritional factors of the student. The factors were (1) the student's likes or dislikes for foods, (2) adequacy of the student's diet, (3) health rating of the student, and (4) the student's evaluation of his family's meals. The items to score the student's likes or dislikes for foods were secured from a list of seventy foods. A frequency count of the seventy foods served as an aggregate score to provide an index for a "food likes" score (see items 14 through 75 and 6 through 20 of the student instrument, Appendix B). The "adequacy of diet" score was attained by the responses to the statement, "Mark an X to show whether you like or dislike the following kinds of food, and another X if you ate that food for breakfast today, or for lunch, dinner, or snacks yesterday. If you had any food not listed write it in the blank at the end of the proper section." The response choices were credited up to two meats and four dairy products, cereal products, fruits, and vegetables making a total score of fourteen for a fully adequate diet.

The health rating of the student was secured from responses to the statement, "Please rate your health on the following factors." in which

the students were asked to rate themselves on a three point quality continuum scale of seven health factors (see items 23 through 29 of the student instrument, Appendix B). The health factors are as follows: height, weight, eyes, skin, appetite, hair, outlook on life. Values of zero through three were assigned to the response choices for an accumulative maximum score of fourteen. This provided an aggregate score on the student's "health rating." The student's perception and evaluation of his family's meals was obtained from responses to the five following questions: "Which meals does the entire family usually eat together?", "How do you rate the cooking at home?", "How attractive was the evening meal last night?", "How much do you enjoy meals at home?", and "What is the family mood during meals?" (see items 33 through 37 of the student instrument, Appendix B). These item response choices served as an accumulative maximum score of fourteen to provide an index for the student's evaluation of his family's meals.

The father and mother questionnaires were modified forms of the student questionnaire. These were concised forms of sections three and four of the student questionnaire including reciprocal scale items for the following: parental activity, help, love, roles, mood, conformity, discipline, job preference, father's job, and work. (See father questionnaire, Appendix C, and mother questionnaire, Appendix D.) This allowed a three-way analysis of the scale response items. Only the completed sets of student, father, and mother questionnaires are utilized in this thesis. The completed sets totaled three hundred twenty-two.

Pilot Test

The questionnaires were pilot tested at Cushing High School in Cushing, Oklahoma. This school in Payne County was selected for pretesting due to its closeness to Logan County in location as well as in cultural, social, and economic features. Thirty-six senior students from two classes in English and their parents were selected for pretesting. The student questionnaire was administered on January 16, 1968 and the parents' questionnaires were mailed to them on the same day. They were requested to return the completed questionnaires within one week.

To provide additional motivation for the prompt return of parental questionnaires, the research project paid fifty cents per parental set of questionnaires returned to the school within one week. A fifty-two per cent return on the parents' questionnaires was achieved. The completed questionnaires were picked up from the high school by members of the research team. The returned questionnaires were closely studied, and after making necessary corrections and changes, the questionnaires were reproduced and prepared for administering them to the population of Logan County.

Procedure of Administering the Instrument

The student questionnaire was administered by prescribed teachers or counselors in each school according to a predetermined time schedule. The student's regular classroom teacher was designated to administer the questionnaire because the research team felt that the students would respond better to them than to a research "stranger." Also, members of the research team met with the teachers before the

questionnaires were administered in order to have specific, common, written instructions for the administering of the instrument. (See Teacher's Questionnaire Guide, Appendix B.) Thus, a standard procedure was developed and used at each of the high schools. The questionnaire was completed by all tenth, eleventh, and twelfth grade students present in the school on the day the questionnaire was administered with the exception of two students who refused to complete the questionnaire.

From the information furnished on the student questionnaire, the names and addresses of the parents were secured. The parental questionnaires were mailed to the father and the mother of the student on the same day he completed his questionnaire. A cover letter accompanied the parents' questionnaires (see Appendix C and D). The cover letter sought to interest the parents in the research and secure their cooperation in completing and returning the questionnaires. They were advised that their child would be given credit at school for the return of the questionnaire. This credit though not specifically stated in the cover letter was the payment of fifty cents per returned questionnaire. Each student was asked to bring his parents' completed questionnaires back in a sealed envelope which was furnished with the questionnaires. Those students who brought their parents' completed questionnaires back to the school within the allotted time of one week were paid fifty cents each. All questionnaires returned were collected from the various high schools included in the study.

Design of the Study

The ex post facto design, first described by Professor Stuart

Chapin, was followed in this research project. "Ex post facto" indicates that the experiment has already been performed--and the problem is to determine the antecedents which give rise to the consequences.[1] This design was used in the study primarily because no variables were manipulated. It is generally recognized that in research problems dealing with the social sciences and education, some of the important variables such as intelligence, aptitude, home background, parental upbringing, teacher personality, and school atmosphere are not manipulable.[2] This makes pure experimentation an impossible task. Consequently, the results and interpretations of ex post facto research are to be cautiously pursued. Kerlinger set forth the following cautions to be observed:

> Ignore the results of any ex post facto research that does not test hypotheses. Perhaps another good rule would be to be highly skeptical of any ex post facto study that tests only one hypothesis. . . . Always treat the results and interpretations of the data of ex post facto investigations with great care and caution. Where one must be careful with experimental results and interpretations, one must be doubly careful with ex post facto results and interpretations.[3]

Kerlinger's suggestions concerning the use of ex post facto design were given specific consideration in this study. The research set forth seven specific hypotheses for testing; therefore, the strength of the design of this research was considered to be adequate and basically sound.

Data Analysis and Statistical Treatment

The completed questionnaires obtained from the students and their parents were assembled and the data were organized. The data collected in the questionnaires were coded into three hundred fifty-five items on

IBM data cards. The coded material was key punched and verified by student research assistants at the Langston University Data Processing Center. The computer program was written by the team Research Coordinator and was machine-processed on an IBM 7040 Computer at the Oklahoma State University Data Processing Center.

The statistical treatments of the data were classified as parametric and non-parametric. Factors which developed aggregate scores which were free to vary by fourteen to one hundred four scale points with a zero origin point were utilized for the parametric test Pearson's product-moment correlation coefficient. For the non-parametric tests Mann-Whitney U test was employed with the variables of sex and race and the eighteen scale items. The Kruskal-Wallis one way analysis of variance rank test was used for the variables of grade level, level of educational aspiration, and level of academic performance and the eighteen scale items. For the Pearson's product-moment correlation test, a minimum r value of .148 was set for the level of significance at the .01 level of confidence. For testing the significance of the hypotheses by the Mann-Whitney U and Kruskal-Wallis rank tests, the value of the rank test required to reject the null hypothesis was set at the .05 level.

FOOTNOTES

[1]F. Stuart Chapin, Experimental Designs in Sociological Research (New York, 1947), p. 18.

[2]Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1965), pp. 53-58.

[3]Ibid., p. 58.

CHAPTER IV

RESULTS OF STATISTICAL ANALYSIS

Hypothesis One: Race of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Data used to analyze the intra-family relationships were obtained from the responses to the following scales: parental activity, parental help with problems, rating of parent-child love, rating of parent-child roles, mood of the family, rating of discipline, and role conformity. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The black and white races constituted the independent race variable.

Intra-family relationships by race have been summarized in Table I. The results of the Mann-Whitney test indicate that race significantly affects two of the seven aggregate scales measuring intra-family relationships. Race affects the rating of parental help with problems ($z = 3.84$, $p = .001$) and the rating of parent-child love ($z = 1.95$, $p = .048$). The rating of parent-child roles ($z = 1.88$, $p = .057$) slightly exceeds the criteria set for the level of significance. The remaining scale measurements of parental activity, mood of the family, rating of discipline, and role conformity are not significantly affected by race.

The hypotheses that race of the student has no significant effect on the intra-family relationships of help and love are not tenable.

The hypotheses that race of the student has no significant effect on the intra-family relationships of activity, roles, mood, discipline, and conformity are tenable.

TABLE I

INTRA-FAMILY RELATIONSHIPS BY RACE*

Aspects of Intra-Family Relationships	df = 1 Z	n = 322 P
Parental Activity	1.26	.204
Parental Help With Problems	3.84	.001
Rating of Parent-Child Love	1.95	.048
Rating of Parent-Child Roles	1.88	.057
Mood of Family	0.36	.723
Rating of Discipline	0.68	.503
Role Conformity	0.52	.611

*Mann-Whitney Ranks Test

Hypothesis Two: Sex of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Intra-family relationships were analyzed with respect to the variable of sex of the student. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The results of the Mann-Whitney

test are presented in Table II. It is observable from Table II that the independent sex variable significantly affects one of the seven aggregate scales measuring intra-family relationships. Sex of the student affects the rating of parental help with the problems ($z = 2.61$, $p = .009$). The sex of the student does not significantly affect the intra-family relationships of parental activity, rating of parent-child love, rating of parent-child roles, mood of the family, rating of discipline, and role conformity.

TABLE II

INTRA-FAMILY RELATIONSHIPS BY SEX*

Aspects of Intra-Family Relationships	df = 1 Z	n = 322 P
Parental Activity	1.14	.253
Parental Help with Problems	2.61	.009
Rating of Parent-Child Love	1.46	.141
Rating of Parent-Child Roles	1.14	.255
Mood of Family	1.64	.097
Rating of Discipline	0.26	.793
Role Conformity	0.96	.660

*Mann-Whitney Ranks Test

The hypothesis that sex of the student has no significant effect on the intra-family relationship of help is not tenable. The hypotheses that sex of the student has no significant effect on the intra-family relationships of activity, love, roles, mood, discipline, and conformity are tenable.

Hypothesis Three: Grade level of the student has no significant effect on the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity.

Intra-family relationships were analyzed with respect to the variable of grade level in school. The grades tenth, eleventh, and twelfth constituted the student's grade level variable. The intra-family relationships utilized the following seven scales: parental activity, parental help with problems, rating of parent-child love, rating of parent-child roles, mood of the family, rating of discipline, and role conformity. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The Kruskal-Wallis test analysis is presented in Table III.

The table indicates the grade level variable affects only one of the intra-family relationships, the rating of parent-child roles ($H = 8.61$, $p = .02$). The remaining scale measurements of parental activity, parental help with problems, rating of parent-child love, mood of the family, rating of discipline, and role conformity are not significantly affected by the student's grade level.

The hypothesis that grade level of the student has no significant effect on the intra-family relationship of roles is not tenable. The hypotheses that grade level of the student has no significant effect on the intra-family relationships of activity, help, love, mood,

discipline, and conformity are tenable.

TABLE III

INTRA-FAMILY RELATIONSHIPS BY GRADE LEVEL IN SCHOOL*

Aspects of Intra-Family Relationships	df = 2 H	n = 322 P
Parental Activity	.90	.70
Parental Help With Problems	.78	.70
Rating of Parent-Child Love	1.31	.70
Rating of Parent-Child Roles	8.61	.02
Mood of Family	2.80	.30
Rating of Discipline	1.01	.70
Role Conformity	3.76	.20

*Kruskal-Wallis Ranks Test

Hypothesis Four: Intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have no significant effect on the academic performance of the student.

Data used to analyze the academic performance variable were obtained from the level of academic performance (A, B, C, D/F) of the student recorded for the last two academic semesters. The seven scales referring to the intra-family relationships were utilized for the

independent variable. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The results of the Kruskal-Wallis test are presented in Table IV.

TABLE IV

INTRA-FAMILY RELATIONSHIPS AND LEVEL OF ACADEMIC PERFORMANCE*

Aspects of Intra-Family Relationships	df = 3 H	n = 280 P
Parental Activity	17.83	.001
Parental Help With Problems	5.61	.15
Rating of Parent-Child Love	7.74	.05
Rating of Parent-Child Roles	19.78	.001
Mood of Family	6.25	.05
Rating of Discipline	8.34	.05
Role Conformity	12.42	.01

*Kruskal-Wallis Ranks Test

The table indicates that six of the seven intra-family relationships have significant effects on the student's level of academic performance. The student's academic performance is affected by parental activity ($H = 17.83$, $p = .001$), rating of parent-child roles ($H = 19.78$, $p = .001$), role conformity ($H = 12.42$, $p = .01$), rating of

parent-child love ($H = 7.74$, $p = .05$), mood of the family ($H = 6.25$, $p = .05$), and the rating of discipline ($H = 8.34$, $p = .05$). It is interesting to note that parental help with problems, such as personal and school problems and making decisions is the only intra-family relationship that does not significantly affect the student's level of academic performance ($H = 5.61$, $p = .15$).

The hypotheses that intra-family relationships of activity, love, roles, mood, discipline, and conformity have no significant effect on the academic performance of the student are not tenable. The hypothesis that intra-family relationship of help has no significant effect on the academic performance of the student is tenable.

Hypothesis Five: Intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have no significant effect on the student's level of educational aspiration.

Data used to analyze the intra-family relationships were obtained from the responses to the following scales: parental activity, parental help with problems, rating of parent-child love, rating of parent-child roles, mood of the family, rating of discipline, and role conformity. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The level of educational aspiration variable referred to the levels of education to which the students and parents aspired. The levels were get a job now, graduate from high school, complete college, get a professional degree. The results of the Kruskal-Wallis test are presented in Table V.

The table indicates that six of the seven intra-family relationships have significant effects on the student's level of educational aspiration. Level of educational aspiration is affected by parental

activity (H = 27.24, p = .001), rating of discipline (H = 20.05, p = .001), parental help with problems (H = 15.38, p = .01), rating of parent-child roles (H = 11.27, p = .025), mood of the family (H = 9.85, p = .05), and role conformity (H = 8.24, p = .05). The rating of parent-child love does not significantly affect the student's level of educational aspiration (H = 5.03, p = .28).

TABLE V

INTRA-FAMILY RELATIONSHIPS AND LEVEL OF EDUCATIONAL ASPIRATION*

Aspects of Intra-Family Relationships	df = 4 H	n = 280 P
Parental Activity	27.24	.001
Parental Help With Problems	15.38	.01
Rating of Parent-Child Love	5.03	.28
Rating of Parent-Child Roles	11.27	.025
Rating of Mood of Family	9.85	.05
Rating of Discipline	20.05	.001
Role Conformity	8.24	.05

*Kruskal-Wallis Ranks Test

Correlative Analysis of Intra-Family Relationships

To further analyze the intra-family relationships, a correlation coefficient was calculated to indicate the degree of association between the relationships. The results of the Pearson product-moment correlation test are presented in Table VI.

The table indicates nineteen statistically significant correlations at the .01 level of confidence. Eleven of these nineteen correlations exceed .32 and a 10% coefficient of determination. These include parental activity and parental help with problems ($r = .34$), parental help with problems and rating of parent-child love ($r = .46$), parental help with problems and rating of parent-child roles ($r = .48$), parental help with problems and mood of the family ($r = .33$), parental help with problems and rating of discipline ($r = .33$), rating of parent-child love and rating of parent-child roles ($r = .62$), rating of parent-child love and mood of the family ($r = .48$), rating of parent-child love and role conformity ($r = .41$), rating of parent-child roles and mood of the family ($r = .52$), rating of parent-child roles and role conformity ($r = .51$), and mood of the family and role conformity ($r = .63$).

Significant at the .01 level of confidence, but to a lesser correlation of .32 were the correlations of parental activity and rating of parent-child love, parental activity and rating of parent-child roles, parental activity and mood of family, parental activity and rating of discipline, and parental activity and role conformity.

TABLE VI

EFFECTS OF ANALYSIS OF INTRA-FAMILY RELATIONSHIPS*

n = 322

Intra-Family Relationships	Parental Activity	Parental Help With Problems	Rating of Parent-Child Love	Rating of Parent-Child Roles	Mood of Family	Rating of Discipline	Role Conformity
	r	r	r	r	r	r	r
Parental Activity	1.00	.34**	.27**	.24**	.27**	.25**	.24**
Parental Help With Problems		1.00	.46**	.48**	.33**	.33**	.28**
Rating of Parent-Child Love			1.00	.62**	.48**	.23**	.41**
Rating of Parent-Child Roles				1.00	.52**	.28**	.51**
Mood of Family					1.00	.08	.63**
Rating of Discipline						1.00	.10
Role Conformity							1.00

*Pearson Product-Moment Correlation

**Significant results between the aspects at .01 level of confidence.[1]

Analysis of Student Role Ratings

The student role ratings were analyzed with respect to sex, race, grade level, level of educational aspiration, and level of academic performance. Data used to analyze the student role ratings were obtained from the responses to the following aggregate scales: ratings of academic skill, courses liked and disliked, level of college preparation, and confidence of success. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The data on the student role ratings were analyzed by the variable of sex of the student. The results of the Mann-Whitney test are presented in Table VII.

TABLE VII

STUDENT ROLE RATINGS BY SEX*

Student Role Ratings	Z	P	df = 1 n
Academic Skill	3.56	.001	321
Courses Liked and Disliked	0.46	.653	321
College Preparation	0.14	.887	322
Confidence of Success	0.61	.547	179

*Mann-Whitney Test

Table VII indicates that only one aspect of student role ratings, the academic skill ($z = 3.56$, $p = .001$) is significantly affected by the sex variable. The remaining aspects of student role ratings, courses liked and disliked, college preparation, and confidence of success are not significantly affected by the sex of the student.

The student role ratings were analyzed by the race (black and white) variable. The results of the Mann-Whitney test are presented in Table VIII. As indicated by the table, race significantly affected one of the aspects of student role ratings, the courses liked and disliked ($z = 1.98$, $p = .045$). The student role ratings of academic skill, college preparation, and confidence of success were not significantly affected by the race of the student.

TABLE VIII

STUDENT ROLE RATINGS BY RACE*

Student Role Ratings	Z	P	df = 1 n
Academic Skill	0.17	.856	321
Courses Liked and Disliked	1.98	.045	321
College Preparation	1.31	.187	322
Confidence of Success	0.51	.615	179

*Mann-Whitney Test

The student role ratings were analyzed with respect to grade level in school. The grades tenth, eleventh, and twelfth constituted the student's grade level variable. The results of the Kruskal-Wallis test are presented in Table IX. Grade level in school affects academic skill (H = 6.68, p = .05) and college preparation (H = 15.52, p = .001). The remaining two aspects of student role ratings, the courses liked and disliked and confidence of success are not significantly affected by the student's grade level in school.

TABLE IX

STUDENT ROLE RATINGS BY GRADE LEVEL IN SCHOOL*

Student Role Ratings	H	P	df = 2 n
Academic Skill	6.68	.05	321
Courses Liked and Disliked	1.41	.50	321
College Preparation	15.52	.001	322
Confidence of Success	2.03	.50	179

*Kruskal-Wallis Test

The student role ratings were analyzed with respect to the level of educational aspiration variable. The educational aspiration variable referred to the levels of education to which the student and

parents aspired. The levels were: get a job now, graduate from high school, complete college, get a professional degree. The results of the Kruskal-Wallis test are presented in Table X.

TABLE X

STUDENT ROLE RATINGS AND LEVEL OF EDUCATIONAL ASPIRATION*

Student Role Ratings	H	P	df = 4 n
Academic Skill	31.29	.001	280
Courses Liked and Disliked	15.11	.001	279
College Preparation	58.90	.001	280
Confidence of Success	28.08	.001	179

*Kruskal-Wallis Test

The table indicates that all of the aspects of student role ratings are significantly affected by the student's level of educational aspiration. Educational aspiration affects academic skill ($H = 31.29$, $p = .001$), courses liked and disliked ($H = 15.11$, $p = .001$), college preparation ($H = 58.90$, $p = .001$), and confidence of success ($H = 28.08$, $p = .001$).

The student role ratings were analyzed with respect to the level

of academic performance variable. The academic performance variable referred to the recorded grades (A, B, C, D/F) of the student for the last two academic semesters. The results of the Kruskal-Wallis test are presented in Table XI.

TABLE XI

STUDENT ROLE RATINGS AND LEVEL OF ACADEMIC PERFORMANCE*

Student Role Ratings	H	P	df = 3 n
Academic Skill	29.57	.001	280
Courses Liked and Disliked	24.41	.001	279
College Preparation	21.86	.001	280
Confidence of Success	25.58	.001	179

*Kruskal-Wallis Test

The table indicates that all of the aspects of student role ratings are significantly affected by the student's level of academic performance. Academic performance affects academic skill ($H = 29.57$, $p = .001$), courses liked and disliked ($H = 24.41$, $p = .001$), college preparation ($H = 21.86$, $p = .001$), and confidence of success ($H = 25.58$, $p = .001$).

Correlative Analysis of Student Role Ratings

To further analyze the aspects of student role ratings, a correlation coefficient was calculated to analyze the degree of association between the relationships. The results of the Pearson product-moment correlation test are presented in Table XII.

The table indicates five statistically significant correlations at the .01 level of confidence. Two of these five correlations exceed .32 and a 10% coefficient of determination. These include academic skill and college preparation ($r = .44$) and academic skill and confidence of success ($r = .35$). Significant, but to a lesser correlation of .32 were the correlations of academic skill and courses liked and disliked ($r = .31$), courses liked and disliked and college preparation ($r = .16$) and college preparation and confidence of success ($r = .26$). The correlation of confidence of success and courses liked and disliked ($r = .06$) is the only aspect of student role ratings that is not significant at the .01 level of confidence.

Analysis of Work-Related Attitudes

The student work-related attitudes were analyzed with respect to sex, race, grade level, level of educational aspiration, and level of academic performance. Data used to analyze the work-related attitudes were obtained from the responses to the following aggregate scales: job preference, attitude toward father's job, and attitude toward work. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The data on the work-related attitudes were analyzed by the variable of sex of the student. The results of the Mann-Whitney test

TABLE XII

EFFECTS OF ANALYSIS OF STUDENT ROLE RATINGS*

n = 322

Aspects of Student Role Ratings	Academic Skill	Courses Liked and Disliked	College Preparation	Confidence of Success
	r	r	r	r
Academic Skill	1.00	.31**	.44**	.35**
Courses Liked and Disliked		1.00	.16**	.06
College Preparation			1.00	.26**
Confidence of Success				1.00

*Pearson Product-Moment Correlation

**Significant results between the aspects at .01 level of confidence.[2]

are presented in Table XIII.

TABLE XIII

STUDENTS' WORK-RELATED ATTITUDES BY SEX*

Work-Related Attitudes	Z	P	df = 1 n
Job Preference	1.15	.240	314
Attitude Toward Father's Job	0.40	.691	321
Attitude Toward Work	0.83	.590	322

*Mann-Whitney Test

The above table indicates that none of the work-related attitudes are significantly affected by the sex of the student. Job preference ($z = 1.15$, $p = .240$), attitude toward father's job ($z = .40$, $p = .691$), and attitude toward work ($z = .83$, $p = .590$) have levels of confidence which exceed the predetermined .05 level of acceptance.

The work-related attitudes were analyzed by the black and white race variable. The results of the Mann-Whitney test are presented in Table XIV. As indicated by this table, race significantly affected one of the work-related attitudes, the attitude toward father's job ($z = 3.37$, $p = .001$). The work-related attitudes of job preference and attitude toward work were not significantly affected by the race of the student.

TABLE XIV

STUDENTS' WORK-RELATED ATTITUDES BY RACE*

Work-Related Attitudes	Z	P	df = 1 n
Job Preference	0.91	.633	314
Attitude Toward Father's Job	3.37	.001	321
Attitude Toward Work	1.57	.113	322

*Mann-Whitney Test

The work-related attitudes of the students were analyzed with respect to grade level in school. The grades tenth, eleventh, and twelfth constituted the student's grade level variable. The results of the Kruskal-Wallis test are presented in Table XV. Grade level in school affects attitude toward work ($H = 30.94$, $p = .001$). The remaining two aspects of work-related attitudes, job preference and attitude toward father's job are not significantly affected by the student's grade level in school.

The work-related attitudes were analyzed with respect to the level of educational aspiration variable. The educational aspiration variable referred to the levels of education to which the student and parents aspired. The levels were get a job now, graduate from high school, complete college, get a professional degree. The results of the Kruskal-Wallis test are presented in Table XVI.

TABLE XV

STUDENTS' WORK-RELATED ATTITUDES
BY GRADE LEVEL IN SCHOOL*

Work-Related Attitudes	H	P	df = 2 n
Job Preference	0.77	.511	314
Attitude Toward Father's Job	1.77	.60	321
Attitude Toward Work	30.94	.001	322

*Kruskal-Wallis Test

TABLE XVI

STUDENTS' WORK-RELATED ATTITUDES AND LEVEL
OF EDUCATIONAL ASPIRATION*

Work-Related Attitudes	H	P	df = 4 n
Job Preference	18.10	.001	273
Attitude Toward Father's Job	1.53	.80	280
Attitude Toward Work	18.88	.001	280

*Kruskal-Wallis Test

Table XVI indicates that educational aspiration affects job preference (H = 18.10, p = .001) and attitude toward work (H = 18.88, p =

.001). Attitude toward father's job (H = 1.53, p = .80) is not significantly affected by the level of educational aspiration.

The work-related attitudes were analyzed with respect to the level of academic performance variable. The academic performance variable referred to the recorded grades (A, B, C, D/F) of the student for the last two academic semesters. The results of the Kruskal-Wallis test are presented in Table XVII. This table indicates that academic performance affects job preference (H = 10.94, p = .02) and attitude toward work (H = 51.86, p = .001). The attitude toward father's job (H = 3.74, p = .29) is not significantly affected by the student's level of academic performance.

TABLE XVII

STUDENTS' WORK-RELATED ATTITUDES AND LEVEL OF ACADEMIC PERFORMANCE*

Work-Related Attitudes	H	P	df = 3 n
Job Preference	10.94	.02	273
Attitude Toward Father's Job	3.74	.29	280
Attitude Toward Work	51.86	.001	280

*Kruskal-Wallis Test

Correlative Analysis of Work-Related Attitudes

To further analyze the aspects of work-related attitudes, a correlation coefficient was calculated to analyze the degree of association between the attitudes. The results of the Pearson product-moment correlation test are presented in Table XVIII. None of the correlations reach .32 and 10% coefficient of determination. Significant at the .01 level of confidence are job preference and attitude toward work ($r = .20$) and attitude toward father's job and attitude toward work ($r = .17$). A negative correlation is indicated for job preference and attitude toward father's job ($r = -.04$) which could be due to chance variation.

Summary

After analyzing the intra-family relationships, it was found that parental activity, parental help with problems, rating of parent-child roles, rating of the mood of the family, rating of discipline, and role conformity were significantly affected by the level of educational aspiration of the student. The correlative analysis of the intra-family relationships was significant at the .01 level of confidence for all but two of the aspects, rating of discipline and mood of the family and role conformity and rating of discipline. The aspect of student role ratings referred to as academic skill was significantly affected by the sex of the student. The student role rating of courses liked and disliked was significantly affected by the race of the student. The grade level of the student significantly affected academic skill and college preparation. The level of educational

TABLE XVIII

EFFECTS OF ANALYSIS OF WORK-RELATED ATTITUDES*

n = 322

Aspects of Work-Related Attitudes	Job Preference	Attitude Toward Father's Job	Attitude Toward Work
	r	r	r
Job Preference	1.00	-.04	.20**
Attitude Toward Father's Job		1.00	.17**
Attitude Toward Work			1.00

*Pearson Product-Moment Correlation

**Significant results between the aspects at .01 level of confidence[3]

aspiration of the student significantly affected academic skill, courses liked and disliked, college preparation, and confidence of success. The level of academic performance of the student significantly affected academic skill, courses liked and disliked, college preparation, and confidence success. The sex of the student did not significantly affect the work-related attitudes of job preference, attitude toward father's job, and attitude toward work. The race of the student significantly affected the attitudes toward father's job. The grade level of the student significantly affected his attitude toward work. The level of educational aspiration significantly affected the work-related attitudes of job preference and attitudes toward work. The level of academic performance significantly affected the work-related attitudes of job preference and attitude toward work.

The hypotheses that intra-family relationships of activity, help, love, roles, mood, discipline, and conformity have no significant effect on the student's level of educational aspiration are not tenable.

Hypothesis Six: Health aspects of foods liked, diet, student's health, and family's meals have no significant effect on the student's level of academic performance.

The health variable of the family was analyzed by using four aspects. The aspects were (1) foods liked, (2) adequacy of diet, (3) rating of student's health, and (4) rating of family's meals. The data to analyze the health variables were secured through select items from the student instrument. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) Data used to analyze the academic performance variable were obtained from the level of academic

performance (A, B, C, D/F) of the student recorded for the last two academic semesters. The results of the Kruskal-Wallis test are presented in Table XIX.

TABLE XIX

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY AND LEVEL OF ACADEMIC PERFORMANCE*

Health Aspects of the Family	H	P	df = 3 n
Foods Liked	8.12	.05	272
Adequacy of Diet	1.43	.70	270
Rating of Student's Health	8.75	.05	280
Rating of Family's Meals	5.94	.20	269

*Kruskal-Wallis Test

The above table indicates that two of the four health aspects have significant effects on the student's level of academic performance. The student's academic performance is affected by food liked ($H = 8.12$, $p = .05$) and the rating of the student's health ($H = 8.75$, $p = .05$). The adequacy of diet ($H = 1.43$, $p = .70$) and rating of family's meals ($H = 5.94$, $p = .20$) does not significantly affect the student's level of academic performance.

The hypotheses that health aspects of foods liked and rating of

student's health have no significant effect on the student's level of academic performance are not tenable. The hypotheses that the health aspects of adequacy of diet and rating of family's meals have no significant effect on the student's level of academic performance are tenable.

Hypothesis Seven: Health aspects of foods liked, diet, student's health, and family's meals have no significant effect on the student's level of educational aspiration.

Data used to analyze the health aspects were obtained from the responses to the following scales: foods liked, adequacy of diet, rating of student's health, and rating of family's meals. (See Appendix F, Listing of Scale Items Applied To Specific Hypothesis.) The level of educational aspiration variable referred to the levels of education to which the students and parents aspired. The levels were: get a job now, graduate from high school, complete college, get a professional degree. The results of the Kruskal-Wallis test are presented in Table XX.

The table indicates that level of educational aspiration is not affected by foods liked ($H = 1.11$, $p = .90$), adequacy of diet ($H = 5.23$, $p = .256$), rating of student's health ($H = 5.05$, $p = .277$) and rating of family's meals ($H = 3.97$, $p = .588$).

Analysis of Health Aspects By Sex

The health aspects of the family were analyzed with respect to the variable of sex of the student. The results of the Mann-Whitney test are presented in Table XXI. It is observable from Table XXI that the independent sex variable significantly affects two of the four

TABLE XX

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY AND LEVEL OF EDUCATIONAL ASPIRATION*

Health Aspects of the Family	H	P	df = 4 n
Foods Liked	1.11	.90	272
Adequacy of Diet	5.23	.256	270
Rating of Student's Health	5.05	.277	280
Rating of Family's Meals	3.97	.588	269

*Kruskal-Wallis Test

TABLE XXI

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY BY SEX OF THE STUDENT*

Health Aspects of the Family	Z	P	df = 1 n
Foods Liked	1.03	.305	311
Adequacy of Diet	3.67	.001	307
Rating of Student's Health	2.03	.041	322
Rating of Family's Meals	1.86	.060	307

*Mann-Whitney Test

health measurements. Sex of the student affects the adequacy of diet ($z = 3.67$, $p = .001$) and rating of student's health ($z = 2.03$, $p = .041$). The sex of the student does not significantly affect the health aspects of foods liked and rating of family's meals.

Analysis of Health Aspects By Race

The health aspects of the family were analyzed with respect to the black and white race variable. The results of the Mann-Whitney test are presented in Table XXII. It is observable from Table XXII that the independent race variable significantly affects one of the four health measurements. Race affects the rating of student's health ($z = 2.06$, $p = .038$). The remaining items of foods liked, adequacy of diet, and rating of family's meals are not significantly affected by race.

TABLE XXII

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY BY RACE*

Health Aspects of the Family	Z	P	df = 1 n
Foods Liked	0.45	.654	311
Adequacy of Diet	0.05	.96	307
Rating of Student's Health	2.06	.038	322
Rating of Family's Meals	1.10	.271	307

*Mann-Whitney Test

Analysis of Health Aspects By Grade Level

The health aspects of the family were analyzed with respect to the variable of grade level in school. The grades tenth, eleventh, and twelfth constituted the student's grade level variable. The Kruskal-Wallis test analysis is presented in Table XXIII. This table indicates that the grade level variable affects only one of the health aspects, the rating of foods liked ($H = 22.57$, $p = .001$). The remaining aspects of adequacy of diet, rating of student's health, and rating of family's meals are not significantly affected by the student's grade level.

TABLE XXIII

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY BY GRADE LEVEL IN SCHOOL*

Health Aspects of the Family	H	P	df = 2 n
Foods Liked	22.57	.001	311
Adequacy of Diet	1.00	.513	307
Rating of Student's Health	1.31	.536	322
Rating of Family's Meals	2.83	.238	307

*Kruskal-Wallis Test

Correlative Analysis of Health Aspects

To further analyze the health aspects a correlation coefficient was calculated to analyze the degree of association between the aspects. The results of the Pearson product-moment correlation test are presented in Table XXIV.

This table indicates six statistically significant correlations at the .01 level of confidence. Five of these six correlations exceed .32 and a 10% coefficient of determination. These include: foods liked and adequacy of diet ($r = .40$), foods liked and rating of student's health ($r = .43$), foods liked and rating of family's meals ($r = .43$), adequacy of diet and rating of family's meals ($r = .35$), and rating of student's health and rating of family's meals ($r = .44$). Significant, but to a lesser correlation of .32 was the correlation of adequacy of diet and rating of student's health ($r = .23$).

Summary

Analysis of the data on health aspects indicated that foods liked, adequacy of diet, rating of student's health, and rating of family's meals did not significantly affect the student's level of educational aspiration. The health aspects referred to as adequacy of diet and rating of student's health were significantly affected by the sex of the student. The rating of the student's health is significantly affected by the race of the student. The grade level of the student significantly affected the rating of foods liked. The correlative analysis of the health aspects indicated significance at the .01 level of confidence for all of the correlations. Five of the six corelations exceed .32 and a 10% coefficient of determination.

TABLE XXIV

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY*

n = 322

Health Aspects of the Family	Foods Liked	Adequacy of Diet	Rating of Student's Health	Rating of Family's Meals
	r	r	r	r
Foods Liked	1.00	.40**	.43**	.50**
Adequacy of Diet		1.00	.23**	.35**
Rating of Student's Health			1.00	.44**
Rating of Family's Meals				1.00

*Pearson Product-Moment Correlation

**Significant results between the aspects at .01 level of confidence[4]

The hypotheses that the health aspects of foods liked, diet, student's health, and family's meals have no significant effect on the student's level of educational aspiration are not tenable.

FOOTNOTES

[1]Allen L. Edwards, Statistical Analysis for Students in Psychology and Education (New York, 1946), p. 331.

[2]Ibid.

[3]Ibid.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The purpose of this research was to examine the familial determinants of level of aspiration. Specifically, the research sought to answer four questions. First, does the race, sex, and grade level of the student affect the intra-family relationships of activity, help, love, roles, mood, discipline, and conformity? Second, what are the effects of intra-family relationships on the student's level of academic performance? Third, what are the effects of intra-family relationships on the student's level of educational aspiration? Fourth, what are the effects of health and nutrition on the student's level of educational aspiration and level of academic performance?

Methods and Procedures

This research was part of a larger project, The Logan County Youth Study, conducted by Langston University in cooperation with Oklahoma State University. The Logan County Youth Study is a three-year project funded by the United States Department of Agriculture under grant number 716-15-35.

The population of the study consisted of all sophomore, junior, and senior students enrolled in the six public high schools in Logan County during the 1967-68 academic year. Logan County was selected

because it was primarily a rural area with a below average income level population. Also, the six high schools were small enough to conduct a survey of the population. The tenth, eleventh, and twelfth grade students were selected because they would be nearing completion of their high school education and should be in different stages of planning for their post-high school period. An examination of the student's post-high school plans sought to evaluate his level of occupational and educational aspirations.

The basic research instruments comprised questionnaires for each student, the father, and the mother. The student questionnaire was designed to obtain data of (1) perceived levels of academic performance, (2) concepts of academic ability, (3) intra-family relationships, (4) attitudes on occupational aspiration and work, and (5) health and nutrition. The father's questionnaire was constructed so that data on intra-family relationships, aspired level of education, occupational aspirations, and attitudes toward work were obtained. The mother's questionnaire secured data on intra-family relationships, aspired level of education, and occupational aspirations. The father and mother questionnaires allowed a three-way analysis of the scale response items. A total of eighteen aggregate scales which were free to vary by fourteen to one hundred four scale points were utilized in the study.

All students attending school in the tenth, eleventh, and twelfth grades in Logan County were administered the student questionnaire. The parental questionnaires were mailed to the father and mother of the student on the same day he completed his questionnaire. The parents were requested to return the completed questionnaires to the school

within one week for which the student would receive special credit, fifty cents per completed parental questionnaire. Returns were secured from 52 per cent of the parents. Only the completed sets of student, father, and mother questionnaires are utilized in this thesis. The completed sets totaled three hundred twenty-two.

The data collected in the questionnaires were coded into three hundred thirty-seven items on IBM data cards. The computer program was written by the team Research Coordinator and was machine-processed on an IBM 7040 Computer. The majority of the statistical analysis involved ranks tests, such as the Mann-Whitney and the Kruskal-Wallis tests. The eighteen factos which were developed in aggregate scores with a zero origin point were utilized for developing Pearson's product-moment correlation coefficient.

Summary of Findings and Discussion

In the evaluation of seven aspects of intra-family relationships, race significantly affects the scoring on parental help and rating of parent-child love. Scoring on parental activity, rating of parent-child roles, mood of family, rating of discipline, and role conformity indicates no statistically significant differences by race. This indicates homogeneity of the black and white families except in the aspects of parental help with personal and school problems and the rating of parent-child love. Further research is needed to determine the specific racial differences in these areas.

The rating of parental help indicates differences by sex of the student, but the scoring of parental activity, rating of parent-child love, rating of parent-child roles, mood of the family, rating of

discipline, and role conformity indicates no significant difference by sex of the student. This indicates that in most areas, the two sexes are being reared identically. A difference is noted in the area of parental help with school and personal problems. Further research is needed to determine the differences related to the sex of the student.

The grade level in school affects only one of the aspects of intra-family relationships, the rating of parent-child roles. The result of maturation and the developmental processes can be noted in the differences of parent-child role evaluations of the tenth, eleventh, and twelfth grade students.

Academic performance is affected by the degree of shared activity with parents, rating of love, parent-child roles, mood of the family, rating of discipline, and role conformity. Likewise, the level of educational aspiration is affected by shared activity with parents, parental help with personal and school problems, parent-child roles, mood of the family, rating of discipline, and role conformity. This notes the importance of familial factors in determining school adjustment. The "school personality" is primarily fashioned within the home and to a great extent reflects the domestic setting. There are significant correlations between family-role ratings. Parental activity, parental help with personal and school problems, parent-child love, and parent-child roles have stable, constant relationships with other aspects, suggesting that these aspects are strongly associated with family cohesiveness which ultimately determines school performance and educational aspirations. The rating of discipline has the least relationship to the other aspects.

The student role ratings of courses liked, college prepataion, and

confidence of success are not affected by the sex of the student. Racial differences are noted in the number of school courses that are liked. Further research is needed to determine the differences of courses liked for the black and white students. The grade level in school affects the academic skill rating and college preparation, suggesting that maturity and advancement in high school is coupled with positive perceptions of one's academic skill and preparation for the post-high school period. The student's level of educational aspiration and level of academic performance affects his perception of his academic skill, courses liked, college preparation, and confidence of success in his future plans.

The work-related attitudes are not affected by the sex of the student. A difference by race is noted for the rating of father's job. Grade level in school affects the student's evaluation of himself as a worker. The student's level of educational aspiration and level of academic performance affects job preference and attitude toward work, suggesting that students who perform and aspire at high levels have positive attitudes toward work and toward themselves as workers. Also, these students have more definite job preferences.

The health aspects regarding the rating of health and family's meals are affected by the sex of the student. Race indicates significant differences in the rating of the student's health. Significant differences are found among the three grades in school for the number of foods liked. This indicates that dietary preferences are a part of the high school maturational process. Aspirational levels are not significantly affected by the dietary and health factors. However, performance levels are positively related to foods liked and rating of

health. This suggests that the more positively adjusted child has a more accepting attitude toward a wide variety of foods which is an indication of positive and successful adjustment. Correlations of ratings among the health aspects indicate positive relation between all of the aspects. These health factors exert considerable influence on the student's family and school performance.

These findings permit answers to the four research questions set forth at the beginning of this chapter. First, the intra-family relationships of parental activity, mood of the family, rating of discipline, and role conformity are not affected by the student's sex, race, and grade level. Parental help with personal and school problems is affected by the race and sex of the student. The rating of parent-child love is affected by race. Grade level in school affects the rating of the parent-child roles. Second, the quality of intra-family relationships has considerable influence on the student's academic performance and preparation for the future. Third, positive and favorable family relationships exert distinct influence on the student's level of educational aspiration and his orientation toward school and his future. Fourth, the health aspects of the student strongly support his level of academic performance and preparation for the future. The family situation may be defined as exerting a powerful stimulus for the child's school and post-school performance. The family serves as a source of motivation, incentive, and stimulation for the child to be ambitious, and to better himself. The satisfaction for such goals as education, occupation, and income are instilled in the child within his domestic setting and that setting largely determines the achievement of these goals.

These findings may be considered applicable to a larger population whose characteristics are similar to that of Logan County, Oklahoma. Further research is needed before generalizing the results to an urban area with different economic and social factors. Also, it may be noted that these findings are not applicable to students who were absent from the Logan County high schools on the day the research instrument was administered. Further research is needed to determine their commonality with the group studied. Such variables as aptitude, social class, achievement, and intelligence are worthy of an in-depth investigation.

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APPENDIX A

December 15, 1967

Mr. W. D. Daniel, Superintendent
Crescent Public Schools
Crescent, Oklahoma 73028

Dear Mr. Daniel:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

We are pleased to know of the good work being done by Counsellor Lyndol Jones. His experiences will be very beneficiary.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

i

cc: Dr. Donald E. Allen ✓
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. D. W. Leathers
Marshall Public Schools
Marshall, Oklahoma 73056

Dear Mr. Leathers:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

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We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. Eugene Johnson, Superintendent
Mulhall Public Schools
Mulhall, Oklahoma 73063

Dear Mr. Johnson:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

We are pleased to know of the good work being done by Counsellor Lyndol Jones. His experiences will be very beneficiary.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. Wendell V. White
Coyle Public Schools
Coyle, Oklahoma 73027

Dear Mr. White:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with the details of the project.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Dr. Charles L. Weber, Superintendent
Guthrie Public Schools
Guthrie, Oklahoma 73044

Dear Dr. Weber:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with the details of the project.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

DEMOGRAPHIC RESEARCH AND TRAINING CENTER
SOCIAL SCIENCE RESEARCH INSTITUTE
THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30601

TEL. AREA CODE 404-542-1806

February 23, 1968

Professor Donald E. Allen
Department of Sociology
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Professor Allen:

I want to acknowledge the receipt of your letter of February 5th and the three schedules or questionnaires you sent me for review. I shall offer a few comments which I think are pertinent.

First, the schedules are designed to obtain valuable information and I am impressed with the construction of the questions. I suggest that the three schedules be carefully pre-tested and revised before they are actually administered. I consider pre-testing to be essential in any field study.

The length of the schedules may conceivably constitute a problem in obtaining complete and accurate responses. If at all possible, I suggest that the schedule for the students be administered in the school to classes. This procedure, I believe, would solicit more accurate and complete responses than permitting the students to take the forms home and complete them there.

I presume that the students will be asked to take the forms home and request their parents to fill them out and then bring the completed forms back to school. If this procedure is employed, it will be necessary to check the questionnaires very carefully to make sure that every question has been answered. Otherwise, many respondents may leave a number of questions unanswered.

Some of the classified responses are, of course, not mutually exclusive answers, such as to question 17 on the student's questionnaire. I do not suggest that classification be revised, however, for I would leave this to the results obtained in the pre-test.

The analyses of the data could involve enormous amounts of time, for there is so much data. Some very specific delimitation will be required for each student, if each is to complete his analysis within a reasonable time. As I understand, each of the graduate students will

concentrate on only certain portions of the schedules.

I hope that some of these suggestions may prove helpful. If I can assist on any specific question I shall be happy to do so.

Cordially yours,

James D. Tarver
Professor of Sociology and
Director, Demographic Research
and Training Center

JDT/jd

APPENDIX B

TEACHER'S QUESTIONNAIRE GUIDE

Logan County Youth Study 1967-1970

(Administer Questionnaires on Post-High School Plans to 10th, 11th, and 12th grade students.)

READ INSTRUCTIONS TO STUDENTS COMPLETING QUESTIONNAIRE

You have been selected to participate in a study of student's plans after high school. This study is conducted by Langston and Oklahoma State Universities and is a continuation of research started last year in Logan county on post-high school plans. This questionnaire includes questions about your career plans, your family, your attitudes toward work and questions on how you regard money, food, and health factors.

Be sure to read each question carefully and mark it accurately. You should complete all questions in about forty minutes. Your name will not be associated with your answers.

CAREER PLANS OF HIGH SCHOOL YOUTH

LOGAN COUNTY YOUTH STUDY

1968

CAREER PLANS OF HIGH SCHOOL YOUTH

CD1
1-4
5

As a high school student you have been concerned about preparing for your career and your future. Your family is also interested in what you will do. The following questions seek to determine what you consider important in making plans for what you will do when you leave high school. This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please answer each question as accurately and as promptly as possible. The information that you give will be used exclusively for research purposes and will not be connected with your name.

Thank you for your assistance in this research.

Logan County Youth Study

NAME (Print)_____
First Last

STREET ADDRESS OR ROUTE_____

City_____ State_____ Zip Code_____

MOTHER OR STEPMOTHER (Print)_____

FATHER OR STEPFATHER (Print)_____

HIGH SCHOOL_____ JUNIOR HIGH_____

6 SEX .1 Male____ .2 Female____

7 GRADE .1 10th____ .2 11th____ .3 12th____

8 AGE LAST BIRTHDAY .1 15____ .2 16____ .3 17____ .4 18____ .5 over 18____

9 WHICH DESCRIBES YOU? .1 Indian____ .2 Oriental____ .3 Negro____ .4 White____

10 WHERE DO YOU LIVE? .1 On Farm____ .2 Country, but not Farm____
.3 Town under 1000____ .4 Town of 1000-2500____ .5 Town over 2500____

11-12 MARK X ON THE GRADE NEAREST YOUR AVERAGE FOR THE LAST TWO SEMESTERS:
.1 A .2 A- .3 B+ .4 B .5 B- .6 C+ .7 C .8 C- .9 D .10 F

13-15 IN WHAT SUBJECTS DO YOU GET THE BEST GRADES? .1_____

.2_____ .3_____ .4_____

16-18 IN WHAT SUBJECTS DO YOU GET YOUR POOREST GRADES? .1_____

.2_____ .3_____ .4_____

19 HOW MANY COURSES ARE YOU NOW TAKING? .1__ .2__ .3__ .4__ .5__ .6__ .7__

HOW MANY OF THESE COURSES DO YOU LIKE AND DISLIKE?

20 .1 Like 0 1 2 3 4 5 6 7

21 .2 Dislike 0 1 2 3 4 5 6 7

CD1 IN GENERAL, HOW WOULD YOU RATE YOURSELF AS A STUDENT IN THE FOLLOWING AREAS?

		POOR (1)	FAIR (2)	AVERAGE (3)	GOOD (4)	EXCELLENT (5)
22	.1 Reading	___	___	___	___	___
23	.2 Writing	___	___	___	___	___
24	.3 Public Speaking	___	___	___	___	___
25	.4 Use of Library	___	___	___	___	___
26	.5 Preparation of Assignments	___	___	___	___	___
27	.6 Taking Essay Tests	___	___	___	___	___
28	.7 Taking Multiple Choice Tests	___	___	___	___	___
29	.8 Extra Curricular Activities	___	___	___	___	___
30	.9 Attendance	___	___	___	___	___
31	.10 Athletics	___	___	___	___	___

32-34 CONSIDERING YOUR REAL ABILITIES AS A STUDENT, WHICH OF THE FOLLOWING BEST DESCRIBES THE HIGHEST TRAINING LEVEL (1) YOU ARE CAPABLE OF ATTAINING, (2) YOU PLAN TO ATTAIN, AND (3) YOU WOULD LIKE TO ATTAIN?

	CAPABLE OF ATTAINING	PLAN TO ATTAIN	WOULD LIKE TO ATTAIN
PH.D. or Profession	1___	1___	1___
Engineering Degree	2___	2___	2___
Teaching Certificate	3___	3___	3___
College Degree	4___	4___	4___
Vocational School Certificate	5___	5___	5___
Business School	6___	6___	6___
Graduate from High School	7___	7___	7___
Get a Job	8___	8___	8___
Work on Farm	9___	9___	9___

35-36 PLEASE MARK ALL SOURCES OF INFORMATION YOU HAVE USED IN MAKING YOUR PLANS FOR THE FUTURE.

.1 Mother _____
.2 Father _____
.3 Teachers _____
.4 Counselor _____
.5 Minister _____
.6 Other Adults _____
.7 Friends _____
.8 Books _____
.9 Magazines _____
.10 Television _____
.11 Movies _____
.12 Travel or Tours _____

37-42 WHICH HELPFUL SOURCES OF INFORMATION HAVE BEEN MOST HELPFUL TO YOU?

.1_____ .2_____ .3_____ .4_____ .5_____

43 HOW SURE ARE YOU ABOUT SUCCEEDING IN YOUR POST HIGH SCHOOL PLANS?

Very Sure .1_____ Fairly Sure .2_____ Somewhat Doubtful .3_____ Very Doubtful .4_____

HOW MANY TIMES HAVE YOU BEEN ON A SCHOOL CAMPUS? (MARK X THROUGH ANSWER)

44 .1 College 0 1 2 3 4 5 6 7 8 9 10 or more
45 .2 Vocational School 0 1 2 3 4 5 6 7 8 9 10 or more

46 HOW MANY COLLEGE AND VOCATIONAL SCHOOL COURSE CATALOGUES HAVE YOU EXAMINED IN YOUR HIGH SCHOOL LIBRARY?

.1 1 2 3 4 5 6 7 8 9 10 or more
.2 None Available in Library_____.
.3 Never Heard of a School Course Catalogue_____.

CD1 HOW MANY DEGREE GRANTING VOCATIONAL SCHOOLS AND COLLEGES DO YOU THINK THERE ARE IN OKLAHOMA WHICH YOU COULD ATTEND?

47	.1 Universities	0	2	5	10	15	20	50
48	.2 Junior Colleges	0	2	5	10	15	20	50
49	.3 Vocational Schools	0	2	5	10	15	20	50

50 INDICATE THE STEPS REQUIRED TO GET ADMITTED TO A DEGREE GRANTING VOCATIONAL SCHOOL, COLLEGE, OR UNIVERSITY.

Apply by Mail	Apply in Person	Send School Records	Pass Entrance Examinations	Pay Fees	Be Graduate Of High School
.1_____	.2_____	.3_____	.4_____	.5____	.6_____

51-60 LIST THE FAMILY MEMBERS WITH WHOM YOU LIVE.

.1 Mother	_____	.6 Stepfather	_____
.2 Father	_____	.7 Grandmother	_____
.3 Sister(s)	_____	.8 Grandfather	_____
.4 Brother(s)	_____	.9 Other Female Relative	_____
.5 Stepmother	_____	.10 Other Male Relative	_____

THE WORDS MOTHER AND FATHER IN QUESTIONS 27 - 49 REFER TO STEP-PARENT OR GUARDIAN IF APPROPRIATE.

61-64 PLEASE INDICATE THOSE ACTIVITIES IN THE FOLLOWING LIST WHICH YOU DO WITH YOUR MOTHER AND/OR YOUR FATHER.

	MOTHER	FATHER
Eat Meals at Home	.1____	.2____
Have Confidential Talks	.3____	.4____
Play Games	.5____	.6____
Social Events	.7____	.8____
Go to Movies	.9____	.10____
Church Activities	.11____	.12____
Watch Television	.13____	.14____
Do Housework	.15____	.16____
Do Yardwork	.17____	.18____
Do Chores	.19____	.20____
Help Parents in Occupation	.21____	.22____

IN THE FOLLOWING KINDS OF PROBLEMS, HOW MUCH HELP DO YOU GET FROM YOUR PARENTS?

	HELP WITH MONEY PROBLEMS?	(1) None	(2) A Little	(3) Average Amount	(4) Considerable Amount	(5) A Great Deal
65	.1 Mother	____	____	____	____	____
66	.2 Father	____	____	____	____	____
	HELP WITH PERSONAL PROBLEMS?					
67	.1 Mother	____	____	____	____	____
68	.2 Father	____	____	____	____	____
	HELP WITH SCHOOL PROBLEMS?					
69	.1 Mother	____	____	____	____	____
70	.2 Father	____	____	____	____	____
	HELP IN MAKING DECISIONS?					
71	.1 Mother	____	____	____	____	____
72	.2 Father	____	____	____	____	____
	HELP WHEN YOU ARE IN TROUBLE?					
73	.1 Mother	____	____	____	____	____
74	.2 Father	____	____	____	____	____

CD1 CD2	HELPFUL ADVICE?	None (1)	A Little (2)	Considerable Amount (3)	A Great Deal (4)
75	.1 Mother	____	____	____	____
6	.2 Father	____	____	____	____

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR LOVE FOR YOUR PARENTS?

		Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
7	.1 Mother	____	____	____	____	____
8	.2 Father	____	____	____	____	____

HOW MUCH LOVE DO YOU THINK YOUR PARENTS HAVE FOR YOU?

9	.1 Mother	____	____	____	____	____
10	.2 Father	____	____	____	____	____

	HOW DO YOU RATE YOUR PARENTS?	Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
11	.1 Mother	____	____	____	____	____
12	.2 Father	____	____	____	____	____
	HOW WOULD YOUR MOTHER RATE:					
13	.1 Herself as a mother	____	____	____	____	____
14	.2 You as a child	____	____	____	____	____
	HOW WOULD YOUR FATHER RATE:					
15	.1 Himself as a father	____	____	____	____	____
16	.2 You as a child	____	____	____	____	____
	HOW WOULD YOU RATE YOURSELF:					
17	.1 As a child to your mother	____	____	____	____	____
18	.2 As a child to your father	____	____	____	____	____

HOW OFTEN ARE YOUR PARENTS IN A GOOD MOOD?

		Never (1)	Rarely (2)	Half & Half (3)	Usually (4)	Always (5)
19	.1 Mother	____	____	____	____	____
20	.2 Father	____	____	____	____	____

AT HOME HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR PARENTS?

21	.1 Towards Mother	____	____	____	____	____
22	.2 Towards Father	____	____	____	____	____

IF YOU DO SOMETHING YOUR PARENT CONSIDERS WRONG, HOW DOES HE REACT?

		No Reaction (1)	Mildly (2)	Moderately (3)	Strongly (4)	Very Strongly (5)
23	.1 Mother	____	____	____	____	____
24	.2 Father	____	____	____	____	____

IF YOU DO SOMETHING SERIOUSLY WRONG, HOW DOES YOUR PARENT PUNISH YOU?

		Do Nothing (1)	Sulk (2)	Scold (3)	Restrict (4)	Reduce Allowance (5)	Slap or Hit (6)
25	.1 Mother	____	____	____	____	____	____
26	.2 Father	____	____	____	____	____	____

CD2 WHEN YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REACT?

		Critical (1)	Indifferent (2)	Pleased (3)	Complimentary (4)	Enthusiastic (5)
27	.1 Mother	____	____	____	____	____
28	.2 Father	____	____	____	____	____

IF YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REWARD YOU?

		No Reward (1)	Compliment (2)	Praise (3)	Grant Privileges (4)	Gift or Money (5)	Caress or Pat (6)
29	.1 Mother	____	____	____	____	____	____
30	.2 Father	____	____	____	____	____	____

		Never (1)	Rarely (2)	Sometimes (3)	Mostly (4)	Always (5)
31	HOW OFTEN DO YOU BEHAVE AS YOUR PARENTS THINK YOU SHOULD?	____	____	____	____	____
	HOW OFTEN DO YOUR PARENTS BEHAVE					
32	AS THEY SHOULD? Mother	____	____	____	____	____
33	Father	____	____	____	____	____
34	HOW OFTEN DO YOUR PARENTS AGREE ON FAMILY PROBLEMS?	____	____	____	____	____

35-36 IF YOU HAD THE ABILITY, EDUCATION AND MONEY, WHAT KIND OF WORK WOULD YOU REALLY LIKE TO BE DOING TEN YEARS FROM NOW?

_____
SPECIFIC NAME OR TITLE OF JOB I WOULD REALLY LIKE TO HAVE

37 HOW MUCH EDUCATION DO YOU THINK YOU WOULD NEED FOR THIS?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

38-39 NOW CONSIDERING YOUR ACTUAL ABILITIES, GRADES, FINANCES, AND CHANCES FOR EDUCATION, WHAT KIND OF WORK DO YOU ACTUALLY EXPECT TO BE DOING TEN YEARS FROM NOW? BE VERY SPECIFIC - NAME THE JOB.

_____
SPECIFIC NAME OR TITLE OF JOB I REALLY EXPECT TO HAVE

40 HOW MUCH EDUCATION DO YOU THINK YOU WILL NEED FOR THIS?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

41-42 AT WHAT AGE DID YOU DECIDE ON THE JOB YOU EXPECT TO HAVE?

12 or Less 13 14 15 16 17 18 19

43-44 AT WHAT AGE DO YOU EXPECT TO MARRY? (MARK X THROUGH YOUR ANSWER)

16 or 17 18 19 20 21 22 23 24 25 26 27 Never

45 HOW MUCH EDUCATION DO YOU THINK THE PERSON YOU MARRY SHOULD HAVE?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

CD2		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
46	HOW DO YOU FEEL ABOUT YOUR CHOICE OF OCCUPATION?	____	____	____	____	____
	HOW DO YOUR PARENTS FEEL ABOUT YOUR CHOICE OF OCCUPATION?					
47	.1 Mother	____	____	____	____	____
48	.2 Father	____	____	____	____	____
	HOW DOES YOUR FATHER FEEL ABOUT HIS WORK AND SALARY?					
49	.1 Work	____	____	____	____	____
50	.2 Salary	____	____	____	____	____
	HOW DO YOU FEEL ABOUT YOUR FATHER'S WORK AND SALARY?					
51	.1 Work	____	____	____	____	____
52	.2 Salary	____	____	____	____	____
	HOW DOES YOUR MOTHER FEEL ABOUT FATHER'S WORK AND SALARY?					
53	.1 Work	____	____	____	____	____
54	.2 Salary	____	____	____	____	____
	IF MOTHER WORKS, HOW DOES SHE FEEL ABOUT HER WORK AND SALARY?					
55	.1 Work	____	____	____	____	____
56	.2 Salary	____	____	____	____	____

57 LIST THE TYPES OF WORK YOU HAVE DONE FOR PAY. .1_____

.2_____ .3_____ .4 Never worked for pay_____

58 LIST THE TYPES OF WORK FOR WHICH YOU HAVE SOME TRAINING. .1_____

.2_____ .3_____ .4 _____

59 WHEN YOU WORK HOW DO YOU FEEL ABOUT THE WORK YOU HAVE TO DO?

.1 Won't Work	.2 Hate to Work	.3 Prefer not to Work	.4 Don't mind Work	.5 Prefer to Work	.6 Happy to Work
____	____	____	____	____	____

60 HOW GOOD A WORKER ARE YOU?

.1 Poor_____ .2 Below Average_____ .3 Average_____ .4 Good_____ .5 Excellent_____

61-63 WHAT DO YOU USUALLY DO WITH YOUR SPARE TIME? .1_____

.2_____ .3_____

MY PLANS AFTER LEAVING HIGH SCHOOL:	.1 Stay Permanently	.2 Stay a Few Years Only	.3 Leave Immediately
64 .1 Staying in Logan County	____	____	____
65 .2 Staying in Oklahoma	____	____	____

66-67 HOW OLD WERE YOU WHEN YOUR FAMILY CAME TO LOGAN COUNTY?

Was Born Here 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

CD2 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOUR FATHER AND MOTHER? (MARK AN X THROUGH YOUR ANSWER)

		High School										College				Post-Graduate			
68-69	.1 Mother	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
70-71	.2 Father	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

HOW MUCH MONEY DO YOU EXPECT YOU WOULD ACTUALLY BE ABLE TO EARN PER WEEK UNDER THE FOLLOWING CONDITIONS?

		(1) $50	(2) $75	(3) $100	(4) $125	(5) $150
72	.1 Took permanent job before finishing high school	____	____	____	____	____
73	.2 Took permanent job after finishing high school	____	____	____	____	____
74	.3 Completed Vocational School	____	____	____	____	____
75	.4 Completed college	____	____	____	____	____

CD3

6 PLEASE INDICATE THE ABILITY OF YOUR FAMILY TO HELP YOU ATTEND COLLEGE OR VOCATIONAL SCHOOL: .1 Unable to help_____ .2 Small Amount of Help_____ .3 Could give considerable help_____ .4 Could give whatever help is needed_____

7 IN ORDER TO ATTEND COLLEGE OR VOCATIONAL SCHOOL, IF NECESSARY, I WOULD BE WILLING TO WORK: .1 Part Time_____ .2 Half Time_____ .3 During Summer Vacation Only_____ .4 At No Time_____

8 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WHILE WORKING PART TIME ON THE SCHOOL CAMPUS IF HE TAKES A FULL COURSE LOAD?
$10_____ $20_____ $30_____ $40_____ Over $40_____

9 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WITH A PART-TIME JOB AT HOME OR PLACES OTHER THAN THE SCHOOL CAMPUS?
.1 $10-15 .2 $15-20 .3 $20-30 .4 $30-40 .5 More than $40
_____ _____ _____ _____ _____

10 DO YOU THINK A STUDENT COULD BORROW MONEY IN ORDER TO GO TO COLLEGE?
.1 Yes_____ .2 No_____

11 IF YOU COULD BORROW MONEY FOR A COLLEGE OR VOCATIONAL SCHOOL EDUCATION HOW WOULD YOU FEEL ABOUT BORROWING THE MONEY? .1 I would not borrow_____ .2 Somewhat reluctant_____ .3 I would borrow the amount needed_____

12 WHICH MEALS DID YOU EAT YESTERDAY?
.1 Breakfast_____ .2 Lunch_____ .3 Dinner_____ .4 Snacks_____

13 WHEN DID YOU EAT SNACKS YESTERDAY?
.1 Morning_____ .2 Afternoon_____ .3 Evening_____ .5 None_____

MARK AN X TO SHOW WHETHER YOU LIKE OR DISLIKE THE FOLLOWING KINDS OF FOOD, AND ANOTHER X IF YOU ATE THAT FOOD FOR BREAKFAST TODAY, OR FOR LUNCH, DINNER, OR SNACKS YESTERDAY. IF YOU HAD ANY FOOD NOT LISTED WRITE IT IN THE BLANK AT THE END OF THE PROPER SECTION.

	BEVERAGES	Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
14	Cocoa	____	____	____	____	____	____
15	Coffee	____	____	____	____	____	____
16	Fruit Juice	____	____	____	____	____	____
17	Soft Drinks	____	____	____	____	____	____
18	Tea	____	____	____	____	____	____
19	Tomato Juice	____	____	____	____	____	____
20	Milk	____	____	____	____	____	____
21	_____	____	____	____	____	____	____

CD3

		Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
	CEREAL PRODUCTS						
22	Bread, Wheat	___	___	___	___	___	___
23	Bread, White	___	___	___	___	___	___
24	Biscuits,Rolls	___	___	___	___	___	___
25	Cooked Cereal	___	___	___	___	___	___
26	Cornbread	___	___	___	___	___	___
27	Crackers, Chips, etc.	___	___	___	___	___	___
28	Dry Cereal	___	___	___	___	___	___
29	Macaroni, Spaghetti	___	___	___	___	___	___
30	Pancakes	___	___	___	___	___	___
31	Rice	___	___	___	___	___	___
32	_____	___	___	___	___	___	___
	DAIRY, MISCELLANEOUS FOODS						
33	Butter	___	___	___	___	___	___
34	Cheese	___	___	___	___	___	___
35	Cottage Cheese	___	___	___	___	___	___
36	Cream	___	___	___	___	___	___
37	Margarine	___	___	___	___	___	___
38	Peanut Butter	___	___	___	___	___	___
39	_____	___	___	___	___	___	___
	FRUITS						
40	Apples	___	___	___	___	___	___
41	Bananas	___	___	___	___	___	___
42	Grapefruit	___	___	___	___	___	___
43	Nuts	___	___	___	___	___	___
44	Oranges	___	___	___	___	___	___
45	Peaches	___	___	___	___	___	___
46	Pears	___	___	___	___	___	___
47	Pineapple	___	___	___	___	___	___
48	_____	___	___	___	___	___	___
	MEATS						
49	Beef	___	___	___	___	___	___
50	Bacon	___	___	___	___	___	___
51	Chicken	___	___	___	___	___	___
52	Eggs	___	___	___	___	___	___
53	Fish	___	___	___	___	___	___
54	Ground Beef	___	___	___	___	___	___
55	Ham	___	___	___	___	___	___
56	Lamb	___	___	___	___	___	___
57	Lunchmeat	___	___	___	___	___	___
58	Liver	___	___	___	___	___	___
59	Pork	___	___	___	___	___	___
60	Sausage	___	___	___	___	___	___
61	Veal	___	___	___	___	___	___
62	Wieners	___	___	___	___	___	___
63	_____	___	___	___	___	___	___
	SWEETS						
64	Candy	___	___	___	___	___	___
65	Cake	___	___	___	___	___	___
66	Cookies	___	___	___	___	___	___
67	Donuts, Rolls	___	___	___	___	___	___
68	Ice Cream	___	___	___	___	___	___

CD3

		Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
69	Jelly and Jam	____	____	____	____	____	____
70	Pie	____	____	____	____	____	____
71	Pudding	____	____	____	____	____	____
72	Syrup	____	____	____	____	____	____
73	_____	____	____	____	____	____	____
	VEGETABLES						
74	Beans	____	____	____	____	____	____
75	Broccoli	____	____	____	____	____	____
CD4 6	Brussell Sprouts	____	____	____	____	____	____
7	Cabbage	____	____	____	____	____	____
8	Carrots	____	____	____	____	____	____
9	Celery	____	____	____	____	____	____
10	Corn, Hominy	____	____	____	____	____	____
11	Green Beans	____	____	____	____	____	____
12	Kraut	____	____	____	____	____	____
13	Onions	____	____	____	____	____	____
14	Peas	____	____	____	____	____	____
15	Potatoes	____	____	____	____	____	____
16	Spinach	____	____	____	____	____	____
17	Squash	____	____	____	____	____	____
18	Potatoes, Sweet	____	____	____	____	____	____
19	Tomatoes	____	____	____	____	____	____
20	_____	____	____	____	____	____	____

21 INDICATE SCHOOL CLASSES WHERE YOU HAVE LEARNED ABOUT NUTRITION:

.1 Biology	____	.5 Physiology	____
.2 General Science	____	.6 Physical Education	____
.3 Home Economics	____	.7 Other	____
.4 Hygiene	____	.8 None	____

22 HAVE YOU LEARNED ABOUT NUTRITION IN ANY OF THE FOLLOWING CLUBS?

.1 4-H ____
.2 FHA or FFA ____
.3 Boy Scouts ____
.4 Girl Scouts ____
.5 Other (Specify)_____

PLEASE RATE YOUR HEALTH ON THE FOLLOWING FACTORS:

23 HEIGHT .1 Tall____ .2 Average____ .3 Short____

24 WEIGHT .1 Overweight____ .2 About right____ . 3 Short____

25 EYES .1 Always Clear_____ .2 Sometimes Irritated____ .3 Often Irritated____

26 SKIN .1 Always Clear____ .2 Sometimes broken out____ .3 Often broken out___

27 APPETITE .1 Poor_____ .2 Fair_____ .3 Good_____

28 HAIR .1 Shiny_____ .2 Average_____ .3 Dull____

29 OUTLOOK ON LIFE .1 Always unhappy___ .2 Mostly unhappy___ .3 Half and Half___
.4 Mostly happy___ .5 Always happy___

CD4 30 WOULD YOUR HEALTH BE BETTER IF YOUR FAMILY HAD MORE MONEY TO SPEND ON FOOD?
.1 Yes_____ .2 No_____

31 WHO DOES MOST OF THE COOKING? _____

PLEASE RATE YOUR FAMILY ON THE FOLLOWING FACTORS:

32 HOW MANY MEALS DID THE ENTIRE FAMILY EAT TOGETHER YESTERDAY?
.0_____ .1_____ .2_____ .3_____

33 WHICH MEALS DOES THE ENTIRE FAMILY USUALLY EAT TOGETHER?
.1 Breakfast____ .2 Lunch____ .3 Dinner____

34 HOW DO YOU RATE THE COOKING AT HOME?
.1 Poor_____ .2 Fair_____ .3 Good_____ .4 Excellent_____

35 HOW ATTRACTIVE WAS THE EVENING MEAL LAST NIGHT?
.1 Not very attractive____ .2 Fairly attractive____ .3 Very attractive____

36 HOW MUCH DO YOU ENJOY MEALS AT HOME?
.1 Not very much____ .2 Average____ .3 Very much____

37 WHAT IS THE FAMILY MOOD DURING MEALS?
.1 Always strained____ .2 Mostly strained____ .3 Half and Half____
.4 Mostly cheerful____ .5 Always cheerful____

APPENDIX C

Dear Mr.

Your ideas and beliefs about the plans of your son, when he leaves high school are an important element in resolving his problems. The following questions seek to determine what you believe he will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your son to return to school where he will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

Dear Mr.

Your ideas and beliefs about the plans of your daughter, when she leaves high school are an important element in resolving her problems. The following questions seek to determine what you believe she will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your daughter to return to school where she will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

CD5 CAREER PLANS OF HIGH SCHOOL YOUTH

1-4 FATHER'S QUESTIONNAIRE (Please fill this out alone)
5
6-7 INDICATE THOSE ACTIVITIES WHICH YOU DO WITH YOUR CHILD:

.1 Eat meals at home	____	.7 Watch Television	____
.2 Confidential talks	____	.8 Do housework	____
.3 Play Games	____	.9 Do yardwork	____
.4 Social Events	____	.10 Do chores	____
.5 Go to Movies	____	.11 Child helps parents in parent's occupation	____
.6 Church attendance or other Activities	____		

HOW MUCH HELP DO YOU GIVE YOUR CHILD WITH THE FOLLOWING KINDS OF PROBLEMS:

		None (1)	Little (2)	Average Amount (3)	Considerable Amount (4)	A Great Deal (5)
8	WITH MONEY PROBLEMS	____	____	____	____	____
9	WITH PERSONAL PROBLEMS	____	____	____	____	____
10	WITH SCHOOL PROBLEMS	____	____	____	____	____
11	IN MAKING DECISIONS	____	____	____	____	____
12	WHEN IN TROUBLE	____	____	____	____	____
13	HELPFUL ADVICE	____	____	____	____	____
14	CHOICE OF CAREER	____	____	____	____	____

	WHICH ONE OF THE FOLLOWING BEST DESCRIBES:	Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
15	YOUR LOVE FOR YOUR CHILD	____	____	____	____	____
16	THE LOVE YOUR CHILD HAS FOR YOU	____	____	____	____	____

		Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
17	IN GENERAL, HOW DO YOU RATE YOUR CHILD?	____	____	____	____	____
18	HOW DO YOU RATE YOURSELF AS A FATHER TO YOUR CHILD?	____	____	____	____	____
19	HOW WOULD YOUR CHILD RATE YOU AS A FATHER?	____	____	____	____	____
20	RATE YOUR CHILD'S BEHAVIOR TOWARD YOU AS A FATHER?	____	____	____	____	____
21	RATE YOUR CHILD'S SENSE OF RESPONSIBILITY?	____	____	____	____	____

CD5		Never (1)	Rarely (2)	Half & Half (3)	Usually (4)	Always (5)
22	HOW OFTEN IS YOUR CHILD IN A GOOD MOOD?	____	____	____	____	____
23	HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR CHILD?	____	____	____	____	____
24	HOW OFTEN DOES YOUR CHILD BEHAVE AS YOU THINK HE SHOULD?	____	____	____	____	____
25	HOW OFTEN DO YOU BEHAVE AS YOUR CHILD THINKS YOU SHOULD?	____	____	____	____	____

		No Reaction (1)	Mildly (2)	Moderately (3)	Strongly (4)	Very Strongly (5)
26	WHEN YOUR CHILD DOES WRONG, HOW DO YOU REACT?	____	____	____	____	____

27 IF YOUR CHILD DOES SOMETHING SERIOUSLY WRONG, WHAT DO YOU DO?
Do Nothing__ .1 Show Hurt__ .2 Counsel__ .3 Scold__ .4 Restrict Privileges__ .5 Reduce Allowance__ .6 Slap or Hit __ .7

28 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REACT?
.1 Critical__ .2 Indifferent__ .3 Pleased__ .4 Complimentary__ .5 Enthusiastically__

29 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REWARD HIM?
.1 Do Nothing__ .2 Compliment__ .3 Praise__ .4 Increase Privileges__ .5 Gift or Money__ .6 Caress or Pat__

30 HOW DO YOU AND YOUR SPOUSE WORK TOGETHER ON FAMILY PROBLEMS?
.1 Always Disagree__ .2 Usually Disagree__ . 3 Half and Half__ .4 Usually Agree__ .5 Always Agree__

31-32 AT WHAT AGE DO YOU EXPECT YOUR CHILD TO MARRY? (MARK X THROUGH ANSWER)
16 or less 17 18 19 20 21 22 23 24 25 26 27 and Above Never

33-34 WHAT WOULD YOU MOST LIKE YOUR CHILD TO DO AS A LIFE WORK?_____

_____

35 HOW MUCH EDUCATION DO YOU THINK YOUR CHILD WILL NEED FOR THIS JOB?
High School .1__ Business School .2__ Vocational School .3__ College .4__ Professional School .5__

36 HOW MUCH EDUCATION DO YOU FEEL THE PERSON YOUR CHILD MARRIES SHOULD HAVE?
High School .1___ Business School .2___ Vocational School .3___ College .4___ Professional School .5___

CD5		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
	HOW DO YOU FEEL ABOUT YOUR WORK AND SALARY?					
37	.1 Work	____	____	____	____	____
38	.2 Salary	____	____	____	____	____
	HOW DOES YOUR WIFE FEEL ABOUT YOUR WORK AND SALARY?					
39	.1 Work	____	____	____	____	____
40	.2 Salary	____	____	____	____	____
41	HOW DO YOU FEEL ABOUT YOUR CHILD'S CHOICE OF FUTURE OCCUPATION?	____	____	____	____	____

		Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
42	HOW GOOD A WORKER IS YOUR CHILD?	____	____	____	____	____
43	HOW WOULD YOU RATE YOUR CHILD AS A STUDENT?	____	____	____	____	____

44 HOW SURE ARE YOU THAT YOUR CHILD WILL SUCCEED IN HIS PLANS AFTER HIGH SCHOOL?
.1 No Confidence__ .2 Very Doubtful__ .3 Somewhat Doubtful__ .4 Fairly Sure__
.5 Absolutely Sure__

45-46 WHAT DO YOU THINK YOUR CHILD WILL BE DOING THE FIRST YEAR AFTER GRADUATION FROM HIGH SCHOOL?

.1 Unskilled Labor	____	.7 Semi-Professional	____
.2 Semi-Skilled Labor or Farm Worker	____	.8 Professional	____
		.9 Business School	____
.3 Skilled worker or foreman	____	.10 Vocational School	____
.4 Clerical or Sales	____	.11 Junior College	____
.5 Small business owner	____	.12 College	____
.6 Farm owner or operator	____		

AFTER YOUR CHILD LEAVES SCHOOL WHAT ARE YOUR PLANS FOR STAYING:

		Leave Immediately	Leave if the Opportunity Arises	Stay a Few More Years	Stay Permanently
47	IN LOGAN COUNTY	.1____	.2____	.3____	.4____
48	IN OKLAHOMA	.1____	.2____	.3____	.4____

49-50 IN WHAT YEAR DID YOU COME TO LOGAN COUNTY?_____
I was born here_____

51-52 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOU?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

CD5

53-54 PLEASE INDICATE THE OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD:

.1 Unskilled (odd jobs, common labor)__ .6 Farm Manager __
.2 Machine or vehicle operator __ .7 Business Manager __
.3 Skilled worker (carpenter, etc.) __ .8 Technician (laboratory ass't, draftsman, etc.)__
.4 Office Worker __ .9 Professional (doctor, lawyer, teacher) __
.5 Salesman __ .10 Other Specify_____

55 PLEASE INDICATE THE MAIN SOURCE OF INCOME FOR YOUR FAMILY:

.1 Welfare (AFDC, Disability, Old Age)___ .5 Farm Livestock ___
.2 Pension ___ .6 Fees and Commission___
.3 Salary or Wages ___ .7 Business Profits ___
.4 Farm Crops ___

56 PLEASE INDICATE YOUR CONDITION OF EMPLOYMENT FOR 1967:

.1 Was not seeking employment____ .4 Employed about 6 months_____
.2 Unemployed ____ .5 Employed about 9 months_____
.3 Employed irregulary ____ .6 Full-time employment _____

57-58 PLEASE INDICATE YOUR TOTAL FAMILY INCOME EITHER BY YEAR (COLUMN 1) OR BY MONTH (COLUMN 2) OR BY WEEK (COLUMN 3):

By Year		By Month		By Week	
Less than	$1000____	Less than	$ 80____	Less than	$ 20____
About	1000____	About	80____	About	20____
	2000____		170____		40____
	3000____		250____		60____
	4000____		330____		80____
	5000____		420____		100____
	6000____		500____		115____
	7000____		580____		130____
	8000____		670____		150____
	9000____		750____		170____
	10000____		830____		190____

59 PLEASE INDICATE HOW YOU FEEL ABOUT YOUR FAMILY INCOME:

.1 Not nearly enough____ .2 Just enough to get along____ .3 Sufficient____
.4 Ample, allows savings____

60 IF PART OF THE FAMILY'S INCOME IS DERIVED FROM A FARM, INDICATE WHICH OF THE FOLLOWING APPLIES: FAMILY HEAD: .1 Owns, operates farm____ .2 Is farm tenant____ .3 Works on farm for wages____

61 PLEASE INDICATE THE ABILITY OF THE FAMILY TO HELP THE SON OR DAUGHTER ATTEND VOCATIONAL SCHOOL OR COLLEGE AFTER FINISHING HIGH SCHOOL:

.1 Unable to help_____ .2 Give small amount of help_____ .3 Give considerable help_____ .4 Give whatever help needed_____

THANK YOU AGAIN FOR YOUR ASSISTANCE IN THIS RESEARCH.

YOUR INITIALS:_____

APPENDIX D

Dear Mrs.

Your ideas and beliefs about the plans of your son, when he leaves high school are an important element in resolving his problems. The following questions seek to determine what you believe he will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your son to return to school where he will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

Dear Mrs.

Your ideas and beliefs about the plans of your daughter, when she leaves high school are an important element in resolving her problems. The following questions seek to determine what you believe she will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your daughter to return to school where she will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

CD6 CAREER PLANS OF HIGH SCHOOL YOUTH

1-4 MOTHER'S QUESTIONNAIRE (Please fill this out alone.)
5

6-7 INDICATE THOSE ACTIVITIES WHICH YOU DO WITH YOUR CHILD:

.1 Eat meals at home	____	.7 Watch television	____
.2 Confidential talks	____	.8 Do housework	____
.3 Play games	____	.9 Do yardwork	____
.4 Social events	____	.10 Do chores	____
.5 Go to movies	____	.11 Child helps parents in parent's occupation	____
.6 Church attendance or other activities	____		

HOW MUCH HELP DO YOU GIVE YOUR CHILD WITH THE FOLLOWING KINDS OF PROBLEMS:

	None (1)	Little (2)	Average Amount (3)	Considerable Amount (4)	A Great Deal (5)
8 WITH MONEY PROBELMS	____	____	____	____	____
9 WITH PERSONAL PROBLEMS	____	____	____	____	____
10 WITH SCHOOL PROBLEMS	____	____	____	____	____
11 IN MAKING DECISIONS	____	____	____	____	____
12 WHEN IN TROUBLE	____	____	____	____	____
13 HELPFUL ADVICE	____	____	____	____	____
14 CHOICE OF CAREER	____	____	____	____	____

WHICH ONE OF THE FOLLOWING BEST DESCRIBES:	Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
15 YOUR LOVE FOR YOUR CHILD	____	____	____	____	____
16 THE LOVE YOUR CHILD HAS FOR YOU	____	____	____	____	____

	Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
17 IN GENERAL, HOW DO YOU RATE YOUR CHILD?	____	____	____	____	____
18 HOW DO YOU RATE YOURSELF AS A MOTHER TO YOUR CHILD?	____	____	____	____	____
19 HOW WOULD YOUR CHILD RATE YOU AS A MOTHER?	____	____	____	____	____
20 RATE YOUR CHILD'S BEHAVIOR TOWARD YOU AS A MOTHER?	____	____	____	____	____
21 RATE YOUR CHILD'S SENSE OF RESPONSIBILITY?	____	____	____	____	____

CD6		Never (1)	Rarely (2)	Half & Half (3)	Usually (4)	Always (5)
22	HOW OFTEN IS YOUR CHILD IN A GOOD MOOD?	____	____	____	____	____
23	HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR CHILD?	____	____	____	____	____
24	HOW OFTEN DOES YOUR CHILD BEHAVE AS YOU THINK HE SHOULD?	____	____	____	____	____
25	HOW OFTEN DO YOU BEHAVE AS YOUR CHILD THINKS YOU SHOULD?	____	____	____	____	____

		No Reaction (1)	Mildly (2)	Moderately (3)	Strongly (4)	Very Strongly (5)
26	WHEN YOUR CHILD DOES WRONG, HOW DO YOU REACT?	____	____	____	____	____

27 IF YOUR CHILD DOES SOMETHING SERIOUSLY WRONG, WHAT DO YOU DO?
Do .1 Nothing__ Show .2 Hurt__ .3 Counsel__ .4 Scold__ Restrict .5 Privileges__ Reduce .6 Allowance__ Slap or .7 Hit__

28 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REACT?
.1 Critical__ .2 Indifferent__ .3 Pleased__ .4 Complimentary__ .5 Enthusiastically__

29 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REWARD HIM?
.1 Do Nothing__ .2 Compliment__ .3 Praise__ .4 Increase Privileges__ .5 Gift or Money__ .6 Caress or Pat__

30 HOW DO YOU AND YOUR SPOUSE WORK TOGETHER ON FAMILY PROBLEMS?
.1 Always Disagree__ .2 Usually Disagree__ .3 Half and Half__ .4 Usually Agree__ .5 Always Agree__

31-32 AT WHAT AGE DO YOU EXPECT YOUR CHILD TO MARRY? (MARK X THROUGH ANSWER)
16 or less 17 18 19 20 21 22 23 24 25 26 27 and Above Never

33-34 WHAT WOULD YOU MOST LIKE YOUR CHILD TO DO AS A LIFE WORK?_____

_____

35 HOW MUCH EDUCATION DO YOU THINK YOUR CHILD WILL NEED FOR THIS JOB?
High School .1__ Business School .2__ Vocational School .3__ College .4__ Professional School .5__

36 HOW MUCH EDUCATION DO YOU FEEL THE PERSON YOUR CHILD MARRIES SHOULD HAVE?
High School .1__ Business School .2__ Vocational School .3__ College .4__ Professional School .5__

		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
	IF YOU WORK, HOW DO YOU FEEL ABOUT YOUR WORK AND SALARY?					
37	.1 Work	____	____	____	____	____
38	.2 Salary	____	____	____	____	____
	HOW DOES YOUR HUSBAND FEEL ABOUT YOUR WORK AND SALARY?					
39	.1 Work	____	____	____	____	____
40	.2 Salary	____	____	____	____	____

CD6

41	HOW DO YOU FEEL ABOUT YOUR CHILD'S CHOICE OF FUTURE OCCUPATION?	Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
		____	____	____	____	____
		Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
42	HOW GOOD A WORKER IS YOUR CHILD?	____	____	____	____	____
43	HOW WOULD YOU RATE YOUR CHILD AS A STUDENT?	____	____	____	____	____

44 HOW SURE ARE YOU THAT YOUR CHILD WILL SUCCEED IN HIS PLANS AFTER HIGH SCHOOL?
.1 No Confidence__ .2 Very Doubtful__ .3 Somewhat Doubtful__ .4 Fairly Sure__
.5 Absolutely Sure__

45-46 WHAT DO YOU THINK YOUR CHILD WILL BE DOING THE FIRST YEAR AFTER GRADUATION FROM HIGH SCHOOL?

.1 Unskilled Labor	____	.7 Semi-Professional	____
.2 Semi-Skilled Labor or Farm Worker	____	.8 Professional	____
.3 Skilled worker or foreman	____	.9 Business School	____
.4 Clerical or Sales	____	.10 Vocational School	____
.5 Small business owner	____	.11 Junior College	____
.6 Farm owner or operator	____	.12 College	____

AFTER YOUR CHILD LEAVES SCHOOL WHAT ARE YOUR PLANS FOR STAYING:

		Leave Immediately	Leave if the Opportunity Arises	Stay a Few More Years	Stay Permanently
47	IN LOGAN COUNTY	.1____	.2____	.3____	.4____
48	IN OKLAHOMA	.1____	.2____	.3____	.4____

49-50 IN WHAT YEAR DID YOU COME TO LOGAN COUNTY?_____
I was born here_____

51-52 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOU?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

53-54 PLEASE INDICATE THE OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD:

.1 Unskilled (odd jobs, common labor)	__	.6 Farm Manager __
.2 Machine or vehicle operator	__	.7 Business Manager __
.3 Skilled worker (carpenter, etc.)	__	.8 Technician (laboratory ass't, draftsman,etc.) __
.4 Office Worker	__	.9 Professional (doctor, lawyer, teacher) __
.5 Salesman	__	.10 Other Specify_____
		.11 Housewife __

55 PLEASE INDICATE THE MAIN SOURCE OF INCOME FOR YOUR FAMILY:

.1 Welfare (AFDC, Disability, Old Age)	___	.5 Farm Livestock	___
.2 Pension	___	.6 Fees and Commission	___
.3 Salary or Wages	___	.7 Business Profits	___
.4 Farm Crops	___		

56 PLEASE INDICATE YOUR CONDITION OF EMPLOYMENT FOR 1967:

.1 Was not seeking employment	____	.4 Employed about 6 months	____
.2 Unemployed	____	.5 Employed about 9 months	____
.3 Employed irregulary	____	.6 Full-time employment	____

CD6

57-58 PLEASE INDICATE YOUR TOTAL FAMILY INCOME EITHER BY YEAR (COLUMN 1) OR BY MONTH (COLUMN 2) OR BY WEEK (COLUMN 3):

By Year		By Month		By Week	
Under $1000___	$6000___	Under $ 80___	$500___	Under $ 20___	$115___
About 1000___	7000___	About 80___	580___	About 20___	130___
2000___	8000___	170___	670___	40___	150___
3000___	9000___	250___	750___	60___	170___
4000___	10000___	330___	830___	80___	190___
5000___		420___		100___	

59 PLEASE INDICATE HOW YOU FEEL ABOUT YOUR FAMILY INCOME:
.1 Not nearly enough___ .2 Just enough to get along___ .3 Sufficient___
.4 Ample, allows savings___

60 IF PART OF THE FAMILY'S INCOME IS DERIVED FROM A FARM, INDICATE WHICH OF THE FOLLOWING APPLIES: FAMILY HEAD: .1 Owns, operates farm___ .2 Is farm tenant___ .3 Works on farm for wages___

61 PLEASE INDICATE THE ABILITY OF THE FAMILY TO HELP THE SON OR DAUGHTER ATTEND VOCATIONAL SCHOOL OR COLLEGE AFTER FINISHING HIGH SCHOOL:
.1 Unable to help___ .2 Give small amount of help___ .3 Give considerable help___
.4 Give whatever help needed___

62 INDICATE THE FOODS LISTED BELOW THAT ARE PRODUCED AT HOME FOR FAMILY CONSUMPTION:

.1 Vegetables	_____	.4 Eggs	_____
.2 Milk	_____	.5 Fruit	_____
.3 Meat	_____	.6 None	_____

63 WHAT MEALS DID YOUR CHILD EAT AT HOME YESTERDAY?
.1 Breakfast__ .2 Lunch__ .3 Dinner__ .4 Snacks__

64 HOW WOULD YOU RATE YOUR CHILD'S APPETITE?
.1 Poor___ .2 Fair___ .3 Good___ .4 Excellent___

HAVE YOU EVER BEEN A MEMBER OF:
65 .1 An adult homemaking class .1 No___ .2 Yes___
66 .2 Farm women's club .1 No___ .2 Yes___

HAVE ANY OF THE FOLLOWING EVER OCCURED:
67 HAVE YOU VISITED THE OFFICE OF LOGAN COUNTY HOME ECONOMIST? .1 No___ .2 Yes___

68 HAS SHE EVER VISITED YOUR HOME? .1 No___ .2 Yes___

69 HAVE YOU EVER VISITED THE OFFICE OF LOGAN COUNTY AGRICULTURAL EXTENSION AGENT? .1 No___ .2 Yes___

70 HAS THE AGRICULTURAL EXTENSION AGENT EVER VISITED YOUR HOME? .1 No___ .2 Yes___

71 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION BY THE GAS OR ELECTRIC COMPANY? .1 No___ .2 Yes___

72 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION GIVEN BY THE LOGAN COUNTY HOME ECONOMIST? .1 No___ .2 Yes___

THANK YOU AGAIN FOR YOUR ASSISTANCE IN THIS RESEARCH.

YOUR INITIALS:_____

APPENDIX E

MODIFIED OCCUPATIONAL RATINGS[1]

Occupation	Score
President of U. S.	96
U. S. Supreme Court Justice	96
Physician	93
State Governor	93
Veterinarian	93
Cabinet Member in the federal government	92
Diplomat in the U. S. Foreign Service	92
Mayor of a large city	90
Astronaut	89
College professor	89
Scientist	89
Something in Science	89
United States Representative in Congress	89
Banker	88
Government Scientist	88
Admiral	87
County judge	87
Head of a department in a state government	87
Minister	87
Architect	86
Chemist	86
Dentist	86
Lawyer	86
Member of the board of directors of a large corporation	86
Nuclear Physicist	86
Priest	86
Psychologist	85
Civil engineer	84
Electrical engineer	84

[1]Original scale by Paul K. Hatt and C. C. North in Delbert C. Miller, Handbook of Research Design and Social Measurements. New York: David McKay Co., Inc., 1964, pp. 108-110.

Occupation	Score
Engineer	84
Air Force Pilot	83
Airline pilot	83
Artist	83
Artist who paints pictures that are exhibited in galleries	83
Professional Baseball Player	83
Anthropologist	82
Owner of factory that employs about 100 people	82
Sociologist	82
Accountant for a large business	81
Biologist	81
Geologist	81
Musician in a symphony orchestra	81
Professional Business	81
Talented Pianist	81
Army officer	80
Author of novels	80
Captain in the regular army	80
Coast Guard	80
Dramatics	80
Fashion Designer	80
Building contractor	79
Counselor in large school	79
Dancing teacher	79
Economist	79
Forest Ranger	79
Public Relations	79
Home Economist	79
Physical Therapist	79
Jet Engineer	79
Job Analyst	79
Pharmacist	79
Registered Nurse	79
Agronomist	78
Commercial Art	78

Occupation	Score
Choral Director	78
Professional Worker	78
Public School Teacher	78
Teacher	78
Teacher and counselor	78
Vocational Teacher	78
County Agricultural Agent	77
Railroad engineer	77
Farm owner and operator	76
Official of an international labor union	75
Radio Announcer	75
Newspaper columnist	74
Owner-operator of a printing shop	74
Computer programmer	73
Drafting	73
Electronics	73
Electrician	73
Federal Government Agriculturist	73
Lab Technician	73
Librarian	73
Peace Corps	73
Technician	73
Skilled craftsman	73
Undertaker	72
Mortician	72
Reporter on a daily newspaper	71
Buyer	69
General Business	69
Government Job	69
Interior Decorator	69
Manager of a small store in a city	69
Owner of machine shop	69
Owner of small business	69
Auctioneer	68
Bookkeeper	68

Occupation	Score
Dairy Farm	68
Farming	68
Key Punch Operator	68
Language Interpreter	68
Insurance agent	68
Office Job	68
Merchandise and Secretary	68
Tenant farmer--one who owns livestock and machinery and manages the farm	68
Traveling salesman for a wholesale concern	68
Secretary	68
Typist	68
Playground director	67
Policeman	67
Railroad conductor	67
Mail carrier	66
Carpenter	65
Painter	65
Aircraft mechanic	63
Automobile repairman	63
Auto parts	63
Diesel Engineer	63
Diesel Mechanic	63
Plumber	63
Car mechanic	62
Garage mechanic	62
Local official of a labor union	62
Mechanical work	62
Owner-operator of a lunch stand	62
Skilled Laborer	62
Army Skilled Man	60
Assembly line	60
Corporal in the regular army	60
Factory worker	60
Machine operator in a factory	60

Occupation	Score
Welder	60
Airline Stewardess	59
Barber	59
Beautician	59
Hair dresser	59
Model	59
Practical Nurse	59
Work in Hospital	59
Clerk in a store	58
Seamstress	58
Streetcar motorman	58
Fisherman who owns his own boat	58
Culinary Arts	54
Milk Routeman	54
Race Car Driver	54
Restaurant cook	54
Truck Driver	54
Hunting guide	53
Lumberjack	53
Filling station attendant	52
Singer in a night-club	52
Singer and Comedian	52
Singer	52
Tinker Field worker	51
Construction	51
Babysitting	50
Ditch digger	50
Farmhand	50
Oil field	50
Coal Miner	49
Taxi driver	49
Railroad section hand	48
Restaurant waiter	48
Dock worker	47
Night watchman	47

Occupation	Score
Clothes presser in a laundry	46
Soda fountain clerk	45
Bartender	44
Janitor	44
Sharecropper--one who owns no livestock or equipment and does not manage farm	40
Garbage collector	35
Street Sweeper	34
Shoe shiner	33
Housewife	01

APPENDIX F

LISTING OF SCALE ITEMS APPLIED TO

SPECIFIC HYPOTHESIS

Hypothesis Number	Scale Title	Questionnaire Items					
		Student		Father		Mother	
		CD	Col	CD	Col	CD	Col
One	Parental Activity	1	61-64	5	6-7	6	6-7
Two							
Three	Parental Help	1	65-75	5	8-14	6	8-14
Four		2	6				
Five							
	Parent-Child Love	2	7-10	5	15-16	6	15-16
	Parent-Child Roles	2	11-18	5	17-21	6	17-21
	Mood	2	19-22	5	22-23	6	22-23
	Discipline	2	23-30	5	26-29	6	26-29
	Role Conformity	2	31-34	5	24-25	6	24-25
Five							
	Academic Skill	1	22-31		n/a		n/a
	Courses Liked	1	20-21		n/a		n/a
	College Preparation	1	35-36				
		1	44-50		n/a		n/a
	Confidence of Success	1	32-36	5	44-46	6	44-46
	Job Preference	2	35-40	5	33-35	6	33-35
	Attitude Toward Father's Job	2	49-54	5	37-40		n/a
	Attitude Toward Work	2	57-60	5	42-44	6	42-44
Six							
Seven							
	Foods Liked	3	14-75				
		4	6-20		n/a		n/a
	Student's Health	4	23-29		n/a		n/a
	Family's Meals	4	33-37		n/a		n/a

VITA

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