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**Parental perceived needs of senior high school students
concerning adult roles and responsibilities in Charlotte-Mecklenburg
schools: Charlotte, North Carolina**

Copeland, Patricia Dianne Brandon, Ph.D.

The University of North Carolina at Greensboro, 1987

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PARENTAL PERCEIVED NEEDS OF SENIOR HIGH SCHOOL STUDENTS
CONCERNING ADULT ROLES AND RESPONSIBILITIES
IN CHARLOTTE-MECKLENBURG SCHOOLS:
CHARLOTTE, NORTH CAROLINA

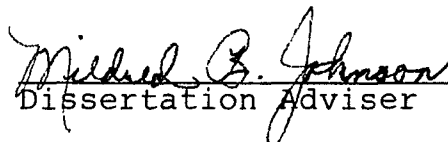
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Patricia Brandon Copeland

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APPROVAL PAGE

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COPELAND, PATRICIA BRANDON, Ph.D. Parental Perceived Needs of Senior High School Students Concerning Adult Roles and Responsibilities in Charlotte-Mecklenburg Schools: Charlotte, North Carolina. (1987) Directed by Dr. Mildred B. Johnson. 117 pp.

The purpose of this study was to determine what parents perceived as needs of young adults concerning adult roles and responsibilities after high school. A stratified cluster sampling technique was used to secure a representative sample of parents. The subjects were 381 parents of 10th, 11th, and 12th grade students enrolled in one of the three ability level (advanced, regular, or skills) classes in one of the ten senior high schools in the Charlotte-Mecklenburg school system.

The instrument "Life After High School Needs Assessment" was selected for the study. It consisted of 51 Likert-type items and 8 demographic questions. The items had been clustered into seven clusters which were Adult Problem Solving, Child Care Skills, Adult Responsibilities, Family Responsibilities, Decision-Making Responsibilities, Social Responsibilities, and Coping with Family problems. A multiple analysis of variance (MANOVA) was used to test the seven hypotheses in the study to determine the relationship among the seven clusters and the independent variables. The independent variables were student ability level, gender, grade level, ethnic origin, and employment status of student, mother, and father.

Results of the multiple analysis of variance resulted in the rejection of all seven hypotheses for specific variables within the hypotheses. There was difference in parents' perceived needs in all seven clusters when compared by student ability level, gender, grade level, ethnic origin, and employment status of unemployed fathers.

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CHAPTER I
INTRODUCTION

Life after high school is a major concern for teenagers. During the 1980's the American society has been experiencing a state of transition. In a rapidly changing society where adults are struggling to adjust to its demands and pressures, few are able to assist teenagers in attaining the skills needed for adulthood. This dilemma denies teenagers the access to recognition, protection, and training that is demanded for a productive future. Deken (1981) has referred to the changing decade as one of revolution that promises to change the way individuals live and think as a society. Regardless of what this era is called--"The Third Wave, The Age of Discontinuity, or The Information Society"--it is apparent that society has entered a period that is significantly different from periods in the past.

Meszaros and Stanley (1986) stated that changes in society have often evolved into a state of frustration when an individual or society has been unable to cope or function as it previously has done. The course most often followed, regardless of how illogical, has been to attack the most familiar institution or object in the environment.

Throughout most of history, the goals of the family unit have been to assure survival for its members and to provide

food and shelter (Kramer, 1983). As society has changed, the influences on the family have changed. Today's family is overwhelmed by these challenges. Some of the problems affecting today's families include significant increases in the divorce rate, in the number of single and/or unwed mothers, in the number of latch-key children, and in the growth of the elderly population. Changes in sexual norms; abuse of wives, children, or husbands; lack of quality child care; increasing number of delinquent youth; and increased substance abuse are other problems influencing the family (Kramer, 1983; Levitan & Belous, 1981; Lindner, 1986). According to Rossi, Kagan, and Hareven (1980), the family unit is endangered and its final demise is inevitable unless these problems are addressed.

High school graduation is a significant event in the lives of most young adults. A question that arises is whether they are prepared to meet the adult roles and responsibilities of society. One of the purposes of the American school is to serve the needs of society. Therefore, it is imperative that the curriculum be examined carefully to assure that it is relevant and is congruent with societal expectations. This requires input from students, parents, and the population at large. The opinions voiced should be considered and utilized appropriately.

An optimistic perspective could well be considered in addressing the problems and likened to the old Quaker saying that pledges "to light the candle." Two options that parents, educators, and other adults in society might take in "lighting the candle" are to assume leadership roles in preparing and educating students to assume adult roles and responsibilities or to join the chorus of doom lamented by others (Hayden, 1980).

Statement of the Problem

In 1981, the Mecklenburg County 26th Judicial District Court Judge asked the Superintendent and other administrative personnel of the Charlotte-Mecklenburg Public School System to consider developing a course for all high school students that would address adult roles and responsibilities. Some of the problems that were noted by the Judge included the following: the high divorce rate; inadequate coping and parenting skills; emotional, financial, and career crises; the high number of teenage pregnancies; and child rearing by single parents.

In response to the Judge's concerns, Willis (1985) conducted a study to determine senior high school students' perceived needs as they related to adult roles and responsibilities. The six needs that students perceived as most important were (1) planning for a career after high school, (2) managing money for present and future needs, (3) developing employability skills, (4) planning for future needs,

(5) selecting a suitable marriage partner, and (6) learning to set goals. It was recommended that a study be conducted to determine what parents perceived to be the needs of young adults as they assumed their roles and responsibilities after high school.

A two-semester course, Life After High School, was approved for the Charlotte-Mecklenburg School System in 1984. The course was developed with little or no input from parents. Due to graduation requirement changes, the course is no longer a two-semester course; instead it is now a one-semester course. Changes in the curriculum are constantly needed, and parental input could provide useful information for curriculum revision or modification.

The major purpose of this study was to determine what parents perceived as needs of young adults concerning adult roles and responsibilities after high school. Information gained from this study could be utilized to make revisions and modifications of the course, Life After High School.

The following specific objectives were identified:

1. To determine students' needs relative to adult roles and responsibilities after high school as perceived by parents of the students.
2. To analyze students' needs relative to adult roles and responsibilities as perceived by parents with students enrolled in the 10th, 11th, and 12th grade

according to the student's gender, grade level, ethnic origin, and ability level.

3. To determine whether students' needs relative to adult roles and responsibilities as perceived by parents differ depending on the employment status of the mother, the father, and the student.
4. To determine whether students' needs identified by parents in relation to adult roles and responsibilities were similar to the perceived needs identified by the student population in the Willis (1985) study.

Hypotheses

Based upon the problem statement the following hypotheses were formulated:

- H 1: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 1 (Adult Problem Solving) among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.
- H 2: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 2 (Child Care Skills) among the seven independent variables.

- H 3: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 3 (Adult Responsibilities) among the seven independent variables.
- H 4: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 4 (Family Responsibilities) among the seven independent variables.
- H 5: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 5 (Decision-Making Responsibilities) among the seven independent variables.
- H 6: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 6 (Social Responsibilities) among the seven independent variables.
- H 7: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 7 (Coping with Family Problems) among the seven independent variables.

Basic Assumptions

Two assumptions were made in relation to this study. The first was that what the parents perceived as students' needs relative to adult roles and responsibilities would be similar to those identified by the high school students.

The second was that parents of high school students would be able to identify essential skills needed to assume adult roles and responsibilities.

Definition of Terms

The following terms were defined for the purpose of maintaining clarity and consistency within the study:

Adult roles and responsibilities: an understanding of the emotional, social, mental, physical, economic, and psychological aspects of interpersonal relationships and the opportunity to acquire knowledge which will support the development of responsible personal behavior.

Needs assessment: a systematic process for collecting and analyzing information about the needs of individuals. It is a method of securing the necessary information for determining an appropriate course of action.

School attendance area: the area surrounding the senior high schools and the satellite population assigned to that school for Grades 10, 11, and 12. Students are bussed to achieve ethnic balance.

Skills ability groups: the class group that emphasizes the strengthening of basic skills and preparing students to move to the next ability level (regular). This group scored below the 31st percentile on the English section of the California Achievement Test (General Information and Course Offerings for Charlotte-Mecklenburg High School Students, 1985).

Regular ability group: the class group that emphasizes grade level content with enrichment where appropriate. Percentile rank for this group was between 32 and 72 on the English section of the California Achievement Test.

Advanced ability group: the class group that emphasizes enriched content and increased expectations for student work. This group scored above the 73rd percentile on the English section of the California Achievement Test.

CHAPTER II

REVIEW OF RELATED LITERATURE

A society is at risk when the task of preparing its teenagers for life after high school is not emphasized as a major concern. The rite of high school graduation denotes the passage from childhood to adulthood. A problem is created for society when these young adults are not capable of fulfilling the adult roles and accepting the responsibilities expected by society.

The purpose of this study was to determine what parents perceived as needs of young adults concerning adult roles and responsibilities after high school. This chapter presents a review of related literature and is divided into three sections: (1) societal factors, (2) studies and methodologies, and (3) the needs-assessment process.

Societal Factors

The rapid pace of a modern society and its technology has been responsible, at least in part, for young adults being unprepared for adulthood in the 1980's. The period between childhood and adulthood has been to some extent an unstable situation in the best of times; however, when the social context is uncertain, instability is intensified. When the pace of technological development is increased,

self-definition for young adults becomes more difficult. Hopkins (1983) speculated that it was hard to decide what direction to take when the overall societal trend was unclear.

The changes have been evidenced in the changing emphases of secondary education. There was a progression from the basics toward occupational training and preparation for college; then there was a return to the basic education curricula. This emphasis was consistent with the view at various stages that the purpose of education was to prepare young adults for future roles in society.

Eklind (1984) claimed that there was not a place for young adults in American society in the 1980's. The roles and positions of the young adults were not clearly defined in the social structure. The early generations protected, nurtured, and guided young adults because they were considered the future leaders of the next generation. The rapid changes of the 1980's have thrust premature adulthood upon teenagers.

American children are experiencing physical maturation earlier because of improved nutrition. However, Schinke and Cilchrist (1984) suggested that it must not be assumed that young adults are capable of functioning in adult roles when they reach physical maturity. These roles and responsibilities have to be taught by adults and learned by young

adults. Independence, power, and personal identity are milestones that society expects teenagers to attain as they leave childhood.

Ingersoll (1982) argued that the high schools were not capitalizing on the energies generated by the young adults. Ironically, the number of courses needed for high school graduation has increased, but the curriculum has had less relevance in preparing young adults for the roles and responsibilities needed for the real world.

High school graduation was a significant decision point in the lives of young adults. It has been predicted that approximately 40% of the teenagers generally decide to end their education and attempt to find a place in the work force, 10% generally decide to get married, and 50% will decide to further their education (Hopkins, 1983). Unfortunately, not all 50% of these students will complete the requirements for advanced certificates or degrees. Many will drop out for various reasons, such as marriage or full-time employment.

American schools have been a mirror-image of the American society. This mirror-image dictates that the schools serve a variety of purposes; however, society needs to be aware of the limitations and potentials of the schools (Provenza, 1985). Perhaps the first question that a society has to answer is, "What is the role of the school in preparing children for a better society?"

Graduating from high school has been recognized as an achievement and a bridge to adulthood for young adults. Inconsistency was noted during the 1980's because the high school diploma was no longer sufficient for successful adulthood in the world of work. The economic climate and the availability of jobs after graduating from high school were not encouraging and therefore did not offer monetary incentives for students to pursue higher education. Thus, the high school curriculum goal was to prepare the student for all areas of living (Pond-Brevik, 1978; Wagner, 1982).

Orstein (1981) suggested that the reason for postponing adulthood for the high school student was that there was not an economic need or viable social role for this individual during this decade. Marriage and work have been roles that teenagers fulfilled after high school. However, without being able to fulfill other roles in society, teenagers concluded that marriage was not an appropriate bridge to obtain adulthood. Buchen (1980) indicated a direct relationship between the industrialization of one's society and the length of time deemed necessary for a student to obtain adulthood. Short (1985) and Jespen (1986) agreed that the modern technology of an industrialized society has robbed teenagers of any place or productive role in the real world.

However, Beck (1986) emphasized that the mark of an effective society is how well it slides its children through

adolescence into viable adulthood. The American society has been failing millions of its teenagers. Coming of age in America is a perilous crossing that many teenagers no longer manage without damage.

Today's teenagers are pincerred between two contemporary trends. The hazards in their environment are increasing while the traditional support systems are weakening.

The goal is to anticipate change and to find new and effective ways to assist young adults in preparing for adulthood (McFadden, 1986). If the assumption that the American schools are to serve the needs of society continues, then the purposes of education must be modified as society changes. The goals for the young adults must be meaningful. However, if the educational system resists changes and modifications, it will lose its purpose by no longer being in harmony with society. The young adults will be unprepared for their perspective roles and responsibilities in society. Therefore, it is imperative for the educational system and other support agencies to actively maintain their viable roles in the dynamics of society.

It is important for society as a whole to support the opinions voiced by its members. Parents, students, and educators, even if they desire social changes, often feel powerless. Individuals often belittle their own abilities and powers. However, the 1980's has been a time when the

community, parents, students, and other citizens expressed their positions on significant issues. Adults in their various roles in society should recognize the importance of protecting and training teenagers for their adult responsibilities. Revolutions, wars, and other historical changes have been the direct results of individuals' involvement in the forces and issues of the system.

Studies and Methodologies

The former Superintendent of the Charlotte-Mecklenburg School System, Jay Robinson, stated that parental involvement was needed by the school. Parents have the right to review all school material and make suggestions concerning curriculum modifications. School officials stated that the curriculum would be modified if parental objections warranted the modifications (Hidlay, 1985).

In 1979 a survey was conducted by the business department at San Dieguito High School in Encinitas, California. The purpose of the survey was to gather data from parents which could be used for direction and action in the development of the curriculum. Parents were effective as a resource in guiding the curriculum. It was stated that educators should actively seek parental involvement and allow the parents to be heard (Luna, 1981).

Mercier and Hughes (1981) studied the possible relationship between attitudes of secondary students towards a

curriculum in family planning and the selected variable occupational status of both mother and father. The study reflected a positive relationship between occupational level of both mother and father and positive attitudes toward family education curriculum. As the parental education increased, positive attitudes also increased.

A strong agreement by high school students and parents on items of concern has been considered to be an indication of support for reform. Participation by students and parents is fundamental for implementing or planning successful programs. This process is designed to develop ownership among parents and students with regard to improvement of the school curriculum (Burke & Christensen, 1984). However, Yarber (1979) noted that if only 80% of the parents were supportive of a curriculum, then school officials should do more groundwork. Further education of parents would be helpful before initiating a program.

Parents reported that participation in the school program made them better parents because they were better able to understand the complexity of the learning process. This parental understanding of the educational process has political implications for the school district because schools are increasingly subjected to public scrutiny. Criticisms against the schools tend to oversimplify complex issues and seek uncomplicated answers. Informed and potentially

supportive parents can help the school to combat dissension within the community. The only drawback is the time needed to involve parents in the curriculum process (Johnston & Slotnik, 1985).

Eklind (1984) and Willis (1985) contended that many adults are too busy retooling and retraining their own job skills to devote any time to preparing the next generation of workers. Some parents are so involved in reordering their own lives, managing a career, marriage, parenting and leisure, that there is little time to give to their young adults. Some parents cannot be expected to train a teenager for adulthood, a state which they themselves have yet to fully attain.

Some parents who are reordering their own lives are also experiencing sex role changes within the family unit. The concept is no longer patriarchy but equality. This change denotes increased assertiveness of women or increased compassion of men (Lueptow, 1984).

These changes experienced by parents should not lessen their responsibilities as individuals in preparing young adults for their role in society. Contrary to expectations, young adults do not perceive a single relationship with parents but describe two individual relationships--one individual relationship with each parent. Weeks (1977) noted that as children, young adults perceived fathers as persons

who knew best how they should act. They looked to fathers for approval and verification of activities with regard to their acquiring adult perspectives on reality. Fathers reciprocated by perceiving conformity as a sign of learning standards and norms that would serve young adults as they entered society. Weeks (1977) stated that the mother's influence on the young adult was associated with her (1) regular contact with offspring, (2) concern with day-to-day activities, (3) ability to nurture specific interests of her offspring, (4) her role as disciplinarian and advisor, and (5) her ability to express empathy for offspring. However, during the 1980's changes were noted. Fathers and mothers shared responsibilities for raising their children.

Some parents provided guidance and support for their children through this transitional period and some have actively implemented community programs. They have worked with the community to support the position of training young adults to accept their future roles and responsibilities in society. The educational system has been challenged based on the assumption that it has a great influence and responsibility for assisting in the training of young adults.

Hunkins (1982) expressed concern that the curriculum did not provide ample opportunity for students to develop a strong feeling of the human quest which they hoped would enable them to live a meaningful and productive life. Crisci

(1981) designed a curriculum named Quest which endeavors to provide teenagers and their families with the skills and knowledge needed to develop good mental health and with the resources to deal with life.

Students have participated in various studies as subjects to ascertain what they perceived as problems now and in the future (Crisci, 1981; Willis, 1985). Crisci (1981) identified 10 areas that 2,000 students listed in a high school survey. The areas identified were self-concept, mental health, feeling and friendship, family, finance, opposite sex relationships, future parenting role, planning for the future, and philosophy and meaning of life. Willis (1985) identified the following clusters as being significant: occupational responsibilities, adult problem-solving, and adult responsibilities.

There appeared to be some empirical support for the specification of the relationship between marital adjustment and social competence (Filsinger, 1980). A study at Harvard University revealed that 85% of success in business depended upon the individual's interpersonal and communicative skills needed in the work environment and those skills needed for total living (Sullivan, 1981).

A national longitudinal study was completed of the 1972 high school graduating class. The results indicated that 39% had graduated from a 4-year institution. Approximately 72% were employed full- or part-time. Marriage had not been

dismissed; 36% of the men and 56% of the women were married. the voluntary organization that more of the young adults belonged to than any other was the church (Eckland & Wisenbaker, 1979).

Employment is one avenue that young adults are expected to pursue. Therefore, education is imperative if young adults are to achieve a new societal paradigm. Educational tactics and strategies which are currently being employed to prepare students for the future include career education, tracking and specified training, environmental study, and computer instruction (Hull, 1979). These tactics and strategies are often based on a needs assessment.

Needs Assessment

Kaufman and English (1979) described needs assessment as a process of (1) defining the desired, (2) assessing the need, (3) determining the innovation, (4) setting curricula goals, (5) assessing objectives, (6) identifying problem-solving tools, and (7) arranging priorities. It was recommended that the needs assessment be a continuing study with a time frame not necessarily being set for short lengths of time; for example, 2 weeks to 2 months.

A needs assessment is often regarded as a tool used to gather information. It is useful in building support among those concerned with the educational curriculum. Communication through participation allows hostile situations

to be defused. It also identifies the difference between what should be and what actually exists: desired conditions versus reality (Kaufman & English, 1979).

During the school surveys of the 1980's, Ignasis, Henkins, and Helms (1982) focused on alternately defined terms of goals identification and needs assessment. The term goal referred to the intellectual, social, personal, or vocational aims of education, whereas needs referred to inadequacies or deficiencies and to their strategies for correction or improvement of the schools.

Other approaches were also evidenced in the literature. Barbulesco (1980) stated that the operational plans of the needs assessment should include making the decision to conduct a needs assessment and arranging for the coordination. Next, the purpose should be specified and the scope defined, the obstacles and restraints assessed, and the community informed and involved. It is important that symptoms of the broad need areas and the appropriate instrument be identified. then the data should be collected, summarized, and interpreted. The last four procedures involved the ranking of identified needs, evaluating the study, reporting the results, and implementing the recommendation.

The Madison model (Oliva, 1982) for planning needs assessment, on the other hand, proposed the following 11 steps: (1) develop agenda, (2) select and identify goals,

(3) ask other individuals to approve the goals identified, (4) place the goals in priority, (5) do an analysis of the present curriculum, (6) use knowledgeable staff to prepare performance indicators, (7) develop the instrument using a variety of assessment tools, (8) collect the data, (9) analyze the data carefully for discrepancies, (10) define possible reasons for discrepancies, and (11) follow through a course of action on the discrepancies.

The curriculum endeavors to utilize basic philosophies which are the foundation for a systematic and educationally productive school system. Today, more than ever before, the public is demanding accountability and productivity from the educational community. In spite of improvements, crises in the classroom continue and pupils feel alienated.

It is apparent that changes are occurring in society at a rapid pace. What can the high schools do to prepare students for the adult roles and responsibilities they will be expected to assume following graduation? What do students need to know? One source from which information can be obtained about what students will need to know is parents. Input from parents concerning what the curriculum should include is important but infrequently obtained because of the time that is needed to secure adequate information before changes are made. Parents are facing the dilemmas of today's changing society and should recognize what is needed by young

adults. Needs assessment procedures are a means of obtaining valuable information whether it be from students or from parents.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to determine what parents perceived as needs of young adults concerning adult roles and responsibilities after high school. A descriptive study utilizing a survey approach was considered to be most appropriate for the problem.

Permission to conduct the study was obtained from the school system. A letter describing the research and a request for permission to collect the data was sent to the Director of the Charlotte-Mecklenburg School Systems Evaluation Division, the Assistant Superintendent/Curriculum Development, the area superintendents, and the principal of each of the ten senior high schools (Appendix A). Permission was granted at all levels and an interest was expressed in the study.

Selection of Subjects

The target population was defined as parents of 10th, 11th, and 12th grade students enrolled in the 10 senior high schools in the Charlotte-Mecklenburg school system. This is a large consolidated metropolitan system with schools located in the inner city, outlying areas of the city, and in rural areas. The schools are fully desegregated. To

maintain an acceptable ethnic balance, the students are given specific school assignments. For overall generalization it was considered important to have parents who represented all of the school districts in the school system.

To obtain the parent population for the study it was first necessary to identify the students who were enrolled in the 10th, 11th, and 12th grades. Students were grouped according to one of the three ability levels: advanced, regular, and skills in each of the schools. A list of classes that had a minimum of 15 students was compiled for each of the ability levels in each school. The composition of the classes was to parallel the school ratio in terms of gender and ethnic origin. From the list of classes that met the criteria, one class from each ability level in each school was randomly selected. The parents of the students in the classes selected were designated as the subjects from whom the data were collected. This stratified cluster sampling technique was used to secure a representative sample of parents.

Instrumentation

The needs assessment instrument, Life After High School-Needs Assessment, was selected for the study (Appendix B). It was developed by Willis (1985) to determine what high school students in the Charlotte-Mecklenburg School System perceived as needs relative to adult roles and

responsibilities they would assume after graduation. The reliability coefficients ranged from .74 to .80 (Willis, 1985). Confidence in the instrument and to compare results of the student study were the reasons for utilizing it for this study that used parents as the target population. The instrument consisted of 52 needs items and 8 demographic information questions. The only change made in the instrument was to delete one of the two needs items on the assessment which were identical. The last section of the instrument consisted of demographic questions, 1-8. Responses to these items provided background information related to the child's grade level, gender, ethnic origin, place of residence, and employment status. The other three items related to the mother's employment status, father's employment status, and estimated family income. The item that pertained to estimated income level was modified. The income levels were raised to better reflect the economic status of the target population. With these minor revisions the instrument was pilot tested with 18 parents for clarity of purpose, ease of completion, and accuracy of needs. No difficulties were identified.

The 51 needs assessment items were scored as extremely important, moderately important, somewhat important, not important, or undecided. Numerical values were assigned to each of the indicators as follows: extremely important-4,

moderately important-3, somewhat important-2, not important-1, and undecided-0.

The format for the instrument was a two-page, front and back, leaflet. A letter to the parents that stated the purpose of the study and urged their participation was placed on the front cover. The 51 needs assessment items were placed on the center pages and the demographic items were on the last page.

Data Collection

The data collection procedures were implemented during February and March, 1986. Numerical codes were used on the assessment instrument. Schools were coded according to the three digit state courier numbers that had been assigned for inter-office mail. Numerical digits were used to denote the class ability level also. The digit one denoted skills ability classes; two, the regular ability classes; and three, the advanced ability classes. The coding was used for analyzing the data.

The teachers in each of the schools who taught the classes that had been drawn for the sample were sent letters that explained the purpose of the study and the directions for distributing and collecting the instruments (Appendix C). The surveys were distributed to 747 students. The students were requested to deliver the surveys to their parents or guardians and to return the completed surveys to the teacher

in 1 week. Twice, teachers were asked to follow up on students who were absent or who had not returned the survey form. Two weeks later the researcher collected the surveys from each of the 10 schools.

Data Analysis

The data obtained from the surveys were keypunched, and the analyses were completed using the appropriate computer programs. Of the 747 instruments distributed, 393 were returned but only 381 (51%) had data that were usable for the analyses.

Willis (1985) used a cluster analysis to group the 52 items into seven clusters. The means were computed for the 52 items, and with the assistance of the computer the 52 items with similar means were clustered into seven clusters. Chronbach's Alpha was used to test the seven clusters for reliability. The seven clusters identified by Willis (1985) were (1) Adult Problem Solving, (2) Child Care Skills, (3) Adult Responsibilities, (4) Family Responsibilities, (5) Occupational Responsibilities, (6) Social Responsibilities, and (7) Coping with Family Problems. Cluster 5 was renamed Decision-Making Responsibilities as the items related more directly to decision-making than to occupational responsibilities. Multiple analyses of variance were used to test the hypotheses to determine the relationships among the seven clusters and the independent variables. The independent

variables were (1) grade level; (2) ethnic origin; (3) gender of the student; (4) ability level of the student; and (5) employment status of the student, of the mother, and of the father. A .05 level of significance was used throughout the study. Descriptive statistics were used to summarize the data.

CHAPTER IV
ANALYSIS OF DATA

The purpose of this study was to investigate parental perceptions of the needs of young adults relative to adult roles and responsibilities after high school. A total of 747 surveys was sent home to parents of 10th, 11th, and 12th grade students, via the students, who were enrolled in each of the 10 senior high schools in the Charlotte-Mecklenburg school system during the spring of 1986. A total of 393 (53%) instruments were returned, of which 381 (51%) contained complete information for data analysis.

In order to facilitate the presentation of the results, the data analysis has been organized into four parts:

1. Student demographic information according to
(a) ability level; (b) grade level; (c) gender;
(d) ethnic origin; (e) family estimated annual
income; (f) residence of student; and (g) employment
status of the student, mother, and father.
2. Perceived needs to assume adult roles and responsibilities selected most often and least often by parents.
3. Discussion of what parents of high school students perceive as needs of young adults in this study

and what students perceived as needs of high school students regarding adult roles and responsibilities as determined in the Willis (1985) study.

4. Results of testing the hypotheses.

Description of Respondents by Demographic Variables

A summary description of the respondents by demographic variables is presented in Table 1. See Appendices D, E, F, G, H, I, and J for demographic variables by school.

Of the respondents, 39% were parents of 10th graders, 34% were parents of 11th graders, and 27% were parents of 12th graders. These percentages were similar to those of the entire school system which consisted of 37% 10th graders, 30% 11th graders, and 23% 12th graders (Appendix E).

When available, the demographic variables in this study were discussed in relation to the data for the entire school system. The response rate for the respondents varied from 27% to 39%.

The ability level variable could not be compared to the entire school system because these data were not available from the central office. More respondents were parents of advanced level students (41%) than of regular level (36%) or basic level students (23%). Gender variable percentages in this study were higher for females (59%) and lower for males (41%) than the school system percentages. The school system percentages for the gender variable were equally

Table 1

Description of Students by Demographic Variables

Variable	Number (381)	%
Grade Level		
10th grade	149	39
11th grade	129	34
12th grade	103	27
Ability Level		
Advanced	156	41
Regular	136	36
Basic	89	23
Gender		
Males	157	41
Females	224	59
Ethnic origin		
White	238	62
Black	134	35
Others	9	2
School Area		
579	39	10
377	46	12
576	30	8
396	39	10
466	43	11
480	38	10
490	37	10
535	24	6
426	44	12
405	41	11

Note: Percentages were rounded to the nearest whole number.

Table 1 (continued)

Variable	Number (381)	%
Income levels		
\$0-\$10,000	17	5
\$10,000-\$14,999	37	10
\$15,000-\$19,999	34	9
\$20,000-\$24,999	28	8
\$25,000-\$29,999	42	11
\$30,000-\$34,999	39	11
\$35,000-\$39,999	28	8
\$40,000-\$44,999	31	8
\$45,000-\$49,999	31	8
\$50,000 & over	76	21
No response	19	5
Place of Residence		
Mother		
Yes	364	96
No	16	4
No response	0	0
Father		
Yes	293	77
No	86	23
No response	0	0
Siblings		
Yes	272	72
No	108	28
No response	1	0
Employment status: Employed		
Student	196	51
Mother	294	77
Father	300	79

Note: Percentages were rounded to the nearest whole number.

balanced with a total of 50% males and 50% females (Appendix F). The ethnic percentages were similar to those of the school system with the study having 62% white parents, 35% black parents, and 2% in the Orientals, Indians, Hispanics or other category (Appendix G). The school system had a student enrollment of 64% white, 34% black, and 2% others which included Orientals, Indians, and Hispanics and other ethnic origins (Appendix F).

The lowest estimated annual income level (\$0-\$10,000) was indicated by 5% of the parents. Twenty-two percent of the respondents had an income between \$25,000-\$34,999. The highest level (\$50,000 or over) was indicated by 21% of the respondents. It was found that almost 50% of the highest level respondents were from schools 377 and 466. Nineteen (5%) of the parents did not respond to this question.

The percentage of returned questionnaires differed with the school attendance area from 6 to 12%. When comparing the response rate with the total pupil enrollment, the results were similar (Appendix E).

The place of residence varied with 96% of the students living with their mothers but only 77% lived with the father. In terms of employment, 79% of the fathers and 77% of the mothers were employed. Over one-half (51%) of the students were employed (Appendix J).

Parent Selection of the Five Most Important Items

Parents were asked to select five items of greatest importance from the 51-item instrument. The items were ranked before the percentages were rounded to the nearest whole number, which resulted in several items having the same whole number.

The number of items in each of the seven clusters varied from five to nine. Cluster 1--Adult Problem Solving and Cluster 2--Child Care Skills contained five and six items respectively. Cluster 5--Decision-Making Responsibilities and Cluster 7--Coping with Family Problems each contained seven items. The remaining clusters, 3--Adult Responsibilities, 4--Family Responsibilities, and 6--Social Responsibilities, each contained nine items. The items included in each cluster are presented in Appendix K.

The top 10 items ranked by grade level are presented in Table 2. The six highest ranked items indicated by parents of the 11th and 12th graders were:

Item 2: Plans for a career after high school

Item 1: Develop employability skills

Item 12: Manage money for present and future needs

Item 27: Plan for future needs

Item 35: Set goals and achieve them

Item 3: Make plans that can be achieved

The items were from the Decision-Making Responsibilities and Adult Responsibilities clusters.

Table 2

Comparison of the Top Ten ItemsRanked by Grade Level

Rank	<u>Grade 10</u>		<u>Grade 11</u>		<u>Grade 12</u>	
	Item Number	%	Item Number	%	Item Number	%
1	2	50	2	41	2	63
2	1	38	1	34	1	55
3	12	31	12	29	12	45
4	11	21	27	23	27	31
5	35	19	35	18	35	30
6	22	19	3	16	3	28
7	27	19	23	14	11	23
8	30	19	10	14	6	17
9	6	18	11	14	18	15
10	18	15	36	12	5	13
			6	12		

Items 2, 1, 12, and 35 were also selected by parents of 10th graders. The items that completed their top six were from the Social Responsibilities and Adult Problem-Solving clusters (Appendix K). The items were:

Item 11: Manage time in order to accomplish goals

Item 22: Communicate openly and freely

Examining the items selected by ability level yielded results that were similar to the grade level ranking. The following items were identified by parents as most important.

Parents of Students in Basic Classes:

Item 2: Develop employability skills

Item 2: Plan for career after high school or college

Item 12: Manage money for present and future needs

Item 27: Plan for future needs--education, housing,
and other.

These four items were from Cluster 5--Decision-Making Responsibilities. The following two items were tied for fifth and sixth rank:

Item 11: Manage time in order to accomplish goals

Item 3: Make plans that can be achieved

Item 11 is from Cluster 6--Social Responsibilities and Item 3 is from Cluster 3--Adult Responsibilities (Table 3).

Parents of Students in Regular Classes:

The following items were identified by the parents of students enrolled in the regular classes as most important:

Table 3

Comparison of the Top Ten ItemsRanked by Ability Level

Rank	<u>Basic</u>		<u>Regular</u>		<u>Advanced</u>	
	Item Number	%	Item Number	%	Item Number	%
1	1	56	2	54	2	46
2	2	53	1	32	1	40
3	12	37	12	32	12	34
4	27	22	27	23	11	34
5	3	21	3	20	6	29
6	11	21	35	20	35	26
7	35	18	11	15	22	25
8	30	18	30	15	27	25
9	36	15	6	15	10	22
10	6	12	22	14	3	20

Item 2: Plan for career after high school or college

Item 1: Develop employability skills

Item 12: Manage money for present and future needs

Item 27: Plan for future needs--education, housing

Item 3: Make plans that can be achieved

Item 35: Set goals and achieve them:

The first four items (2, 1, 12, and 27) are items in Cluster 5--Decision-Making Responsibilities. Items 35 and 3 are from Cluster 3--Adult Responsibilities.

Parents of Students in Advanced Classes:

Parents of the students enrolled in advanced classes were very similar in their ranking:

Item 2: Plan for a career after high school or college

Item 1: Develop employability skills

Item 12: Manage money for present and future needs

Item 11: Manage time in order to accomplish goals

Item 6: Select marriage partner

Item 35: Set goals and achieve them

Item 11 is from Cluster 6--Social Responsibilities, and the other Items 1, 2, and 12 are from Cluster 5--Decision-Making Responsibilities. The other items selected were from Cluster 6--Family Responsibilities and Cluster 3--Adult Responsibilities (Table 3).

Cluster 5--Decision-Making Responsibilities items were identified most often by parents from all three grade levels

and ability levels as most important (Appendix K). Cluster 5--Decision-Making Responsibilities consisted of Items 1, 2, 12, and 27.

Identification of Items by Parents and Students

Willis (1985) stated that students identified the following items as most important by both grade and ability levels. The items were the same for all ability and grade levels; only the ranking differed. The items were:

Item 2: Plan for career after high school or college

Item 12: Manage money for present and future needs

Item 1: Develop employability skills

Item 27: Plan for future needs--education and housing

Item 6: Select a suitable marriage partner

Item 35: Set goals and achieve them

The same items were identified by students and parents as important with the exception of Item 6 (select a suitable marriage partner). Item 6 was selected and ranked 5th by parents of advanced students and tied for 10th place for basic parents and 9th for regular students. Students appeared to consider a suitable marriage partner as more important than did parents.

The items considered least important by the parents varied according to the students' ability level; however, Items 32 (Plan meals for someone who is pregnant) and 8 (Select nutritious food when eating out) were ranked as the

least important by all respondents (Table 4). The 49th items were the same for regular and advanced students but the 48th and 47th items were the same for basic and advanced students. The items that were selected as least important were from the clusters that related to Child Care Skills and Coping with Family Problems.

Willis (1985) also identified Items 38 (Help children learn to dress and feed themselves), 46 (Locate and use community agencies that help children), 42 (Adjust to living in a step-family situation), and 28 (Analyze issues related to future family responsibilities) as least important by ability level. These items were from the Child Care Skills and Coping with Family Problems cluster. This finding is significant because the Judge in Charlotte-Mecklenburg had identified these areas as major concerns, but parents and students perceived them to be less important. However, since these areas are concerns of society, they should be recognized and considered when planning the curriculum.

Tests of Hypotheses

A multiple analysis of variance (MANOVA) was used to test seven hypotheses in the study. Each hypothesis involved seven independent variables and one dependent variable referred to as a Cluster. Each Cluster was a category of parents' perceptions of high school students' needs in assuming adult roles and responsibilities. Interactions

Table 4

Seven Items Chosen as Least Important
by Ability Level

	<u>Basic</u>	<u>Regular</u>	<u>Advanced</u>
<u>Rank</u>	<u>Item Number</u>	<u>Item Number</u>	<u>Item Number</u>
51	32	32	32
50	8	8	8
49	33	29	29
48	38	4	38
47	42	39	42
46	29	41	40
45	4	46	39

Note: Items are listed in ascending rank order.

between independent variables were necessarily suppressed due to empty or near empty cells in some instances. The .05 level of significance was used for all testing. Independent and dependent variables are identified in the following listings:

Independent variables:

Student's Ability Level
Gender
Grade Level
Ethnic Origin
Employment Status of the Student
Employment Status of the Mother
Employment Status of the Father

Dependent variables:

Cluster 1: Adult Problem Solving
Cluster 2: Child Care Skills
Cluster 3: Adult Responsibilities
Cluster 4: Family Responsibilities
Cluster 5: Decision-Making Responsibilities
Cluster 6: Social Responsibilities
Cluster 7: Coping with Family Responsibilities

The numerical results of the analysis of variance are shown in Tables 5 through 11.

Hypothesis 1: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 1--Adult Problem Solving among the seven

independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 1, only gender was found to be related to the parental perceptions of the needs of students in regard to Adult Problem Solving. That is, the F value, 12.62, $p = .05$ (Table 5) for gender provided sufficient evidence to conclude that parents of female high school students had significant higher mean ratings for Adult Problem Solving as a need for students than did the parents of male students (17.61 vs. 16.60). Parental perceptions of the needs of students to know about Adult Problem Solving was found to be independent of the remaining six independent variables. Hypothesis 1 was rejected for the independent variable gender.

Hypothesis 2: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 2--Child Care Skills among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 2, five of the seven independent variables were found to be related to parental perceptions of the needs of students to develop Child Care Skills. Levels of student ability, gender, grade, ethnic origin, and

Table 5

Multiple Analysis of Variance for Cluster 1 and Ability
Level, Gender, Grade, Ethnic Origin, Student Works,
Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	2.68	0.0699	17.15
Gender	1	12.62	0.0004*	17.10
Grade	2	1.41	0.2450	17.15
Ethnic Origin	5	1.27	0.2779	16.09
Student Works	1	1.30	0.2548	17.18
Mother Works	2	0.02	0.9838	17.18
Father Works	2	0.12	0.8879	17.11

*p .05

Mean = 16.99

Mean ÷ by number of items 3.4

father's employment yielded differences on perceived needs for Child Care Skills ($p = .05$). The directions of these differences are indicated below:

Student Ability: Advanced ability lower than Basic ability, 16.28 vs. 17.84 (Appendix L); $F = 3.94$, $p = .05$ (Table 6).

Gender: Females higher than males, 17.71 vs. 16.34 (Appendix M); $F = 6.58$, $p = .05$.

Grade Level: 10th graders lower than 11th or 12th graders, 16.28 vs. 17.80 and 17.64 (Appendix M); $F = 3.66$, $p = .05$.

Ethnic origin: White lower than Black, 16.45 vs. 18.58 (Appendix N); $F = 3.54$, $p = .05$.

Father Employment Status: Unemployed father higher than employed fathers; 20.40 vs. 16.90 (Appendix O); $F = 4.65$, $p = .05$.

This hypothesis was rejected for five of the seven independent variables.

Hypothesis 3: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 3--Adult Responsibilities among the seven independent variables ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 3, two of the seven independent variables were found to be related to parental perceptions of

Table 6

Multiple Analysis of Variance for Cluster 2 and Ability
Level, Gender, Grade, Ethnic Origin, Student Works,
Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	3.94	0.0203*	17.29
Gender	1	6.58	0.0107*	17.02
Grade	2	3.66	0.0267*	17.24
Ethnic origin	5	3.54	0.0039*	19.60
Student Works	1	0.07	0.7870	17.16
Mother Works	2	0.12	0.8856	17.20
Father Works	2	4.65	0.0102*	18.65

*p .05

Mean = 17.73

Mean \div by number of items 2.95

the needs of students for Adult Responsibilities. The directions for gender and ethnic origin are indicated below:

Gender: Females higher than males, 30.26 vs. 28.99

(Appendix M); $F = 6.54$, $p = .05$ (Table 7).

Ethnic Origin: Black higher than whites, 31.11

vs. 29.07 (Appendix N); $F = 3.39$, $p = .05$.

The hypothesis was rejected for two of the seven independent variables.

Hypothesis 4: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 4--Family Responsibilities among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 4, three of the seven independent variables were found to be related to parental perceptions of the needs of students to family responsibilities. The three variables were ability level, gender, and ethnic origin. The directions of these differences are indicated below:

Student Ability: Basic ability higher than Regular ability or Advanced ability, 26.97 vs. 26.67 and 25.37 (Appendix L); $F = 3.14$, $p = .05$ (Table 8).

Gender: Females higher than males, 26.95 vs. 25.10

(Appendix M); $F = 3.14$, $p = .05$.

Table 7

Multiple Analysis of Variance for Cluster 3 and Ability
Level, Gender, Grade, Ethnic Origin, Student Works,
Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	2.67	0.0703	29.86
Gender	1	6.54	0.0109*	29.62
Grade	2	1.66	0.1920	29.77
Ethnic Origin	5	3.99	0.0015*	28.72
Student Works	1	0.11	0.7353	29.76
Mother Works	2	0.48	0.6189	29.63
Father Works	2	1.36	0.2580	29.77

*p .05

Mean = 29.59

Mean ÷ by number of items 3.3

Table 8

Multiple Analysis of Variance for Cluster 4 and Ability Level, Gender, Grade, Ethnic Origin, Student Works, Mother Works, and Father Works

Variables	DF	F-Value	PR F	Meanas
Ability Level	2	3.14	0.0445*	26.33
Gender	1	10.33	0.0014*	26.02
Grade	2	2.20	0.1118	26.28
Ethnic origin	5	2.36	0.0399*	25.75
Student Works	1	0.06	0.8113	26.20
Mother Works	2	1.10	0.3327	25.97
Father Works	2	2.94	0.0544	27.39

*p .05

Mean = 26.28

Mean ÷ by number items 2.92

Ethnic Origin: Black higher than white, 27.46 vs. 25.56
(Appendix N); $F = 2.36$, $p = .05$.

This hypothesis was also rejected for these three variables.

Hypothesis 5: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 5--Decision-Making Responsibilities among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 5, one of the seven independent variables was found to be related to parental perceptions of the needs of students to occupational preparation. The F value, 5.65 (Table 9) for gender was sufficient evidence to conclude that parents of female high school students had a significantly higher mean rating for Decision-Making Responsibilities than did the parents of male students (25.14 vs. 24.30) (Appendix M). Hypothesis 5 was rejected for the independent variable gender.

Hypothesis 6: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 6--Social Responsibilities among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

Table 9

Multiple Analysis of Variance for Cluster 5 and Ability Level, Gender, Grade, Ethnic Origin, Student Works, Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	0.11	0.8980	24.79
Gender	1	5.65	0.0180*	24.72
Grade	2	0.61	0.5431	24.79
Ethnic Origin	5	2.11	0.0632	23.15
Student Works	1	0.73	0.3942	24.82
Mother Works	2	0.02	0.9824	24.80
Father Works	2	0.98	0.3763	25.15

*p .05

Mean = 24.60

Mean ÷ by number of items 3.51

In testing Hypothesis 6, one of the seven independent variables was found to be related to parental perceptions of the needs of students to develop social responsibilities. That is, the F value, 10.84 (Table 10), for gender indicated that parents of female high school students had a higher mean rating for Social Responsibilities as a need for students than did parents of male students, 29.14 vs. 27.59 (Appendix M). Hypothesis 6 was rejected for the independent variable gender.

Hypothesis 7: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 7--Coping with Family Problems among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

In testing Hypothesis 7, two of the seven independent variables were found to be related to parental perceptions of the needs of students to develop skills needed to cope with family problems. Gender and ethnic origin yielded differences on perceived needs for Coping with Family Problems ($p = .05$). The directions of these differences are indicated below:

Gender: Females higher than males, 20.86 vs. 19.23
(Appendix M); $F = 10.04$ (Table 11).

Ethnic Origin: White higher than Black, 21.54 vs. 19.49
(Appendix N); $F = 3.36$, $p = .05$.

Table 10

Multiple Analysis of Variance for Cluster 6 and Ability Level, Gender, Grade, Ethnic Origin, Student Works, Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	1.02	0.3624	28.56
Gender	1	10.84	0.0011*	28.36
Grade	2	0.24	0.7843	28.53
Ethnic Origin	5	2.10	0.0652	27.19
Student Works	1	0.14	0.7084	28.49
Mother Works	2	1.19	0.3065	28.40
Father Works	2	0.51	0.5988	28.63

*p .05

Mean = 28.31

Mean \div by number of items 3.15

Table 11

Multiple Analysis of Variance for Cluster 7 and Ability
Level, Gender, Grade, Ethnic Origin, Student Works,
Mother Works, and Father Works

Variable	DF	F-Value	PR F	Means
Ability Level	2	3.02	0.0500	20.30
Gender	1	10.04	0.0017*	20.04
Grade	2	1.25	0.2863	20.25
Ethnic origin	5	3.36	0.0055*	27.19
Student Works	1	0.98	0.3229	20.20
Mother Works	2	0.28	0.7575	20.10
Father Works	2	2.69	0.0694	21.09

*p .05

Mean = 21.31

Mean ÷ by number items 3.04

Summary

Chapter IV was divided into four sections. Section 1 included demographic information. Questions that might be posed relative to the findings of this study are: (1) Do 10th graders assume more responsibility for carrying out the instructions to take questionnaires home to their parents, having it completed, and returning it to the teacher? (2) Do advanced ability students follow through on a task to a greater extent than basic or regular ability students? (3) Are females more dependable than males when given a task to perform? and (4) Do white students recognize the importance of following through on a task more than students of other origins? It was also interesting to note that more than one-fifth (21%) of the respondents indicated an income level of \$50,000 and over.

Part 2 encompassed perceived needs rated highest and lowest by parents and Part 3 presented a comparison of the findings of the students' perceived needs as found in the Willis (1985) study and this study of what parents perceived as needs of young adults. Parents ranked Item 3--Make plans that can be achieved higher than did the students. The students considered Item 6--Select a marriage partner to be of greater importance. Both parents and students gave items found in the clusters Child Care Skills and Coping with Family Problems the lowest ratings. The areas considered

least important by students and parents were those considered as concerns by the Judge of Charlotte-Mecklenburg.

The fourth section presented the tests of the hypotheses.

Gender was the only independent variable that was found to be related to parental perceptions in all seven clusters. The cluster means for females were higher in all seven clusters than the cluster means for males. Ethnic origin was related to three clusters. Blacks had higher means in these three clusters. Unemployed fathers had higher means than employed fathers with regard to Cluster 2--Child Care Skills. Ability level was related to Cluster 2--Child Care Skills and Cluster 4--Family Responsibilities, and the basic students had the higher cluster mean in both clusters. Grade was related only to Cluster 2--Child Care Skills, with the 11th graders having the highest mean score.

Seven hypotheses were tested and rejected for specific variables within the hypotheses. Parents of females identified a greater need than parents of males. Parents of basic ability level students indicated higher need than regular or advanced parents.

Table 12 summarizes the independent variable differences by cluster.

Table 12

Summary of Independent Variable Differences by Cluster

Cluster	<u>Independent Variable</u>					
	Ability Level	Gender	Grade	Origin	Student	<u>Employment</u> Mother Father
1--Adult Problem Solving		*				
2--Child Care Skills	*	*	*	*		✓
3--Adult Responsibilities		*		*		
4--Family Responsibilities	*	*		*		
5--Decision-Making Responsibilities		*				
6--Social Responsibilities		*				
7--Coping with Family Problems		*				

Note. ✓ = Unemployed father

CHAPTER V
SUMMARY AND RECOMMENDATIONS

The major purpose of this study was to investigate parents' perceptions of high school students' needs relative to adult roles and responsibilities. This information could be invaluable for curriculum modification for the course Life After High School presently being offered in all 10 high schools in the Charlotte-Mecklenburg School district.

A total of 30 classes, three classes from each of the 10 high schools, were included in this study. These classes were divided according to grade level (10th, 11th, and 12th) and ability level (basic, regular, and advanced). A stratified cluster sampling procedure was used for this study. A total of 747 questionnaires were sent home to the parents; 393 parents returned their questionnaires. Twelve questionnaires could not be used, leaving a total of 381 questionnaires for analysis. The questionnaire was designed to obtain data on parents' perceptions of students' needs relative to adult roles and responsibilities. In addition, the questionnaire asked respondents to select five items from the questionnaire that they considered to be the most important for students. The questionnaire contained 51 items on a Likert-type scale.

Parents provided demographic information about their child's grade level, gender, ethnic origin, and place of residence. Information about estimated family income and the work status of the mother, father, and student were also provided.

Willis (1985) used a computer to cluster the 51 items into seven clusters. These seven clusters--Adult Problem Solving, Child Care Skills, Adult Responsibilities, Family Responsibilities, Occupational Responsibilities (renamed Decision-Making Responsibilities), Social Responsibilities, and Coping with Family Problems--were used in the analysis of the independent variables. Multiple analysis of variance was used to test the hypotheses. The clusters were also analyzed to assess the value of each group of items according to the parents' perception. Cluster 5--Decision-Making Responsibilities received the highest ranking by parents. This was also the highest ranking cluster in the student study (Willis, 1985).

Some of the findings from the demographic data with regard to the student population were: 96% of the students lived with their mother but only 77% of the students lived with their father. The family income ranged from less than \$0-\$10,000 (5%) to \$50,000 and over (21%). The employment data revealed that 51% of the students, 77% of the mothers, and 79% of the fathers were employed. The high percentages

for paid employment for females could explain the \$50,000 or over income level for nearly nearly one-fourth of the respondents.

Hypotheses Tested

Seven hypotheses were tested in the study:

Hypothesis 1: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 1--Adult Problem Solving among the seven independent variables of ability level, gender, grade, ethnic origin, student employment, mother employment, and father employment.

There was a difference in mean rating, however, in Cluster 1 when compared by gender. Therefore, Hypothesis 1 was rejected.

Hypothesis 2: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 2--Child Care Skills among the seven independent variables.

There were significant differences in Cluster 2 mean ratings for the variables ability level, gender, grade level, ethnic origin, and father works. As a result of these significant relationships, Hypothesis 2 was rejected.

Hypothesis 3: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 3--Adult Responsibilities among the seven independent variables.

Because of the differences in Cluster 3 mean ratings of gender and ethnic origin, Hypothesis 3 was rejected.

Hypothesis 4: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 4--Family Responsibilities among the seven independent variables.

The differences in mean ratings for Cluster 4 were noted for ability level, gender, and ethnic origin. Hypothesis 4 was rejected.

Hypothesis 5: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 5--Decision-Making Responsibilities among the seven independent variables.

There was a difference in Cluster 5 mean rating for gender. Therefore, Hypothesis 5 was rejected.

Hypothesis 6: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 6--Social Responsibilities among the seven independent variables.

There was a difference in Cluster 6 for gender. Therefore, Hypothesis 6 was rejected.

Hypothesis 7: There are no significant differences in mean ratings of parental perceived needs regarding Cluster 7--Coping With Family problems among the seven independent variables.

There were differences for gender and ethnic origin. Hypothesis 7 was rejected.

Recommendations for Further Study

Based on the findings of this study, the following recommendations were made:

1. It is recommended that a study be conducted with parents and their offspring so that the perceived needs identified by the parents and by their offspring could be compared.
2. Consideration should be given to reconstructing the needs assessment instrument to better reflect the needs identified in the literature and by persons knowledgeable of the needs of young adults.
3. The method used to obtain the needed information should be carefully planned and administered to obtain the most optimum response. Using students as couriers of the instrument was not as effective as had been anticipated.
4. If the instrument, Needs for Life After High School, is used, a cluster analysis should be generated for the respondents completing the instrument. It is believed that different items might result in a cluster.
5. Clusters should be carefully studied and named appropriately to reflect the content of the items.

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APPENDIX A
LETTER AND METHODOLOGY SHEET
TO SENIOR HIGH PRINCIPALS

To: Senior High Principals
From: Deane Crowell
Pat Copeland
Date: December 23, 1985
Re: 1986 Follow-up study for the course Life After High
School

The purpose of this study is to follow-up the 1984 study "Perceived Needs of Students for Life After High School" conducted by Dr. Gwen Willis. The 1984 study involved students from all ten high schools.

The 1986 proposal to collect data from the parents of high school students has been approved by the administration on a voluntary basis.

For the 1986 follow-up study we badly need the cooperation of all ten high schools for the purpose of comparing parent responses with student responses.

I will call to arrange a convenient time to discuss the 1986 study proposal with you.

METHODOLOGY

Population: Parents with students in one of the ten senior high schools in the Charlotte-Mecklenburg School System.

Sampling Technique: Stratified Cluster--Consisting of parents with students enrolled in one of the three grade levels (10, 11 or 12) and one of the three ability levels (basic, regular or advanced).

Staff Members:

Title	Task	Approx. Time
Principal	<ul style="list-style-type: none"> -Grant permission to use school for this study. -Read/Listen to the purpose of the study. -Encourage selected staff members to participate. 	30 min.-1 hr.
Assist. Prin. of Instruct./ or Principal designee	<ul style="list-style-type: none"> -To select classes that are balanced by sex and race. -To identify classes by ability group: skills, regular and advanced. -Identify teachers whose classes would be eligible to participate. 	1 hr.
Teacher (Only 3 selected from each high school)	<ul style="list-style-type: none"> -Read leaflet to class which explains the study and gives directions. -Pass out questionnaire to the students. -Make two oral requests for unreturned questionnaires. -Permit students to return questionnaires to the envelope that I have supplied. 	5-10 min.
Students (Approx. 75 per/school)	<ul style="list-style-type: none"> -Carry questionnaire home to parent/guardian. -Return completed questionnaire to their instructor. 	

APPENDIX B
QUESTIONNAIRE: LIFE AFTER HIGH SCHOOL
NEEDS ASSESSMENT

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APPENDIX C
LETTER TO THE TEACHER

LIFE AFTER HIGH SCHOOL SURVEY

To the Teacher--

Purpose of the survey:

The purpose of this survey is to compare parents' and students' perceptions of adult roles and responsibilities as a basis for curriculum recommendations. Information from this study could be invaluable for those responsible for curriculum planning and implementation.

Students' perceptions of what is needed to assume adult roles and responsibilities was ascertained in the Charlotte Mecklenburg Schools last year. However, it is believed that students frequently do not know what is really needed when they complete high school. Therefore, it is believed appropriate to obtain information from persons who are facing these responsibilities and can realistically identify what is needed.

DIRECTIONS

- Please read or explain the purpose of the survey to the students.
- Inform the students that this survey is to be carried home for their parent/guardian to complete.
- The survey should be returned before Friday to the teacher.
- Names should not be written on the survey.

Wednesday: Teacher should remind/encourage students to return surveys by Friday.

Friday: Place collected surveys in envelope.

Monday: Collect late surveys.

Place all surveys collected from class in envelope.

Return envelope to your API/ or person that gave you the survey materials.

Teachers,

We would like to THANK YOU for your participation in this survey.

APPENDIX D
NUMBER AND PERCENTAGE OF PARENT RESPONDENTS
BY STUDENTS' GRADE LEVEL
AND ABILITY LEVEL

Number and Percentage of Parent Respondents by Students'
Grade Level and Ability Level

School Number	Grade 10		Grade 11		Grade 12		Bas.		Reg.		Adv.	
	N	%	N	%	N	%	N	%	N	%	N	%
579	14	4	15	4	10	3	10	3	14	4	15	4
377	22	6	14	4	10	3	10	3	14	4	22	6
576	10	3	8	2	12	3	8	2	12	3	10	3
396	15	4	14	4	10	3	14	4	10	3	15	4
466	22	6	10	3	11	3	10	3	22	6	11	3
480	11	3	25	7	2	1	2	1	11	3	25	7
490	16	4	17	4	4	1	4	1	17	4	16	4
535	11	3	5	1	8	2	5	1	8	2	11	3
426	12	3	11	3	21	6	11	3	12	3	21	6
405	16	4	10	3	15	4	15	4	16	4	10	3
N=	149	39	129	34	103	27	89	23	136	36	156	41

APPENDIX E
CHARLOTTE-MECKLENBURG SCHOOLS 1985-1986
PUPIL ENROLLMENT BY GRADE

Charlotte-Mecklenburg Schools 1985-86

Pupil Enrollment by Grade

School	Grade									
	9th		10th		11th		12th		Total	
	N	%	N	%	N	%	N	%	N	%
377			897	14	702	14	612	14	2211	14
396			764	12	488	9	409	9	1661	10
405	594	48	297	5	242	5	209	5	1342	8
426			820	13	719	14	613	14	2152	13
466			684	11	535	10	444	10	1663	10
480			493	8	448	9	394	9	1335	8
490			563	9	449	9	364	8	1376	9
535			846	13	786	15	586	13	2218	14
576			642	10	498	9	442	10	1582	10
579	647	52	311	5	322	6	264	6	1544	10
<u>N</u> =	1241	7	6317	37	5189	30	4337	23	17084	100

Pupils in Membership Report. (1985). Raleigh, NC:

North Carolina Department of Public Instruction

Division of Planning and Research.

APPENDIX F
CHARLOTTE-MECKLENBURG SCHOOLS 1985-1986
PUPIL ENROLLMENT BY GENDER AND
ETHNIC ORIGIN

Charlotte Mecklenburg School 1985-86

Pupil enrollment by Gender and Ethnic Origin

School	Gender				Ethnic Origin					
	Male		Female		Black		White		Others	
	N	%	N	%	N	%	N	%	N	%
377	1089	13	1122	13	430	7	1740	16	41	10
396	839	10	822	10	729	13	893	8	39	9
405	673	8	669	8	667	12	648	10	27	6
426	1109	13	1043	12	411	7	1704	16	37	9
466	815	10	848	10	670	12	945	9	48	11
480	652	8	683	8	429	7	894	8	12	3
490	649	8	727	8	571	10	778	7	27	6
535	1137	13	1081	13	524	9	1653	15	41	10
576	792	9	790	9	691	12	760	7	131	31
579	760	9	784	9	609	11	918	8	17	4
N=	8515		8569		5731		10933		420	
%	50		50		34		64		2	

Note: Total enrollment=17,084

Pupils in Membership Report. (1985). Raleigh, NC:
 North Carolina Department of Public Instruction
 Division of Planning and Research.

APPENDIX G
NUMBER AND PERCENTAGE OF PARENT RESPONDENTS
BY GENDER AND ETHNIC ORIGIN OF STUDENTS

Number and Percentage of Parent Respondents by Gender
and Ethnic Origin of Student

School	Gender				Ethnic Origin					
	Male		Female		White		Black		Others	
	N	%	N	%	N	%	N	%	N	%
579	18	5	21	6	19	5	20	5	0	0
377	16	4	30	8	37	10	8	2	1	0
576	15	4	15	4	16	4	13	3	1	0
396	15	4	24	6	22	6	15	4	2	1
466	18	5	25	7	27	7	16	4	0	0
480	17	4	21	6	22	6	16	4	0	0
490	14	4	23	6	23	6	12	3	2	1
535	12	3	12	3	18	5	6	2	0	0
426	17	4	27	7	37	10	6	2	1	0
405	15	4	26	4	17	4	22	6	2	1
N=	157	41	224	59	238	62	134	35	9	2

APPENDIX H
NUMBER AND PERCENTAGE OF ESTIMATED FAMILY
YEARLY INCOME BY SCHOOL ATTENDED

School System Summary

Number and Percentage of Respondents' Estimate of Family'

Yearly Income by School

Estimate Income Level	School																						
	377		396		579		576		535		490		480		466		426		405		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
1	1	2	1	3	0	0	3	10	1	4	1	3	4	11	3	7	1	2	2	5	17	5	
2	0	0	9	23	4	10	4	13	0	0	2	5	7	18	2	5	3	7	6	15	37	10	
3	3	7	3	8	4	10	1	3	0	0	8	22	4	11	2	5	2	5	7	17	34	9	
4	1	2	4	10	6	15	0	0	2	8	2	5	2	5	2	5	5	11	4	18	28	8	
5	6	13	6	15	7	18	5	17	3	12	2	5	2	5	4	9	2	5	5	12	42	11	
6	4	9	7	18	6	15	2	7	4	17	2	5	3	8	1	2	5	11	5	12	39	11	
7	2	4	4	10	3	8	2	7	1	4	4	11	2	5	2	5	6	14	2	5	28	8	
8	5	11	1	3	1	3	5	17	4	17	3	8	5	14	2	5	2	5	2	5	30	8	
9	3	7	0	0	4	10	3	10	1	4	5	14	1	3	6	14	6	14	2	5	31	8	
10	20	44	3	8	4	10	5	17	8	33	6	16	7	18	15	34	7	16	1	2	76	21	
*N.R.	1	2	1	3	0	0	0	0	0	0	2	5	1	3	4	9	5	11	5	12	19	5	
N=	45		38		39		30		24		35		37		43		41		36		368		

Levels:

1=\$0-\$10,000	2=\$10,000-\$14,999	3=\$15,000-\$19,999	4=\$20,000-\$24,999	5=\$25,000-\$29,999	6=\$30,000-\$34,999
7=\$35,000-\$39,999	8=\$40,000-\$49,999	9=\$45,000-\$49,999	10=\$50,000 & over	N.R.=No Response	

School Number 405

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	%	%	N	%	N	%
Under \$10,000	2	13	0	0	0	0	2	15
\$10,999-\$14,999	4	25	0	0	2	13	6	15
\$15,000-\$19,999	1	6	2	20	4	26	7	17
\$20,000-\$24,999	0	0	1	10	3	20	4	8
\$25,000-\$29,999	1	6	2	20	2	13	5	12
\$30,000-\$34,999	2	13	2	20	1	7	5	12
\$35,000-\$39,999	0	0	1	10	1	7	2	5
\$40,000-\$44,999	2	13	0	0	0	0	2	5
\$45,000-\$49,999	0	0	1	10	1	7	2	5
\$50,000 & Over	1	6	0	0	0	0	1	2
No Response	3	19	1	10	1	7	5	12
 N=	 16		 10		 15		 41	

School Number 426

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income per year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	0	0	1	9	0	0	1	2
\$10,000-\$14,999	1	8	1	9	1	5	3	7
\$15,000-\$19,999	1	8	1	9	0	0	2	5
\$20,000-\$24,999	2	17	1	9	2	10	5	11
\$25,000-\$29,999	0	0	1	9	1	5	2	5
\$30,000-\$34,999	1	8	0	0	4	19	5	11
\$35,000-\$39,999	2	17	2	18	2	10	6	14
\$40,000-\$44,999	1	8	1	9	0	0	2	5
\$45,000-\$49,999	2	17	1	9	3	14	6	14
\$50,000 & over	1	8	1	9	5	24	5	11
No Response	1	8	1	9	3	14	5	11
N=	12		11		21		44	

School Number 466

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	0	0	3	30	0	0	3	7
\$10,000-\$14,999	0	0	2	20	0	0	2	5
\$15,000-\$19,999	0	0	1	10	1	9	2	5
\$20,000-\$24,999	1	5	1	10	0	0	2	5
\$25,000-\$29,999	2	9	2	20	0	0	4	9
\$30,000-\$34,999	0	0	0	0	1	9	1	2
\$35,000-\$39,999	1	5	1	10	0	0	2	5
\$40,000-\$44,999	1	5	0	0	1	9	2	5
\$45,000-\$49,999	4	18	0	0	2	8	6	14
\$50,000 and over	10	45	0	5	45	15	15	34
No Response	3	17	0	0	1	9	4	9
N=	22		10		11		43	

School Number 480

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	1	9	3	12	0	0	4	11
\$10,000-\$14,999	2	18	4	16	1	50	7	18
\$15,000-\$19,999	1	9	3	12	0	0	4	11
\$20,000-\$24,999	1	9	1	4	0	0	2	5
\$25,000-\$29,999	0	0	2	8	0	0	2	5
\$30,000-\$34,999	2	18	1	4	0	0	3	8
\$35,000-\$39,999	0	0	2	8	0	0	2	5
\$40,000-\$44,999	1	9	4	16	0	0	5	14
\$45,000-\$49,999	0	0	1	4	0	0	1	3
\$50,000 & over	3	27	3	12	1	50	7	18
No Response	0	0	1	4	0	0	1	3
N=	11		25		2		38	

School Number 490Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	0	0	1	6	0	0	1	3
\$10,000-\$14,999	0	0	2	12	0	0	2	5
\$15,000-\$19,999	5	31	2	12	1	25	8	22
\$20,000-\$24,999	1	6	0	0	1	25	2	5
\$25,000-\$29,999	1	6	1	6	0	0	2	5
\$30,000-\$34,999	0	0	1	6	0	25	2	5
\$35,000-\$39,999	1	6	3	17	0	0	4	11
\$40,000-\$44,999	2	13	1	6	0	0	3	8
\$45,000-\$49,999	3	19	2	12	0	0	5	14
\$50,000 and over	1	6	4	23	1	25	6	16
No Response	2	13	0	0	0	0	2	5
N=	16		17		4		37	

School Number 535

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	1	9	0	0	0	0	1	4
\$10,000-\$14,999	0	0	0	0	0	0	0	0
\$15,000-\$19,999	0	0	0	0	0	0	0	0
\$20,000-\$24,999	1	9	0	0	1	13	2	8
\$25,000-\$29,999	1	9	1	20	1	13	3	12
\$30,000-\$34,999	2	18	0	0	2	25	4	17
\$35,000-\$39,999	1	9	0	0	0	0	1	4
\$40,000-\$44,999	0	0	3	60	1	13	4	17
\$45,000-\$49,999	0	0	0	0	1	13	1	4
\$50,000 & over	5	45	1	20	2	25	8	33
No Response	0	0	0	0	0	0	0	0
<u>N=</u>	11		5		8		24	

School Number 576

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
\$0-\$10,000	0	0	2	25	1	8	3	10
\$10,000-\$14,999	2	20	2	25	0	0	4	13
\$15,000-\$19,999	0	0	1	13	0	0	1	3
\$20,000-\$24,999	0	0	0	0	0	0	0	0
\$25,000-\$29,999	0	0	1	13	4	33	5	17
\$30,000-\$34,999	2	20	0	0	0	0	2	7
\$35,000-\$39,999	1	10	0	0	1	8	2	7
\$40,000-\$44,999	3	30	0	0	2	17	5	17
\$45,000-\$49,999	0	0	1	13	2	17	3	10
\$50,000 & over	2	20	1	13	2	17	5	17
No Response	0	0	0	0	0	0	0	0
 N=	 10		 8		 12		 30	

School Number 579

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
\$0-\$10,000	0	7	0	0	0	0	0	0
\$10,000-\$14,999	2	14	1	7	1	10	4	10
\$15,000-\$19,999	0	0	4	26	0	0	4	10
\$20,000-\$24,999	1	7	2	13	3	30	6	15
\$25,000-\$29,999	3	21	2	13	2	20	7	18
\$30,000-\$34,999	3	21	0	0	3	30	6	15
\$35,000-\$39,999	1	7	2	13	0	0	3	8
\$40,000-\$44,999	0	0	0	0	1	10	1	3
\$45,000-\$49,999	2	14	2	13	0	0	4	10
\$50,000 & over	2	14	2	13	0	0	4	10
No Response	0	0	0	0	0	0	0	0
N=	14		15		10		39	

School Number 377

Number and Percentage of Respondents' Estimate of Family's
Yearly Income by the Students' Grade Level

Estimate of Income Per Year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
\$0-\$10,000	0	0	1	7	0	0	1	2
\$10,000-\$14,999	0	0	0	0	0	0	0	0
\$15,000-\$19,999	0	0	3	21	0	0	3	7
\$20,000-\$24,999	1	5	0	0	0	0	1	2
\$25,000-\$29,999	2	9	2	14	2	20	6	13
\$30,000-\$34,999	3	14	0	0	1	10	4	9
\$35,000-\$39,999	1	5	0	0	1	10	2	4
\$40,000-\$44,999	3	14	1	7	1	10	5	11
\$45,000-\$49,999	1	5	1	7	1	10	3	7
\$50,000 & over	10	45	6	43	4	40	20	44
No Response	1	5	0	0	0	0	1	2
N=	22		14		10		46	

School Number 396

Number and Percentages of Respondents' Estimate of Family's
Yearly Income by Students' Grade Level

Estimate of Income per year	Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%
Under \$10,000	0	0	1	7	0	0	1	3
\$10,000-\$14,999	1	7	5	36	3	30	9	23
\$15,000-\$19,999	1	7	1	7	1	10	3	8
\$20,000-\$24,999	2	13	2	14	0	0	4	10
\$25,000-\$29,999	2	13	2	14	2	20	6	15
\$30,000-\$34,999	5	33	1	7	1	10	7	18
\$35,000-\$39,999	2	13	1	7	1	10	4	10
\$40,000-\$44,999	1	7	0	0	0	0	1	3
\$45,000-\$49,999	0	0	0	0	0	0	0	0
\$50,000 & over	1	7	0	0	2	20	3	8
No Response	0	0	1	7	0	0	1	3
	N=	15	14		10		39	

APPENDIX I
NUMBER AND PERCENTAGE OF STUDENTS' PLACE
OF RESIDENCE BY SCHOOL

Number and Percentages of Students Place of
Residence by School

Resides with	Schools																						Total
	377		579		574		394		464		490		480		535		424		405		N	%	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Mother																							
Yes	46	100	36	92	28	93	36	93	41	95	35	95	34	95	23	96	43	98	40	98	364	96	
No	0	0	3	8	2	7	2	7	2	5	2	5	2	5	1	4	1	2	1	2	16	4	
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Father																							
Yes	40	87	33	84	20	67	22	56	35	81	28	74	30	79	21	87	37	84	27	66	293	77	
No	4	13	6	15	10	33	16	41	7	16	9	24	8	21	3	13	7	16	14	34	86	23	
No Response	0	0	0	0	0	0	1	3	1	2	0	0	0	0	0	0	0	0	0	0	0	0	
Siblings																							
Yes	33	72	25	64	23	77	25	64	35	81	29	78	26	68	15	62	32	73	29	70	272	72	
No	13	28	14	36	7	23	13	33	8	19	8	22	12	32	9	38	12	27	12	29	108	28	
No Response	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
N=	46		39		30		39		43		37		38		24		44		41		381		

APPENDIX J
NUMBER AND PERCENTAGE OF EMPLOYMENT STATUS
OF STUDENTS, MOTHERS, AND FATHERS

Number and Percentages of Employment Status of Students,
 Mothers and Fathers
 School System Summary

Employment Status	Schools																	
	322		529		526		396		466		490		480		535		426	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student Works	22	48	13	33	16	53	15	38	28	65	23	62	19	50	11	46	30	68
Student Does Not Work	24	52	26	67	14	47	24	61	14	32	14	38	19	50	13	54	14	32
No Response	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0
Mother Works	30	65	32	82	23	77	29	72	38	88	29	78	27	71	15	62	35	79
Mother Does Not Work	15	33	4	10	5	17	9	23	5	12	7	19	8	21	7	29	7	16
Does Not Apply	1	2	3	8	2	7	1	3	0	0	1	3	3	8	2	8	2	5
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Father Works	38	83	31	16	22	73	28	72	39	90	28	76	28	74	20	83	36	82
Father Does Not Work	2	4	0	0	0	0	5	13	0	0	4	11	3	8	0	0	1	2
Does Not Apply	6	13	8	20	8	27	6	15	4	9	5	14	7	18	4	17	6	14
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
N=	46		39		30		39		43		37		38		24		44	

APPENDIX K
A COMPARISON OF CLUSTERS SHOWING NUMBER AND PERCENTAGE
OF ITEMS CONSIDERED MOST IMPORTANT BY PARENTS AS
DETERMINED BY STUDENTS' ABILITY
AND GRADE LEVEL

Cluster 1--Adult Problem Solving

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17. Manage peer pressure	5	6	13	9	19	12	15	10	11	9	11	11	37	10
18. Manage stress in healthful ways	8	9	14	10	27	17	22	15	12	9	15	15	49	13
22. Communicate openly and clearly	8	9	19	14	39	25	29	19	14	11	23	22	66	17
23. Manage crisis and solve problems	6	7	13	9	17	11	13	9	18	14	5	5	36	9
26. Solve conflicts with acceptable methods	5	6	9	7	8	5	7	5	7	5	8	8	22	6

Cluster 2--Child Care Skills

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
32. Plan meals for pregnant	0	0	1	1	0	0	1	1	0	0	0	0	1	0
33. Care for children's physical needs	1	1	1	1	1	1	2	1	1	1	0	0	3	1
34. Accept responsibility for child's emotional growth	2	2	6	4	1	1	5	3	4	3	0	0	9	2
38. Help children learn to dress and feed themselves	0	0	1	1	0	0	1	1	0	0	0	0	1	0
39. Determine cost of raising children	0	0	2	1	1	1	3	2	0	0	0	0	3	1
40. Recognize child abuse	1	1	5	4	0	0	4	3	0	0	2	0	6	2

Cluster 3--Adult Responsibilities

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3. Make plans that can be achieved	19	21	27	20	31	20	23	15	21	16	29	28	73	19
24. Share responsibility for home	8	9	9	7	4	3	8	5	6	5	7	7	21	6
35. Set goals and achieve them	16	18	27	20	40	26	29	19	23	18	31	30	83	22
36. Distinguish between needs and wants	13	15	13	9	12	8	11	7	16	12	11	11	38	10
43. Manage consumer rights/responsibilities	2	2	2	1	0	0	2	1	1	1	1	1	4	1
44. Get along with elderly	5	6	7	5	2	1	5	3	5	4	4	4	14	4
50. Appreciate heritage	4	4	6	4	4	3	5	3	3	2	6	6	14	4
51. Develop philosophy for living	3	3	18	13	17	11	25	17	5	4	8	4	38	10
52. Recognize how philosophy affects decisions	6	7	9	7	5	3	9	6	7	5	4	4	20	5

Cluster 4-- Family Responsibilities

Cluster item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4. Analyze issues related to future family	7	8	14	10	10	6	9	6	11	9	11	11	31	8
6. Select marriage partner	11	12	20	15	29	19	27	18	15	12	18	17	60	16
7. Identifying responsibilities of parenting	5	6	7	5	7	4	8	5	7	5	4	6	19	5
8. Select nutritious foods	1	1	1	1	0	0	1	1	1	1	0	0	2	1
13. Plan personal health care	9	10	9	7	6	4	7	5	8	6	9	9	24	6
16. Understand problems of latchkey children	1	1	1	1	0	0	1	1	0	0	1	1	2	1
20. Peacefully settle problems with family	1	1	6	4	9	6	8	5	5	4	3	3	16	4
28. Analyze issues: future family responsibilities	1	1	2	1	1	1	1	1	2	2	1	1	4	1
31. Plan for marriage enrichment	3	3	8	6	3	2	7	5	1	1	6	6	14	4

Cluster 5--Decision-Making Responsibilities

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Develop employability skills	50	56	44	32	63	40	56	38	44	34	57	55	157	41
2. Plan for career	47	53	74	54	72	46	75	50	53	41	65	63	193	51
12. Manage money now and in future	33	37	44	32	53	34	47	31	37	29	46	45	130	34
27. Plan for future needs--education, housing	20	22	32	23	39	25	29	19	30	23	32	31	91	24
30. Accept responsibility for decisions	16	18	20	15	30	19	28	19	15	12	23	22	66	17
37. Manage legal aspects of adulthood	5	6	8	6	14	9	17	11	1	1	9	9	27	7
47. Buy insurance	10	11	10	7	2	1	5	3	7	5	10	10	22	6

Cluster 6--Social Responsibilities

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
5. Get along with other races	10	11	18	13	12	8	13	8	14	11	13	13	40	11
9. Establish habits that contribute to health	9	10	6	4	7	4	7	5	9	7	6	6	22	6
10. Cope with transitions	11	12	13	9	22	14	19	13	18	14	9	10	46	12
11. Manage time	19	21	20	15	34	22	31	21	18	14	24	23	73	19
14. Make decisions as a family group	2	2	4	3	2	1	4	3	2	2	2	2	8	2
15. Share responsibility	0	0	7	5	0	0	4	3	1	1	2	2	7	2
19. Plan leisure time	1	1	2	1	4	3	3	2	3	2	1	1	7	2
21. Take risk	4	4	3	2	5	3	5	3	3	2	4	4	12	3
25. Develop and maintain friendships	6	7	8	6	9	6	9	6	8	6	6	6	23	6

Cluster 7--Coping with Family Problems

Cluster, item number and description	Basic		Regular		Advanced		Grade 10		Grade 11		Grade 12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29. Cope with infertility	0	0	1	1	0	0	1	1	0	0	0	0	1	0
41. Identify responsibilities of single parenting	1	1	0	0	2	1	1	1	2	2	0	0	3	1
42. Adjust to living in step family	0	0	3	2	0	0	2	1	1	1	0	0	3	1
45. Avoid divorce/recognize its effects	2	2	6	4	4	3	6	4	3	2	3	3	12	3
46. Locate and use community agencies	1	1	3	2	0	0	0	0	4	3	0	0	4	1
48. Handle finances of family	8	9	13	9	11	7	16	11	9	7	7	7	32	8
49. Accept death and dying	3	3	5	4	4	3	4	3	3	2	5	5	12	3

APPENDIX L
CLUSTER MEANS FOR ABILITY LEVEL
GROUPING OF STUDENTS

Cluster Means for Ability Level Grouping of Students

Cluster	Ability Level		
	<u>Advanced</u> N=156	<u>Regular</u> N=136	<u>Basic</u> N=89
1	17.59	17.03	16.83
2	16.28	17.75	17.84
3	29.17	29.84	30.58
4	25.37	26.67	26.97
5	24.90	24.78	24.71
6	28.11	28.80	28.78
7	19.46	20.99	20.69

*p = .05

APPENDIX M
CLUSTER MEANS FOR GENDER
AND GRADE LEVEL

Cluster Means for Gender and Grade Level

Cluster	<u>Gender</u>		<u>Grade Level</u>		
	Female	Male	10	11	12
1	17.62	16.61	17.36	17.31	16.78
2	17.72	16.35	16.28	17.81	17.64
3	30.26	28.99	29.24	30.26	29.82
4	26.95	25.11	25.47	26.74	26.63
5	25.14	24.30	24.65	2506	24.68
6	29.15	27.59	28.63	28.31	28.67
7	20.87	19.23	19.71	20.57	20.50

* $p < .05$

APPENDIX N
CLUSTER MEANS FOR ETHNIC
ORIGIN OF STUDENTS

Cluster Means for Ethnic Origin of Students

<u>Cluster</u>	<u>Race</u>					
	White	Black	Indian	Hispanic	Oriental	Other
1	17.32	17.09	16.67	14.50	13.50	17.50
2	16.45	18.59	16.00	16.50	12.00	18.50
3	29.07	31.11	28.67	26.50	25.00	32.00
4	25.57	27.46	25.00	23.50	24.00	29.50
5	24.62	25.32	22.67	19.50	24.50	23.00
6	28.25	29.13	28.33	24.50	21.50	31.50
7	19.49	21.54	20.33	18.00	17.50	23.50

*p < .05

APPENDIX O
CLUSTER MEANS FOR EMPLOYMENT STATUS OF
STUDENTS, MOTHERS, AND FATHERS

Cluster Means for Employment Status of Students, Mothers, and Fathers

Independent Variable	<u>Clusters</u>						
	1	2	3	4	5	6	7
Student							
Work	17.02	17.09	29.84	26.13	24.97	28.41	19.93
Does Not Work	17.34	17.24	29.68	26.27	24.67	28.59	20.49
Mother							
Work	17.22	17.13	29.91	26.48	24.83	28.72	20.34
Does Not Work	17.15	17.30	29.36	25.46	24.78	28.10	19.88
Father							
Work	17.22	16.90	29.60	25.93	24.71	28.40	19.99
Does Not Work	17.00	20.40	29.923	28.87	25.60	28.87	22.20

* $p < .05$