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An intergenerational study of value socialization in a low-income appalachian subculture

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AN INTERGENERATIONAL STUDY OF VALUE SOCIALIZATION IN A LOW-INCOME APPALACHIAN SUBCULTURE

by

Elizabeth B. Robertson

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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Approved by

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APPROVAL PAGE

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The purpose of this study was to compare two competing explanations for the achievement value socialization process. The sociological explanation assumes that family background influences parent's achievement value orientation and goals for the child which, in turn, influence the child's own achievement values. The parent-child interaction explanation assumes that the parent-child interactional style, in combination with the factors specified in the sociological model, influence the child's academic motivation and goals which, in turn, influence the child's own achievement values.

This three phase longitudinal assessment used existing mother-child dyad data from a low-income, rural, white Appalachian sample. The sample included 202 mother-child dyads at phases 1 and 2 and the 202 children at phase 3.

Confirmatory factor analysis of measurement models indicated lack of reliability, and lack of convergent and discriminant validity. Observed measures of the parent-child interaction model lacked nomologic validity; however, observed measures of the sociological model generally displayed nomological validity. To improve measurement properties, indicants were converted to single scale measures and measured variables structural models were estimated. Neither theory was adequate in explaining the data.

The sociological model was successful in explaining the relationships between socioeconomic status, achievement values of

mothers, and goals mothers have for their children. The effects of mother's achievement values and goals for her child on the child's achievement values were nonsignificant. The parent-child interactional model was successful in explaining the relationships between parenting style, child's academic motivation, and child's motivation and goals. Child's academic motivation was significantly related to the child's achievement values. The direct effect of mother's goals for her child on child's perception of mother's parenting behavior was nonsignificant. The relatively poor explanatory power of the models may indicate that other factors influencing child's achievement value orientation need to be incorporated into future research.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Achievement is a primary value in American culture (Kagan, 1976). Moreover, it is assumed that achievement values are transmitted from one generation to the next through both intrafamilial (Elder, 1962, 1963; Rosen, 1959, 1961, 1964) and extrafamilial (Bowles & Gintis, 1976; Kohn, 1983) sources. Intrafamilial influences on value transmission include the family structure and parents' style of interacting with the child. The structure of the family in which the child is reared (including the family size and ordinal position of the child) influences the extent of the communication that takes place between parent and child (Elder, 1962, 1963; Rosen, 1959, 1961, 1964). Moreover, family structure influences the child's intellectual achievement (Zajonc, 1981) and achievement motivation (Kandel & Lesser, 1969). Further, it has been demonstrated that parental style of interacting with the child is related to the child's achievement orientation (Baumrind, 1971; Elder, 1962, 1963; Rosen, 1959, 1961, 1964). Aspects of parenting style related to achievement orientation and motivation are (a) independence training, (b) clear communication of rules, (c) encouragement of verbal exchange, (d) encouragement to succeed, (e) expression of warmth, and (f) firm, rational control.

Extrafamilial experiences and social class membership also affect the value socialization process. Families are assumed to have values and experiences concomitant with their life conditions. Those families with greater opportunities for achievement are more likely to place emphasis on achievement values (Kohn, 1983). Therefore, mainstream society's endorsement of certain values as important does not necessarily mean that those same values are universally subscribed to or attainable by all subcultural groups within that society (Ogbu, 1981).

The United States is a pluralistic society with educational, occupational, and financial success unequally distributed among subcultures. Possible explanations for subcultural discrepancies in achievement are differences in opportunities for success, achievement value orientation, and definitions of what constitutes success. The rural Appalachian subculture provides a clear example of achievement inequities. In the 1960s and early 1970s the debilitatingly poor life conditions in rural Appalachia were graphically described (Ford, 1962; Looff, 1971; Weller, 1965). Although conditions in Appalachia have improved in the last 15 years, the region still ranks below the national norm in income, health care, education, and employment rates (Appalachian Regional Commission, 1985). Children reared under poverty conditions are at risk for maintaining this poverty status in adulthood as the result of having acquired similar value orientations and skills through joint social class membership and experiences, modeling, selective

reinforcement, and through exposure to the authoritarian parenting style, the predominant mode of parenting style in low-income groups.

Although a number of factors have been identified as important predictors of child outcomes, the optimal combination of these variables to maximize child achievement value orientations in low-income subcultures is unclear. Moreover, researchers have assumed that children influence parents' behaviors and values as well as that parents influence children's behaviors and values (Bell, 1979). However, the effects of these reciprocal influences on the socialization process need to be examined.

The purpose of this study was to construct and examine a model of the achievement value socialization process in low-income families. The Appalachian sample used was purposively chosen to represent the lowest income families in the Appalachian region; therefore, it was well suited to the purpose of this study. In addition, the use of the existing mother-child data provided an excellent opportunity to examine reciprocal influences of parents and children on this process. Parental values, parenting practices, child achievement motives, aspirations and expectations, as factors influencing child achievement value outcomes, provided a vehicle for examining the socialization process in low-income groups. This study contributes to a better understanding of the role socialization plays in the propagation of this regional economic crisis.

Assumptions of the Study

1. Parents and children reciprocally influence one another's behaviors, values, and beliefs. Further, bidirectionality of influence assume that because children play a role in establishing and maintaining the climate for interaction between the parent and child, they are active agents in their own development.
2. Behaviors, values, and beliefs develop as the result of multiple influences.
3. Prior experiences, attributes, values, and beliefs both directly and indirectly influence subsequent behaviors, values, and beliefs through shared social class and experiences of the child with the family and through the development of stable patterns of responses.
4. General verbal and quantitative intelligence, values, and goals are relatively stable over time and can be isolated and measured.
5. Values are transmitted from one generation of a family to another through shared experiences and through parental (especially maternal) socialization practice.
6. The use of authoritative parenting style is more predictive of value similarity between parents and children than the use of other parenting styles.

Research Question

Many factors which influence the achievement value socialization process have been identified; however, two subsets of these factors typically have been used to explain the process. First, family background is assumed to influence parents' achievement values and goals for child outcomes. In turn, these factors are assumed to influence the child's own achievement values (Kohn, 1983). Alternately, it has been proposed that these factors in combination with the parent-child interactional style influence the child's academic motivation, goals, and achievement value orientation (Elder, 1962, 1963; Rosen, 1959, 1961, 1964). In the present study, two influences on child's achievement value orientation outcome were examined. First, the indirect influence of parents' education and occupation on mothers' achievement value orientation and goals for her child and the direct influence of these maternal values and goals on the child's achievement value orientation were examined. Secondly, these effects mediated by the child's perception of mother's parenting style and the child's own goals and academic motivation were examined. The relative importance of these causal paths in explaining the achievement value socialization process was assessed. Implicit in this contrast is the following question: Do family background variables, mother's achievement orientation, and mother's goals for her child have a stronger influence on the child's achievement orientation outcome

alone or in combination with her child's perception of her parenting style and the child's own goals and academic motivation.

Definition of Constructs

Eight predictor constructs and variables were used in these analyses. These measures included: family background, family structure, child's intelligence, mother's achievement value orientation, mother's goals for her child, characteristics the mother values in the child, child's perception of mother's parenting style, and child's academic motivation and goals. The criterion construct is child's achievement value orientation.

Family Background: A Predictor Construct. Family background partially influences the climate of socialization within the family unit. Parents' level of education and occupational position play determinative roles in the occupational values parents hold (Kohn, 1983). The values and goals that parents hold for their children reflect their own general value orientations (Kohn, 1969). Further, father's more than mother's, educational attainment and occupational position is critical to the development of children's value orientation because family socioeconomic status most often is defined on the basis of father's attainment (Haller & Portes, 1973; Sewell & Shah, 1973). This construct is defined in terms of three indicator variables: total number of years of school completed by mother, total number of years of school completed by father, and father's occupation.

Family Structure: A Predictor Construct. Family structure is defined as the family size and child's ordinal position.

Mother's Age: A Predictor Variable. Mother's age is defined as the mother's age in years as reported at phase 1.

Mother's Age by Family Size: A Predictor Variable. Mother's age by family size is an interaction term that defines mother's age in combination with the number of children she has.

Child's Intelligence: A Predictor Variable. Child's intelligence is defined as the child's verbal and quantitative mental abilities as measured by the Otis-Lennon IQ Test (1967). This instrument measures the child's "current readiness for school-oriented learning and predicts his/her likelihood for future success in dealing with the types of tasks encountered in academic work" (Southern Regional Technical Committee for Family Life, 1974, p. 49).

Mother's Achievement Value Orientation: A Predictor Construct. Achievement value orientation is assessed by Rosen's Achievement Orientation Scale (1959). This instrument measures three sets of values that were identified as elements of the achievement syndrome. These elements are: (a) Activistic-Passivistic Orientation defined as "the extent to which the culture of a group encourages the individual to believe in the possibility of his manipulating the physical and social environment to his advantage"; (b) Individualistic-Collectivistic Orientation defined as "the degree to which the society expects the individual to maintain close proximity

to his family of orientation, even at the risk of limiting vocational opportunities"; and (c) Present-Future Orientation defined as "society's attitude toward time and its impact upon behavior" (p. 54).

Maternal Goals for Her Child: A Predictor Construct. This construct is defined as the educational and occupational aspirations and expectations that the mother holds for her child. Four single-item objective questions measure this construct.

Maternal Values for Child Characteristics: A Predictor Construct. This construct is defined as the behavioral attributes that the mother would most like her child to exhibit. The instrument used to measure this construct was Kohn's Parental Values Scale (1969). This scale identifies 16 behavioral characteristics from which mothers select three characteristics they most value for their child. Three dimensions of parental values have been identified as (a) mother wants her child to be outgoing; (b) mother wants her child to have character; and (c) mother wants her child to have polish (Southern Regional Technical Committee for Family Life, 1974). Kohn (1969) found that mothers' parenting practices relate with the characteristics they valued in the children.

Child's Perception of Mother's Parenting: A Predictor Construct. This construct combines four dimensions of maternal parenting behavior as perceived by her child. Communication and independence training are defined as the degree to which the mother explains rules and punishment and fosters independent decision-

making as measured with a scale constructed by Elder (1962). Bronfenbrenner's Parental Behavior questionnaire was used to measure child's perception of mother's loving, punishing, and demanding parental behaviors. Siegelman's (1965) factor analysis of the items of this questionnaire identified three factors which he defined as follows:

> Loving depicts a parent who is readily available for counsel, support, and assistance. This parent enjoys being with his child, praises him, is affectionate, concerned, and has confidence in him. Punishing characterizes a parent who often uses physical and non-physical punishment with little concern for the feelings and needs of the child, and frequently for no apparent reason. The demanding parent insists on high achievement, explains to his child why he must be punished when such discipline is necessary. (p. 168)

Each of the four parenting behaviors identified will be used as a separate indicator of this construct.

Child's Academic Motivation and Goals: A Predictor Construct. This construct is defined as the child's overall motivation to achieve academically, his/her liking of school, and his/her educational and occupational aspirations and expectations.

Child's Achievement Value Orientation: A Criterion Construct. This construct was measured using the Rosen Achievement Value Orientation scale (1959), the same scale that was used to measure the mother's achievement value orientation. Therefore, the definition of this construct is the same as that measured for mothers.

Limitations of Studies

Value similarities between parent and child have not consistently been found in the value socialization literature; notable exceptions include political, religious, and mobility values (Furstenberg, 1971; Hoge, Petrillo, & Smith, 1982; Niemi, Ross, & Alexander, 1978; Troll, Neugarten, & Kraines, 1969). Discrepant findings consistently indicate that youths are more liberal (i.e., less traditional) in their value orientations than their parents. Several social and methodological explanations for these inconclusive findings have been put forth. First, children in our culture are exposed to a variety of value orientations in numerous situations, some of which may deviate markedly from the values held by the child's parents. For example, teachers, club leaders, peers, and mass media may offer widely varying information concerning and behavioral exemplars of values; these may serve to dilute the value training of the parents. Moreover, the interaction style of the family unit and specific parenting practices may make it less likely that the child will adopt the value held by the family. For example, verbally unexpressive parents may not communicate their viewpoints to the child as strongly as other socialization agents thereby making less of an impact on the value formation process.

Additionally, some of the noted discrepancies may be due to methodological problems. Four methodological problems common to many value socialization studies have been cited (Niemi et al., 1978). First, most rely on children's perceptions of parental

values which may lead to findings which reflect either greater or lesser intergenerational concordance than actually exists. Second, most studies in this area have used small samples of middle-class children. Third, definitions of constructs vary from study to study making it difficult to compare results and make generalizations across studies. Finally, data in these studies often are analyzed in aggregate form rather than in parent-child pair form which may inflate the degree of similarity which appears to exist between generations. One additional problem, often cited as contributing to these inconclusive findings, is the lack of multigenerational longitudinal data that address the process of value socialization. Existing data from a study of educational and occupation aspirations and expectations among low-income Appalachian youth met these requirements for addressing this problem because they provide two sets of generational longitudinal data on achievement value orientation. Further, achievement value orientation data were collected directly from mothers at two phases of the study and directly from children at one phase; the sample was sufficiently large, although it was restricted to one subcultural group; the same scale was used to measure achievement value orientation at all three phases of the study; and the data are in the form of mother-child pairs.

CHAPTER II

REVIEW OF LITERATURE

The Value Socialization Process

The transmission of values from one generation to another has been treated as a basic assumption of socialization theory (Kohn, 1983). It has been proposed that parents play a unique role in the socialization process. The dependence of children on parents for physical and socio-emotional nurturance places parents in a powerful position to both selectively reinforce behaviors and values of social behavior for their child (Rosen, 1961). Moreover, it is assumed that the context of childrearing affects the socialization process. Parent-child interactions that are warm, encouraging, and demanding foster shared parent-child values.

Experiences associated with social class membership have been related to the development of common class value orientations (Kohn, 1983) and parenting practices (Bronfenbrenner, 1958; Rosen, 1964). Micro-level contextual factors which have been found to foster value similarity between parents and children include family structure and the mothers' age. In addition, children's characteristics such as level of ability and motivation influence parents' relational styles and goals for their children as well as the children's own goals and motivation, which in turn affect the value similarity of parents and their children.

Theoretical Perspective

Value socialization theorists assume that, within a social context, younger generations of a family learn values from preceding generations. Mechanisms viewed as contributing to the value socialization process are modeling, reinforcement, and incidental learning. Each of these mechanisms is an integral part of the social learning theory paradigm. Hence, social learning theory is the major explanatory model in the value socialization literature.

Social learning theorists view development as an ongoing learning process which may be predicted by basic learning principles (Rosser, 1981). As such, child achievement value outcomes are expected to vary as the result of exposure to various characteristics of the environment. Child-rearing studies have successfully demonstrated that manipulation of environmental factors can be used to produce desired changes in both child and parent behaviors (Patterson, 1980). Basic learning principles applied in these studies were selective reinforcement and modelling. Moreover, it has been demonstrated that learning takes place through exposure to experiences which currently are not salient.

Others influence children explicitly through selective reinforcement of child behavioral output (Rosen, 1964). The effect of reinforcement is not automatic because it depends on the relationship between the action and the perceived consequences of the action (Maccoby & Martin, 1983). Reinforcement is principally an informational and motivational operation in that, the

consequences of behaviors provides the child with valuable information about probable outcomes for future actions (Bandura, 1977). Generally, it is expected that previous behaviors which resulted in pleasant consequences will be more likely to occur in the future; whereas, those behaviors which resulted in unpleasant consequences will be more likely to cease. The effectiveness of reinforcement in increasing response rates has been verified numerous times (Rosser, 1981). Moreover, the power of parents to control the environment of their children places them in a powerful position to shape the values of their children through the use of selective reinforcement (Shaffer & Brody, 1981).

Others also influence the behaviors of children implicitly through modelling (Rosen, 1964). Children learn from observing the behaviors of others in much the same way that they learn from their own behaviors although, the reinforcement they receive is vicarious (Bandura, 1969). Further, the social learning paradigm assumes that cognitive capabilities of children allow them to attend to significant aspects of modeled behavior such as components of responses and consequences incurred by the model (Bandura, 1977). That is, children are more likely to model an observed behavior if the responses they observed were salient and the consequences were reinforced. A related concept, incidental learning, suggests that observation of behaviors that do not have any current relevance for the child also may result in learning on the part of the child. These observed experiences are stored in memory for use at a later

time (Bandura, 1977). As is the case with reinforcement, there is abundant evidence to support the phenomenon of imitative learning.

With both reinforcement and imitation, consequences are viewed as regulators of future behaviors by providing information about the likelihood of future rewards or punishment as well as motivating children to act in ways which they perceive will result in valued outcomes in the future. Moreover, through multiple experiences with varied responses and consequences, children acquire implicit rules which govern their behavior (Rosenthal & Zimmerman, 1978). In combination, multiple exemplars, even when they contain insufficient or divergent information, contribute to the development of rules because children are cognitively capable of extracting consistencies across situations and abstracting rules from these consistencies.

Whether a child models the behavior of another depends on the nature of the model. Children are more likely to model their behavior after people they regard as prestigious, skillful, similar to themselves, or nurturant (Bandura & Walters, 1963; Yando, Seitz, & Zigler, 1978). Parents are powerful models for the child because they are highly available and exhibit the previously identified characteristics. In addition, the dependency of the child on parents for emotional support should foster the acquisition of incidental elements of the parents' behavior (Maccoby & Martin, 1983).

Principles that are viewed as contributing to the acquisition of specific behaviors by the child also are viewed as contributing

to the child's acquisition of less observable personality traits such as values. However, social learning theorists are cautious in attributing similarity in values between parents and their children solely to reinforcement and modelling within the family unit. Rather, they point to shared cultural background and social experiences as being largely responsible for existing similarities between groups of parents and children within specific subcultural and social class settings.

Value transmission researchers typically fall into two groups with regard to social learning theory. One group explicitly acknowledges the role of modeling on the value socialization process through the inclusion of parental values in their models (Bowles & Gintis, 1976; Kohn, 1983). Generally these same researchers imply that reinforcement plays an important role in the value socialization process. The second group explicitly acknowledges the role of both selective reinforcement and modeling in the value socialization process through the inclusion of parental values and socialization practices in their models (Elder, 1962, 1963; Rosen, 1961, 1964). Therefore, the study of value socialization relies heavily upon social learning theory as an explanatory paradigm.

Parenting Style

An historical review of parenting traits reveals that several dimensions whereby parents differ are consistently associated with differing outcomes in child behavior. Studying differences in behavioral outcomes of children reared in strict versus permissive

homes was a major research focus in the 1930s. Findings from these early studies suggested that preschool children reared in strict homes were more obedient, courteous, neat, shy, timid, withdrawn, submissive, and troubled; whereas, their counterparts reared in permissive homes were more aggressive, disobedient, self-confident, self-expressive, and independent (Symonds, 1939). Interestingly studies of college students also indicated that being reared strictly was associated with submissiveness, anxiety, social ineptness, and anti-social aggression and being reared permissively was associated with social dominance (Carpenter & Eisenberg, 1938; Watson, 1934). These findings led to the conclusion that strict adult dominance produced more dependent, shy, conforming, obedient children; whereas, permissive rearing produced independent, aggressive children. The major criticism of these early studies was that concepts of strict and permissive were ambiguously defined. Strict could imply severe punishment; whereas, permissive could imply indifference and neglect (Watson, 1957).

The recognition of this lack of specificity in defining parenting dimensions and the desire to more clearly and consistently define these dimensions prompted researchers to reanalyze existing data and construct polar opposite dimensions to test with new samples. Defined dimensions, in addition to restrictiveness versus permissiveness, included but were not limited to: calm detachment versus anxious-emotional involvement (Baldwin, 1955); warmth versus hostility; control versus autonomy (Schaefer, 1959); and democracy

versus autocracy (Baldwin, 1955). Later studies suggested that overlap existed in some of these dimensions. Becker (1964) for example, viewed Schaefer's (1959) control versus autonomy as comprising two separate dimensions: restrictiveness versus permissiveness and anxious-emotional attachment versus calm detachment. Becker developed a four-fold typology of parenting based on these two major dimensions. Although these dimensions accounted for a great deal of the variance in parenting styles, other previously mentioned polar opposites continued to appear as important in individual studies. In 1967, Baumrind and Black identified four factors which appeared to explain well the variance in parenting styles: consistent discipline, maturity demands, restrictiveness, and encouragement of independent contacts. Baumrind's (1973) work ultimately resulted in identification of three distinct parenting styles: authoritarian, permissive, and authoritative. Authoritarian parents are described as parents who value obedience and order, restrict the child's autonomy, do not encourage verbal give and take, and favor punitive, forceful measures to curb behaviors of the child that are deemed inappropriate. Permissive parents are described as parents who behave in a nonpunitive, affirmative, accepting way which allows the child the maximal freedom to regulate his/her own activities, and who avoid the exercise of control. Authoritative parents are described as parents who value autonomous self-willed discipline and

conformity which is achieved through the use of reason, power, shaping, and reinforcement (Baumrind, 1973).

Identification of these parenting styles was important to the study of achievement value socialization for two reasons. First, concomitant work in the area of value transmission indicated that there were significant value similarities between parents and their children when examining them in the context of relational and family structural variables (Elder, 1962, 1963; Ihinger-Tallman, 1982; Rosen, 1959, 1961, 1964). Parent-child relationships typified by parental encouragement, parental demands, parental warmth, and independence training show high value similarity (Elder, 1962, 1963; Rosen, 1959, 1961, 1964). The authoritative parenting style most closely matches those parental behaviors which typify high value similarity parent-child relationships. Second, authoritative parenting is associated with the development of childhood competence. Competent children are defined as those children who rank high in independence, self responsibility, self-control, and achievement orientation (Baumrind, 1973; White, 1973). In general, children reared by authoritarian and permissive parents lack in achievement orientation, social responsibility, and independence; whereas, children of authoritative parents are socially responsible, independent, and achievement oriented (Baumrind, 1973; Elder, 1963; Hoffman, Rosen, & Lippett, 1960; Rosen & D'Andrade, 1959).

Social Class

Family background, commonly defined as family social class, is of particular importance to the value socialization process for two reasons. First, parenting style appears to be imbedded in the larger social context to the extent that there are social class differences in predominant modes of parenting behavior associated with membership in each social class. Generally, lower class parenting characteristics have been found to be more typical of the authoritarian than the authoritative parenting style (Bronfenbrenner, 1958; Kohn, 1969; Rosen, 1964). Closeness of the parent-child relationship is important in affecting the child's values; therefore, one would expect less value similarity in lower class families than in middle class families as the result of the more frequent use of authoritarian parenting techniques. Second, socioeconomic class membership appears to be related to differences in value orientation. Parents with low levels of educational attainment and highly routinized, uncomplicated work performed under close supervision are thought to have values which reflect this work, namely conformity to external authority. On the other hand, parents with high levels of educational attainment and work that is unroutinized, complex, and self-directed are thought to have values which reflect self-direction (Kohn, 1983). The values parents hold for their children reflect the parents' more general values for themselves (Kohn, 1983). In addition, within a community, members of a given social class typically reside in close proximity to one

another and their children attend the same schools. School settings have been found to reflect the value orientations of the communities they serve (Bowles & Gintis, 1976). Schools in lower class settings offer children few opportunities to be self-directed and require conformity to authority because conformity is considered a requisite of successful adaptation to adult work roles typical of the lower class (Kohn, 1983). These circumstances greatly influence the achievement value orientations of lower class children.

Influence of Significant Others

Significant others, such as parents, teachers, and peers, have a strong influence on the aspirations, expectations, and academic motivation of children (Kandel & Lesser, 1969; Kerckhoff & Huff, 1974; Nuttall & Nuttall, 1976). Further, the influence of parents is much stronger than that of other significant persons and over time, parents become an increasingly important source of influence (Williams, 1972). Mothers' goals for their children are reflective of their own achievement value orientation (Kohn, 1983). Lower socioeconomic status mothers have a wider range of aspirations and expectations for their children, including more lower levels goals than do middle-class mothers (Rodman & Voydanoff, 1978). However, when mothers in this group have high goals for their children and positive assessments of their children's abilities, their children have higher goals and greater achievement motivation than would be expected (Bell, 1963: Brook, Whiteman, Lukoff, & Gordon, 1979; Rosen & D'Andrade, 1959; Seigner, 1983; Tiwari & Misra, 1977). Moreover,

the aspirations and expectations that significant others hold for the child are influenced by the child's own ability and past performance (Otto & Haller, 1979).

Characteristics of the Child

Characteristics of children influence the goals that mothers hold for them and their own goals and motivation. Mothers informally assess the abilities of their children (Seigner, 1983). These informal assessments are fairly accurate and mothers' aspirations and expectations for their children reflect these realistic appraisals. Children also make informal assessments of their own abilities and adjust their goals and academic motivation accordingly (Crandall, Katkovsky, & Preston, 1962). Moreover, age of the child is assumed to affect this process. Achievement motives and goals are directed toward the future; as the time between the present and goal attainment decreases, mothers' goals and children's goals and motives would be expected to become more realistic (Gjesme, 1981). Further, child's and mother's achievement value orientations would be expected to become more similar as the result of shared social class status, experiences, and perceptions of the child's abilities.

Other Influences on Child's Achievement Value Orientation

Family structure, in part, determines the extent to which parental values impact on children in the family. Children from small families and the oldest child in the family, have values more similar to their parents, presumably because families with these

attributes offer more opportunities for parent-child communication. Further, mothers' age differentially affects value similarity with young mothers of small families and older mothers of large families having more impact on their children's values (Rosen, 1964).

Rational for Use of Appalachian Subculture

The study of achievement value socialization in the Appalachian subculture is of particular importance because of the economically depressed nature of the region. One major reason identified as a cause for this region's continuing state of depression is the low educational and occupational attainment of the inhabitants. Achievement value socialization would be expected to play a major role in the achievement attainment process. Shared social class status and experiences are typical of subcultural groups. Moreover, subcultural experiences would be expected to impinge upon the direction that joint mother-child goals for the child take over time. The rural Appalachian subculture is in a value transition from traditional folk values to contemporary urban values (Peters, Wilson, & Peterson, 1986). Contemporary values place more emphasis on achievement than was typical of the traditional value orientation of this region. However, economic conditions of this region have resulted in few opportunities to both remain in the rural areas and realize high aspirations and expectations. Therefore, it would be expected that there is a general decrease in intensity in the achievement value orientation of mothers and children in this region

as children reach the adolescent and young adulthood years (Photiadis, 1977).

CHAPTER III

RESEARCH METHODS

Design

This study utilized a passive observational panel design with existing data collected at three phases, 1969, 1975, and 1979, for the primary respondents (the children) and at phases one and two for the secondary respondents (the mothers).[1,2] The sample for this study was limited to the white, rural portion of the available sample for which mother and child data were available at phases 1 and 2, or 202 of the 544 available respondents. The object of this study was to assess patterns of influence of mother's and children's antecedent variables on the criterion variable, child's achievement value orientation. A structural equation model technique was used to study the relationship between mother and child variables.

Population

The population of interest in the original study was low-income Southern, rural and urban, white and black, youth and their mothers.

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[1]Southern Regional Research Projects S-63 (1969, 1975) and S-126 (1979). Funding for this project was through the North Carolina Agricultural Research Service and the Cooperative State Research Service, United States Department of Agriculture.

[2]The author of the present study particpated in the analysis of a fourth phase of data for these same respondents and in assembling the data for phases 1, 2, and 3 onto one data tape.

To insure that subjects represented the target population, a purposive sample of schools, known by the researchers and their informants to be characteristic of the low-income regional population, was selected. In all, 28 schools in seven southern states — Alabama, Mississippi, Kentucky, North Carolina, South Carolina, Tennessee, and Virginia — were selected for inclusion in the study. All children enrolled in fifth and sixth grade classes in those schools present on the day the survey was conducted were sampled. Mothers of the sample children also were surveyed during in-home interviews.

Method of Data Collection

Data collected for a longitudinal study of the educational and occupational expectations and aspirations of low-income youth (Southern Regional Technical Committee for Family Life, 1974) was used to study the following hypotheses. Using existing data allowed a more thorough examination of the causal relationship between the variables under study than would be possible with a cross-sectional study design with the same purpose. The fact that these data had already been collected offered the additional advantage of an economical study.

Data were collected at three phases through the use of questionnaires and interview protocols. The method of administering the questionnaires and protocols differed at each phase of the study. In 1969, when the child respondents were in the fifth and sixth grades, the researchers administered a questionnaire and the

Otis-Lennon Test of Mental Ability to the respondents in their classrooms. The children read and marked their own questionnaires as the researcher read the questions and possible responses aloud. During this phase, the mothers were interviewed face-to-face in their own homes.

The first follow-up occurred in 1975 when the child respondents were between the ages of 17 and 19 and were expected to be juniors and seniors in high school. The follow-up questionnaire was administered in the school setting. Youth absent from school on the day of the survey administration and youth who had dropped out of school or moved were located and surveyed individually. Depending on the situation, face-to-face interview, self-administered questionnaire or self-administered with interviewer assistance method was used to collect data. Mothers again were interviewed face-to-face.

In 1979, when the child respondents were 21 to 23 years old, a mail questionnaire was used to track their progress. The mothers were not re-interviewed at that time.

Sample Size and Non-Response Rate

During the initial phase, the sample included 1,412 children and their mothers or 58% of all students initially available for inclusion. Loss of subjects occurred for several reasons. First, 12% of the population was absent on the day the survey was administered. Subsequent screening of the questionnaires resulted in elimination of another 16% of the respondents for the following

reasons: child had a major physical disability, serious chronic illness, or mental handicap; child was from a background or living situation unrepresentative of the subculture, such as parents' employed in professional roles or being a white student in an urban predominantly black school; child was a foster child or ward of the state; child was not living with his mother, stepmother or adoptive mother.

Following elimination of inappropriate child subjects, attempts were made to contact mothers or mother substitutes of the remaining children. In 7% of the cases no mother was present in the home, and in another 7% the interviewer was unable to locate the mother or she refused to participate. Of the mothers who agreed to participate, 7% already had been interviewed concerning a sibling of the respondent; and another 8% were subsequently eliminated because the child questionnaire was found to be incomplete.

During the second phase (1975), administrative problems resulted in the loss of data for the original Alabama sample of 210 and one school in Mississippi. These losses combined with the inability to locate some of the original respondents resulted in a response rate of 73% or 946 respondents. Total sample size for mothers at phase 2 was 576 or a response rate of 41%.

The third phase (1979) was an attempt to again relocate all subjects in the original sample minus those lost in Alabama and Mississippi. The final sample at this phase included 544 subjects, a response rate of 43%. Of these 544 subjects, there were 202

white, rural subjects for whom mother-child data were available at phases 1 and 2. These 202 subjects compose the sample for this project.

During both of the follow-up phases, location of respondent was a priority. Information on the whereabouts of subjects was collected through the schools, parents, extended family, former neighbors, former classmates, the postmaster, voting records, and local churches.

Structural Model

Figure 1 shows the hypothetical model in structural form. Nine unobserved constructs and three observed variables were employed as indicators of the concepts used in the explanatory models of achievement value orientation. Additional figures presented later will show the explanatory models of achievement value socialization explicitly tested in this study. Each of these two paths of influence extracts from the structural model only those constructs mentioned in the explanatory models.

Sociological Model

Four basic hypotheses of the sociological explanation as presented by Kohn (1983) are at issue here:

$H_{1.1}$: Background experiences common to members of specific social classes, especially those related to qualitatively different aspects of schooling and occupation, establish and perpetuate predominant

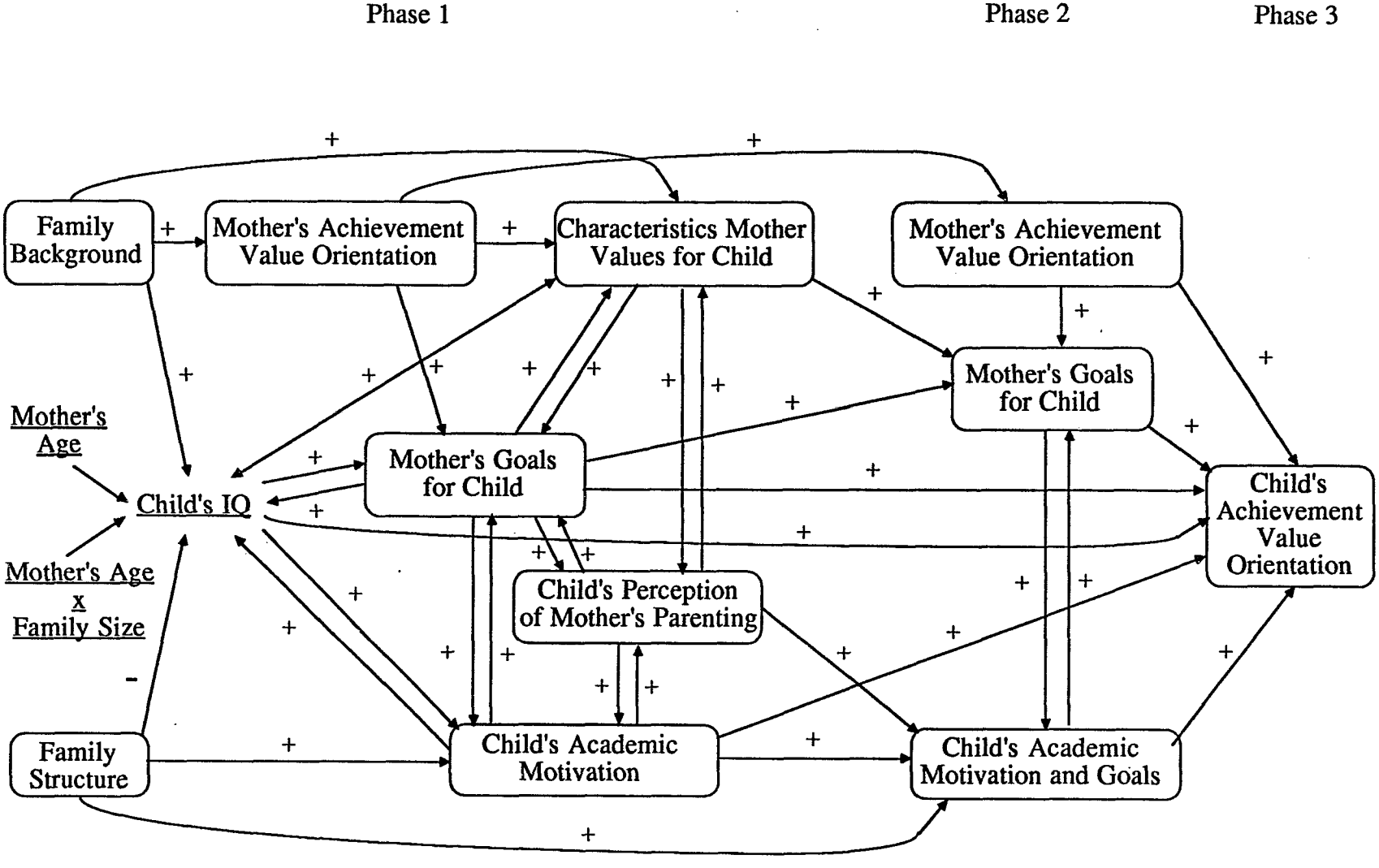

Figure 1. Combined model of the achievement value socialization process.

social class values which are acquired by families in that social class.

$H_{1.2}$: Family background experiences establish parental values and in doing so influence the goals that parents hold for their children.

$H_{1.3}$: Goals that parents hold for their children reflect parents' own salient values of themselves.

$H_{1.4}$: Parental values and goals for the child are transmitted to the child through shared parent-child and social class experiences, selective reinforcement, and modeling.

Recall that an assumption of this study is that mother's achievement value orientation and goals for her child are relatively stable over time. These four hypotheses have been operationalized as stated below and then arranged in the structural model (Figure 2).

$H_{1.1}$: Educational attainment of parents and occupational experiences of the father (Family Background) directly influence mother's achievement value orientation (Mother's Achievement Value Orientation).

$H_{1.2}$: Educational attainment of parents and occupational experiences of the father (Family Background) mediated by mother's achievement value orientation (Mother's Achievement Value Orientation), indirectly influences the educational and occupational goals the mother holds for her child (Mother's Goals for Child).

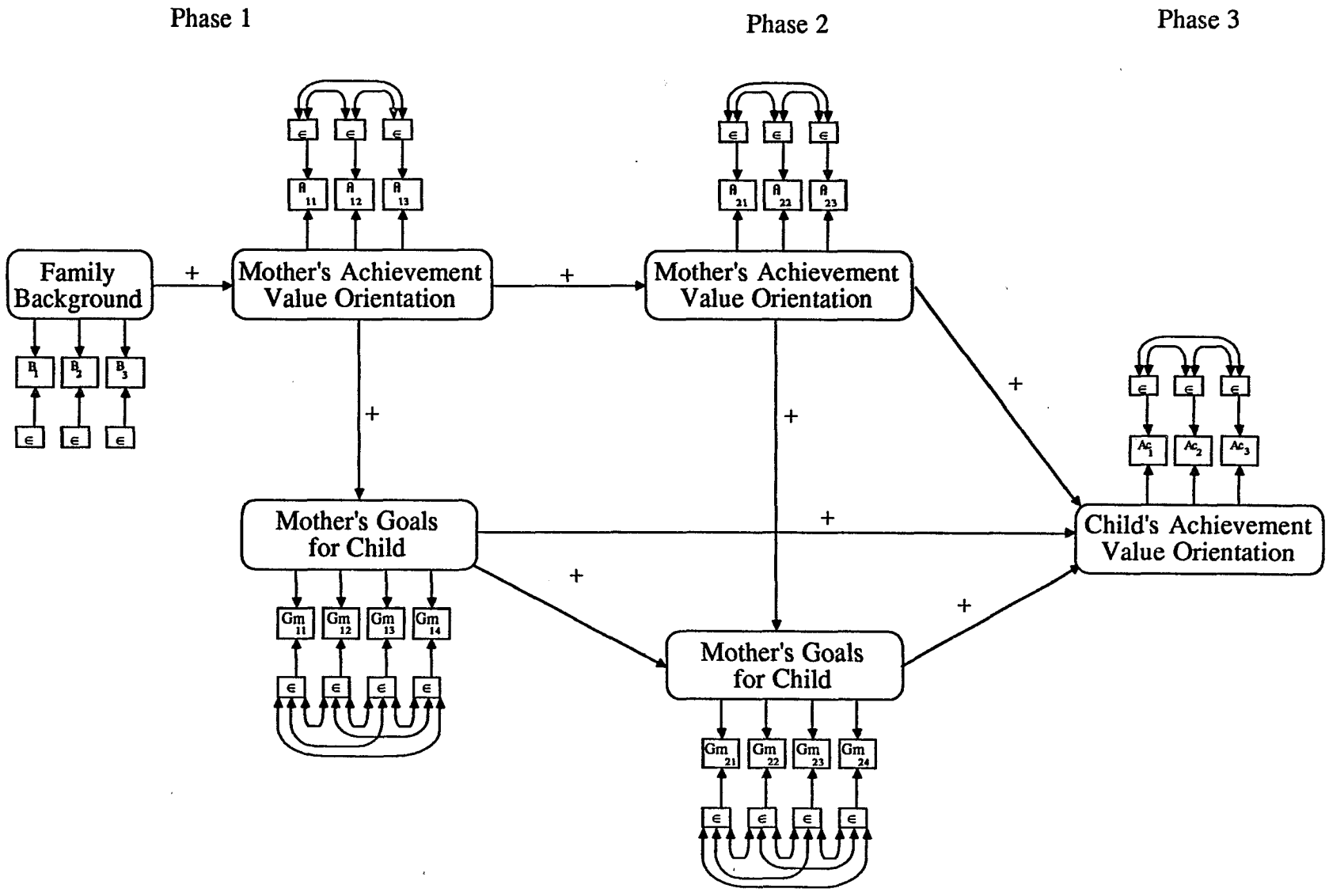

Figure 2. Sociological model of the achievement value socialization process.

$H_{1.3}$: Mother's achievement value orientation (Mother's Achievement Value Orientation) directly influences the educational and occupational goals she holds for her child (Mother's Goals for Child).

$H_{1.4}$: Mother's achievement value orientation (Mother's Achievement Value Orientation) and the educational and occupational goals she holds for her child (Mother's Goals for Child) both directly influence the child's achievement value orientation in young adulthood (Child's Achievement Value Orientation).

Parent-Child Interaction Model

The following set of hypotheses were derived from work on the effects of parent-child interaction on the value socialization process (Elder, 1962, 1963; Rosen, 1959, 1961, 1964):

$H_{2.1}$: Background experiences common to members of specific social classes, especially those related to qualitatively different aspects of schooling and occupation, establish and perpetuate predominant social class values which are acquired by families in that social class.

$H_{2.2}$: Family background experiences establish parental values and in doing so influence the goals that parents hold for their children.

$H_{2.3}$: Goals that parents hold for their children reflect parents' own salient values for themselves.

$H_{2.4}$: Goals that parents' hold for their child, in part, determine the interactional style they adopt with the child; further, the interactional style they adopt influences their goals for the child.

$H_{2.5}$: Characteristics of parenting style, such as independence training, warmth, verbal exchange, and encouragement, influence the academic motivation of the child and the academic motivation of the child influences the parents' style of interaction.

$H_{2.6}$: Child's academic motivation is relatively stable over time and influences the child's own educational and occupational goals.

$H_{2.7}$: Child's academic motivation and goals influence future achievement value orientation.

These hypotheses have been operationalized as stated below and have been arranged in a structural model (Figure 3).

$H_{2.1}$: Educational attainment of parents and occupational experiences of the father (Family Background) directly influence mother's achievement value orientation (Mother's Achievement Value Orientation).

$H_{2.2}$: Educational attainment of parents and occupational experiences of the father (Family Background), mediated by mother's achievement value orientation (Mother's Achievement Value Orientation), indirectly

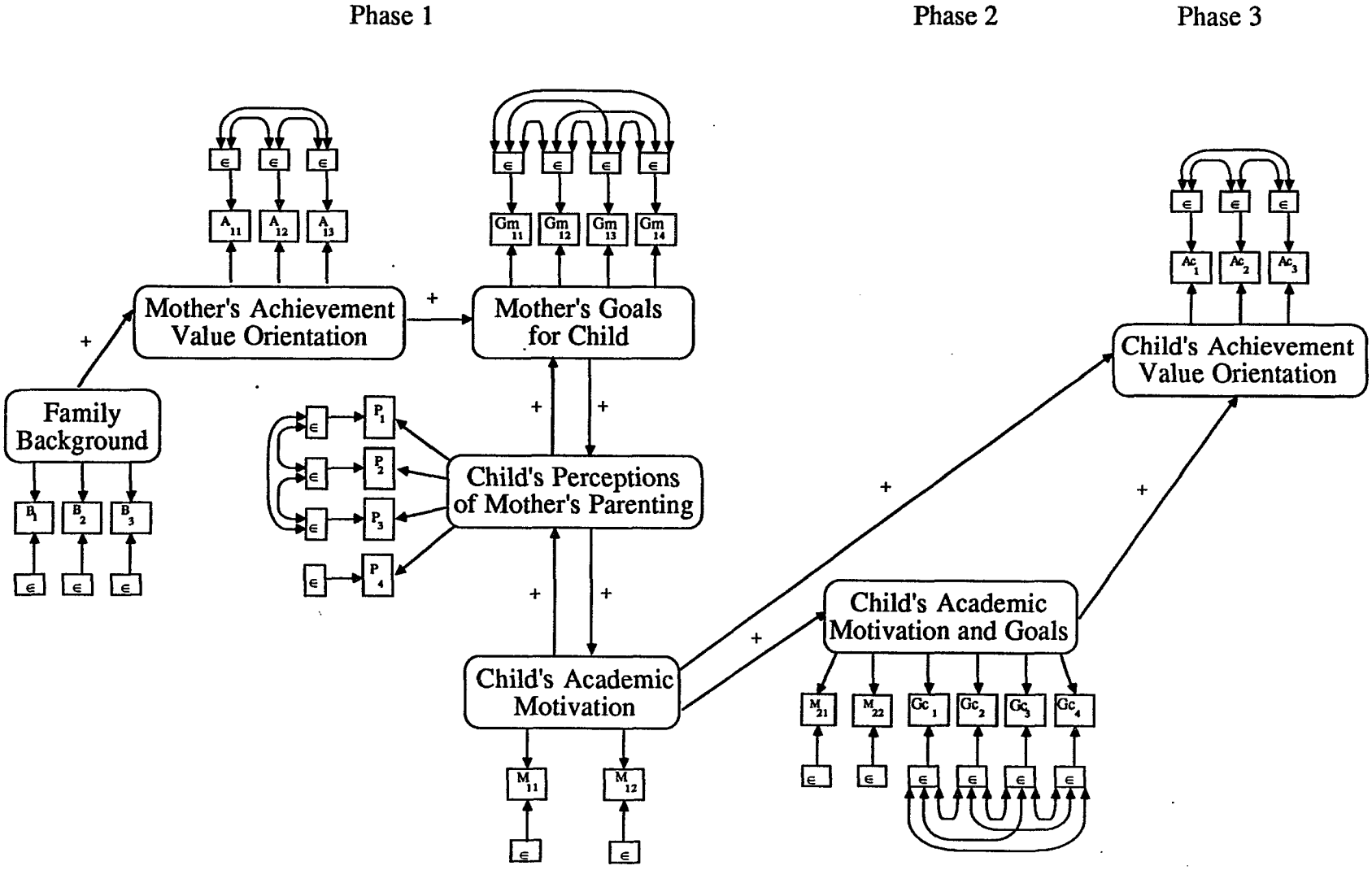

Figure 3. Parent-child interaction model of the achievement value socialization process.

influences the educational and occupational goals the mother holds for her child (Mother's Goals for Child).

$H_{2.3}$: Mother's achievement value orientation (Mother's Achievement Value Orientation) directly influences the educational and occupational goals she holds for her child (Mother's Goals for Child).

$H_{2.4}$: Educational and occupational goals that the mother holds for her child (Mother's Goals for Child) and the quality of the parent-child interaction (Child's Perception of Mother's Parenting) directly and reciprocally influence one another.

$H_{2.5}$: Quality of parent-child interaction (Child's Perception of Mother's Parenting) and child's academic motivation (Child's Academic Motivation) directly and reciprocally influence one another.

$H_{2.6}$: Child's academic motivation at school age (Child's Academic Motivation) directly influences the academic motivation and educational and occupational goals of the child at adolescent (Child's Academic Motivation and Goals).

$H_{2.7}$: Child's academic motivation and educational and occupational goals (Child's Academic Motivation and Goals) directly influence child's achievement value orientation (Child's Achievement Value Orientation) in young adulthood.

Measurement of Variables

This study was designed to work within the constraints imposed by the use of an existing data base. Therefore, the selection of constructs from the theoretical knowledge base and the selection of measures to represent the theoretical construct were limited by the available variables. Fortunately, the data base provided an adequate selection of variables for both the mothers and children. In this section each variable measured will be described, one or two examples of items from each scale and appropriate responses will be stated, information from evaluative studies will be cited wherever possible, and the assessment of validity and reliability of the measures will be discussed.

Family background variables were measured using single-item objective measures. To assess father's occupation the mother was asked "What kind of work does your husband do?" Open-ended responses to these questions were scored using census scale of prestige scores (Reiss, 1961) and this measure was labeled B_1. Mother's and fathers' educational attainment was assessed through these questions: "What is the highest grade in school that you have completed?"; and "What is the highest grade in school that your husband has completed?" Responses were coded into five categories ranging from "4 years or less" to "beyond high school." Father's educational attainment was labeled B_2; whereas, mother's educational attainment was labeled B_3.

Mother's age was assessed through a single-item objective question: "What is your current age?" In addition, an interaction variable of mother's age by family size was constructed. The face validity of the family background and mother measures is enhanced by their objective phrasing and the reliability of these measures would be expected to be high insofar as the questions are of a factual nature; however, no re-interview was conducted to verify this.

Mothers also were asked to report family demographic information that was used to construct family structure variables. The interviewer asked: "Now I would like you to list all of the persons living in this household -- everyone who eats and sleeps here as part of the family or household -- including any persons who are considered household members who are temporarily away." For each person listed, the mother was asked for the following information: age, sex, grade in school, employment status, and occupation. The total number of children living in the household was summed to create the family size variable. Ordinal position of the child of interest was coded consecutively from 1 for "oldest or only child" through the actual largest birth order number in the sample. Again, the face validity and reliability of these measures is enhanced by the objective wording and factual nature of these questions.

Child's intelligence was measured through the use of the Otis-Lennon Mental Ability Test (1967). This test was administered and scored according to the instructions in the test manual. Items

included measures of verbal and quantitative abilities requisite for success in schoolwork. The construct validity of this measure as assessed with various other achievement tests is reported to be in the range of .60 - .80 (Southern Regional Committee, 1974).

Achievement value orientation was measured using six of the seven items in the Rosen scale (1956, 1959). The seventh item was deemed inappropriate for use with this sample and eliminated. This scale includes three value orientation categories. Typical items from these categories are: "All a man should want out of life is steady work that is not too hard with enough pay to afford a nice car and home" (Activistic-Passivistic Orientation); "Nothing is worth the sacrifice of moving away from one's parents"; (Individualist-Collectivistic Orientation); and "Planning only makes a person unhappy since your plans hardly ever work out anyway" (Present-Future Orientation). Appropriate responses included "agree", "disagree", and "undecided". Each of the three scales were used as indicators of the unobserved construct achievement value orientation. A_{11} and A_{21} were measures of Activistic-Passivistic Orientation; A_{12} and A_{22} were measures of Individualistic-Collectivistic Orientation; and A_{13} and A_{23} were measures of Present-Future Orientation at phases one and two, respectively. The range of scores for this scale was 1 to 3, with a high score on all three of these factors indicating activistic, individualistic, and present orientations, or a high achievement orientation. On the surface the scale appears to be addressing the construct achievement

value orientation. Cronbach's alpha reliability of this scale was reported as .81 (Southern Regional Committee, 1974). Further, stability of the measure was assessed through correlating the mothers' scores on the Rosen scale at phases one and two, the resulting correlation coefficient was .61. This scale also was used to assess the child's achievement value orientation at phase three and was labeled Ac_1, Ac_2, and Ac_3. However, the children were given only two response alternatives, "agree" and "disagree". Therefore, the range of scores was 1 to 2, with a high score indicating a high achievement value orientation. Despite the fact that the items of this scale were interspersed with those of another scale, the wording of the items would be expected to result in correlated measurement error. In addition, the use of the same scale, with the same respondents at two phases of the study would be expected to result in correlations among errors.

Mother's goals for her child were operationalized using four items developed by the project staff: "If you could choose any job, what kind of job would you most like (child's name) to have when he/she grows up?"; "What kind of job do you think (child's name) really will have when he/she grows up?"; "If you had your choice, how far would you like (child's name) to go in school?"; and "How far do you think (child's name) really will go in school?" The first two questions were open-ended and mothers' responses were classified numerically according to Census categories with a range of 1-9. Measures of occupational aspirations and expectations used

at phases one and two were labeled Gm_{11}, Gm_{12}, Gm_{21}, and Gm_{22}, respectively. The second two items, measures of educational expectations and aspirations, allowed for seven responses the first of which was "8th grade" and the last of which was "finish college." These measures also were used at both phases one and two and were labeled Gm_{13}, Gm_{14}, Gm_{23}, and Gm_{24}, respectively. These single item measures are very narrow in definition and offer the cooperative respondent the opportunity to give a very precise answer. However, the similar wording of the questions would be expected to result in correlated measurement error. Moreover, the use of these same questions with mothers at two phases of the study would be expected to result in correlation among errors.

Characteristics the mother values for her child was measured using Kohn's Parental Values scale (1969). Interviewers presented mothers with a card listing brief statements concerning characteristics of children and the following instructions: "This card has 16 statements, I am going to read all of them first, then you will tell me the 3 that you think are the most important for a boy (girl) of (child's name) age." A factor analysis of these items indicated three factors: "mother wants her child to have character"; "mother wants her child to be outgoing"; and "mother wants her child to be polished." Typical items included: "that he (she) tried hard to succeed" (character); "that he (she) gets along well with other children" (outgoing)"; and "that he (she) has good manners" (polish). Two of these factors, character and outgoing,

were used in these analyses. When a mother chose a majority of items from one of these two groups, her responses were coded according to the preponderant category. When no majority existed, her response was coded zero. Because of the way in which this scale was scored, one would expect there to be correlated measurement error. Kohn (1969) noted that mothers' discipline and training practices agree with the characteristics they valued. Therefore, construct validity was assessed by correlating these measures with the independence training scale and the punishing factor. The resulting coefficients for character with independence training and punishing were -.04 and -.09, respectively. . The coefficients for outgoing with independence training and punishing were both .06. Therefore, the construct validity of the character and outgoing measures is suspect.

Academic motivation was measured using a scale developed by Elder (Southern Regional Technical Committee for Family Life, 1974). The scale consists of six items of which "I am interested in my school work" and "When I get a grade I don't like, I try hard to do better" are typical. At phase 1, five Likert-type responses were provided for each question. The scale had a range of 5 to 30 with a high score indicating high level of academic motivation. At phase 2, to compensate for missing items for a substantial number of respondents, scores for the sum of items answered were divided by the total number of items. The resulting range of scores for this scale was 1 to 5. The measure was labeled Gm_{11} at phase one and

Gm_{21} at phase two. In addition, four items from the Weiner Achievement Motivation scale were found, after performing a factor analysis, to compose a factor named academic liking. An item typical of these four is: "When I am sick, I would rather (1) rest and relax (2) try to do my school work". At phase 1, the range of scores for this scale is 4 to 8 and a high score indicates a high level of academic motivation. At phase 2, the procedure used with the academic motivation measure to compensate for missing data also was used with this measure. The resulting range of scores for this scale was 1 to 2. This measure was labeled Gm_{12} at phase one and Gm_{22} at phase two. These items were used in conjunction with the Elder items as measures of the unobserved construct academic motivation since all of the items appear to be measuring the same construct. Cronbach's alpha internal consistency reliability of these items combined is .74 (Southern Regional Committee, 1974). A correlation of these two sets of items also was run as a means of assessing construct validity. The correlations between academic motivation and achievement motivation were .48 and .41 at phases 1 and 2, respectively. Stability of the measure was assessed through correlating phase 1 and 2 scores for the complete scale, with a resulting correlation coefficient of .39. Use of the same scale at two points of data collection would be expected to result in correlated measurement error.

With slight modifications to the wording, the same items used to measure mother's educational and occupational aspirations and

expectations for her child were used to measure the child's own goals at phase 2. These measures were labeled Gc_1, Gc_2, Gc_3, and Gc_4.

The child's perception of the mother's communication and independence training was measured using a scale developed by Elder (1965). This is a five-item scale with five response categories for each item and a scale score range of 5 to 25. The items address the child's perception of how often his mother explains reasons for rules and how often the mother allows the child to make independent choices with a high score indicating that the child perceives frequent use of both communication and independence training by the mothers. This scale includes items such as: "When she punishes me she tells my why, if I don't know" ("always" to "never") and "Does she let you decide things for yourself more than she did a year or two ago?" ("much more" to "much less"). This measure was labeled P_4. The items appear to fit the construct. Cronbach's alpha internal consistency reliability of these items is .49 (Southern Regional Committee, 1974). Since this scale was used only at baseline the stability of the scale over time cannot be assessed.

The child's perception of the mother's parenting behavior was measured by the 45-item Bronfenbrenner Parent Behavior Questionnaire (Devereux, Bronfenbrenner, & Suci, 1962). Factor analysis of this scale revealed three factors: loving, punishing, and demanding behaviors (Siegelman, 1965). These are typical items from the three factors: "I can talk her into almost anything" (loving factor);

"She slaps me" (punishing factor); and "She makes me work hard on everything I do" (demanding factor). Each of these factors was coded such that a high score indicated that the child perceived the mother to be high in the corresponding behavior. The possible ranges of scores on the loving, demanding, and punishing factors was 18 to 85, 15 to 75, and 12 to 65, respectively. Based on the premise that the use of authoritative parenting will result in the highest similarity between parent-child values, the punishing factor was recoded to reflect the moderate use of punishment characteristic of the authoritative parent. Therefore, moderate scores on punishment were recoded to high, high scores were recoded to low, and low scores were recoded to moderate. The remaining two factors were not recoded because authoritative parents characteristically are high in both loving and demanding behaviors. The loving, demanding, and punishing factors, were labeled P_1, P_2, and P_3, respectively. Evaluation of this scale by Siegelman (1965) revealed the Cronbach's alpha internal consistency reliability of factor I to be .78 and .73, of factor II to be .81 and .78, and of factor III to be .73 and .70 for boys and girls, respectively. In addition, he found overall internal consistency coefficients generally to be higher than the reliabilities of the individual scales. Factor III, demanding, which Siegelman defines as insistence on high achievement and explanation of rules, is independent of both punishing and loving behaviors. Theoretically, this factor should be moderately to highly correlated with communication and

independence training; therefore, a correlation between these two measures was run to test construct validity. The resulting correlation coefficient was .36. The proximity of these items to one another in the questionnaire and the wording of responses would be expected to result in correlated measurement error.

Data Analysis

LISREL (Joreskog & Sorbom, 1984), a "maximum likelihood estimate of unknown parameters in path models containing latent and observed variables" (Ladewig & McGee, 1986, p. 825), was used to analyze these data. Numerous advantages are associated with the use of this method for making causal inferences from field study data (Biddle & Marlin, 1987). First, constructs arranged in a complex causal model may be tested in a single stage of analysis. Second, models which assume both multiple influences on intervening and dependent variables and direct and indirect effects may be tested. Third, this method is capable of generating solutions for models in which nonrecursive relationships are hypothesized. Fourth, multiple indicators may be used to estimate latent variables. Fifth, errors of measurement (such as response set bias) and correlations among errors in equations (autoregression) may be estimated. Finally, the goodness-of-fit of one model may be compared with that of another model.

Two types of models are employed in LISREL. The structure model provides estimates of the strength and direction of hypothesized relationships between observed and latent constructs in

the model. Second, the relationships between observed variables and the constructs they represent are assessed by the measurement model (Ladewig & McGee, 1986).

Normality, linearity, homoscedasticity, and adequacy of sample size are basic assumptions of LISREL. The number of cases in the sample for the study was adequate. Assumptions of normality, linearity, and homoscedasticity were assessed through examination of residual scatterplots between the predicted Child's Achievement Value Orientation score and the errors of prediction for all variables with an arrow pointing directly to the Child's Achievement Value Orientation variable (Tabachnick & Fidell, 1983). Separate simple regressions were performed between Child's Achivement Value Orientation and Mother's Achievement Value Orientation at phase 2, Mother's Goals for the Child at phase 2, Child's Academic Motivation and Child's Academic Motivation and Goals. Inspection of the resulting residual plots revealed a grouping of scores at the center of each plot, rectangular shaped plots, and a band of scores of approximately invariate width across the center of each plot. These findings indicate normality, linearity, and homoscedasticity of measures. However, it should be kept in mind that when a number of variables are involved the assumption of multivariate normality is difficult to test. Moreover, "if a set of variables has a multivariate normal distribution, then the individual variables are univariate normal, but the reverse is not true" (Tabachnick & Fidell, 1983, p. 79).

A number of statistics were available to test the adequacy of models (Crano & Mendoza, 1987). Coefficients, similar to regression coefficients, and an R^2 for each equation in the model are given. In addition, an overall goodness-of-fit index, a Chi-square goodness-of-fit index, and a coefficient of determination of the model are given. Each of these statistics was analyzed to determine how well the model explains the data entered.

Methodological Issues

The major methodological limitations of this study are consequences of using existing data. In some cases the instruments selected for inclusion are less well-known instruments for which evaluative data are not currently available. More commonly used and accepted instruments might have been selected if the research question had been posed a priori. For the most part, the data available for this study were gathered through the use of closed response items; some safeguards were used to prevent possible bias introduced by this method. For example, the achievement value orientation scale items were intermingled with the items of another scale which should help to guard against response-set bias. Other scales were presented as a unit, but care was taken to reverse the wording as another means of controlling response-set bias. However, it should be kept in mind that the use of many scales with similar modes of measurement will certainly cause some mono-method bias. Another problem with the instruments is the result of an inadequate number of response categories. For example, the Rosen scale used

response categories of "agree", "disagree", and "undecided" with no intermediate responses, which greatly decreases the variability of the scale score. It would have been more desirable to offer, say, a seven-item Likert-type response scale. Finally, some of the instruments are single item measures, therefore reliability may not be assessed. Since most of these measures are for very concrete substantive constructs, this is not viewed as a serious problem. However, some of the broader construct measures consist of only five to six items which is a potential source of measurement error if the items do not represent an adequate sampling of the construct domain. As stated previously however, the face validity of all of the measures appears good and validity measures were used to further assess the magnitude of this potential problem.

A second limitation involves the method of data collection. The mother questionnaire data were gathered through face-to-face interview. This introduces the possibility of interviewer bias as well as the possibility of less accurate reporting of attitudes on the part of the mothers on some of the more sensitive issues. The child questionnaires were uniformly administered at phase one; however at phase two, three different methods of administration were used as a means of capturing as many respondents as possible. This may introduce other sources of random error in the form of either interviewer bias or as the result of variations in the testing situation. The final phase involved the use of mail questionnaires, which introduces still other sources of random error as the result

of unpredictable testing situations, the possibility that some respondents may have received help or input from others in filling out the questionnaire, and that some respondents may have answered the questions in an order alternate to what was intended by the research staff.

A third major limitation is the lack of data for the fathers. Although the mothers provided demographic data on the fathers, no measures of the fathers' attitudes concerning achievement value orientation and educational and occupational aspirations and expectations for their children were available. It is possible for parents of the same family to have divergent values, a situation such as this could dilute the influence of the mothers' values on the child. However, in a study of religious and social values, Hoge et al. (1982) found that within families, the values of parents are more similar to one another than to the values of their children.

A fourth possible limitation is the use of measures of children's perceptions with regard to mothers' behaviors, although there is disagreement on this issue. Ihinger-Tallman (1982) stated that the use of child perception measures makes "it difficult to know whether they represent accurate reports of parental behavior or whether they are the children's reconstructions of such behavior to bring them in accord with their current situation" (p. 545). On the other hand, Ausubel et al. (1954) state that parents behavior "affects the child's ego development only to the extent and in the form in which he perceives it" (p. 173). Moreover, obtaining

measures of parent-child relationships from parents may introduce error as the result of parents answering questions in socially desirable ways. It is expected that children are more candid in their assessments of these relationships (Nuttall & Nuttall, 1976). For this study the latter viewpoint was adhered to under the assumption that the child's perception of parental behavior will affect his eventual behavior, even if it is not a true representation of the "reality" of the situation.

Another limitation of using existing data is the lack of control over the response rate. Although great care was taken to insure that as many respondents as possible were followed up, there was still a considerable number of respondents lost from the first phase to the third phase. However, a comparison of educational and occupational expectations and aspirations, family background, and mental ability scores across the three phases indicated that selective attrition had not taken place (Southern Regional Technical Committee for Family Life, 1985). In addition, the purposive sampling strategy employed limits the generalizability of the proposed study to populations other than the one sampled. However, one of the major purposes of the present study was to assess achievement value socialization within the low-income Appalachian subculture which makes the introduction of this source of invalidity acceptable.

In spite of the limitations presented here, the opportunity to test the proposed hypotheses through the use of two-generational

longitudinal data is viewed as being of such critical importance that the limitations are overshadowed by the benefits. No study in any of the literature reviewed has included data on two generations of the same family over such an extensive period of time. In addition, the problem of low educational and occupational attainment within the Appalachian subculture is so prominent that use of these data as a means of better understanding the achievement value socialization process within that subculture can be viewed as valuable enough to overcome any drawbacks presented by the data.

CHAPTER IV

RESULTS AND DISCUSSION

The two types of models employed by LISREL (Joreskog & Sorbom, 1984), the measurement and the structural models, serve different functions. The measurement model, which specifies the relations among observed variables and the constructs they represent, is used to assess and describe the measurement properties of the observed variables. The structural model, which specifies the hypothesized causal relations among the constructs is used to estimate the coefficients representing causal effects of latent variables on other latent variables. The recommended procedure for examining data with the use of LISREL is to evaluate the measurement properties (validities and reliabilities) of the observed variables prior to estimating the full structural latent variable model. This procedure was used in these analyses; the results of these initial analyses will be presented first followed by results of the analysis of the full theoretical models. Results for Models 1 and 2 will be presented in separate sections with some comparisons between the two models being presented at the end of this chapter.

Model 1: Sociological Model

The initial phase of evaluation consisted of estimating a measurement model via confirmatory factor analysis. In this case all latent variables are estimated as latent exogenous variables and

the quality of each measurement model is assessed. In addition to the correlation matrix, four pieces of information are evaluated: (a) the squared multiple correlations are examined for evidence of convergent validity, the degree to which measured variables accurately measure their respective latent constructs; (b) the Lambda X modification indices are examined for evidence of discriminant validity, the degree to which modifying a given measurement model would change the accuracy of measurement of a given construct; (c) the Phi matrix is examined for evidence of nomologic validity, the degree to which correlation among multivariate constructs supports the hypothesized relationships expected from prior work on the topic; and (d) the t-values for the relationships among the indicator variables and the latent exogenous variables are examined to determine statistical significance of those relationships.

The correlation matrix with means and standard deviations of the 20 observed variables that define the 6 latent constructs in theoretical Model 1 are presented (see Appendix A). The covariance matrix for the same data also is presented (see Appendix A). This covariance matrix was used to estimate the initial measurement model for theoretical Model 1 using LISREL VI.

Results of this analysis indicate a number of problems with the measurement models posited. First, generally the squared multiple correlations (Table 1) are low, which indicates low reliability of the indicants as measures of the constructs. Further, within

Table 1

Squared Multiple Correlations for Sociological Model

Construct	Indicator	Squared Multiple r
Family Background	Father's Occupation	.171
	Father's Education	.466
	Mother's Education	.640
Mother's Achievement Value Orientation, Phase 1	Activistic - Passivistic	.557
	Individualistic - Collectivistic	.147
	Present - Future	.558
Mother's Goals for her Child, Phase 1	Mother's Occupational Aspirations	.114
	Mother's Occupational Expectations	.140
	Mother's Educational Aspirations	.431
	Mother's Educational Expectations	.547
Mother's Achievement Value Orientation, Phase 2	Activistic - Passivistic	.639
	Individualistic - Collectivistic	.254
	Present - Future	.423
Mother's Goals for her Child, Phase 2	Mother's Occupational Aspirations	.177
	Mother's Occupational Expectations	.244
	Mother's Educational Aspirations	.526
	Mother's Educational Expectations	.448
Child's Achievement Value Orientation	Activistic - Passivistic	.402
	Individualistic - Collectivistic	.062
	Present - Future	.586

constructs the range of correlations is diverse, which indicates low convergent validity. For example, the construct Mother's Achievement Value Orientation at phase 1 was thought to be composed of three measured variables: Activistic-Passivistic Orientation, Individualistic-Collectivistic Orientation, and Present-Future Orientation. The squared multiple correlation for these measures are .557, .147, and .558, respectively. Of the measure of Mother's Achievement Value Orientation, Activistic-Passivistic and Present-Future Orientations are equally reliable. However, the Individualistic-Collectivistic Orientation variable shows no evidence of reliability. When the squared multiple correlations for the group of observed variables is high, it indicates that the variables share a lot of variance with the construct and therefore are said to be converging on the construct. In the case of this construct, uniformly high squared multiple correlations are not in evidence; therefore the convergent validity is low.

Similar problems existed with the measurement of all of the other five hypothetical constructs. For example, the construct Mother's Goals for her Child at phase 2 was thought to be composed of four measured variables: Mother's Occupational Aspirations, Occupational Expectations, Educational Aspirations, and Educational Expectations for her child. The respective squared multiple correlations for these measures are .177, .244, .526, and .448. Of these measures, Mother's Educational Aspirations and Expectations for her child have the highest reliability coefficients, however,

these coefficients are low. Additionally, the occupational aspirations and expectations variables show no evidence of being reliable.

Second, Lambda X modification indices larger than five indicate that variables are cross loading on constructs other than the constructs on which they were intended to load, an indication of lack of discriminant validity. Observed variables cross loaded on five of the six latent constructs in Model 1 indicating that these variables are not able to discriminate between constructs.

A third piece of information comes from the Phi matrix, which includes the first-order correlations among the derived constructs; it is used to assess nomologic validity of the latent variables as measured by their respective indicators. The Phi matrix (Table 2) for this measurement model indicates that the cross construct correlations of this model generally are consistent with the literature. The notable exceptions are the associations between Child's Achievement Value Orientation, the outcome construct, and Family Background and Mother's Goals for her Child at phases 1 and 2. The observed measures that comprise Child's Achievement Value Orientation were coded in such a way that the construct should have a high positive association with Family Background. The actual nonsignificant correlation of .179 does not support this expectation. Additionally, prior work would lead one to expect a moderately high positive association between Mother's Goals for her Child at phases 1 and 2 and the Child's own Achievement Value

Table 2

Correlations Among Latent Constructs for

Sociological Model

	FB	MAVO1	MGC1	MAVO2	MGC2	CAVO
FB	1.000					
MAVO1	.750***	1.000				
MGC1	.587***	.385***	1.000			
MAVO2	.704***	.919***	.230*	1.000		
MCG2	.543***	.445***	.701***	.484***	1.000	
CAVO	.179	.206*	.204*	.177	.333**	1.000

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
MAVO2 = Mother's Achievement Value Orientation, Phase 2;
MGC2 = Mother's Goals for her Child, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

Orientation. These correlations (.204 and .333, respectively) also are lower than would be expected.

Finally, the t-values for the Lambda x matrix, showing the statistical significance of correlations between the measures and the constructs they represent and the Phi matrix, showing the statistical significance of correlations between constructs, were examined. The Lambda X matrix information indicates that all measured variables are significantly related to the constructs they represent. The Phi matrix t-values indicate that only the relationships between Family Background and the Child's Achievement Value Orientation constructs and the Mother's Achievement Value Orientation and the Child's Achievement Value Orientation constructs are nonsignificant.

Overall these analyses indicate that the measurement models for these latent constructs lack convergent and discriminant validity but generally are nomologically valid. In an effort to learn more about the behavior of the indicator variables as manifestations of the latent constructs, poor indicators were eliminated from the theoretical model and the measurement models were reestimated. Results of these reestimations were then analyzed to determine if elimination of less reliable and valid indicants improved the measurement models.

This process involved eliminating the one or two indicants with the lowest squared multiple correlations from the measurement models of each construct. Results of these analyses showed that removal of

the least reliable indicants had little effect on the squared multiple correlations, the Phi matrix, or the t-values. Additionally, problems with cross loading of indicants on the latent constructs continued with observed variables cross loading on five of the six constructs.

Therefore, this process improved the convergent validity of the constructs. However, this was accomplished through manually removing indicator variables with poor reliabilities. However, the process of removing the most unreliable measures did not improve the discriminant validity of the indicator variables. Likewise, the process did not improve the nomologic validity of the Family Background and Mother's Goals for her Child at phases 1 and 2 constructs with the outcome construct Child's Achievement Value Orientation. Instead, the relative strength and direction of these first-order correlations between the constructs remained unchanged.

Lack of nomologic validity can indicate one of two things: the theory being tested is inaccurate or the measures used to indicate the constructs are inadequate. Although it is impossible to make firm conclusions about which of these two alternatives is the cause of the problems with this specific model, the inability to substantially improve the reliability of indicants by removing indicants with poor squared multiple correlations (reliabilities) suggested that the problem was one with the measures.

As a next step toward improving the measurement properties of theoretic Model 1, the latent exogenous variable measurement model

was modified by converting indicants of each hypothetical construct into a single scale measure. This step was undertaken on the assumption that increasing the number of items selected from a construct domain increases the reliability of a measure. Conversions were made in the following manner. Two of the three indicator variables of Family Background, Father's Education and Mother's Education, were multiplied by 4, whereas the third, Father's Occupation was multiplied by 7 (Hollingshead & Redlick, 1958). Once weighted, the products of these three indicants were summed to produce a single scale score. The scale scores for the remaining five hypothetical constructs were created by summing the scores of the respective indicator variables such that: Mother's Achievement Value Orientation at phase 1 was the sum of the activistic, individualistic, and futuristic scores at phase 1; Mother's Goals for her Child at phase 1 was the sum of the Mother's Occupational Aspiration, Occupational Expectation, Educational Aspiration, and Educational Expectation scores at phase 1; and so forth.

In addition, in order to produce a Phi matrix that was adjusted for the attenuating effects of measurement error, the diagonal elements of the Theta Delta matrix (correlations of the observed measures with one another) were set to 1.0 minus the reliability for each measure respectively, given that 1.0 equals the reliability plus the error. Therefore, the diagonal elements of this matrix

were preset to the error variances for the measures rather than allowing LISREL to estimate the error variances.

With this type of evaluation two of the pieces of information previously available for analysis are no longer available. First, convergent validity can no longer be discussed because there is now only one measure for each construct. The specified reliability (1.0 minus the error) is the upper limit of the convergent validity. Therefore, the squared multiple correlations are no longer of interest. Second, no modification indices are available for the analysis because the diagonal elements of the Phi matrix have been fixed which produces a perfect fit and a Phi matrix which is not identified. Therefore, no information on discriminant validity is available.

What is available for analysis is the Phi matrix and the t-values associated with this matrix. It was expected that these modifications (reducing the model to scale-based measures and using the reliabilities to set the error variance of each measure) would produce a Phi matrix that was more consistent with the literature. However, the results of this analysis did not support this expectation. The Phi matrix (Table 3) of this analysis was not positive definite an "indication that the model is fundamentally wrong and that it is not suitable for the data" (Joreskog & Sorbom, 1984). The low correlations for the Child's Achievement Value Orientation with the Family Background (.202) and Mother's Goals for the Child at phase 1 (.143) measures are unreasonable values. In

Table 3

Correlations Among Variables After Conversion to Single Scale Measures for Sociological Model

	FB	MAVO1	MGC1	MAVO2	MGC2	CAVO
FB	1.000					
MAVO1	.657***	1.000				
MGC1	.446***	.305**	1.000			
MAVO2	.585***	1.019***	.223*	1.000		
MCG2	.484***	.369**	.617***	.433***	1.000	
CAVO	.202	.151	.143	.054	.252*	1.000

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
MAVO2 = Mother's Achievement Value Orientation, Phase 2;
MGC2 = Mother's Goals for her Child, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

addition, inspection of the matrix of t-values for the Phi matrix reveals that two correlations, those between Mother's Achievement Value Orientation at phase 1 and Child's Achievement Value Orientation and between Mother's Goals for her Child at phase 1 and Child's Achievement Value Orientation, which formerly were significant, are now nonsignificant.

Overall, this analysis indicates that the modifications introduced into this measurement model were insufficient to correct problems with nomologic validity. It was decided that further modifications to the model could not be made without endangering the theoretical integrity of the project. Therefore, no further modifications to the measurement model were planned or executed.

The next step in the procedure was to estimate the structural model for theoretical Model 1. Because of the problems experienced with the measurement model it was decided to estimate a measured variables structural model rather than a latent variables structural model.

The findings relevant to the four hypotheses specific to Model 1 are presented in this section. Standardized and unstandardized regression coefficients and t-values for the direct effects of the four simultaneously calculated regressions equations are given in Table 4.

Hypothesis 1.1. Educational attainment of parents and occupational experiences of the father directly influence Mother's Achievement Value Orientation.

Table 4

Path Analysis of Sociological Model

Dependent Variable	Independent Variable(s)	b	β	t-value
MAVO1	FB	.518	.644	6.918***
MGC1	FB	.152	.195	
	MAVO1	.293	.303	3.029*
MAVO2	FB	.522	.632	
	MAVO1	1.009	.982	10.678***
MGC2	FB	.219	.279	
	MAVO1	.422	.434	
	MGC1	.538	.618	4.568**
	MAVO2	.262	.436	2.742*
CAVO	FB	.052	.073	
	MAVO1	.100	.113	
	MGC1	.112	.144	-.095
	MAVO2	.067	.113	.038
	MGC2	.239	.252	1.239

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
MAVO2 = Mother's Achievement Value Orientation, Phase 2;
MGC2 = Mother's Goals for her Child, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

Members of specific social classes have background experiences similar to those of other members of the same social class (Kohn, 1983). For example, the educational and occupational experiences of members of the lower classes are more similar to one another than to those of the middle or upper classes. It was hypothesized that these common background experiences result in the establishment and perpetuation of social class predominant values which, in turn, are acquired by members of that social class. Specifically, it was hypothesized that experiences concomitant with higher levels of educational attainment of the mother and father and higher occupational status of the father, will result in a higher level of achievement value orientation in the mother.

This hypothesis was supported. As Kohn (1983) suggests, family background exhibits a strong positive effect on mother's achievement value orientation. The standardized path coefficient for this relationship is .644 and is statistically significant at the .001 level. Therefore, it appears that social class specific background experiences do have a direct positive influence on acquired values.

Hypothesis 1.2. Educational attainment of parents and occupational experiences of the father, mediated by Mother's Achievement Value Orientation, indirectly influence the educational and occupational goals the mother holds for her child.

It was hypothesized that family background experiences have a direct positive influence on mother's achievement value orientation and in doing so indirectly influence the goals mothers have for

their children. Results indicate that when Family Background is the only variable in the equation it has a very high positive relation with mother's goals for her child. The standardized coefficient for the total effect of this relationship is .750. However, when Mother's Achievement Value Orientation is added into the equation as a separate variable the effect of Family Background drops to .195. Therefore, the indirect effect of Family Background on Mother's Goals for her Child (.555) is much stronger than the corresponding direct effect (.195). It appears that the Kohn (1983) supposition is correct. Qualitatively different experiences associated with high levels of educational attainment and occupational status cause mothers' achievement values to be higher which, in turn, causes their educational and occupational goals for their children to be higher. Hypothesis 1.2 is supported.

Hypothesis 1.3. Mother's Achievement Value Orientation directly influences the educational and occupational goals she holds for her child.

Hypothesis 1.3 was concerned with the direct influence of mother's own achievement values on the educational and occupational goals she holds for her child. It was predicted that Mother's Achievement Value Orientation would have a direct positive effect on her goals for her child. At phase 1, standardized path coefficient of .303, significant at the .05 level, supports this hypothesis. At phase 2, a standardized path coefficient of .436, significant at the .05 level, also supports this hypothesis. However, the magnitude of

this relationship had increased by phase 2. Examination of means scores (Table A-1) reveals that at both phases 1 and 2 Mothers' Occupational and Educational Aspirations for their children were higher than their actual expectations for their children. Moreover, at phase 2 their aspirations and expectations for their children were lower than at phase 1. This latter trend was expected. Gjesme (1981) found that as the time between the present and goal attainment decreases, mothers' goals for their children become more circumstantially realistic. Additionally, the increase in the strength of this relationship supports findings by Crandall et al. (1962) and Seigner (1983). That is, mothers make fairly accurate informal assessments of their children's abilities and these informal assessments result in more realistic educational and occupational aspirations and expectations for their children over time.

Perhaps the increase in the strength of this relationship indicates that as the time at which the child will realize his/her own educational and occupational goals draws near, the Mother's Goals for her Child reflect not only her own achievement goals but also the child's abilities, goals, and level of achievement motivation and the opportunities available to the child for meeting goals. The relatively depressed economy in the Appalachian region and the lack of opportunity to both stay in the region and attain high educational and occupational goals may result in a lowering of goals on the part of the mother. However, both of these findings

support Kohn's (1969) assumption that mothers' goals for their children are reflective of their own achievement values.

Hypothesis 1.4. Mother's Achievement Value Orientation at phase 2 and the educational and occupational goals that she has for her child at both phases 1 and 2 directly influence the Child's Achievement Value Orientation in young adulthood.

This three-part hypothesis was not supported. The standardized path coefficient for the relationship between Mother's Achievement Value Orientation at phase 2 and the Child's Achievement Value Orientation is .113 and is nonsignificant. Similarly, the path coefficients for the relationships between Mother's Goals for her Child at phases 1 and 2 and the Child's Achievement Value Orientation are .144 and .252, respectively, and also are nonsignificant. These findings suggest that there is no relationship between either the achievement values of the mother or the goals she has for her child and the child's own achievement values. These unexpected findings remind one to be cognizant of the impact of poor measurement on the estimation of a structural model. The findings for the Mother's Achievement Value Orientation portion of this hypothesis will be discussed first.

It was assumed that experiences associated with social class membership are related to the development of common class value orientations (Kohn, 1983). Specifically, it was assumed that social class experiences establish the achievement value orientations of mothers which, in turn, are transmitted to their children through

shared experiences and socialization practices. Further, it was assumed that the school environments of children reflect the predominant achievement value orientation of adult members of the social class and that these influences combined prepare the child to take on social class appropriate adult work roles.

The low-income Appalachian subculture typically has been one in which educational attainment is low. In this sample the mean educational attainment for fathers was 8.6 years and for mothers was 8.9 years of school. Additionally, employment opportunities available to members of this subculture typically have been factory or service work. In this sample the mean occupational attainment score for fathers was 4.9 with a standard deviation of 2.1 indicating that the preponderance of occupational settings in which these men work consist of household services, unskilled and skilled factory labor, and clerical services. Kohn's (1983) supposition that parents with low levels of educational attainment and highly routinized, uncomplicated work, performed under close supervision have values consistent with that work, namely conformity to external authority, implies that mothers in this low-income Appalachian subculture will exhibit low levels of achievement value orientation. Because this subculture recently has been observed to be in a value transition from traditional passivistic, collectivistic, and present value orientations (Ford, 1962; Weller, 1965) to more contemporary achievement values (Peters et al., 1986), one would expect that

youth, who traditionally are more liberal in their values, would be the first to embrace these untraditional values.

Examination of mean value orientation scores for mothers at phase 2 and their children at phase 3 indicates that this may be the case. Recall that the range of scores for the three subscales of this measure was 1 to 3 for mothers, with 1 indicating "undecided," 2 indicating "disagree," and 3 indicating "agree"; whereas the range of scores for children was 1, indicating "disagree," to 2, indicating "agree." Therefore, a scores of 2 for the mother corresponds to a score of 1 for her child and a score of 3 for the mother corresponds to a score of 2 for her child. At phases 2, the mean score of mothers on the Activistic-Passivistic subscale was 2.3, on the Individualistic-Collectivistic subscale was 2.8, and on the Present-Future subscale was 2.5. All of these means are somewhat higher than those for mothers at phase 1 (2.2., 2.7, and 2.4, respectively). This slight upward trend may support the observation that this subculture is experiencing a value transition. Further, the corresponding subscale scores for the children are higher than those of the mothers, 1.8, 1.9, and 1.7, respectively. It may be that these young adults have more fully embraced contemporary achievement values than their mothers.

Based on these data, one alternative explanation for the unexpected finding that there is no relationship between Mother's Achievement Value Orientation and Child's Achievement Value Orientation is that these low-income Appalachian children are more

involved in the value transition of the region than their mothers. Moreover, the exposure of these children to contemporary urban values through mass media, especially the television, and through first-hand knowledge of the life situation of other young people who have migrated out of the region may have diluted the impact of the mothers' value socialization training.

A second explanation of this finding is that in addition to the influence of social class status, the achievement value orientation of mothers may be influenced by their own past histories. Traditionally, the roles of women in society have been ones of caregiving and kinkeeping. As such women, especially those in a fairly closed subculture like the Appalachian subculture, would be expected to value proximity to their children. Given the realization that the Appalachian region offers few opportunities for high levels of educational and occupational attainment, mothers may dismiss attainment consistent with high achievement values as unobtainable for both themselves and their children.

An additional alternative explanation for this finding is that fathers may have more influence than mothers over children in the area of achievement value socialization. The traditional role of the adult male in our society has been that of family breadwinner. As such occupational achievement is an integral part of being considered a successful adult male. Although it has been found that middle-class mothers and fathers are more similar to one another than to their children in religious and social value orientations

(Hoge et al., 1982), it may be that the achievement value orientations of fathers are more similar to those of their children. The first-hand experience of the father in trying to make a living for his family in an economically-depressed region may prompt him to be more forceful than the mother in communicating his achievement values to his children. However, because achievement value orientation data are not available for fathers in this sample, neither a divergence between mothers and fathers in achievement value orientation nor the effect of fathers' values on those of their children may be tested.

A final alternative explanation for this unexpected finding is that there is a lack of communication between family members in this low-income Appalachian subculture. It has been observed that following the toddler stage of development, parenting practices in this subculture are characterized by lack of involvement, inconsistency, and harsh punishment (Chilman, 1965). It is possible that young people in this subculture do not feel invited by their parents to discuss issues such as achievement. If this is the case, the lack of association between mothers' and children's achievement value orientations would not be surprising.

These data also did not support the latter two parts of this hypothesis that is that Mother's Goals for her Child at phases 1 and 2 directly influences Child's Achievement Value Orientation. It was assumed that Mother's Goals for her Child reflect her own achievement value orientation (Kohn, 1969). Further, it was assumed

that parents have a much stronger influence over the educational and occupational goals of their children than other significant persons in the child's life and that this parental influence becomes increasingly important over time (Kandel & Lesser, 1969; Kerckhoff & Huff, 1974; Nuttall & Nuttall, 1976; Williams, 1972). The standardized path coefficient between Mother's Goals for her Child at phase 2 and Child's Achievement Value Orientation was higher (.252) than the standardized path coefficient between Mother's Goals for her Child at phase 1 and Child's Achievement Value Orientation (.144), however neither of these relationships was significant. Therefore, it does appear that mother's do exert a stronger influence over their children's educational and occupational goals over time, but the relationships is not significant.

Recall that a phases 1 and 2 mothers' aspirations for their children were higher than their expectations and that at phase 2 their aspirations and expectations for their children were lower than at phase 1 (Table A-1). These findings may reflect mothers' realistic appraisals of both their children's abilities and the opportunities available to their children. Given this, an alternative explanation for the finding that there is no relationship between Mother's Goals for her Child and the Child's Achievement Value Orientation is that what is viewed as realistic by the mother differs from what is viewed as realistic by the child. As noted in the discussion of part one of this hypothesis, both the mother's social class experiences and her own history may make her

achievement values incompatible with her child's own achievement values. Kohn (1969) states that the mothers' achievement value orientation influences the goals she has for her child. Therefore, an incongruity between the values of the mother and the child could lead to an incongruity in Mother's Goals for her Child and the Child's Own Achievement Value Orientation. For example, during the school-age years these mothers had high educational and occupational aspirations and expectations for their children. It is reasonable to assume that these aspirations and expectations were communicated either directly or indirectly to their children and that the children to some extent embrace these high goals. As previously discussed, social class membership, actual life circumstances, and role expectations based on past history, may serve to depress mother's achievement values and hence her goals for her child over time. On the other hand, late adolescence and early adulthood is a time of youthful exuberance, a time when most individuals view the world as full of opportunities for advancement. These young adults' achievement values may be reflective of unrealistic aspirations and expectations fostered in middle childhood and of a naive opinion that in our society anyone can achieve what they want if they try hard enough. Alternately, the achievement value orientations of these young adults may reflect a more realistic appraisal of what must be done in order to achieve, namely migration out of the region or development of a set of skills valued in the region.

A second explanation for this finding is that goals and values truly are independent of one another. Therefore, mother's goals would not be expected to influence child's values. It is possible, for instance, that educational and occupational aspirations and expectations reflect idealistic and realistic appraisals of the actual potential for attainment (Haller, 1968); whereas, achievement values reflect a broader life orientation that can be, but is not necessarily, related to educational and occupational attainment. If this is the case, it would not be expected that mother's occupational and educational goals for her child are associated with the Child's Achievement Value Orientation in a region that offers limited opportunities for educational and occupational attainment. Rather, achievement values would be enacted through goals which are attainable such as community citizenship and preparing the next generation to assume adult roles.

However, the most likely alternative explanation for the failure of this hypothesis as a whole, is that Mother's Goals for her Child reflect her own achievement value orientation or are in a sense a product of her achievement values and therefore the three variables investigated in this hypothesis share common variance. The correlations for the scale measures of Mother's Achievement Value Orientation and Mother's Goals for her Child at phase 1 is .31, and at phase 2 is .43. These low to moderate correlations do not indicate a lot of shared variance. However, if there were a lot of shared variance, controlling two of these variables would result

in the other variable being significantly associated with Child's Achievement Value Orientation. In fact, when Mother's Achievement Value Orientation and Mother's Goals for her Child at phase 1 were controlled, Mother's Goals for her Child at phase 2 became a significant predictor of Child's Achievement Value Orientation. Therefore, it appears that the most plausible alternative explanation for the failure of this hypothesis is that the three predictor variables represent, at least, in part, one overlapping construct domain.

In addition to testing the specific hypotheses for the sociological model, it was possible to assess the stability of the Mother's Achievement Value Orientation and the Mother's Goals for her Child measures. Both of these variables were measured at phases 1 and 2 and both were included in theoretical Model 1. The correlation among the Mother's Achievement Value Orientation latent variables measurement models at phases 1 and 2 was .919 (Table 2). This correlation indicates a high degree of stability of the measure over a 5-year period of time. In addition, the hypothesized path between Mother's Achievement Value Orientation at phases 1 and 2 had a standardized path coefficient of .982, significant at the .001 level (Table 4). Therefore, the assumption that this construct is stable appears to be correct.

The correlations among the Mother's Goals for her Child latent variables measurement models at phases 1 and 2 is .701 (Table 2). The standardized path coefficient for this relationship was .618 and

was significant at the .001 level (Table 4). These findings indicate a moderately high degree of stability over a 5-year period of time. Comparison of the stability coefficients of these variables indicates that Mother's Goals for her Child is less stable than Mother's Achievement Value Orientation. The lower stability coefficient for Mother's Goals for her Child measure may reflect measurement error or the tendency for mother's goals to become more realistic with time. The assumption that Mother's Goals for her Child is stable over time is supported.

The maximum-likelihood solution for theoretical Model 1, the sociological model of achievement value orientation, provides conflicting data on the overall fit of the model to the data. One indicator of fit is the adjusted goodness of fit index. A value greater than .9 on this index is an indication of good fit. The value of this index for Model 1 was .921, which suggests a very good fit of the model to the data. A second indicator of fit is the L ratio, which is the X^2 statistic divided by its degrees of freedom. The L ratio value for Model 1 is 2.3, an indication of problems with either the specification of the model, the presence of nonsignificant paths, or poor measurement. It already has been established that the possibility is great that the measures used to test this model are inadequate. Moreover, it is likely that the deletion of either the Mother's Goals for her Child or the Mother's Achievement Value Orientation variable would improve the fit of the model.

Child's Achievement Value Orientation has an R^2 of .06. Thus, only 6% of the variance in Child's Achievement Value Orientation in young adulthood is explained using this model. Therefore, it appears that the sociological model of achievement value socialization has little explanatory power with this low-income sample. Although it must be kept in mind that both measurement and model specification problems make interpretation of these findings difficult.

Model 2: Parent-Child Interaction Model

The correlation matrix with means and standard deviations of the 25 observed variables that define the 7 latent constructs in theoretical Model 2 are presented (see Appendix B). The covariance matrix for the same data also is presented (see Appendix B). This covariance matrix was used to estimate the initial measurement model for theoretical Model 2 using LISREL VI.

Results of this analysis indicate a number of problems with the measurement models posited. First, generally the squared multiple correlations (Table 5) are low, which indicates low reliability of the indicants as measures of the constructs. Further, within constructs the range of correlations is diverse, which indicates low convergent validity. For example, the construct Child's Perception of Mothers' Parenting Behavior was thought to be composed of four measured variables: Loving Behavior, Demanding Behavior, Punishing Behavior and Independence Training. The squared multiple correlation for these measures are .641, .527, .009, and .244,

Table 5

Squared Multiple Correlations for Parent-Child Interaction Model

Construct	Indicator	Squared Multiple r
Family Background	Father's Occupation	.193
	Father's Education	.491
	Mother's Education	.596
Mother's Achievement Value Orientation, Phase 1	Activistic - Passivistic	.637
	Individualistic - Collectivistic	.099
	Present - Future	.524
Mother's Goals for her Child, Phase 1	Mother's Occupational Aspirations	.094
	Mother's Occupational Expectations	.133
	Mother's Educational Aspirations	.317
	Mother's Educational Expectations	.698
Child's Perception of Mother's Parenting Behaviors	Loving Behavior	.641
	Demanding Behavior	.527
	Punishing Behavior	.009
	Independence Training Behavior	.244
Child's Academic and Achievement Motivation, Phase 1	Academic Motivation	.663
	Achievement Motivation	.353
Child's own Goals, Phase 2	Child's Educational Aspirations	.596
	Child's Educational Expectations	.605
	Child's Occupational Aspirations	.311
	Child's Occupational Expectations	.292
Child's Academic and Achievement Motivation and Goals, Phase 2	Academic Motivation	.218
	Achievement Motivation	.200
Child's Achievement Value Orientation	Activistic - Passivistic	.418
	Individualistic - Collectivistic	.070
	Present - Future	.556

respectively. Of the measures of Child's Perception of Mother's Parenting Behavior, parents' Loving Behavior is the most reliable, followed by Demanding Behavior. However, two variables, Punishing Behavior and Independence Training show no evidence of being reliable. When the squared multiple correlations for the group of observed variables is high, it indicates that the variables share a lot of variance with the construct and therefore are said to be converging on the construct. In the case of this construct uniformly high squared multiple correlations are not in evidence; therefore the convergent validity is low. Similar problems existed with the measurement of all of the other six hypothetical constructs. For example, the construct Child's Academic Motivation was thought to be composed of two measured variables: Child's Academic Motivation and Child's Achievement Motivation. The respective squared multiple correlations for these measures are .663 and .353.

Second Lambda X modification indices larger than 5 indicate that variables are cross loading on constructs other than the constructs on which they were intended to load, which is indicative of lack of discriminant validity. Observed variables cross loaded on five of the seven latent constructs in Model 2 indicating that these variables are not able to discriminate between constructs.

The Phi matrix, which includes the first-order correlations among the derived constructs is used to assess nomologic validity of the latent variables as measured by their respective indicators.

The Phi matrix (Table 6) for this measurement model indicates that the cross construct correlations of this model generally are not consistent with the literature. The most inconsistent findings are for Child's Perception of Mother's Parenting Behavior. For example, the observed measures that comprise this construct were coded in such a way that Family Background should have a high positive association with Child's Perception of Mother's Parenting Behavior. This is not the case however, as can be seen by the correlation of -.126. The correlations of this construct with Mother's Achievement Value Orientation at phase 1 (-.055) and with Mother's Goals for her Child at phase 1 (-.111) also are lower than would be expected and are in the direction opposite of that which would be expected. Additionally, the correlations of this construct with Child's Academic Motivation and Goals (.098) and Child's Achievement Value Orientation (.123) are lower than the literature would suggest they should be although they are in the correct direction.

Finally, the t--values for the Lambda X matrix, showing the significance of correlations between the measures and the constructs they represent and the Phi matrix, showing the statistical significance of correlations between constructs, were examined. From the Lambda X matrix only one measured variable, punishing behaviors, was not significantly related to its construct, Child's Perception of Mother's Parenting Behavior. However, there were many nonsignificant relationships between constructs.

Table 6

Correlations Among Latent Constructs for

Parent-Child Interaction Model

	FB	MAVO1	MGC1	CPP	CAM1	CAM2	CAVO
FB	1.000						
MAVO1	.746***	1.000					
MGC1	.625***	.401***	1.000				
CPP	-.126	-.055	-.111	1.000			
CAM1	.094	.012	.180	.690***	1.000		
CAM2	.459***	.305**	.429***	.098	.352**	1.000	
CAVO	.189	.196*	.208*	.123	.119	.407**	1.000

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
CPP = Child's Perceptions of Mother's Parenting Behavior;
CAM1 = Child's Academic and Achievement Motivation, Phase 1;
CAM2 = Child's Academic and Achievement Motivation and Goals, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

Overall these analyses indicate that the measurement models for these latent constructs lack convergent, discriminant, and nomologic validity. In an effort to learn more about the behavior of the indicator variables as manifestations of the latent constructs, poor indicators systematically were eliminated from the theoretical model and the measurement models were re-estimated. Results of these re-estimations were then analyzed to determine if elimination of less reliable and valid indicants improved the measurement models.

Two iterations of this process were undertaken. In the first, the one or two indicants with the lowest squared multiple correlations for each construct, except for Child's Academic Motivation which had only two indicants to begin with, were eliminated. In the second, all remaining indicants with squared multiple correlations of .349 or below were removed regardless of how many indicators of the construct were left.

Results of these analyses showed that removal of the least reliable indicants had little effect on the squared multiple correlations, the Phi matrix, or the t-values. However, except for the Family Background construct, problems with cross loading of indicants on latent constructs had ceased by the second iteration.

Therefore this iterative process improved the convergent validity of the constructs. However, this was accomplished through manually removing indicator variables with poor reliabilities. In addition, removal of the most unreliable measures improved the discriminant validity of the indicator variables. But the process

did not improve the nomologic validity of the model as the relative strength and direction of the first-order correlations between the constructs remained unchanged.

Lack of nomologic validity can indicate one of two things: the theory being tested is inaccurate or the measures used to indicate the constructs are inadequate. Again, as with Model 1, it was impossible to make firm conclusions about which of these two alternatives was the cause of the problems with this specific model. However, the inability to substantially improve the reliability of indicants by removing indicants with poor squared multiple correlations (reliabilities) suggested that the problem was one with the measures.

As a next step toward improving the measurement properties of theoretical Model 2, the latent exogenous variable measurement model was modified by converting indicants of each hypothetical construct into a single-scale measure. This step was undertaken on the assumption that increasing the number of items selected from a construct domain increases the reliability of a measure. Conversions were made in the following manner. Two of the three indicator variables of Family Background, Father's Education and Mother's Education, were multipled by 4, whereas the third, Father's Occupation, was multipled by 7 (Hollingshead & Redlick, 1958). Once weighted, the products of these three indicants were summed to produce a single-scale score. Because there appeared to be a substantial problem with the nomologic validity of Child's

Perception of Mother's Parenting Behavior, the indicants of this construct were summed in a variety of ways. Specifically, first, the loving behavior, demanding behavior, punishing behavior, and independence training scores were summed; second, the loving behavior, demanding behavior, and punishing behavior scores were summed; and finally, the loving behavior, demanding behavior, and independence training scores were summed. The reliability of each of these summated scales was then calculated. Of the alternates, the scale composed of loving behavior, demanding behavior, and independence training had the highest Cronbach's alpha reliability (.666). This scale was selected for use in the remaining analyses. The scale scores for the remaining five hypothetical constructs were created by summing the scores of the respective indicator variables such that: Child's Academic Motivation was the sum of the Child's Academic Motivation and Child's Achievement Motivation scores at phase 1; Mother's Achievement Value Orientation at phase 1 was the sum of the activistic, individualistic, and futuristic scores at phase 1; and so forth.

In addition, in order to produce a Phi matrix that was adjusted for the attenuating effects of measurement error, the diagonal elements of the Theta Delta matrix (correlations of the observed measures with one another) were set to 1.0 minus the reliability for each measure respectively, given that 1.0 equals the reliability plus the error. Therefore, the diagonal elements of this matrix

were preset to the error variances for the measures rather than allowing LISREL to estimate the error variances.

With this type of evaluation two of the pieces of information previously available for analysis are no longer available. First, convergent validity can no longer be discussed because there is now only one measure for each construct. The specified reliability (1.0 minus the error) is the upper limit of the convergent validity and the squared multiple correlations are no longer of interest. Second, no modification indices are available for the analysis because the diagonal elements of the Phi matrix have been fixed which produces a perfect fit and a Phi matrix which is not identified. Therefore, no information on discriminant validity is available.

What is available for analysis is the Phi matrix and the t-values associated with this matrix. It was expected that these modifications (reducing the model to scale-based measures and using the reliabilities to set the error variance of each measure) would produce a Phi matrix that was more consistent with the literature. However, the results of this analysis did not support this expectation. The Phi matrix (Table 7) of this analysis was not positive definite an "indication that the model is fundamentally wrong and that it is not suitable for the data" (Joreskog & Sorbom, 1984). The low negative correlations for the Child's Perception of Mother's Parenting Behavior construct with the Family Background (-.070), Mother's Achievement Value Orientation (-.052), and Mother's

Table 7

Correlations Among Variables After Conversion to Single Scale Measures for Parent-Child Interaction Model

	FB	MAVO1	MGC1	CPP	CAM1	CAM2	CAVO
FB	1.000						
MAVO1	.657***	1.000					
MGC1	.446**	.305**	1.000				
CPP	-.070	-.052	-.132	1.000			
CAM1	.129	.033	.193	.837***	1.000		
CAM2	.260*	.217	.174	.272*	.796***	1.000	
CAVO	.202	.151	.143	.183	.198	.308*	1.000

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
CPP = Child's Perceptions of Mother's Parenting Behavior;
CAM1 = Child's Academic and Achievement Motivation, Phase 1;
CAM2 = Child's Academic and Achievement Motivation and Goals, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

Goals for the Child (-.132) constructs, are according to this model unreasonable values. Similarly, the very high correlation of Child's Perception of Mother's Parenting Behavior with Child's Academic Motivation (.837) is an unreasonable value. In addition, inspection of the matrix of t-values for the Phi matrix reveals that 13 of the 21 values of this matrix are nonsignificant. It is not surprising that weak relationships between constructs also were found to be nonsignificant relationships.

Overall, this analysis indicates that the modifications introduced into this measurement model were insufficient to correct problems with nomologic validity. It was decided that further modifications to the model could not be made without endangering the theoretical integrity of the project. Therefore no further modifications to the measurement model were planned or executed.

The next step in the procedure was to estimate the structural model for theoretical Model 2. Because of the problems experienced with the measurement model it was decided to estimate a measured variables structural model rather than a latent variables structural model.

The initial estimation of the structural model for Model 2 revealed that the model was not identified. Consequently, partial estimates of the structural model were undertaken to determine how many of the posited paths could be included before the model would cease to work. The first iteration of this process included the Family Background, Mother's Achievement Value Orientation, Mother's

Goals for Child, Child's Perception of Mothers' Parenting Behavior, and Child's Academic Motivation measures. However, only the paths from Mother's Goals for Child to Child's Perception of Mother's Parenting Behavior and from this measure to Child's Academic Motivation were included, the reciprocal paths being left for possible later inclusion. Because this statistical analysis was workable, the path from Child's Academic Motivation to Child's Academic Motivation and Goals was added to the analysis. Again, the statistical analysis worked and the path from Child's Academic Motivation and Goals to Child's Achievement Value Orientation was added. This analysis also worked with no problem and the path between Child's Academic Motivation and Child's Achievement Value Orientation was added. With this addition the model became unidentified.

At this point it was determined that it was of primary importance to include all variables posited to have an effect on Child's Achievement Value Orientation in the structural model to be analyzed and reported. Therefore, the final model included all seven hypothetical constructs but not the reciprocal paths from Child's Academic Motivation to Child's Perception of Mothers' Parenting Behavior and from Child's Perception of Mothers' Parenting Behavior to Mother's Goals for Child. Additionally, it was necessary to delete the path from Child's Academic Motivation to Child's Achievement Value Orientation. Of course this also means that the full theoretical model as depicted in Figure 1 would be

unidentified and therefore it was not tested. The findings relevant to the six hypotheses specific to this revised model are presented in this section. Standardized and unstandardized regression coefficients and t-values for the direct effects of the six simultaneously calculated regression equations are given in Table 8.

Hypothesis 2.1. Educational attainment of parents and occupational experiences of the father directly influence mother's achievement value orientation.

Members of specific social classes have background experiences similar to those of other members of the same social class (Kohn, 1983). For example, the educational and occupational experiences of members of the lower classes are more similar to one another than to those of the middle or upper classes. It was hypothesized that these common background experiences result in the establishment and perpetuation of social class predominant values which, in turn, are acquired by members of that social class. Specifically, it was hypothesized that experiences concomitant with higher levels of educational attainment of the mother and father and higher occupational status of the father, will result in a higher level of achievement value orientation in the mother.

This hypothesis was supported. Family background exhibits a strong positive effect on mother's achievement value orientation. The standardized path coefficient for this relationship is .691 and is statistically significant at the .001 level. Therefore, it

Table 8

Path Analysis of Parent-Child Interaction Model

Dependent Variable	Independent Variable(s)	b	β	t-value
MAVO1	FB	.544	.691	7.013***
MGC1	FB	.205	.263	
	MAVO1	.377	.381	3.521**
CPP	FB	-.011	-.013	
	MAVO1	-.202	-.019	
	MGC1	-.052	-.050	-.470
CAM1	FB	-.007	-.010	
	MAVO1	-.014	-.014	
	MGC1	-.036	-.037	
	CPP	.700	.750	6.986***
CAM2	FB	-.004	-.006	
	MAVO1	-.008	-.009	
	MGC1	-.020	-.024	
	CPP	.389	.480	
	CAM1	.555	.640	4.917***
CAVO	FB	-.001	-.002	
	MAVO1	-.003	-.003	
	MGC1	-.007	-.007	
	CPP	.132	.150	
	CAM1	.188	.200	
	CAM2	.339	.313	2.287*

Note. FB = Family Background;
MAVO1 = Mother's Achievement Value Orientation, Phase 1;
MGC1 = Mother's Goals for her Child, Phase 1;
CPP = Child's Perceptions of Mother's Parenting Behavior;
CAM1 = Child's Academic and Achievement Motivation, Phase 1;
CAM2 = Child's Academic and Achievement Motivation and Goals, Phase 2;
CAVO = Child's Achievement Value Orientation.

* $p < .05$
** $p < .01$
*** $p < .001$

appears that social class specific background experiences do have a direct positive influence on acquired values.

Hypothesis 2.2. Educational attainment of parents and occupational experiences of the father, mediated by Mother's Achievement Value Orientation, indirectly influence the educational and occupational goals the mother holds for her child.

It was hypothesized that family background experiences have a direct positive influence on mother's achievement value orientation and in doing so indirectly influence the goals mothers have for their children. Results indicate that when family background is the only variable in the equation it has a very high positive relation with mother's goals for her child. The standardized coefficient for the total effect of this relationship is 1.230. However, when mother's achievement value orientation is added into the equation as a separate variable the effect of family background drops drastically to .263. Therefore, the indirect effect of family background on mother's goals for her child (.967) is much stronger than the corresponding direct effect (.263). It appears that as Kohn (1983) suggested, qualitatively different experiences associated with high levels of educational attainment and occupational status cause mothers' achievement values to be higher which in turn causes their educational and occupational goals for their children to be higher. Hypothesis 2.2 is supported.

Hypothesis 2.3. Mother's Achievement Value Orientation directly influences the educational and occupational goals she holds

for her child. Hypothesis 2.3 was concerned with the direct influence of mother's own achievement values on the educational and occupational goals she holds for her child. It was predicted that Mother's Achievement Value Orientation would have a direct positive effect on her goals for her child. A standardized path coefficient of .381, significant at the .01 level, supports this hypothesis. Additionally, this finding supports Kohn's (1969) assumption that mothers' goals for their children are reflective of the achievement values they held for themselves.

Hypothesis 2.4. Educational and occupational goals that the mother has for her child and the quality of the parent-child interaction directly and reciprocally influence one another.

Identification problems recognized during the initial evaluation of the structural model led to the revision of this hypothesis. The revised hypothesis is: educational and occupational goals that the mother has for her child have a direct positive effect on the quality of the parent-child relationship. That is, mothers who have high levels of educational and occupational aspirations and expectations for their children will interact with their children in ways which will promote these goals. Specifically, it was hypothesized that higher status goals of mothers' for their children would be positively related to perceptions of the children that their mothers' behaviors are high in loving behavior, demanding behavior, and independence training.

The standardized path coefficient for this relationship is

-.050 and is nonsignificant. This finding suggests that there is no relationship between mother's goals for her child and the child's perception of her parenting behavior. Again, this unexpected finding reminds one to be cognizant of the impact of poor measurement on the estimation of a structural model.

A second explanation for this unexpected finding is that the parenting style typical of the low-income Appalachian subculture may not have been well identified by the parenting measures employed. It has been observed by anthropological writers (Ford, 1962; Looff, 1971; and Weller, 1965) that the child-rearing practices employed in this subculture are very different from those observed in the predominantly middle-class mainstream of American society with which these measures previously have been used. Anthropological studies which took place at approximately the time that these subjects were young children, revealed that low-income Appalachian families overemphasized the infancy stage to the extent of encouraging inappropriately immature behavior in their children (Looff, 1971). Some of these practices, such as lack of emphasis on the development of verbal skills may be viewed as inhibiting optimal development.

Interestingly, it has been noted that at the end of the toddler stage this permissive-indulgent parenting style changed dramatically to one which was characterized as uninvolved, inconsistent, and authoritarian (Chilman, 1965). In fact, fear of strangers, rules, the supernatural, and punishment appear to have been the primary mechanisms whereby parents gained child compliance (Weller, 1965).

Whereas it is clear from more current observations that these traditional child-rearing practices have moderated toward those more typical of the middle-class mainstream of American society (Peters et al., 1986), it must be kept in mind that the cohort of this study was exposed to these traditional practices. Moreover, the parenting measures used in this study may be so far removed from these actual parenting practices that they may be irrelevant.

A final alternative explanation for this finding is that mothers' style of parenting truly is independent of the goals they set for their children. It is possible, for instance, that subculturally specific child-rearing practices have become so ingrained that mothers are not able to make a connection between how they parent and the outcomes they desire for their children and therefore, may make no effort toward consistency between child-rearing practices and the goals they report for their children.

Hypothesis 2.5. Quality of parent-child interaction and child's academic motivation directly and reciprocally influence one another.

Hypothesis 2.5 also was revised in response to the identification problem with the structural model. The revised hypothesis is based on prior work (Rosen, 1961, 1964) which indicated that parents who exhibit high levels of loving behaviors, demanding behaviors, and independence training have children who exhibit high level of academic motivation. This prior work was correlational and therefore did not specify a direction of effect.

Additionally, in this study, it originally was hypothesized that the effect was reciprocal. However, the limits imposed by identification forced the specification of a unidirectional effect. The revised hypothesis is: The quality of the parent-child interaction has a direct positive influence on the child's academic motivation.

This hypothesis was supported. The standardized path coefficient for this relationship was .750 and was significant at the .001 level. This finding supports prior work (Rosen, 1959, 1961, 1964) which indicates that specific aspects of parenting style do effect child's academic motivation. Therefore, in this subculture parental loving behaviors, demanding behaviors, and independence training appear to have the same effect on academic motivation as they do in middle-class families.

This finding is very interesting in light of the finding for the previous hypothesis. That is, whereas there is no connection between the educational and occupational goals mothers hold for their children and children's perceptions of mothers parenting behavior, there is a strong relationship between children's perception of their mothers' parenting behavior and their own academic motivations. This suggests that mothers' parenting styles do not influence their goals for their children but do have a strong influence on children's motivations. Recall that the parenting measure is a measure of children's perceptions of the mothers' parenting behavior. As previously noted "it is difficult to know

whether they (perceptions) represent accurate reports of parental behavior or whether they are the reconstructions of such behaviors to bring them in accord with their (the children's) actual situation" (Ihinger-Tallman, 1982, p. 545). If, at least in this situation, the latter perspective is correct it could explain the seeming lack of consistency between the findings of these two hypotheses. The perspective adopted in this study was that the child's perception of parental behavior will affect his/her eventual behavior, even if it is not a true representation of the "reality" of this situation. This, in fact, may be true. However, the mother may not share a common perception with the child. It therefore, may be inappropriate to hypothesize that mothers' goals for her child have a direct positive effect on these perceptions.

Hypothesis 2.6. Child's academic motivation at school age directly influences the academic motivation and educational and occupational goals of the child at adolescence.

This hypothesis was based on the assumption that the history of the child's academic motivation will positively influence future academic motivation. That is, that there is stability in academic motivation across time. Specifically, it was hypothesized that the child's academic motivation at school age has a direct positive effect on the academic motivation and educational and occupational aspirations and expectations of the child at adolescence. The standardized path coefficient for this hypothesis was .640 and was

significant at the .001 level. Therefore, this hypothesis was supported.

Hypothesis 2.7. Child's academic motivation and educational and occupational goals directly influence child's achievement value orientation in young adulthood.

It was assumed that academic motivations and educational and occupational goals are outward manifestations of values that one holds for overall achievement. Further, it was assumed that as the child reaches an age at which goals will be realized the goals become more realistic (Gjesme, 1981). Given these assumptions, the hypothesis tested was that the academic motivation and educational and occupational goals of adolescents will directly and positively effect achievement value orientation in young adulthood. Specifically, it was hypothesized that those adolescents with high levels of academic motivation and aspirations and expectations for high levels of educational and occupational attainment will, as young adults, exhibit high levels of achievement value orientation. The data indicate low to moderate support for this hypothesis. The standardized path coefficient for this relationship was .313 and was significant at the .05 level.

One explanation for this rather unimpressive finding is that the Appalachian region traditionally has been an economically-depressed area of the country. Moreover, a strong traditional value of members of the Appalachian subculture has been to remain in close proximity to one's family and place of origin. It is plausible that

the achievement values held by individuals in this subculture may modify to accommodate these two factors. That is, limited opportunities for educational and occupational advancement within the region may force a choice between achievement and family heritage. Whereas, it is clear that currently this subculture is in a value transition toward more middle-class urban achievement values (Peters et al., 1986) the cohort of this study may have subscribed to more traditional values and therefore have opted for proximity to family and region of origin rather than a higher level of achievement in an alternate location. In making this choice it is likely that alterations in a downward direction would be made in achievement value orientation and/or that those achievement value orientations would be displaced into hopes for the next generation.

The maximum-likelihood solution for theoretical Model 2, the parent-child interaction model of achievement value socialization, also provides conflicting data on the overall fit of the model. The L ratio for this model is 2.1, an indication of poor fit. However, the adjusted goodness of fit index for this model is .919, which suggests a good fit of the model to the data. As with Model 1, these conflicting findings may be an indication of problems of poor measurement, poor specification of the model, or the presence of nonsignificant paths. For example, the Child's Perception of Mother's Parenting Behavior variable exhibited both reliability and validity problems. Moreover, in the measured variables structural model, the path from Mother's Goals for her Child to this variable

was nonsignificant. The R^2 for Child's Achievement Value Orientation is .10. Therefore, the parent-child interaction model of achievement value socialization explains only 10% of the variance in Child's Achievement Value Orientation in young adulthood. It appears that Model 2 also has little power in explaining the achievement value socialization process in this low-income Appalachian subculture. However, it should be kept in mind that measurement problems make interpretation of these findings difficult.

Comparison of Theoretical Models 1 and 2

While comparison of results from empirical tests of the two models is complicated by relatively poor measurement models, findings from theoretical models 1 and 2 lead to the conclusion that neither of these theories is adequate in explaining the data. Model 1, the sociological model of achievement value socialization, emerges with five significant paths and three nonsignificant paths (Figure 4); whereas, results for Model 2, the parent-child interaction model of achievement value socialization show five significant paths and one nonsignificant path (Figure 5).

Model 1 is successful in explaining the relationships between socioeconomic status, achievement values of mothers, and the goals mothers have for their children. Specifically, the posited direct effects of Family Background on Mother's Achievement Value Orientation, and of Mother's Achievement Value Orientation on Mother's Goals for her Child, and the posited indirect effect of

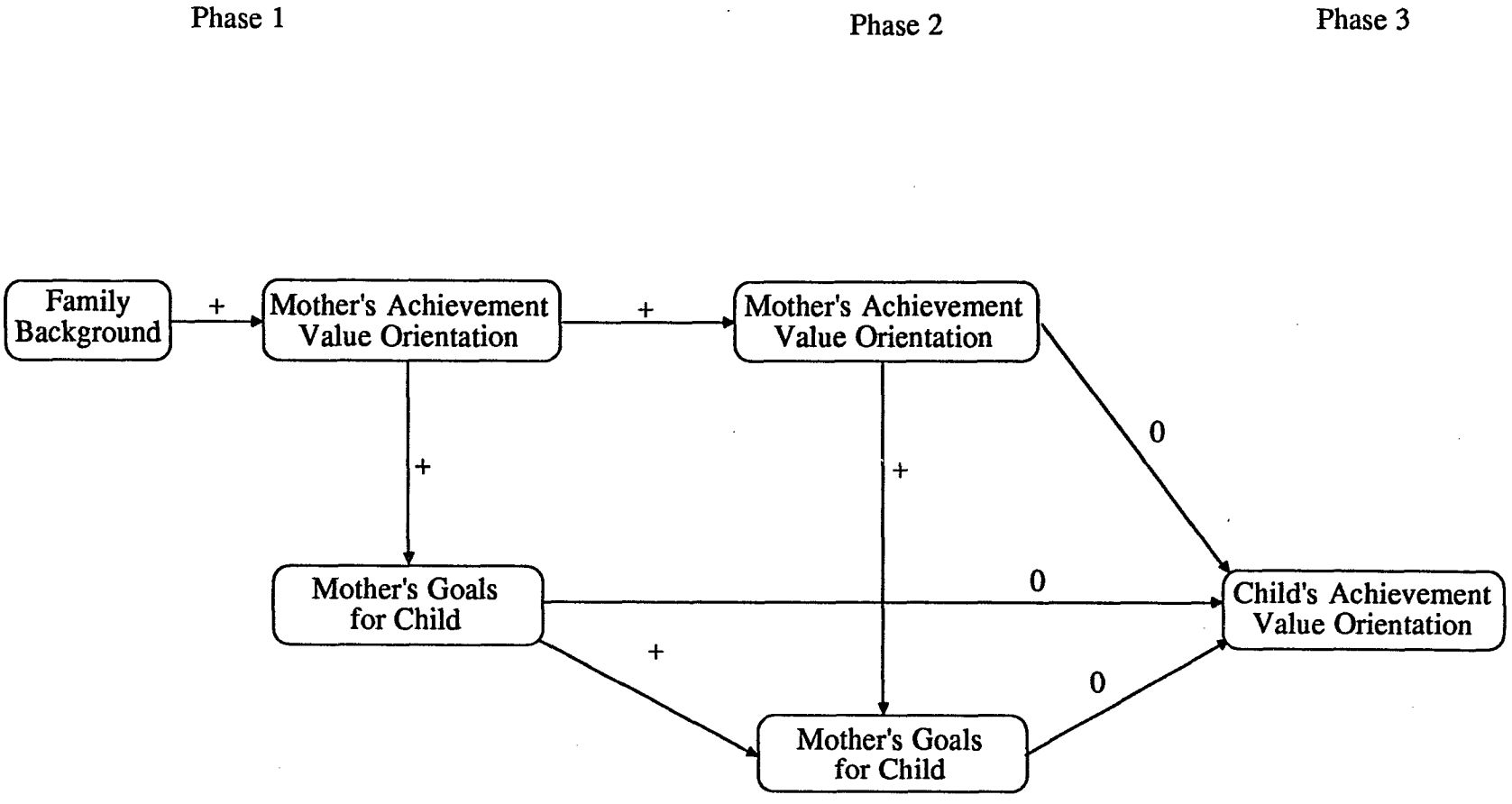

Figure 4. Revised sociological model of the achievement value socialization process.

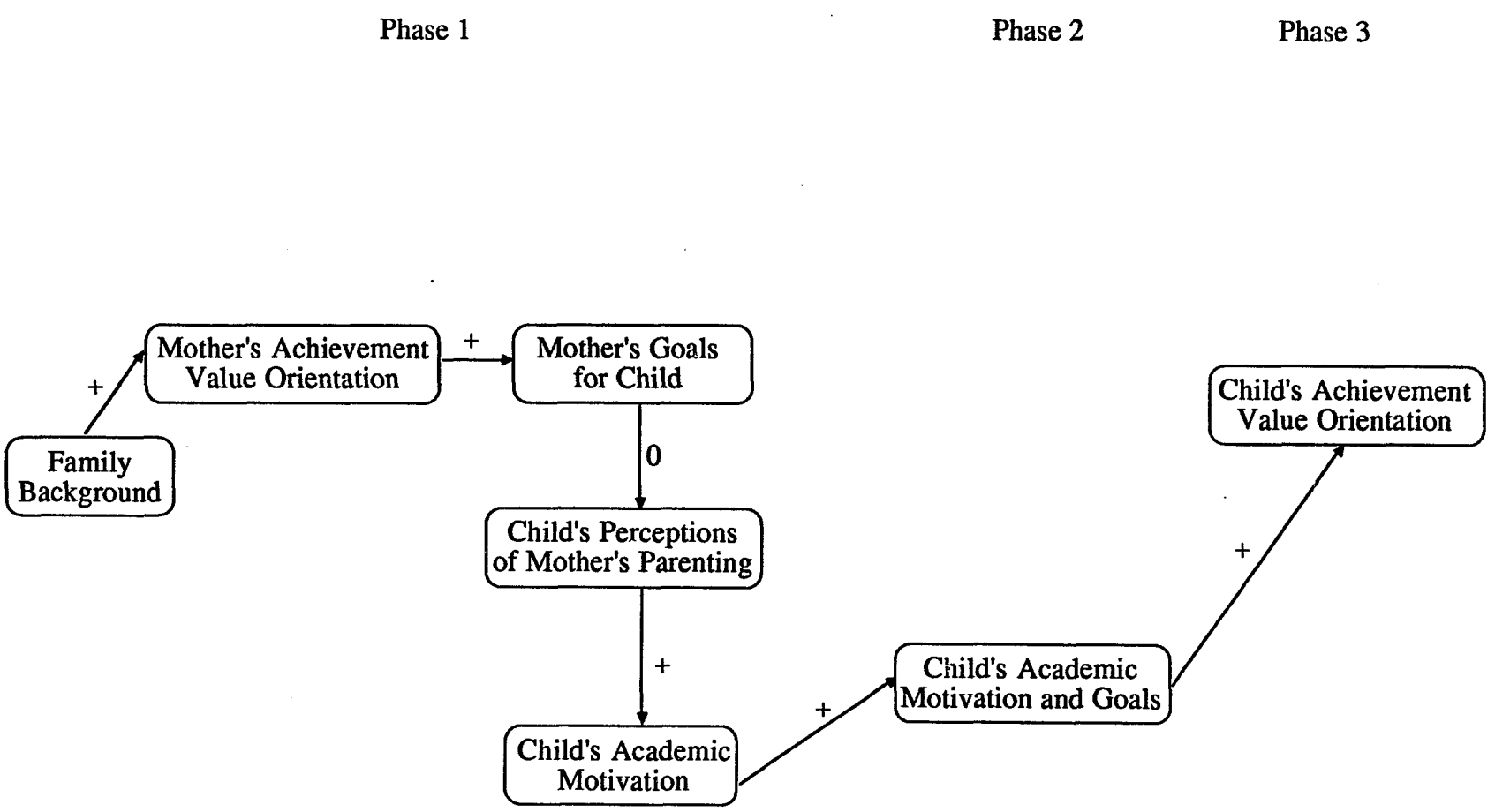

Figure 5. Revised parent-child interaction model of the achievement value socialization process

Family Background on Mother's Goals for her Child at phase 1 provide acceptable descriptions of the data. Thus, like middle-class mothers, mothers in this low-income Appalachian sample who have higher levels of socioeconomic status have higher levels of achievement value orientation. Moreover, those mothers themselves who have higher achievement values have higher educational and occupational goals for their children. Family background also has a relatively strong indirect effect on Mother's Goals for her Child. Additionally, the paths positing the stability of both Mother's Achievement Value Orientation and Mother's Goals for her Child across phases 1 and 2 are supported. Therefore, both of these measures are relatively stable over a 5-year period of time. However, the three paths which posit direct effects of Mother's Achievement Value Orientation and Mother's Goals for her Child at phases 1 and 2 on the outcome variable, Child's Achievement Value Orientation, are not supported by the data. Moreover, this model accounts for only 6% of the variance in Child's Achievement Value Orientation in young adulthood.

Regarding measurement issues involved in this model, it appears that the variables Mother's Goals for her Child and Mother's Achievement Value Orientation may overlap conceptually. Therefore, it is suggested that a new model which excluded one of these two variables should be tested with a new sample. Because Mother's Goals for her Child both reflects the Mother's own Achievement Value Orientation and is specific to the child, it is suggested that, of

the two this variable be retained. However, it should be kept in mind that this variable was less stable than the Mother's Achievement Value Orientation variable. Additionally, when used as latent indicators of Mother's Goals for her Child the four single-item variables were found to be unreliable and to lack discriminant, construct, and nomologic validity. Thus, examination of the suggested model would depend on the availability of reliable, valid measures for the construct Mother's Goals for her Child.

All but one of the hypothesized relationships in revised Model 2 were supported. Unfortunately, the one path that is nonsignificant is central to the theory; that is, the direct effect of Mother's Goals for her Child on the Child's Perceptions of Mother's Parenting Behaviors. Interestingly, Child's Perception of Mother's Parenting Behavior does have a significant direct positive effect on the Child's Academic Motivation in middle childhood which, in turn, has a significant direct effect on the Child's Academic Motivation and Goals in adolescence. Also of importance is the finding that Child's Academic Motivation and Goals have a significant direct effect on Child's Achievement Value Orientation. Therefore, Model 2 provides a more acceptable description of the data that relates directly to the outcome variable. However, this model accounts for only 10% of the variance in Child's Achievement Value Orientation in young adulthood.

Evaluation of Model 2 also was hampered by poor measurement. The most extreme set of measurement problems was with the Child's

Perception of Mother's Parenting Behavior measures. These four measures also were found to be unreliable and to lack in discriminant, construct, and nomologic validity. This construct was central to the theme of theoretical Model 2. One obvious problem with this measure is that it reflects child's perceptions of mother's behavior. A less obvious problem is that elements of parenting behavior in the low-income Appalachian population are as yet undefined. Therefore, it is suggested that prior to re-estimation of Model 2 with a new sample, the parenting construct as it applies to this population must be more carefully defined and more valid and reliable measures of the construct must be designed.

Possible explanations for the inadequacy of these two theoretical models in describing these data on achievement value socialization in the low-income Appalachian subculture will be discussed in the next chapter. In addition, implications for theorists, researchers, and practitioners will be discussed.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to compare the relative merits of two competing explanations of the achievement value socialization process. The sociological explanation of achievement value socialization, based on the work of Kohn (1969, 1983), assumes that family background influences parents' achievement values and goals for the child. In turn, these factors are assumed to influence the child's own achievement values. The parent-child interaction explanation of achievement value socialization is primarily based on the work of Elder (1962, 1963), Ihinger-Tallman (1982), and Rosen (1959, 1961, 1964). This theoretical perspective assumes that the parent-child interactional style, in combination with the factors specified in the sociological model, influence the child's academic motivation and goals. In turn, these factors are assumed to influence the child's own achievement values.

Formerly, selected hypotheses based on these theories have been tested with lower and middle-class primarily urban samples. The present study uses existing mother-child dyad data from a low-income, rural, white, Appalachian sample. This longitudinal assessment took place over three phases with data which had been collected at 5-year intervals. The sample for this study included

202 mother-child dyads at phases 1 and 2 and the 202 children at phase 3.

Hypotheses based on the competing theoretical explanations were derived and translated into latent variable structural models. Model 1, the sociological model of achievement value socialization, includes four hypotheses. Specifically, it was hypothesized that the educational attainments of parents and the occupational attainment of the father would have a direct positive influence on the achievement value orientation of the mother and an indirect positive influence on the goals she has for her child. Further, it was hypothesized that achievement values of the mothers would have a direct positive influence on the educational and occupational goals she has for her child. Finally, both the mother's achievement values and her goals for her child were hypothesized to have a direct positive influence on the achievement values of the child in young adulthood.

Model 2, the parent-child interactional model, specifies seven hypotheses, including the first three identified in the sociological model. The remaining hypotheses posited the direct positive influences of mother's educational and occupational goals for her child on her parenting style and of her parenting style on the child's academic motivation. Further, it was hypothesized that the child's academic motivation in middle childhood would have a direct positive effect on the child's academic motivation and educational and occupational goals in adolescence which, in turn, would have a

direct positive influence on the Child's Achievement Value Orientation in young adulthood.

LISREL VI was used to test both the measurement and structural models. Four pieces of information from the confirmatory factor analyses were assessed to determine the validity and reliability of the measurement models. First, low squared multiple correlations of observed variables indicated low reliability of many variables as indicators of their respective latent constructs. Second, Lambda X modification indices indicated that many variables were cross loading on constructs other than the construct on which they were intended to load, an indication of lack of discriminant validity. Third, first-order correlations among the derived latent constructs for the parent-child interactional model were inconsistent with the literature, and those for the sociological model were generally, but not fully, consistent with the literature. Inconsistency indicates lack of nomologic validity. Finally, t-values for the Phi matrix indicated many nonsignificant relationships between constructs, an indication of lack of convergent validity. Efforts were made to correct the reliability and validity problems through the elimination of the least reliable observed measures for several constructs. However, these efforts were unsuccessful.

Based on these initial findings a decision was made to estimate measured variable structural models rather than latent variable structural models. Therefore, observed variables of latent constructs were converted into single scale measured variables.

However, it was assumed that validity and reliability problems would persist and these problems would have a negative impact on the estimation of the structural models.

Findings from the estimation of the two structural models indicated that neither theoretical model was adequate in describing the data. The sociological model was successful in explaining relationships between family background, values of the mother, and goals the mother has for her child. However, the posited direct relationships between predictor variables such as values of the mother and the goals she has for her child and the achievement value orientation of young adults were nonsignificant. Additionally, measures of fit of the model to the data and the R^2 for the outcome variable indicate that the sociological model of achievement value socialization has little explanatory power with this low-income Appalachian sample.

The second model, including parent-child interaction behaviors, was successful in that all the posited relationships except the relationship between Mother's Goals for her Child and the Child's Perception of Mothers' Parenting Behaviors, were statistically significant. Therefore, the direct effect of the predictor variable, Child's Academic Motivation and Goals in adolescence, on young adults' achievement value orientation was explained by Model 2. However, as with Model 1, measures of fit of Model 2 to the data and the R^2 for the outcome variable indicate that the parent-child

interaction model of achievement value socialization has little explanatory power with this low-income Appalachian sample.

Why were these theoretical models unsuccessful in explaining the achievement value socialization process in this low-income Appalachian sample? First, based on the results of the confirmatory factor analyses of the measurement models, it is likely that even after conversion to single-scale measures, the observed variables used lack reliability and validity. For example, one of the most extreme sets of measurement problems was with the observed measures for Child's Perception of Mother's Parenting Behavior. These four measures were found to be unreliable and to lack discriminant, convergent, and nomologic validity. In the process of creating a single-scale score of Child's Perception of Mother's Parenting Behavior, numerous attempts were made to improve the reliability of this measure. The final sum scale used in the structural model analysis, composed of the Loving Behavior, Demanding Behavior, and Independence Training subscales, had a Cronbach's alpha reliability coefficient of .666 which is on the borderline of acceptable reliability. Parent-child relationship typified by parental warmth, high demands, and much independence training have been found to show high value similarity between parents and their children (Elder, 1962, 1963; Rosen, 1959, 1961, 1964). However, elements of parent-child interactional style in the low-income Appalachian subculture have not been well-defined but, appear to include lack of involvement, inconsistency, and harsh punishment (Chilman, 1965).

Therefore, the three elements of parent-child interaction used in the structural model, analysis may not be the most appropriate descriptors of parent-child interaction in this low-income Appalachian sample.

Second, analysis of the parent-child interaction structural model revealed that this model was not identified. Consequently, a revised model, which eliminated the portion of the reciprocal paths that led from Child's Perception of Mother's Parenting Behavior to Mother's Goals for her Child and from Child's Academic Motivation to Child's Perception of Mother's Parenting Behavior and the direct path from Child's Academic Motivation and Goals to Child's Achievement Value Orientation, was tested. These revisions may have resulted in the misspecification of Model 2. For example, it is possible that because the parenting measure is a child perception measure, a unidirectional path from Child's Perception of Mother's Parenting Behavior to Mother's Goals for her Child would explain the relationship between parent-child interaction and goals the mother has for her child. Of course, if this were a unidirectional effect, testing a reciprocal relationship would disclose this. Each of the three paths eliminated from revised Model 2 was posited on the basis of theory and prior empirical findings. Therefore, elimination of these paths resulted in some distortion of the theory.

A second consideration as to why parent-child interaction model did not adequately explain the achievement value socialization

process in this low-income Appalachian sample also has to do with misspecification. This model has been tested in part with both lower and middle-class samples. However, results of these analyses typically have been phrased in terms of elements of middle-class parent-child interactions that lead to greater achievement value similarity; and in contrast the absence of these interactional elements in lower-class parent-child relationships. Thus, it is not clear what contributes to this similarity between parent and child in the lower class. Consequently, this model was interpreted in terms of findings from middle-class samples. Again, it is apparent that parent-child interactional styles differ in lower and middle-class families. Therefore, the analysis of the structural model of the parent-child interactional model may not present a valid description of what interactional factors affect achievement values socialization in this low-income Appalachian subculture. Alternately, it may present a valid description of the parent-child interactional factors which affect achievement value socialization in middle-class and less isolated segments of lower-class populations.

Third, evidence from the analysis of the structural model of the sociological model also reveals that misspecification may have been a problem. It was found that the relationships between the predictor variables, Mother's Goals for her Child at phases 1 and 2 and Mother's Achievement Value Orientation, and the outcome variable, Child's Achievement Value Orientation, were

nonsignificant. Further, it appeared from results of a follow-up structural equation analysis which included only the direct effect of Mother's Achievement Value Orientation on Child's Achievement Value Orientation that these three variables may represent, in part, on overlapping construct domain. Therefore, the proper specification of this model would include either one of these measures or a summated measure of these variables.

Finally, it is possible that some combination of specification and measurement problems resulted in the lack of success of these theoretical models in explaining the achievement value socialization process in this low-income Appalachian sample. These theoretical explanations are based primarily on the findings of correlational studies, and thus, are open to errors in external specification, and/or internal specification, or direction of effect. Further, the analysis techniques used in this study are more rigorous than those used in previous studies and are heavily dependent on the use of reliable and valid measures. These possibilities should challenge theorists and researchers to reexamine and possibly reinterpret findings from previous studies such as studies by Elder (1962, 1963, 1965), Ihinger-Tallman (1982), Kohn (1969), and Rosen (1956, 1959, 1961, 1964). Another goal of research should be to develop more reliable and valid measures for the constructs posed; especially child's perception of parenting. If these measures are to be used with low-income samples they should be tested with such samples. Similar to the strategy used by Baumrind (1967, 1971), one

might look at a sample of these low-income Appalachian youth who exhibit high levels of achievement value orientation, academic motivation, and actual achievement and then go back to see what about the parent-child relationship made the difference. It could be that entirely different dimensions than warmth, independence training, and demanding parent behaviors affect positive achievement outcomes in this subculture. For example, Baumrind (1973) found that competent daughters in black families had parents who were described as authoritarian. One defining aspect of competence was achievement motivation.

Despite the limitations of this study, several implications designed to assist low-income Appalachian youth and their families are suggested by these findings. First, it was found that children who perceived their mothers to be high in loving, demanding and independence training behaviors had higher academic motivation than those children who perceived their mothers to have low scores for these behaviors. This finding suggests that characteristics of the child, such as: temperament, attributions, self-esteem, and locus of control may result in the child perceiving the mother's behaviors more positively (i.e., high in loving, demanding, and independence training behaviors) or more negatively (i.e., low in loving, demanding, and independence training behaviors). It has been suggested that the child's development is affected by parenting behavior only in the form in which he/she perceives the behavior (Ausubel et al., 1954). If this is the case, one intervention

strategy for therapists working with children who exhibit low levels of academic motivation may be to assess what characteristic or combination of characteristics are influencing the child's perceptions of parental behavior in an effort to help the child develop more positive perceptions. Alternately, this finding suggests that teachers and family therapists working with children experiencing academic motivation problems should, in addition to working directly with the children, consider family intervention. Although it is likely that the predominant style of parent-child interaction in this subculture is authoritarian, this does not mean that integration of more authoritative techniques would not be of value. Therefore, intervention could take the form of helping parents to develop behavioral responses consistent with child perceptions of loving, demanding, and independence training behaviors.

Second, the academic motivation of rural Appalachian children in middle childhood (10-12 years) was found to have a positive effect on the children's academic motivation and goals in adolescence. Thus, teachers should create a classroom environment which is challenging and motivating. In this low-income Appalachian subculture this might be best accomplished by planning activities relevant to the life circumstances of these children. For example, such activities could include implementing a writing program that involves recording folk tales of the region or interviewing grandparents about life in the region when they were children.

Additionally, during the middle childhood years children typically become involved in a number of youth group organizations such as Scouts, 4-H, and Little League. Youth leaders greatly influence low-income youth during the school years (Peterson, Stivers, & Peters, 1986). These adults have the potential to improve the goal achievement skills of many youth by providing them with experiences that bolster their self-confidence and independence. Achievement is a central focus of many youth group activities. Further, motivation to achieve in one area often spills over into motivation to achieve in other areas. Therefore, youth group leaders may have a positive effect on the academic motivation of the children they work with by encouraging full participation in the activities of their group, by encouraging participation of children in these groups into the adolescent years, and by designing some activities which highlight the importance of academic motivation for future educational and occupational success.

Finally, those children who exhibited high levels of academic motivation and goals in adolescence had high achievement value orientations in young adulthood. Teachers and school counselors working with children in this region should help these young people to develop realistically high goals for future educational and occupational attainment. Students, beginning in the school age years, should be made aware of a wide variey of employment opportunities both within and outside the region. Moreover, the educational requirements for specific jobs and opportunities for

scholarships and school loans should be pointed out to these children. Further, because many of these children's families have had little experience in seeking out educational and career opportunities, teachers and school counselors should adopt aggressive strategies for helping these children through locating opportunities for employment and further education and through filing appropriate application materials.

In conclusion, children in this economically-depressed region may be assisted in developing and reaching high achievement values by helping their parents to learn strategies for instilling achievement values and by helping these children to set attainable goals and a course of action for reaching these goals. In the long run these efforts may have a positive effect in breaking the cycle of poverty which has become characteristic of this region.

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APPENDIX A

CORRELATION AND COVARIANCE MATRICES FOR THE SOCIOLOGICAL MODEL

Acronyms of Variables Included in the Sociological Model

B_1 = Father's Occupation
B_2 = Father's Education
B_3 = Mother's Education

A_{11} = Mother's Activistic-Passivistic Orientation, Phase 1
A_{12} = Mother's Individualistic-Collectivistic Orientation, Phase 1
A_{13} = Mother's Present-Future Orientation, Phase 1

Gm_{11} = Mother's Occupational Aspirations for Child, Phase 1
Gm_{12} = Mother's Educational Aspirations for Child, Phase 1
Gm_{13} = Mother's Occupational Expectations for Child, Phase 1
Gm_{14} = Mother's Educational Expectations for Child, Phase 1

A_{21} = Mother's Activistic-Passivistic Orientation, Phase 2
A_{22} = Mother's Individualistic-Collectivistic Orientation, Phase 2
A_{23} = Mother's Present-Future Orientation, Phase 2

Gm_{21} = Mother's Occupational Aspirations for Child, Phase 2
Gm_{22} = Mother's Educational Aspirations for Child, Phase 2
Gm_{23} = Mother's Occupational Expectations for Child, Phase 2
Gm_{24} = Mother's Educational Expectations for Child, Phase 2

Ac_1 = Child's Activistic-Passivistic Orientation
Ac_2 = Child's Individualistic-Collectivistic Orientation
Ac_3 = Child's Present-Future Orientation

Table A-1
Correlation Matrix, Means, and Standard Deviations for Sociological Model

	B1	B2	B3	A11	A12	A13	Gm11	Gm12	Gm13	Gm14	A21	A22	A23	Gm21	Gm22
B1	1.000														
B2	.375	1.000													
B3	.311	.533	1.000												
A11	.234	.367	.534	1.000											
A12	.009	.118	.212	.210	1.000										
A13	.152	.315	.451	.577	.288	1.000									
Gm11	.072	.115	.020	.083	.071	.058	1.000								
Gm12	.050	.103	.068	.004	.076	-.023	.359	1.000							
Gm13	.093	.295	.192	.117	.186	.111	.287	.215	1.000						
Gm14	.272	.454	.389	.289	.167	.281	.201	.298	.466	1.000					
A21	.204	.374	.503	.567	.306	.520	.114	.017	.048	.194	1.000				
A22	-.015	.181	.370	.318	.285	.346	.146	.009	.070	.066	.37	1.000			
A23	.139	.160	.378	.363	.319	.513	.115	.034	.062	.122	.528	.370	1.000		
Gm21	.038	.079	.149	-.011	.103	.018	.272	.133	.173	.200	.059	.130	.119	1.000	
Gm22	.187	.187	.193	.124	.050	.196	.111	.125	.161	.170	.208	.120	.145	.369	1.000
Gm23	.121	.262	.240	.242	.235	.263	.204	.173	.490	.310	.296	.203	.229	.352	.310
Gm24	.238	.365	.354	.210	.154	.276	.116	.158	.310	.367	.262	.177	.209	-.203	.377
Ac1	.064	.099	.066	.122	.080	.050	-.154	-.012	.026	.053	.167	.005	.055	-.088	.129
Ac2	-.033	.117	-.023	-.003	-.006	-.101	-.093	.151	.028	.121	-.020	-.004	-.164	-.019	.099
Ac3	.106	.137	.082	.085	.113	.172	-.021	.071	.130	.182	.106	.076	.075	.000	.122
MEAN	4.878	8.599	8.921	2.249	2.760	2.394	7.966	6.473	6.223	4.970	2.328	2.804	2.465	5.322	4.554
SD	2.097	2.785	2.634	.617	.563	.777	1.988	2.612	1.228	1.456	.610	.481	.724	3.546	3.142

	Gm23	Gm24	Ac1	Ac2	Ac3
Gm23	1.000				
Gm24	.469	1.000			
Ac1	.153	.118	1.000		
Ac2	.036	.110	.210	1.000	
Ac3	.228	.207	.484	.164	1.000
MEAN	5.946	4.554	1.752	1.923	1.721
SD	1.443	1.659	.251	.335	.379

Table A-2
Covariance Matrix for Sociological Model

	B1	B2	B3	A11	A12	A13	Gm11	Gm12	Gm13	Gm14	A21	A22	A23	Gm21	Gm22
B1	4.090														
B2	2.114	7.754													
B3	1.659	3.908	6.939												
A11	.292	.630	.867	.381											
A12	.010	.184	.314	.073	.316										
A13	.239	.681	.924	.277	.126	.604									
Gm11	.271	.600	.097	.095	.075	.084	3.482								
Gm12	.232	.657	.411	.006	.099	-.042	1.536	5.255							
Gm13	.232	1.010	.620	.089	.128	.106	.658	.606	1.507						
Gm14	.801	1.839	1.490	.259	.137	.318	.546	.994	.833	2.119					
A21	.251	.635	.809	.214	.105	.247	.129	.024	.036	.172	.372				
A22	-.014	.242	.470	.094	.077	.130	.131	.010	.041	.046	.108	.231			
A23	.203	.322	.721	.162	.130	.289	.156	.056	.055	.128	.233	.129	.524		
Gm21	.273	.776	1.394	-.024	.205	.049	1.801	1.082	.754	1.034	.128	.222	.305	12.578	
Gm22	1.189	1.636	1.601	.240	.089	.480	.653	.902	.622	.778	.399	.181	.330	4.114	9.870
Gm23	.354	1.053	.911	.216	.191	.295	.551	.573	.868	.650	.260	.141	.239	1.803	1.403
Gm24	.800	1.686	1.547	.215	.144	.355	.360	.601	.632	.887	.266	.141	.251	1.194	1.967
Ac1	.032	.068	.043	.018	.011	.010	-.070	-.007	.008	.019	.025	.001	.010	-.076	.099
Ac2	-.022	.108	-.020	-.001	-.001	-.026	-.057	.114	.011	.054	-.004	-.001	-.039	-.022	.103
Ac3	.080	.142	.081	.020	.024	.050	-.015	.061	.060	.099	.024	.014	.020	-.001	.143

	Gm23	Gm24	Ac1	Ac2	Ac3
Gm23	2.082				
Gm24	1.123	2.753			
Ac1	.054	.048	.060		
Ac2	.017	.060	.017	.109	
Ac3	.123	.129	.044	.020	.140

APPENDIX B

CORRELATION AND COVARIANCE MATRICES FOR THE PARENT-CHILD INTERACTION MODEL

Acronyms of Variables Included in the Parent-Child Interaction Model

B_1 = Father's Occupation
B_2 = Father's Education
B_3 = Mother's Education

A_{11} = Mother's Activistic-Passivistic Orientation, Phase 1
A_{12} = Mother's Individualistic-Collectivistic Orientation, Phase 1
A_{13} = Mother's Present-Future Orientation, Phase 1

Gm_{11} = Mother's Occupational Aspirations for Child, Phase 1
Gm_{12} = Mother's Educational Aspirations for Child, Phase 1
Gm_{13} = Mother's Occupational Expectations for Child, Phase 1
Gm_{14} = Mother's Educational Expectations for Child, Phase 1

P_1 = Child's Perception of Mother's Loving Behavior
P_2 = Child's Perception of Mother's Demanding Behavior
P_3 = Child's Perception of Mother's Punishing Behavior
P_4 = Child's Perception of Mother's Communication and Independence Training Behavior

M_{11} = Child's Academic Motivation, Phase 1
M_{12} = Child's Achievement Motivation, Phase 1

Gc_1 = Child's Educational Aspirations
Gc_2 = Child's Educational Expectations
Gc_3 = Child's Occupational Aspirations
Gc_4 = Child's Occupational Expectations

M_{21} = Child's Academic Motivation, Phase 2
M_{22} = Child's Achievement Motivation, Phase 2

Ac_1 = Child's Activistic-Passivistic Orientation
Ac_2 = Child's Individualistic-Collectivistic Orientation
Ac_3 = Child's Present-Future Orientation

Table B-1
Correlation Matrix, Means and Standard Deviations for Parent-Child Interaction Model

	B1	B2	B3	A11	A12	A13	Gm11	Gm12	Gm13	Gm14	P1	P2	P3	P4	M11	M12
B1	1.000															
B2	.375	1.000														
B3	.311	.533	1.000													
A11	.234	.367	.534	1.000												
A12	.009	.118	.212	.210	1.000											
A13	.152	.315	.451	.577	.288	1.000										
Gm11	.072	.115	.020	.083	.071	.058	1.000									
Gm12	.050	.103	.068	.004	.076	-.023	.359	1.000								
Gm13	.093	.295	.192	.117	.186	.111	.287	.215	1.000							
Gm14	.272	.454	.389	.289	.167	.281	.201	.298	.466	1.000						
P1	.020	-.030	-.117	-.018	.028	-.126	.010	-.070	.014	-.039	1.000					
P2	.009	-.094	-.049	.031	.054	-.007	-.035	-.162	.031	-.116	.571	1.000				
P3	.030	-.001	.054	.105	-.054	-.014	.131	-.007	.075	.052	-.056	-.100	1.000			
P4	-.029	-.069	-.080	-.012	-.105	-.092	-.003	.040	-.006	-.123	.423	.359	.080	1.000		
M11	.037	.146	.033	.036	.078	.005	.068	.011	.168	.097	.476	.428	-.093	.204	1.000	
M12	.054	.031	-.070	-.030	.054	-.101	.140	-.027	.040	.100	.296	.289	-.072	.142	.484	1.000
Gc1	.209	.169	.214	.186	.210	.151	.184	.138	.221	.255	.071	-.002	.063	.076	.179	.238
Gc2	.221	.384	.332	.161	.164	.245	.129	.121	.244	.344	.019	.006	-.019	-.011	.131	.132
Gc3	.274	.174	.171	.105	.052	.096	.066	.113	.257	.252	.052	.013	-.001	.062	.091	.109
Gc4	.169	.157	.190	.141	-.019	.120	.127	-.007	-.011	.108	.121	-.018	.016	.071	.152	.210
M21	.132	.115	.067	.103	.068	.047	.051	.110	-.009	.029	.122	.124	-.068	.005	.379	.204
M22	.132	.023	.069	.082	.136	.069	.057	.038	-.019	.131	.108	.130	-.091	.067	.196	.332
Ac1	.064	.099	.066	.122	.080	.050	-.154	-.012	.026	.053	-.002	-.005	-.048	.065	.018	.072
Ac2	-.033	.117	-.023	-.003	-.006	-.101	-.093	.151	.028	.113	.144	.025	-.049	.007	.068	-.036
Ac3	.106	.13	.082	.085	.113	.172	-.021	.071	.130	.182	.104	.028	-.101	.172	.076	.095
MN	4.878	8.599	8.921	2.249	2.760	2.394	7.966	6.473	6.223	4.970	72.936	55.277	23.916	20.728	27.198	6.183
SD	2.097	2.785	2.634	.617	.563	.777	1.988	2.612	1.228	1.456	7.560	7.527	10.529	2.704	2.748	1.297

Table B-1 (continued)

	Gc1	Gc2	Gc3	Gc4	M21	M22	Ac1	Ac2	Ac3
Gc1	1.000								
Gc2	.642	1.000							
Gc3	.403	.420	1.000						
Gc4	.397	.395	.362	1.000					
M21	.333	.312	.257	.285	1.000				
M22	.343	.261	.254	.345	.414	1.000			
Ac1	.202	.207	.219	.086	.144	.042	1.000		
Ac2	.078	.141	.054	.034	.165	-.044	.210	1.000	
Ac3	.225	.243	.262	.122	.085	.115	.484	.164	1.000
MN	5.266	4.197	4.292	6.233	4.063	1.450	1.752	1.923	1.721
SD	1.682	1.943	3.195	2.669	.047	.264	.251	.335	.379

Table B-2
Covariance Matrix for Parent-Child Interaction Model

	B1	B2	B3	A11	A12	A13	Gm11	Gm12	Gm13	Gm14	P1	P2	P3	P4	M11	M12
B1	4.090															
B2	2.114	7.754														
B3	1.659	3.908	6.939													
A11	.292	.630	.867	.381												
A12	.010	.184	.314	.073	.316											
A13	.239	.681	.924	.277	,126	.604										
Gm11	.271	.600	.097	.095	.075	.084	3.482									
Gm12	.232	.657	.411	.006	.099	-.042	1.536	5.255								
Gm13	.232	1.010	.620	.089	.128	.106	.658	.606	1.507							
Gm14	.801	1.839	1.490	.259	.137	.318	.546	.994	.833	2.119						
P1	.301	-.633	2.338	-.083	.119	-.743	.147	1.208	.129	-.430	57.155					
P2	.144	1.978	-.963	.145	.229	-.040	-.494	-2.803	.286	1.270	32.496	56.649				
P3	.647	-.034	1.486	.679	-.321	-.111	2.656	-.159	.969	.794	4.448	7.907	110.86			
P4	-.160	-.523	-.569	-.020	-.160	-.193	-.013	.248	-.019	-.486	8.644	7.300	2.285	7.314		
M11	.207	1.115	.240	.060	.120	.011	.349	.071	.568	.389	9.893	8.855	2.685	1.517	7.553	
M12	.143	.114	-.239	-.024	.039	-.102	.339	-.082	.063	.190	2.902	2.825	-.989	.498	1.725	1.683
Gc1	.712	.790	.946	.193	.198	.198	.579	.531	.457	.625	.900	-.022	1.110	.345	.827	.519
Gc2	.867	2.075	1.701	.193	.179	.370	.468	.538	.582	.973	.282	.088	-.393	-.058	.701	.332
Gc3	1.772	1.551	1.436	.208	.093	.238	.392	.827	1.009	1.173	1.263	.312	-.020	.538	.803	.454
Gc4	.915	1.163	1.337	.232	-.028	.249	.634	-.040	-.037	.420	2.448	-.363	.443	.511	1.118	.728
M21	.179	.215	.119	.043	.026	.024	.064	.170	-.007	.028	.621	.625	-.481	.009	.699	.178
M22	.070	.017	.048	.013	.020	.014	.028	.023	-.006	.050	.215	.258	-.252	.048	.142	.114
Ac1	.032	.068	.043	.018	.011	.010	-.070	-.007	.008	.019	-.003	-.010	-.123	.043	.012	.023
Ac	-.022	.108	-.020	-.001	-.001	-.026	-.057	.114	.011	.054	.359	.062	-.169	.006	.061	-.015
Ac3	.080	.142	.081	.020	.024	.050	-.015	.061	.060	.099	.296	.080	-.398	.174	.078	.046

Table B-2 (continued)

	Gc1	Gc2	Gc3	Gc4	M21	M22	Ac1	Ac2	Ac3
Gc1	2.828								
Gc2	2.098	3.776							
Gc3	2.164	2.610	10.208						
Gc4	1.782	2.047	3.091	7.125					
M2	1.376	.407	.550	.511	.451				
M2	2.152	.134	.214	.243	.073	.070			
Ac1	.083	.098	.171	.056	.024	.003	.060		
Ac2	.043	.091	.057	.030	.037	-.004	.017	.109	
Ac3	.142	.177	.313	.122	.021	.011	.044	.020	.140

APPENDIX C*

SURVEY OF STUDENT PLANS FOR WORK AND SCHOOL

(Baseline Phase, 1969)

*The questionnaires in Appendices C through F have been reformatted for inclusion in this dissertation and do not appear as they were printed for use in the surveys. Phrases which name the variables being measured and the source of the scale of items are printed in a script-style type. The 10-year follow-up survey form in Appendix E, however, has been reproduced as it appeared in the survey booklet.

Items included in these analyses from the Survey of Youth Plans for Work and School (Baseline Phase, 1969) include:

Elder Academic Motivation Scale

(item numbers 19, 20, 21, 22, 23, and 24)

Weiner Academic Motivation Scale

(item numbers 31, 32, 37, and 40)

Child's Perception of Mother's Degree of Communication and Independence Training Scale

(item numbers 45, 46, 47, 48, and 49)

Bronfenbrenner Parent Behavior Questionnaire

(item numbers 50 to 94)

BASELINE PHASE

SURVEY OF STUDENT PLANS FOR WORK AND SCHOOL

Items 1-7 Background Information

1. Name_____
   State_____
   School_____
   Grade_____
2. ____1. Boy
   ____2. Girl
3. Parents' Names_____
4. Address (give road or street and number if possible)
   _____
   _____
5. Telephone Number _____
6. How old are you?
   ____1. nine ____4. twelve
   ____2. ten ____5. thirteen
   ____3. eleven ____6. fourteen
7. Do you live with your mother (or stepmother)?
   ____1. no
   ____2. yes What is her name? _____
   FIRST MIDDLE LAST

We are interested in finding out something about your future plans, and would like to know your feelings about certain things. This is NOT a test and there are no right and wrong answers. I will read each question out loud and you read it to yourself as I read it, then check the answer which is closest to your feeling. MAKE SURE THAT YOU ANSWER EACH QUESTION. REMEMBER, WE WANT YOU TO ANSWER EACH QUESTION IN THE WAY THAT SEEMS BEST TO YOU.

FUTURE PLANS FOR WORK AND SCHOOL

Items 8-16 Occupational Aspirations and Expectations

8. Have you ever thought about what kind of job you might have when you grow up?
   ____1. yes, a lot
   ____2. yes, a little
   ____3. no
9. a. If you could choose any job you wanted, what kind of job would you really like to have when you grow up?
   _____
   b. How far do you have to go in school to get that kind of job?
   ____1. finish 8th grade
   ____2. finish 8th grade and go to a trade school
   ____3. finish high school
   ____4. finish high school and go to a trade school
   ____5. finish college
   ____6. don't know
10. What kind of job do you think you <u>really will</u> have when you grow up?
    _____

11. Put a check by <u>each</u> of the people who have <u>talked</u> with you about the kind of job you might have when you grow up? (You may check more than one.)

____1. mother
____2. father
____3. older brother and sister
____4. another relative
____5. teacher
____6. preacher
____7. adult friend or neighbor
____8. other kids
____9. other (Who?_____)
____10. no one

12. Whose advice is most important to you about your future plans? (check only one)

(Response categories same as item 11)

13. If you had your choice, how far would you like to go in school?

____1. 8th grade
____2. 1 or 2 years of high school
____3. go to a trade school <u>instead</u> of finishing high school
____4. finish high school
____5. finish high school <u>and</u> go to a trade school
____6. 1 or 2 years of college
____7. finish college

14. How far do you think you really will go in school?

(Response categories same as item 13)

15. Put a check by each of the people who have talked with you about how far you should go in school.

(Response categories same as item 11)

16. How far do you think your parents would like you to go in school?

(Response categories same as item 13)

17. How do your parents feel about your finishing high school?

____1. they insist I finish
____2. they would rather I finish
____3. they don't care
____4. they would rather I didn't finish
____5. they won't let me finish

<u>ITEM 18</u>

(Talking with parents about education)

18. Have you ever talked with your parents about dropping out before finishing high school?

____1. yes, a lot
____2. yes, a little
____3. no

ITEMS 19-24

(Elder -- Academic Motivation)

II. FEELINGS ABOUT SCHOOL. Read each statement as I read it and check <u>one</u> answer that best tells me how you feel about school.

19. I am interested in my school work

_____1. always
_____2. most of the time
_____3. sometimes
_____4. hardly ever
_____5. never

20. I really try to get good grades

(Response categories same as item 19)

21. I study or read at home

_____1. about every day
_____2. two or three times a week
_____3. about once a week
_____4. hardly ever
_____5. never

22. When the teacher gives us homework, I finish it

(Response categories same as item 19 for items, 22, 23, and 24)

23. When I get a grade I don't like, I try hard to do better

24. If I had my way about coming to school, I would come

III. GENERAL QUESTIONS. Read each statement as I read it and check <u>one</u> answer that best tells how you feel.

<u>ITEMS 25-44</u>

(Weiner -- Achievement Motivation)

25. I prefer

_____1. working with others
_____2. working by myself

26. I prefer jobs

_____1. that I might not be able to do
_____2. which I'm sure I can do

27. I would rather learn

_____1. fun games
_____2. games where I would learn something

28. I prefer a game

_____1. where I'm better than anyone else
_____2. where everyone is about the same

29. I would rather

_____1. play a team game
_____2. play against just one other person

30. I would rather

_____1. wait one or two years and have my parents buy me one big present
_____2. have them buy me several smaller presents over the same period of time

31. When I am sick, I would rather

_____1. rest and relax
_____2. try to do my school work

32. _____1. I like giving reports before the class
_____2. I don't like giving reports before the class

33. Before a class test I am

_____1. often nervous
_____2. hardly ever nervous

34. When I am playing in a game or sport I am

_____1. *more interested in having fun than in winning*
_____2. more interested in winning

35. When I am sure I can do a job

_____1. I enjoy doing it more
_____2. I become bored

36. When I play a game

_____1. I hate to lose
_____2. I love to win

37. After summer vacation I am

_____1. *glad to get back to school*
_____2. not glad to get back to school

38. I talk in class (answer questions or discuss)

_____1. less than other students
_____2. more than other students

39. I enjoy sports more when I play against

_____1. one other player
_____2. several other players

40. If I were getting better from a serious illness I would like to

_____1. *spend my time learning how to do something*
_____2. relax

41. I like playing a game when I am

_____1. as good as my playmate
_____2. much better than my playmate

42. I prefer classes in which

_____1. the students were all as good as one another at the work
_____2. I was better than almost all the others

43. When I do things to help at home, I prefer to

_____1. *do usual things I know I can do*
_____2. do things that are hard and I'm not sure I can do

44. I would choose as work-partners

_____1. other children who do well in school
_____2. other children who are friendly

IV. MOTHERS & CHILDREN. The next questions are about ways mothers act toward their children. Read each statement as I read and check the answer you think is most like <u>your mother</u>.

ITEMS 45-49 (Elder Scale)
(Child's Perception of Mother's Degree of Communication and Independence Training)

45. When she punishes me she tells me why, if I don't know

_____1. always
_____2. most of the time
_____3. sometimes
_____4. hardly ever
_____5. never

46. When she decides things or makes rules for me, she tells me why.

(Response categories same as item 45)

47. When I do something she doesn't like she talks to me and explains or reasons with me, instead of punishing me.

(Response categories same as item 45)

48. Does she let you decide things for yourself more than she did a year or two ago?

_____1. much more
_____2. a little more
_____3. about the same
_____4. a little less
_____5. much less

49. How are most things decided between you and your Mother?

_____1. she just tells me what to do
_____2. we talk about it, but she usually does the deciding
_____3. we talk about it, but I usually get to do what I want
_____4. I can do what I want no matter what she thinks

ITEMS 50-94 (Bronfenbrenner Parent Behavior Questionnaire)
(Mother's Behavior as Perceived by the Child) (Loving, demanding, and punishing)

50. I can talk to her about anything

_____1. always
_____2. most of the time
_____3. sometimes
_____4. hardly ever
_____5. never

51. When I go someplace for the first time, she comes with me to make sure that everything goes well.

(Response categories same as item 50 for items 51-74)

52. She says that I have to get her permission first when I want to go somewhere or play with my friends

53. She makes me work hard on everything I do

54. I can talk her into most anything

55. She is fair when she punishes me

56. She seems to be upset and unhappy when I do not behave myself

57. She is happy to be with me

58. She makes me feel good and helps me when I have troubles

59. She worries and is afraid that I cannot take care of myself

60. She wants to know exactly how I spend my money when I want to buy some little thing for myself

61. She tells me that I have to do better than other children

62. She lets me off easy when I am bad

63. When I have to do something for her she explains why

64. She makes me feel ashamed when I am bad

65. She says nice things about me to other people

66. I feel that she is there for me when I need her

67. She tells me I can't roam or wander around because something might happen to me

68. She tells me exactly when I should be home

69. She tells me that I must get very good grades in school

70. She finds it hard to punish me

71. When she punishes me, she explains why

72. She tells me, "I don't want to have anything to do with you," when I do not behave myself

73. My mother is very good to me

74. She says nice things to me when I do something good

75. She punishes me by sending me out of the room

_____1. almost every day
_____2. about once a week
_____3. about once a month
_____4. only once or twice a year
_____5. never

76. She teaches me things I want to learn

(Response categories same as item 75 for items 76-94)

77. She tells me that other children behave better than I do

78. She slaps me

79. She punishes me by making me do extra work

80. She goes on pleasant walks and trips with me

81. She wants me to run errands or do favors for her

82. She punishes me by not letting me play with other children

83. She helps me with my hobbies or things I like to do

84. She pesters me and keeps telling me to do things

85. She spanks or hits me

86. She punishes me by not letting me do things I really enjoy

87. She enjoys talking to me

88. She wants me to keep my own things in good order

89. She punishes me by sending me to bed early

90. She helps me with my school work when I do not understand something

91. She tells me I am bad and yells at me

92. She says she will spank or hit me if I am bad

93. She punishes me by taking my favorite things away

94. She wants me to help around the house or yard

ITEMS 95-116

(Lipsitt Self-Concept Scale)

V. FEELINGS ABOUT YOURSELF. There are no right and wrong answers. Answer each question in the way that seems best to you. Read each statement as I read it and check the answer that shows how you really feel about yourself, not what others tell you but what you believe.

(Response categories for all the items are the same as item 95)

95. I am friendly

____1. not at all
____2. not very often
____3. some of the time
____4. most of the time
____5. all of the time

96. I am happy

(Response categories same as item 95 for items 96-116)

97. I am kind

98. I am brave (bold, courageous)

99. I am honest (truthful)

100. I am likeable (I am somebody that others like)

101. I am trusted (people have faith or confidence in me)

102. I am good

103. I am proud

104. I am lazy

105. I am loyal (faithful, can be depended on)

106. I am cooperative (I work well with others)

107. I am cheerful

108. I am thoughtful (think of others' needs)

109. I am popular (liked by most people)

110. I am courteous

111. I am jealous (envious, hurt because others have something you don't have)

112. I am obedient (dutiful, I do as I am told)

113. I am polite

114. I am bashful (shy)

115. I am clean

116. I am helpful (lend a hand, aid)

APPENDIX D

MOTHER'S SURVEY OF OCCUPATIONAL AND EDUCATIONAL GOALS FOR CHILDREN

(Baseline Phase, 1969)

Items included in these analyses from the Mother's Survey of Occupational and Educational Goals for Children (Baseline Phase, 1969) include:

Mother's Goals for her Child

(item numbers 2a, 3, 5, and 6)

Mother's Achievement Value Orientation

(item numbers 17, 19, 21, 23, 25, 26, and 27)

BASELINE PHASE

MOTHER'S SURVEY OF OCCUPATIONAL AND EDUCATIONAL GOALS FOR CHILDREN

My name is _____. I am representing the University of _____. We are making a research study of how children in the 5th and 6th grades think about their future education and jobs, what they want to be when they grow up, and how much they know about different jobs. We would like to talk to you for a few minutes about how you feel about the future of your 5th and 6th grade child and ask you some questions about the family, the child, and current issues.

* * * * * * * * * * * * * * *

Name _____ Date _____

Address or location _____

Telephone number _____

Name of Child _____

School _____

Grade _____ County _____

ITEMS 1-6 Occupational Aspirations and Expectations for the Child

(Talking with child about future job)

1. Have you ever talked with (name, survey child) about the kind of job he (she) might have when he (she) grows up?
   _____1. yes, a lot
   _____2. yes, a little
   _____3. no

(Occupational Aspiration)

2. a. If you could choose any job, what kind of job would you most like (name, survey child) to have when he (she) grows up?

   _____

   b. How likely do you think it is that _____ will be able to get that kind of job?
   _____1. very likely
   _____2. pretty likely
   _____3. not so likely
   _____4. not at all likely
   _____5. don't know

   c. Why do you think that?

   _____

(Occupational Expectation)

3. What kind of job do you think _____ really will have when he (she) grows up?

   _____

(Talking with child about education)

4. Have you ever talked with _____ about how far he (she) should go in school?
   _____1. yes, a lot
   _____2. yes, a little
   _____3. no

(Educational Aspiration)

5. (HAND RESPONDENT CARD AND READ WITH HER.) If you had your choice, how far would you like _____ to go in school?
   _____1. 8th grade
   _____2. 1 or 2 years of high school
   _____3. go to a trade school instead of finishing high school
   _____4. finish high school
   _____5. finish high school and go to a trade school
   _____6. 1 or 2 years of college
   _____7. finish college

(Educational Expectations)

6. (HAND RESPONDENT CARD AND READ WITH HER.) How far do you think_____ really will go in school?

   (Response categories same as item 5)

ITEMS 7-15, EXPOSURE TO LARGER SOCIETY

7. Does anyone in your family take or read any daily newspapers regularly?
   _____1. yes (name or place published_____)
   _____2. no

8. How often does someone in the family listen to a news program on the radio or TV?
   _____1. every day
   _____2. 2 or 3 times a week
   _____3. once a week
   _____4. seldom or never

9. About how many hours a day, on the average, do you watch TV (all kinds of programs)
   _____1. none
   _____2. no more than an hour
   _____3. 1 or 2 hours
   _____4. 3, 4, or 5 hours
   _____5. more than 5 hours

   (IF ANSWER IS "DON'T KNOW," ASK: How many programs did you watch yesterday?)

10. How much time does_____watch TV on a school day?
    (Response categories same as item 9)

11. Do you belong to a church or attend regularly
    _____1. belong and attend regularly
    _____2. belong but don't attend regularly
    _____3. don't belong but attend regularly
    _____4. don't belong and don't attend regularly

12. Are you a member of any clubs or organizations, such as the Homemakers Club, social club, the PTA, a church related organization, etc.?
    _____1. yes, one or more
    _____2. none

13. Are you registered to vote?
    _____1. yes
    _____2. no

14. Have you voted in any election or primary during the past two years?
    _____1. yes
    _____2. no

15. Do you happen to know who _____ is?
    _____1. correctly identified the governor
    _____2. did not know

(HAND RESPONDENT CARD) This card contains a list of statements that some people agree with and some don't. I'll read each of them over slowly with you, and you tell me if you agree or disagree with it. (DON'T SUGGEST UNDECIDED AS ANSWER.)

ITEMS 16, 18, 20, 22, 24, 28 (Srole - Anomia Scale) (Mothers Anomia or Alienation)
ITEMS 17, 19, 21, 23, 25, 26, 27 (Rosen--Mother's Achievement Value Orientation)

16. Nowaways, a person has to live pretty much for today and let tomorrow take care of itself.
    _____1. agree
    _____2. disagree
    _____3. undecided

17. All a man should want out of life is steady work that is not too hard with enough pay to afford a nice car and a home.

    (Response categories same as item 16 for items 17-28)

18. In spite of what some people say, the life of the average person is getting worse, not better.

19. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.

20. These days a person doesn't really know whom he can count on.

21. The secret of happiness is not expecting too much out of life and being content with what comes your way.

22. It's hardly fair to bring children into the world with the way things look for the future.

23. Nothing is worth the sacrifice of moving away from one's parents.

24. There's little use in writing to public officials because often they aren't really interested in the problems of the average person.

25. A good son would try to live near his parents even if it means giving up a good job in another part of the country.

26. Planning only makes a person unhappy since your plans hardly ever work out anyway.

27. Nowadays with world conditions the way they are the wise person lives for today and lets tomorrow take care of itself.

28. People like me don't have much of a chance to be successful in life

ITEM 29

(Kohn -- Parental Values Scale)

(Characteristics of children that mothers value)

29. (HAND RESPONDENT CARD AND READ WITH HER.). This card has sixteen statements. I am going to read all of them first and then you tell me the three that you think are the most important for a boy (girl) of _____'s age?

____1. that he (she) gets along well with other children
____2. that he (she) has good manners
____3. that he (she) tries hard to succeed
____4. that he (she) is neat and clean
____5. that he (she) is liked by adults
____6. that he (she) acts in a serious way
____7. that he (she) is able to defend himself (herself)
____8. that he (she) has self-control
____9. that he (she) is affectionate
____10. that he (she) is happy
____11. that he (she) obeys his (her) parents well
____12. that he (she) is honest
____13. that he (she) is dependable
____14. that he (she) is considerate of others
____15. that he (she) is interested in why and how things happen
____16. that he (she) is a good student

ITEMS 30-31

(Occupation of Parents)

30. a. What kind of work does your husband do? (GET AS SPECIFIC A DESCRIPTION AS POSSIBLE)

____1. no husband
____2. unemployed (DESCRIBE USUAL WORK)

_____

_____

b. If the husband's (or respondent's) occupation is farmer, classify his farm operation as one of the following:

____1. "Gentleman farmer" or landowner who does not directly supervise his operations
____2. Large landowner who supervises some of his operations
____3. Farm operator with one or more regular paid laborers; farm manager
____4. Small farm owner-operator with no regular paid laborer
____5. Tenant operator with no regular paid laborer; hired foreman
____6. Sharecropper or regular paid laborer
____7. Migrant worker, day laborer or squatter

31. a. Do you have a job?
_____1. no, housewife only
_____2. yes. How many hours a week_____
_____3. usually work but unemployed now
(DESCRIBE USUAL WORK BELOW)

b. What kind of work do you do? (GET SPECIFIC DESCRIPTION)

_____

ITEMS 32-33

(Residence Status of Parents)

32. a. Have you ever lived outside this county?
_____1. yes
_____2. no

b. If yes, have you lived: (Check all that apply)
_____1. in an adjoining county?
_____2. some place else in this state?
_____3. in an adjoining state?
_____4. in another southern state, not adjoining?
_____5. some place else?

c. (OMIT FOR URBAN AREAS) Have you ever lived in a city (25,000 or more)?
_____1.yes
_____2.no

d. (OMIT FOR RURAL AREAS) Have you ever lived in the country or in a small town (less than 2,500)?
_____1. yes
_____2. no

33. a. Has your husband ever lived outside this county?
_____1. yes
_____2. no

b. If yes, has he lived (Check all that apply)
_____1. in an adjoining county?
_____2. some place else in this state?

c. (OMIT FOR URBAN AREAS) Has he ever lived in a city (25,000 or more)?
_____1. yes
_____2. no

d. (OMIT FOR RURAL AREAS) Has he ever lived in the country or in a small town (less than 2,500)?
_____1. yes
_____2. no

ITEMS 34-35

(Sources of Family Income)

34. What are the main sources of your family's income? Do your or your husband get any income from the following sources? (CHECK ALL THAT APPLY)
    _____1. salary or wages from employment or work (wife or husband)
    _____2. profits or fees from operating a farm, business or profession (wife or husband)
    _____3. rents from property you own or interest on savings or investments
    _____4. board money or contributions from others who live in the household
    _____5. money from children or relatives not in the household, including allotments from children in military service
    _____6. Social Security or other pensions
    _____7. government welfare (surplus foods, food stamps, Aid to Dependent Children, etc.)
    _____8. unemployment compensation
    _____9. gifts or private relief
    _____10. other (specify_____)

35. (OMIT IF ONLY ONE SOURCE WAS LISTED IN QUESTION 34). From which of the sources I just read do you get the most income? From which do you get the second most income? (Enter the number from above)
    _____1. most income
    _____2. second most income

ITEM 36

(Family Composition)

36. Now I'd like to list all of the persons living in this household--everyone who eats and sleeps here as a part of the family or household. (List first the mother and her husband, then the children of mother and/or husband in order of oldest to youngest, then other relatives, then anyone else. Include any persons who are considered household members who are temporarily away.

	Age	Sex		In School?			Employed			Occupation or Usual Work
		M	F	Yes	Grade	No	Last Grade	Yes	No	
Mother:										
Husband:										
Children:										
Others:										

APPENDIX E

SURVEY OF YOUTH PLANS FOR THE FUTURE

(Follow-up Form, 1975)

Items included in these analyses from the Survey of Youth Plans for the Future (Follow-up Form, 1975) include:

Elder Academic Motivation Scale

(item numbers 18, 19, 20, 21, 22, and 23)

Weiner Achievement Motivation Scale

(item numbers 24, 25, 26, and 27)

SURVEY OF YOUTH PLANS FOR THE FUTURE

Items 1-3 Background Information

1. Name_____

   State_____ County_____

   School_____ Present Grade_____

   Check here if not now enrolled in school_____ Last Grade finished_____

   Are you: Are you:

2. a. _____1. Male
   _____2. Female

   b. _____1. Black
   _____2. White
   _____3. Other (What are you?_____)

3. a. Your address (give road or street and number, or what it is near. If you live in the country, give rural route, box number, what community you live in, and how to get to your house.)_____

   Telephone_____

   b. What is your father's name (or stepfather or foster father)?

   _____

   Give his address if different from yours._____

   Telephone_____

   Check here if no father, stepfather or foster father_____

   C. What is your mother's name (or stepmother or foster mother)?

   _____

   Give her address if different from yours._____

   Telephone_____

   Check here if no mother, stepmother or foster mother_____

   d. Who do you live with? (Check one or more)

   _____1. both parents
   _____2. father (or stepfather, foster father)
   _____3. mother (or stepmother, foster mother)
   _____4. your wife or husband
   _____5. someone else (tell who and what kin)_____

We are interested in finding out something about your future plans and would like to know your feelings about certain things. This is NOT a test and there are no right and wrong answers. I will read each question out loud and you read it to yourself as I read it, then check the answer which is closest to your feeling. MAKE SURE THAT YOU ANSWER EACH QUESTION. REMEMBER, WE WANT YOU TO ANSWER EACH QUESTION IN THE WAY THAT SEEMS BEST TO YOU.

Items 4-6 Occupational Aspirations and Expectations

4. Have you ever thought about what kind of job you might have in the future?

   _____1. yes, a lot _____2. yes a little _____3. no

5. a. If you could choose any job you wanted, what kind of job would you really like to have in the future? (Describe clearly what you would do.)

   b. How far do you have to go in school to get that kind of job?

   _____1. finish 8th grade
   _____2. finish 8th grade and go to a trade or vocational school
   _____3. finish high school
   _____4. finish high school and go to a trade or vocational school
   _____5. finish college
   _____6. go beyond college (graduate or professional school)
   _____7. don't know

c. In what ways have you heard about that kind of job? (Check all of the ways in which you have heard about it.)

_____1. Someone in my family has that kind of job.
_____2. Someone else I know has that kind of job.
_____3. I heard about it in school.
_____4. I read about it in a book.
_____5. I read about it in a newspaper or magazine.
_____6. I heard about it on television or radio.
_____7. I saw it in the movies.
_____8. Someone told me about it.
_____9. I heard about it in some other way.
(How?_____)

d. How long have you thought that you would really like to have that kind of job?

_____1. Since I was a child
_____2. For several years
_____3. Only recently
_____4. I have not really thought about it much before today.

e. How likely do you think it is that you will be able to get that kind of job?

6. What kind of job do you think you really will have in the future. (Describe clearly what you would do._____

Significant Others

7. Put a check by each of the people who have talked with you about the kind of job you might have in the future. (Check all who have talked

_____1. mother
_____2. father
_____3. brother or sister
_____4. another relative
_____5. teacher
_____6. preacher
_____7. adult friend or neighbor
_____8. classmate or other young friend
_____9. someone else. (Who?_____)
____10. no one

8. Besides the job you said you would like or expect you will have, we would like to know what other jobs you may have been considering for yourself. In the sample list of jobs below, put a check beside any others that you have recently been thinking about yourself. (Check all that you have seriously thought about, except those you have already given above.)

_____01. Fireman or policeman
_____02. Teacher
_____03. Athlete
_____04. Nurse
_____05. Doctor
_____06. Secretary
_____07. Mechanic
_____08. Beautician
_____09. Truck driver
_____10. Factory worker
_____11. Race car driver
_____12. Housewife only
_____13. Farmer
_____14. Maid
_____15. Pilot
_____16. Seamstress
_____17. Carpenter
_____18. Airline stewardness
_____19. Artist
_____20. Something else
(What job?_____)

9. How much do you think the following things might keep you from getting the job you would really like? (Check one blank after each thing.)

	Very Much	Some	Very Little
a. Not enough money to go to college	3.	2.	1.
b. Lack of information about jobs	3.	2.	1.
c. My race	3.	2.	1.
d. My sex	3.	2.	1.
e. Don't want to move away from friends and family	3.	2.	1.
f. Not smart enough	3.	2.	1.
g. The schools I have gone to	3.	2.	1.
h. Lack of good job opportunities around here	3.	2.	1.
i. Something else (Tell what it is:_____)	3.	2.	1.

10. In picking the job you would like to have, how important are the following things about that job? (Check one blank after each thing.)

	Extremely Important	Important	Not very Important
a. Offers you the chance to make a lot of money	3.	2.	1.
b. Gives you a chance to become an important person	3.	2.	1.
c. Offers a chance for exciting and interesting work	3.	2.	1.
d. Gives you steady employment	3.	2.	1.
e. Gives you a chance to help other people	3.	2.	1.
f. Gives you a chance to be your own boss	3.	2.	1.
g. Something else (Tell what it is:_____)	3.	2.	1.

11. a. Which of the following kinds of jobs of work experience have you had? (Check as many as apply. Count nonpaying work such as volunteer work or work for your family, if it was like a regular job.)

_____1. Summer job, full-time
_____2. Part-time job (Summer or through the year)
_____3. Full-time job other than just summer work
_____4. No regular work experience

b. If you have had work experience, what kind of work have you done most often? (Describe clearly what you did.) _____

_____

c. If you have had more than one kind of work experience, what kind of work have you done next most often? (Describe clearly what you did.)

_____

Items 12-17 Educational Aspirations and Expectations

12. If you had your choice, how far would you really like to go in school?

_____1. 8th grade
_____2. 1 or 2 years of high school
_____3. go to a trade or vocational school Instead of finishing high school
_____4. finish high school
_____5. finish high school and go to a trade or vocational school
_____6. 1 or 2 years of college
_____7. finish college (4 years)
_____8. Beyond college (graduate or professional school)

13. How far do you think you really will go in school?

_____1. I have already quit school for good (what was the highest grade you finished?_____)
_____2. 1 or 2 years of high school
_____3. go to a trade or vocational school instead of finishing high school
_____4. finish high school
_____5. finish high school and go to a trade or vocational school
_____6. 1 or 2 years of college
_____7. finish college (4 years)
_____8. Beyond college (graduate or professional school)

14. Put a check by each of the people who have talked with you about how far you should go in school.

_____1. mother
_____2. father
_____3. brother or sister
_____4. another relative
_____5. teacher
_____6. preacher
_____7. adult friend or neighbor
_____8. classmate or other young friend
_____9. someone else (Who?_____)
_____10. no one

15. How far do you think your parents would like you to go in school?

(Response categories same as item 12)

16. How do your parents feel about your finishing high school?

_____1. they insist I finish
_____2. they would rather I finish
_____3. they don't care
_____4. they would rather I did not finish
_____5. they won't let me finish

(Talking with parents about education)

17. Have you ever talked to your parents about dropping out before finishing high school?

_____1. yes, a lot _____2. yes, a little _____3. no

Now I have some questions on how you feel about school. Read each statement as I read it and check one answer that best tells how you feel. If you have already quit school, answer for how you felt when you were in school.

Items 18-23 (Academic Motivation)

18. I am interested in my school work.

_____1. always
_____2. most of the time
_____3. sometimes
_____4. hardly ever
_____5. never

19. I really try to get good grades.

(Response categories same as item 18)

20. I study or read at home

_____1. almost every day
_____2. two or three times a week
_____3. about once a week
_____4. hardly ever
_____5. never

21. When the teacher gives us homework, I finish it.

(Response categories same as item 18)

22. When I get a grade I don't like, I try hard to do better.
(Response categories same as item 18)

23. If I had my own about coming to school, I would come
(Response categories same as item 18)

(Items 24-27 (Achievement Motivation)

24. When I am sick, I would rather

_____1. rest and relax
_____2. try to do my school work

25. I

_____1. like giving reports before the class
_____2. don't like giving reports before the class

26. After summer vacation I am

_____1. glad to get back to school
_____2. not glad to get back to school

27. If I were getting better from a serious illness I would like to

_____1. spend my time learning how to do something _____2. relax

28. a. What kind of grades have you been making this year?

_____1. mostly A's (90-100) _____3. mostly C's (70-79)
_____2. mostly B's (80-89) _____4. mostly D's and F's (below 70)

b. Check here_____if not in school.

c. About what is your overall high school grade average?

_____1. A (between 90 and 100) _____3. C (between 70 and 79)
_____2. B (between 80 and 89) _____4. D or F (below 70)

(Significant Others)

29. Whose advise is most important to you about your future plans? (check only one.)

_____1. mother _____6. preacher
_____2. father _____7. adult friend or neighbor
_____3. brother or sister _____8. classmates or other young friends
_____4. another relative _____9. someone else (Who?_____)
_____5. teacher ____10. no one

(Residence)

Now I have some questions on how you feel about marriage, children, and where to live.

30. If you had your choice, where would you <u>really like</u> to live in the future?

a. In what part of the country or the world? (check one)

_____1. In this community or very near here
_____2. Somewhere else in this state (Where?_____)
_____3. In another state near here (Which one?_____)
_____4. In a different part of the USA (What state or area_____)
_____5. In some other country (Which one?_____)

b. Would you rather live in the country, in a town, or in a city? (Check one)

_____1. In the country or a small town
_____2. In a big town or small city (Which one?_____)
_____3. In a very big city or its suburbs (Which city?_____)

31. How old do you think you will be when you get married?_____

_____1. Check here if you are already married or have been married
_____2. Check here if you don't think you will every marry

32. a. Do you have any children? _____1. no _____2. no

b. In all, how many children would you like to have?_____

(Significant Others)

33. Have any of the following people influenced your ideas about how old a person should be when he or she gets married? (Check all that have influenced you.)

(Response categories same as item 29)

34. Have any of the following people influenced your ideas about how many children you would like to have? (Check all that have influenced you.)

(Response categories same as item 29)

35. What do you think a married woman should do about working outside the home? Which one of the following statements comes closest to your opinion? (Check the one that comes closest.)

_____1. She shouldn't work at all unless her husband is not able to work.
_____2. She should work only if she has no children or all the children are in high school.
_____3. It is all right for her to work, as long as her children are in school or she has a good sitter.
_____4. The children are the husband's as much as hers; she should be able to work if she wants to.

36. Have any of the following people had something to do with your ideas about married women working outside the home? (Check all that have influenced you.)

(Response categories same as item 29)

The next questions have to do with what you think about certain things. There are no right or wrong answers. We just want to know which statement in each pair is closest to your opinion. If you think both statements in a pair are kind of true, or neither one is true, we still want to know which statement is nearest what you believe.

Items 37-47 (Locus of Control)

37. Check one of these two statements:

_____1. Many of the unhappy things in people's lives are partly due to bad luck
_____2. People's misfortunes result from the mistakes they make.

38. Check one of these two statements:

_____1. In the long run, people get the respect they deserve in this world.
_____2. Unfortunately, an individual's worth often passes unrecognized, no matter how hard he tries.

39. Check one of these two statements:

_____1. Without the right breaks, one cannot be an effective leader.
_____2. Capable people who fail to become leaders have not taken advantage of their opportunities.

40. Check one of these two statements:

_____1. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
_____2. Getting a good job depends mainly on being in the right place at the right time.

41. Check one of these statements:

_____1. What happens to me is my own doing.
_____2. Sometimes I feel that I don't have enough control over the direction my life is taking.

42. Check one of these two statements:

_____1. When I make plans, I am almost certain that I can make them work.
_____2. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

43. Check one of these two statements:

_____1. In my case, getting what I want has little or nothing to do with luck.
_____2. Many times we might just as well decide what do do by flipping a coin.

44. Check one of these two statements:

_____1. Who gets to be boss often depends on who was lucky enough to be in the right place first.
_____2. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

45. Check one of these two statements:

_____1. Most people don't realize the extent to which their lives are controlled by accidental happenings.
_____2. There is really no such thing as "luck."

46. Check one of these two statements:

_____1. In the long run, the bad things that happen to us are balanced by the good ones.
_____2. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

47. Check one of these two statements:

_____1. Many times I feel that I have little influence over the things that happen to me.
_____2. It is impossible for me to believe that chance or luck plays an important role in my life.

Now we have a few questions about your family:

48. What kind of work does your father (stepfather, foster father) do? (GIVE AS SPECIFIC A DESCRIPTION AS POSSIBLE--Describe clearly what he does in his main job.)

Check here_____if retired or not working, then give usual or former work.

_____
(describe type of work here)

_____ Don't know, or don't have a father, stepfather or foster father.

49. Does your mother (stepmother, foster moster) work?

_____ 1. No, housewife only
_____ 2. yes, part-time work only
_____ 3. yes. If yes, what kind of work does she do? (GIVE A SPECIFIC A DESCRIPTION AS POSSIBLE--Describe clearly what she does in her main job.)
_____ 4. Usually work, but out-of-job now
_____ 5. Don't know, or don't have a mother, stepmother or foster mother.

50. If your father's or mother's occupation (above) is farmer, which one of the following best describes the kind of farming or farm work he or she does: (check one)

_____1. *Landowner who mainly gets (his) (her) income from renting land to* others and doesn't do much actual operation of the farm (himself) (herself)
_____2. Farm operator with one or more regular paid laborers.
_____3. *Farm manager (paid salary to operate farm for someone else).*
_____4. Small farm owner-operator with no regular paid laborers.
_____5. Tenant operator with no regular paid help, or hired foreman.
_____6. *Sharecroppers or regular paid laborer.*

51. What are the main sources of your family's income? Do any members of your family get any income from the following sources? (Check as many as apply)

_____1. Salary or wages from employment or work
_____2. Profit or fees from operating a farm, business or profession
_____3. Rents from property owned or interest on savings and investments
_____4. Board money or contributions from others who live in the household
_____5. Money from children or relatives not in the household
_____6. Social Security or other pensions
_____7. Government welfare, (food stamps, Aid to Dependent Children, etc.)
_____8. Unemployment compensation
_____9. Gifts or private relief
_____10. Other (Tell what_____)

52. From which of the above sources does your family get the most income? From which does it get the second most income? (Enter the number from above.)

_____1. most income _____2. second most income

53. In all, how many people live in your household? (Include persons considered members of the family or household who are temporarily away, or who sleep in another building if they eat with you, but don't include persons who have a separate apartment and cook separately.) _____
(number)

54. We may want to get in touch with you once more in the future. Please give the names and addresses of two people who will always know where you are or where you have moved. If possible, include one person other than your parents.

1. Name_____
Address_____

2. Name_____
Address_____

This part of the SURVEY OF YOUTH PLANS FOR THE FUTURE contain additional questions for those who are not now attending school. Please staple to the YOUTH PLANS FOR THE FUTURE SCHEDULE

Name_____ County_____ State_____

1. Do you think you have quit school for good or that you are only staying out for a while?

   _____1. I have quit for good
   _____2. I am out for a while and will probably go back
   _____3. I may take some special training somewhere else
   _____4. What kind?_____
   Where?_____

2. a. What was your main reason for dropping out of school?_____
   b. If there are other reasons, what were they?_____

3. How old were you when you quit school? _____ a. What grade had you finished_____
   b. If you started the next grade, about when did you quit? _____Fall _____Winter
   _____Spring

4. Did you talk to anyone about leaving school before you made up your mind? (Check each one you talked to.)

   _____1. mother
   _____2. father
   _____3. older brother or sister
   _____4. another relative
   _____5. teacher
   _____6. preacher
   _____7. adult friend or neighbor
   _____8. classmates or other young friend
   _____9. other (Who?_____)
   _____10. no one

5. What are you doing now?--working for pay, looking for work, taking training, helping parents or relatives, or what?

   _____1. Employed at a paying job. a. Where?_____
   b. What kind of work?_____
   c. How long would you like to stay in this work?
   _____As long as I can
   _____Just for a while
   _____No longer than I have to
   d. Anything else you would like to explain about how you feel about this job?_____

   _____2. Looking for work. a. Any special kind?

   3. Taking special training. a. Where?_____
   b. What kind?_____
   c. Do you plan to continue this training until finished ___Yes ___No
   d. Anything else you would like to explain about the training?
   _____

   4. Helping parents or relatives with their work.
   a. What kind of work?_____
   b. Do you plan to continue doing this?_____Yes _____No
   c. Anything else you would like to explain about this help you are giving?_____

   5. Doing something else. a. Where?_____
   b. What?_____
   c. Do you plan to continue doing this?_____ Yes _____No
   d. Anything else you would like to explain about this?_____

6. What would you like to be doing now?_____
   a. If this is different from what you are doing, are you making any plans to try to do what you would like to be doing? ____ Yes ____ No
   b. If you answered yes, please explain more about your plans._____

7. Please add anything else you have in mind about your plans that might be helpful to those interested in how young people think about their future. (Use the back of the page if you wish).

APPENDIX F

SURVEY OF MOTHER'S OCCUPATIONAL AND EDUCATIONAL GOALS FOR CHILDREN

(Follow-up Form, 1975)

Items included in these analyses from the Survey of Mother's Occupational and Educational Goals for Children (Follow-up Form, 1975) include:

Mother's Goals for her Child

(item numbers 2a, 3, 5, and 6)

Mother's Achievement Value Orientation

(item numbers 15, 17, 19, 21, 23, 24, and 25)

SURVEY OF MOTHERS' OCCUPATIONAL AND EDUCATIONAL GOALS
FOR CHILDREN

My name is _____. (Name of University) is cooperating with some other colleges and universities in studying the kind of education and jobs young people want, and what their parents want for them. You may remember that someone came around several years ago and talked with you about what your (son) (daughter) _____ might do when (he) (she) grew up. (Mention present or past school, if known and appropriate.)

Now that (he) (she) is nearly grown we want to talk with you again, to see how you look at it now. We (have already asked) (will also ask) (him) (her) some similar questions to see whether he has changed from a few years ago or not. What we want now are your ideas about what he should do, and some information about you and your family. (If other persons are present, ask if there is a place you can talk without "bothering others" or being bothered- porch, car, other room, etc.)

* * * * * * * * * * * *

Name of respondent _____ Date _____

Address or location _____

Telephone number _____

Name of son or daughter _____

School or former school _____

Present or last grade _____ County _____ State _____

Black _____ White _____ Other (What are you? _____

1. Have you ever talked with (Name of child) about the kind of job (he)(she) might have in the future? _____1. Yes, a lot; _____2. Yes, a little; _____3. No

2. a. If you could choose any job, what kind of job would you most like (Name of child) to have in the future _____

   b. How likely do you think it is that _____ will be able to get a job?

   _____1. Very likely
   _____2. Pretty likely
   _____3. Not so likely
   _____4. Not at all likely
   _____5. Don't know

3. What kind of job do you think (Name of child) really will have in the future?

   _____

4. Have you ever talked with _____ about how far (he)(she) should go in school? _____1. Yes, a lot; _____2. Yes a little; _____3. No

5. (HAND RESPONDENT CARD AND READ WITH HER.) If you had your choice, how far would you like (Name of child) to go in school?

   _____1. 8th grade
   _____2. 1 or 2 years of high school
   _____3. Go to a trade or vocational school instead of finishing high school
   _____4. Finish high school
   _____5. Finish high school and go to trade or vocational school
   _____6. 1 or 2 years of college
   _____7. Finish college (4 years)
   _____8. Beyond college (graduate or professional)

6. (HAND RESPONDENT CARD AND READ WITH HER.) How far do you think (Name of child) really will go in school?

   (Response categories same as Item 5).

Now, I will ask you some questions about some things you do.

7. Does anyone in your family take or read any daily newspapers regularly?
   _____1. Yes (name or place published) _____2. No

8. How often does someone in the family listen to a news program on the radio or TV?

   ____1. every day ____3. once a week
   ____2. 2 or 3 times a week ____4. seldom or never

9. Do you belong to a church or attend regularly?

   ____1. belong and attend regularly
   ____2. belong but don't attend regularly
   ____3. don't belong but attend regularly
   ____4. don't belong and don't attend regularly

10. Are you a member of any clubs or organizations, such as the Homemakers Club, a social club, the PTA, a church related organization, etc.?

    ____1. yes, one or more ____2. none

11. Are you registered to vote? ____1. yes ____2. no

12. Have you voted in any election or primary during the past two years?

    ____1. yes ____2. no

13. Do you happen to know who (name of governor of state) is?

    ____1. correctly identified the governor? ____2. Did not know

(HAND RESPONDENT CARD). This card contains a list of statements that some people agree with and some don't. I'll read each of them over slowly with you, and you tell me if you agree or disagree with it. (DON'T SUGGEST UNDECIDED AS ANSWER BUT RECORD IT IF TRULY UNDECIDED).

14. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself. ____1. agree; ____2. disagree; ____3. undecided

The response categories for items 15-26 were all the same as for item 14.

15. All a man should want out of life is steady work that is not too hard with enough pay to afford a nice car and a home.

    (Responses same as item 14.)

16. In spite of what people say, the life of the average person is getting worse not better.

17. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.

18. These days a person doesn't really know whom he can count on.

19. The secret of happiness is not expecting too much out of life and being content with what comes your way.

20. It's hardly fair to bring children into the world with the way things look for the future.

21. Nothing is worth the sacrifice of moving away from one's parents.

22. There's little use in writing to public officials because often they aren't really interested in the problems of the average person.

23. A good son would try to live near his parents even if it means giving up a good job in another part of the country.

24. Planning only makes a person unhappy since your plans hardly ever work out anyway

25. Nowadays with world conditions the way they are the wise person lives for today and lets tomorrow take care of itself.

26. People like me don't have much of a chance to be successful in life.

27. a. What kind of work does your husband do? (GET AS SPECIFIC A DESCRIPTION AS POSSIBLE--DESCRIBE CLEARLY WHAT HE DOES IN HIS MAIN JOB.)

_____1. no husband
_____2. unemployed or retired (DESCRIBE USUAL OR LAST WORK)_____

b. If husband's (or respondent's) occupation is farmer, classify him as one of the following:

_____1. Landowner who mainly gets his income from renting land to others and doesn't do much actual operation of the farm himself.
_____2. Farm operator with one or more regular paid laborers.
_____3. Farm manager (paid a salary to operate farm for someone else.)
_____4. Small farm owner-operator with no regular paid laborers.
_____5. Tenant operator with no regular paid help, or hired foreman.
_____6. Sharecropper or regular paid laborer.
_____7. Migrant worker, day laborer, or squatter.

28. a. Do you have a job?

_____1. no, housewife only
_____2. yes. How many hours a week?_____
_____3. usually work but unemployed or retired now

b. What kind of work do you do? (GET SPECIFIC DESCRIPTION--DESCRIBE CLEARLY WHAT KIND OF WORK SHE DOES IN HER MAIN JOB.) (If farmer, ask 27b.)

29. What are the main sources of your family's income? Do any members of your family get any income from the following sources? (CHECK ALL THAT APPLY)

_____1. salary or wages from employment or work
_____2. profits or fees from operating a farm, business or profession
_____3. rents from property you own or interest on savings or investments
_____4. board money or contributions from others who live in the household
_____5. money from children or relatives not in the household, including allotments from children in military service
_____6. Social Security or other pensions
_____7. government welfare, (food stamps, Aid to Dependent Children, etc.)
_____8. unemployment compensation
_____9. gifts or private relief
_____10. other (specify_____)

30. (OMIT IF ONLY ONE SOURCE WAS LISTED IN QUESTION 29). From which of the sources I just read does your family get the most income? From which one do you get the second most income? (Enter the number from above)

_____1. most income
_____2. second most income

31. In all, how many people live in your household including yourself? Include persons considered members of the family or household who are temporarily away or who sleep in another building if they eat with you, but don't include persons who have a separate apartment and cook separately.) _____(Number)

APPENDIX G

TEN-YEAR FOLLOW-UP SURVEY OF YOUNG PEOPLE

(1979)

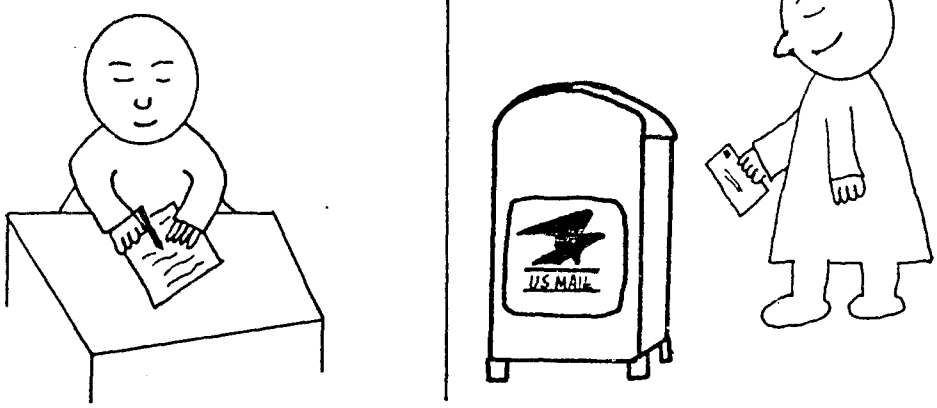
Items included in these analyses from the Ten-Year Follow-Up Survey of Young People (1979) include:

Child's Achievement Value Orientation

(item numbers 46, 48, 50, 52, 54, 55, and 56)

TEN-YEAR FOLLOW-UP SURVEY OF YOUNG PEOPLE

As indicated in the enclosed letter, we want to know what you are doing and planning now, ten years after you first gave us information about yourself. You are part of a sample of over 1,000 young people who grew up in the South. Your answers are important because it is hoped that this information will help young people take better advantage of their educational and job opportunities.



PLEASE READ CAREFULLY AND COMPLETE ALL QUESTIONS ON THE FORM IN THE WAY THAT SEEMS BEST TO YOU. IF YOU HAVE COMMENTS WHICH MIGHT EXPLAIN YOUR ANSWERS, PLEASE FEEL FREE TO WRITE THEM BESIDE THE QUESTIONS. PLEASE TAKE A FEW MINUTES, NOW, TO COMPLETE YOUR QUESTIONNAIRE. RETURN IT AS SOON AS YOU CAN IN THE POSTAGE-PAID ENVELOPE...THANK YOU VERY MUCH.....

• • Agricultural Experiment Stations in these Southern states and universities: ALABAMA--Alabama A & M University, Normal • KENTUCKY--University of Kentucky, Lexington • MISSISSIPPI--Alcorn State University, Lorman • NORTH CAROLINA--University of North Carolina at Greensboro • North Carolina State University, Raleigh • SOUTH CAROLINA--Winthrop College, Rock Hill • TENNESSEE--University of Tennessee, Knoxville • VIRGINIA--Virginia Polytechnic Institute & State University, Blacksburg • USDA / SEA, Cooperative Research, Washington, DC • •

TEN-YEAR FOLLOW-UP SURVEY OF YOUNG PEOPLE

CASE CODE _____ COUNTY _____
1975 1969
NAME _____ SCHOOL _____

YOUR PRESENT SITUATION

1. Do you now live in the country, in a town, or in a city?

____1. In the open country or a small town (under 10,000 people)
____2. In a big town or small city (10,000-49,999 people)
____3. In a big city or its suburbs (50,000 and up)
____4. In the country near a big city or its suburbs (50,000 and up)

2. How close are you living now to where you were living when you were growing up and going to school?

____1. In the same community or very near
____2. In the same state, but a different community
____3. In a nearby state
____4. In a different part of the USA

3. With whom do you now live?

____1. By myself (or by myself with children)
____2. With my parents
____3. With my husband or wife
____4. With parents and husband or wife
____5. With other relatives
____6. With person(s) not related to me (in house, apartment house, dormitory, rooming house, the Armed Forces, etc.)

4. Are you presently ____1. Single (never married)
____2. Married
____3. Divorced or separated
____4. Widowed

5. When were you (first) married?

Month _____ Year _____

How old were you? _____

☐ Check (✓) here if never married.

6. How many children do you have? _____

7. What were you doing in each of the years since 1975?

If you were doing more than one thing during the year, check (✓) as many boxes as apply. You may wish to start with 1975 and read down the list of items, checking each one you were doing that year. Then go to the next year.

How many of these things were you doing	In 1975?	In 1976?	In 1977?	In 1978?	Now 1979?
a. Going to high school or graduating					
b. Working in a full-time or part-time job or self-employed					
c. Enrolled in graduate or professional school . . .					
d. Taking academic courses at a two- or four-year college					
e. Taking vocational or technical course(s) at any kind of school or college (for example, trade, vocational, business, correspondence course, or other career training)					
f. On active duty in the Armed Forces (or service academy)					
g. Homemaker / Housewife					
h. Unemployed, temporary layoff from work, looking for work, or waiting to report to work					
i. Working without pay (for parents, relatives, or others)					
j. Something else (tell what) _____ _____					

8. Now, what have been your job experiences? Please give the name of the job or type of work you had during each of the following years. (Please write in "same" if the job was the same as the year before. If you had no regular job, please write "none".)

1975 _____

_____

1976 _____

_____

1977 _____

_____

1978 _____

_____

Present (now), 1979 _____

_____

9. During last year (1978), how many weeks of the 52 were you without work because you couldn't find a job or were laid off?

   ☐ weeks

10. If you were unemployed during 1978, what was the main reason? Check (✓) one.

   ___1. The job I had was discontinued.
   ___2. I was fired.
   ___3. I quit my job to look for a better job.
   ___4. I quit because I didn't like the job I had.
   ___5. I quit for personal or family reasons.
   ___6. I quit for other reasons.
   ___7. I did not find work when school ended.
   ___8. I've never had a regular job.

11. Check (✓) the category that best describes the amount of money you are making (before tax and other deductions). If married, also check the category that best describes the amount of money your husband or wife makes (before tax and other deductions).

SELF	HUSBAND OR WIFE	
		1. None
		2. Less than $300 per month (less than $75 per week)
		3. $300-$499 per month ($75-$124 per week)
		4. $500-$699 per month ($125-$174 per week)
		5. $700-$999 per month ($175-$249 per week)
		6. $1000-$1499 per month ($250-$374 per week)
		7. $1500 or more per month ($375 or more per week)

12. Check (✓) all of the sources from which you are now getting money. (If married, answer for self and husband or wife.)

   ___1. Salary or wages from employment or work
   ___2. Profit or fees from operating a farm, business or profession
   ___3. Rents from property owned or interest on savings and investments
   ___4. Money from parents or relatives
   ___5. Social Security or other pensions
   ___6. Government welfare (food stamps, Aid to Dependent Children, etc.)
   ___7. Unemployment compensation
   ___8. Gifts or private relief (scholarships, fellowships, or other financial aid for schooling)
   ___9. Other (tell what) _____

9. During last year (1978), how many weeks of the 52 were you without work because you couldn't find a job or were laid off?

   [ ] weeks

10. If you were unemployed during 1978, what was the main reason? Check (✓) one.

   ____1. The job I had was discontinued.
   ____2. I was fired.
   ____3. I quit my job to look for a better job.
   ____4. I quit because I didn't like the job I had.
   ____5. I quit for personal or family reasons.
   ____6. I quit for other reasons.
   ____7. I did not find work when school ended.
   ____8. I've never had a regular job.

11. Check (✓) the category that best describes the amount of money you are making (before tax and other deductions). If married, also check the category that best describes the amount of money your husband or wife makes (before tax and other deductions).

SELF	HUSBAND OR WIFE	
		1. None
		2. Less than $300 per month (less than $75 per week)
		3. $300-$499 per month ($75-$124 per week)
		4. $500-$699 per month ($125-$174 per week)
		5. $700-$999 per month ($175-$249 per week)
		6. $1000-$1499 per month ($250-$374 per week)
		7. $1500 or more per month ($375 or more per week)

12. Check (✓) all of the sources from which you are now getting money. (If married, answer for self and husband or wife.)

   ____1. Salary or wages from employment or work
   ____2. Profit or fees from operating a farm, business or profession
   ____3. Rents from property owned or interest on savings and investments
   ____4. Money from parents or relatives
   ____5. Social Security or other pensions
   ____6. Government welfare (food stamps, Aid to Dependent Children, etc.)
   ____7. Unemployment compensation
   ____8. Gifts or private relief (scholarships, fellowships, or other financial aid for schooling)
   ____9. Other (tell what) _____

13. Now, read the list again in question #12 and CIRCLE the source from which you get the most money.

14. How often did you use the following methods in looking for or getting the jobs you have held since the beginning of 1975? Check (✓) all that apply.

Method	Often Used	Sometimes Used	Never Used
a. State employment office			
b. Private employment agency			
c. Community action or welfare groups			
d. Newspaper, TV, or radio ads			
e. Telephoned or went around on my own to places where there might be a job (without knowing whether or not one was available).			
f. Employer asked me to work			
g. Registration with a union			
h. Parents or relatives			
i. Friends			
j. Teachers or school counselors			
k. School or college placement service . . .			
l. Applied for a government job (federal, state, or local)			
m. Applied to a military service (Army, Navy, etc.)			
o. Other (tell what) _____ _____			

☐ Check here if the question does not apply to you.

15. How much have the following things kept you from getting the JOBS you really wanted? Check (✓) one box after each reason.

	Very Much	Some	Very Little
a. Not enough money to go to vocational/ technical school or college			
b. Lack of information about jobs			
c. My race			
d. My sex			
e. Didn't want to move away from friends or family			
f. Not smart enough			
g. The schools I have gone to			
h. Lack of good job opportunities where I grew up			
i. Lack of chance to develop leadership qualities when I was growing up . .			
j. Lack of parents' interest and encouragement			
k. Good jobs are getting too scarce in the USA			
l. No vocational/technical school or college nearby			
m. Didn't know the right people			
n. The effort or work it would have taken to find the right job			
o. Family responsibilities			
p. Something else (tell what it is) . . .			

_____

_____

☐ Check here if the question does not apply to you.

16. How far have you gone in school?

____1. left before finishing 8th grade
____2. finished 8th grade
____3. finished 8th grade and went to a trade or vocational/technical school
____4. some high school
____5. finished high school
____6. finished high school and went to a trade or vocational/ technical school or business college
____7. started college but have not finished
____8. finished junior or community college (2 years)
____9. finished college (4 years)
____0. went beyond college (graduate or professional school)

17. Are you still in school?

____1. no
____2. yes

18. List all the education or training you have had in addition to that above (such as short courses, on-the-job training, etc.).

_____

_____

_____

_____

_____.

19. How much have the following things kept you from getting the EDUCATION or TRAINING you really wanted?

Check (✓) one box after each reason.

	Very Much	Some	Very Little
a. Not enough money for training or school			
b. Lack of information about educational opportunities			
c. My race			
d. My sex			
e. Didn't want to move away from friends or family			
f. Not smart enough			
g. The schools I have gone to			
h. Lack of job training opportunities where I grew up			
i. Lack of chance to develop leadership qualities when I was growing up			
j. Lack of parents' interest and encouragement			
k. No vocational/technical school or college nearby			
l. Didn't know the right people			
m. The effort or work it would have taken to get the education or training			
n. Family responsibilities			
o. Something else (tell what it is) _____ _____			

☐ Check here if the question does not apply to you.

YOUR SATISFACTION WITH WORK

Now that you've described your present situation, we'd like to know how satisfied you are with it.

20. How satisfied are you with different things about your present or usual job? Check (✓) one box after each reason.

When your work is homemaker/housewife, answer as a homemaker/housewife.

	Very Satisfied	Somewhat Satisfied	Not Important To Me	Dis-satisfied
a. It gives me the chance to make a lot of money				
b. It gives me the chance to be an important person				
c. It provides exciting and interesting work				
d. It gives me steady employment				
e. It is in a location that I like				
f. It gives me a chance to help other people				
g. It gives me a chance to be my own boss				
h. It gives me the amount of physical work that I like . . .				
i. It gives me a chance to use my mind				
j. Something else (tell what it is)				

_____

_____

☐ Check here if the question does not apply to you.

21. Taking all things together, how do you feel about your job as a whole?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

☐ Check here if the question does not apply to you.

22. Taking all things together, how satisfied are you with the amount of money you are making?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

☐ Check here if you are still in school and can't say.

23. Considering all the jobs you have had since you left school, how satisfied are you with your work experience so far?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

☐ Check here if the question does not apply to you.

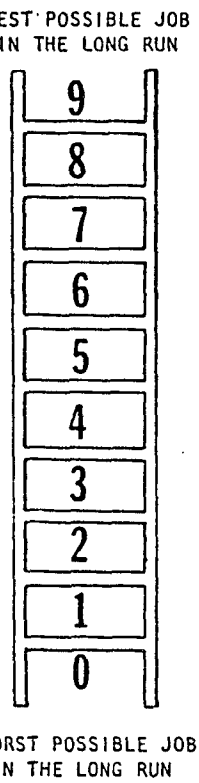
24. Below is a picture of a ladder. Suppose we say that the top of the ladder represents the best possible job for you in the long run, and the bottom represents the worst possible job for you in the long run. At what step on the ladder would you put your present or usual job and the job you think you will have five years from now? Answer each question shown below.

At what step on the ladder would you say you are at the present time?

STEP NUMBER ☐

At what step on the ladder do you think you will be five (5) years from now?

STEP NUMBER ☐



YOUR SATISFACTION WITH EDUCATION

25. How satisfied are you with how far you have gone in school?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

26. How satisfied are you with various parts of your HIGH SCHOOL EDUCATION? Check (✓) one box after each reason.

	Very Satisfied	Somewhat Satisfied	Somewhat Dis-satisfied	Very Dis-satisfied
a. Basic academic subjects (math, science, English, etc.) offered				
b. Practical work experience offered				
c. Vocational and technical programs offered				
d. Variety of elective courses offered				
e. Counseling to help me decide what to do after high school . .				
f. Attention given to my needs as an individual				
g. How good the teachers were				
h. Sports, clubs, and other extra-curricular activities				
i. Equipment and library/media resources				
j. Something else (tell what it is) . . . . . _____ _____				

☐ Check here if the question does not apply to you.

27. Taking all things together, how do you feel about your high school education?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

☐ Check here if the question does not apply to you.

28. Taking all things together, how satisfied are you with yourself in how well you took advantage of what your high school offered?

____1. very satisfied
____2. somewhat satisfied
____3. somewhat dissatisfied
____4. very dissatisfied

☐ Check here if the question does not apply to you.

29. When you were growing up, how much education did your parent(s) encourage you to get?

____1. They urged me to finish high school.
____2. They urged me to go beyond high school.
____3. They never said much about it.
____4. They felt that I would be better off going to work.

YOUR SATISFACTION WITH OTHER THINGS

30. If you are married, answer this question.

Some people rate their marriage as happy and some as unhappy. Taking all things together, how would you describe your marriage?

____1. very happy
____2. a little happier than average
____3. just about average
____4. not too happy
____5. unhappy

31. How satisfied are you with the following aspects of where you are living?

	Very Satisfied	Somewhat Satisfied	Somewhat Dis-satisfied	Very Dis-satisfied
a. How close it is to where I grew up				
b. The size of the community I'm living in				
c. My living arrangement (such as alone, with husband or wife, parents, others, etc.)				
d. Quality of my housing				

We've been asking you about satisfaction with jobs, education, etc. Now we'd like to ask how you feel about your life as a whole.

32. Below is a picture of a ladder. Suppose we say that the top of the ladder represents the best possible life for you, and the bottom represents the worst possible life for you. Think for a minute about what would be the best possible life and the worst possible life for you personally. Considering the things you've thought about, where on the ladder would you place yourself in the past, the present, and in the future? Answer each question shown below.

a. At what step on the ladder would you say you are at the present time?

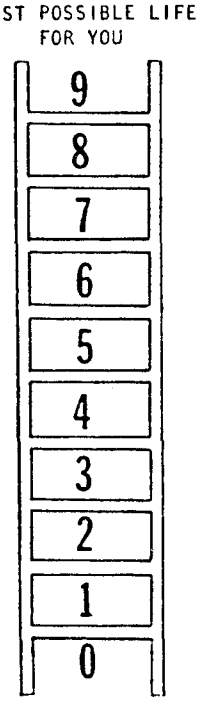
STEP NUMBER ☐

b. At what step on the ladder would you say you were five (5) years ago?

STEP NUMBER ☐

c. At what step on the ladder do you think you will be five (5) years from now?

STEP NUMBER ☐



YOUR GOALS FOR THE FUTURE

33. If you could choose any job you wanted, what kind of job would you really like to have in the future? (Describe clearly what you would do.)

_____

_____

34. What kind of job do you think you really will have in the future? (Describe clearly what you would do.)

_____

_____

35. Looking into the future, which of the following statements best describes how much additional education and training you would really like to have?

____1. go to a trade or vocational/technical school
____2. finish high school
____3. finish high school and go to a trade or vocational/technical school or business college
____4. finish high school and go to college
____5. finish college (4 years)
____6. go beyond college (graduate or professional school)
____7. take short courses or training
____8. don't really want any further education or training

36. Looking into the future, which of the following statements best describes how much additional education and training you think you really will get?

____1. go to a trade or vocational/technical school
____2. finish high school
____3. finish high school and go to a trade or vocational/technical school or business college
____4. finish high school and go to college
____5. finish college (4 years)
____6. go beyond college (graduate or professional school)
____7. take short courses or training
____8. don't think I will get any further education or training

37. Whose advice is most helpful to you?

Check (✓) all who are important for advice about jobs or education

____1. wife or husband
____2. boyfriend or girlfriend
____3. mother
____4. father
____5. brother or sister
____6. other relative
____7. friends
____8. teacher or counselor
____9. someone else

Check (✓) all who are important for advice about personal or family matters

____1. wife or husband
____2. boyfriend or girlfriend
____3. mother
____4. father
____5. brother or sister
____6. other relative
____7. friends
____8. teacher or counselor
____9. someone else

38. If you have never been married, how old do you think you will be when you get married? _____

☐ Check here if you don't think you will ever marry.

☐ Check here if you are now married or have been married.

39. Counting any children you may now have, how many children would you like to have in all?

____1. none
____2. 1 or 2
____3. 3 or 4
____4. 5 or more

40. Looking into the future, in what part of the country or world would you like to live? Check (✓) one.

____1. my present community or very nearby
____2. somewhere else in the state
____3. another state near here
____4. a different part of the USA
____5. some other country

41. Looking into the future, in what type of community would you rather live?

____1. in the open country or a small town (under 10,000 people)
____2. in a big town or small city (10,000-49,999 people)
____3. in a big city or its suburbs (50,000 and up)
____4. in the country near a big city or its suburbs (50,000 and up)

42. Think back to four years ago, the spring of 1975, and what your life's plans were at that time. How would you say things are working out?

____1. better than I had hoped
____2. about the same as I had hoped
____3. worse than I had hoped

43. Some people tell us that a major happening has caused them to change their life plans. Has anything happened in your life, or your family's life, in the last four (4) years or so that has changed your educational or job plans in a very important way?

____1. no
____2. yes--If you can, tell what it was and how it changed your plans.

_____

_____

YOUR OPINIONS

The next questions have to do with what you think about certain things. There are no right or wrong answers. We just want to know what statement in each item is closest to your opinion.

44. What do you think a married woman should do about working outside the home? Check (✓) the one that comes closest to what you think.

    ____1. She shouldn't work at all unless her husband is not able to work.

    ____2. She should work only if she has no children or all the children are in high school.

    ____3. It is all right for her to work, as long as her children are in school.

    ____4. It is all right for her to work, as long as she has a good child care arrangement.

    ____5. The children are the husband's as much as hers; she should be able to work if she wants to.

45. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.

    ____1. agree
    ____2. disagree

46. All a man should want out of life is steady work that is not too hard and enough pay to afford a nice car and home.

    ____1. agree
    ____2. disagree

47. In spite of what some people say, the life of the average person is getting worse not better.

    ____1. agree
    ____2. disagree

48. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.

    ____1. agree
    ____2. disagree

49. These days a person doesn't really know whom he can count on.

    ____1. agree
    ____2. disagree

50. The secret of happiness is not expecting too much out of life and being content with what comes your way.

    ____1. agree
    ____2. disagree

51. It's hardly fair to bring children into the world with the way things look for the future.

    ____1. agree
    ____2. disagree

52. Nothing is worth the sacrifice of moving away from one's parents.

____1. agree
____2. disagree

53. There's little use in writing to public officials because often they aren't really interested in the problems of the average person.

____1. agree
____2. disagree

54. A good son would try to live near his parents even if it means giving up a good job in another part of the country.

____1. agree
____2. disagree

55. Planning only makes a person unhappy since your plans hardly ever work out anyway.

____1. agree
____2. disagree

56. Nowadays with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself.

____1. agree
____2. disagree

57. How do you feel about each of the following statements? Check (✓) one box beside each statement.

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. I take a positive attitude toward myself				
b. Good luck is more important than hard work for success				
c. I feel I am a person of worth, on an equal plane with others . .				
d. I am able to do things as well as most other people				
e. Every time I try to get ahead, something or somebody stops me . .				
f. People who accept their condition in life are happier than those who try to change things				
g. On the whole, I'm satisfied with myself				

We may want to get in touch with you again in the future. To help us do so, we would appreciate your filling in the information below. This information will be kept in confidence and will only be used for future survey purposes.

Please give your name, address, and telephone number. (Give the name you go by now.)

Name _____
(First) (Middle) (Last) (Spouse's name, if you are married)

Address _____

_____
City State Zip Code

Telephone Number _____

Please give the names and addresses of two people who will always know where you are or where you have moved. If possible, include one person other than your parents, and someone who does not live with you.

1. Name _____

Address _____

_____
City State Zip Code

2. Name _____

Address _____

_____
City State Zip Code

If there is anything else you would like to say, please write it here.

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR WORK ON THE STUDY