DIFFERENCES BETWEEN ASPIRATIONS AND EXPECTATIONS AMONG EIGHTH-, TENTH- AND TWELFTH-GRADE YOUTH

by

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The purpose of the present study was to ascertain the relation of aspiration to expectation among adolescents. Specifically, the study proposed to ascertain whether adolescent aspirations exceeded their expectations and whether aspirations and expectations varied according to sex, age, and class of the subjects. Hypotheses were developed which concerned how aspirations and expectations would vary by sex, and grade of subjects, and the subjects' fathers' occupational classes. Other hypotheses were developed which concerned how discrepancy between aspirations and expectations would vary by sex, subject's grade in school and subjects' fathers' occupational classes.

A group of 380 subjects from eighth, tenth, and twelfth grades was selected from two Greensboro city schools. Each subject was asked to fill in a questionnaire which was designed to assess his age, sex, father's occupation, and aspirations and expectations in four goal areas (education, occupation, marriage, and grades). Questions were weighted with provisional numbers to facilitate data analysis. Subjects were stratified by their fathers' occupational classes according to a revision of the Edwards Census Classification (1950). Each of the questions in a goal area was worded alike except that aspiration questions contained the phrase "would like" and expectation questions, "do expect." The arithmetic means and the statistic product moment correlation coefficients were used in data analysis.

Analysis of the data indicated that aspirations exceeded expectations and that the amount that aspirations exceeded expectations was

dependent upon class of subjects. It was also concluded that among eighth grade boys and girls and tenth grade girls the discrepancy between aspirations and expectations decreased as the subjects' fathers' occupational classes increased. Results further showed that among Class I subjects (subjects whose fathers held "blue collar" jobs) discrepancy decreased as age increased. The reverse was true of Class II subjects (subjects whose fathers held "white collar" jobs).

The hypotheses were also tested by goal area analysis. Generally the goal area analysis supported the conclusions made from analysis of total mean aspiration, expectation and discrepancy.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

THE RESEARCH PROBLEM

While there has been a vast amount of research involving level of aspiration, much of this research has posed certain methodological problems. These problems seemed to be related, in part, to the way level of aspiration has been conceptualized. Researchers have sometimes failed to distinguish what subjects may have hoped, providing there were no restrictions to their hopes, and what subjects really expected when practical restrictions were considered. Only a few studies (Foster, 1964; Weiss, 1961; Grinder, 1958) were found in which the differences or discrepancies between aspiration and expectation had been investigated. Of the few researchs where discrepancies of aspiration and expectation were studied, none was found which analyzed the data by an age variable. Another aspect in need of further research was the relation of aspiration and expectation as each and both may vary with sex and class. The present study was an attempt to investigate whether aspirations usually exceeded expectations and whether variations of discrepancies between aspiration and expectations were related to age, sex, and class of the respondents.

Related Theory and Research

Conceptual Distinctions

Over the past thirty years much research has been done which could be categorized under the label of level of aspiration, and the

data gathered have revealed a wealth of knowledge about interpersonal relations (Burchinal, 1961; Lewin et al., 1944). Yet, possibly related to the operations used to measure the variable, the concept of "aspiration" has had several different meanings. Meanings have ranged from what in all probability will occur (i.e., that which is likely, or that which one expects), to a highly fictional or "ideal goal" (i.e., that which is improbable, or that which one really does not expect). Somewhere on a continuum connecting these two meanings can be found what Lewin, et al. (1944, pp. 335-337) described as the "action goal." The action goal was described by Lewin as something that an individual undertakes to reach after taking account of his past performance in the same or similar task. The action goal differs from the ideal in that ideally, an individual might like to achieve at a high level or goal, but factors of reality usually lead his actions toward a lower goal which is more probably attainable. For example, a person might indicate that he would like to be a millionaire or to be president of a large corporation (ideal goal) and at the same time indicate that most probably he could earn ten thousand dollars a year or be an accountant for a large corporation (action goal). Or he may expect only to earn a living by working for a large corporation as a clerk, even though his action goal is to be an accountant and his ideal goal is to be president. Lewin, et al. (1944) related that most measures of aspiration have been indirect in that they have been measures of an action goal from which aspiration was inferred (ideal goal).

Symonds (1951) discussed the various usages of the concept of aspiration. He agreed with Lewin that most researchers, especially those who have made experimental studies, have measured aspiration by

the action goal of the subject. Symonds, however, disagreed with Lewin as to the nature of expectations. Symonds (1951, p. 91) stated that what one actually expected to do "is not really a goal at all, but a judgment as to what one thinks he will actually accomplish." The justification for Symonds' disagreement appeared to be related to a theory of ego and of self, in that expectancies are not as well related theoretically to the constructs of ego and self as the latter two concepts are related to action and ideal goals.

One criticism of aspiration research has been that researchers have appeared to use measures which involved two or more conceptual usages of level of aspiration. McClelland (1951, p. 556) stated that if the "aspiration statement in a performance....context is too much influenced.... by actual performance.... then the level of aspiration becomes not a goal statement but something of an expectation statement or perhaps even an ego defense against failure." McClelland's statement not only supports the belief that it is difficult to control for a singular measure of level of aspiration, but also supports Symonds' position on expectancy since expectation statements are not exactly goal statements.

Festinger (1942) has offered a method which distinguishes two aspects of aspiration. Responses of college students to the questions "What would you like to get?" and "What do you expect to get?" on a task were significantly different when compared to performance on the same task. It was concluded that "would like" questions were much less influenced by past performance. It was also concluded that "would like" questions elicited more "unrealistic" goal choices than "do expect" questions. Implied was the idea that responses to "would

like" questions approximated the ideal goal.

Other researchers (Foster, 1964; Irwin, 1944; Irwin & Mintzer, 1942; Preston & Bayton, 1941; Gould, 1940; 1939) have reported that the wording of the question, as well as the subject's interpretation of the question, was related to the subject's aspirations. Foster (1964) found that second, fourth, and sixth-grade children had higher mean discrepancy scores when they were asked what they would like to get for a score on a ring-toss task than children who were asked what they expected to get for a score on the same task. The results of Irwin and Mintzer's (1942) study agreed with Festinger's (1942) studies. Preston and Bayton (1941) found significant differences when adult subjects were asked to state what they expected to do, what they actually thought they would do, and the most they hoped to do on a contrived task. The three questions which were used seemed to be well related to Lewin's analysis of expected, action, and ideal goals, respectively. While Preston and Bayton (1941) did not find substantial correlations between expected and action goals, and expected and ideal goals, there was a statistically significant correlation between action and ideal goals. Additionally, while stated ideal goals were highest and stated action goals second highest, quantitatively, stated action goals more nearly resembled stated ideal goals than did stated expected goals.

In a discussion of level of aspiration and level of expectation, Grinder (1958) attempted to distinguish aspirations and expectations by the degree to which the subject had cognizance of his ability to perform. Grinder postulated that if a subject's performance were plotted as a learning curve, the subject's statements would be aspira-

tional up to the asymptote point on the curve. "When the asymptote is reached, ... a given estimate may be an appraisal of future progress, e.g., level of expectation" (p. 470).

Wiess (1961) tested what Cronbach (1960) referred to as the construct validity of ten often-used questions in aspiration research. Factor analysis revealed that aspiration research fell into two categories: "judgmental or expectational" and "aspirational or motivational." "What-would-you-like" questions were rated highest by Wiess as indicators of aspiration (ideal goal), while "what-would-you-expect" questions and "what-do-you-really-think" questions were rated as judgmental or expectational.

As an objective, with reference to the material reviewed, it seemed essential to ascertain if subjects made any real distinction between ideal and expected goals. From the research cited, it seemed logical to predict that:

H_1: Aspirations would be higher than expectations.

Furthermore, being aware of the belief that as a child grows older he becomes more realistic, and in light of current literature and research dealing with aspirations and expectations as related to sex and class, the hypothesis was further expanded to predict:

(a) Aspirations and expectations would decrease as the subject's grade in school increased.

(b) Aspirations and expectations of subjects whose fathers were employed as either clerical, managerial, official, professional, technical and kindred workers (Class II) would be higher than those of subjects whose fathers were employed as either service workers, private household workers, operatives, craftsman, foreman and kindred workers

(Class I).

(c) Boys would have higher aspirations and expectations than girls.

Additionally, an hypothesis could also be offered with regard to the differences between aspirations and expectations:

H_2: Differences between aspirations and expectations would:

(a) Vary inversely with subject's age.[1]

(b) Vary inversely with subject's father's occupational class.

(c) Be greater for boys than girls.

Support for these hypotheses will now be offered.

Aspirations, Expectations, and Age

The only research which has been found that dealt with the problem of how differences between aspirations and expectations might vary with age was Foster's (1964) study. Work preliminary to the main study revealed that differences between aspirations and expectations varied with age of subjects. However, there was no predictable relationship of discrepancies between aspirations and expectations and differences in subject's age. In the main study, Foster found partial support for the hypothesis "that with increased age of children the differences between level of aspiration and performance would decrease" (p.21). On a spelling work task she found values of F sufficient to reject the null hypothesis at the .05 level of significance, but for a ring-toss task the F value was not great enough to reject the null hypothesis.

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[1] In H_1a the developmental variable is the subject's grade in school, while in H_2a it is age. In the present study a product moment correlation coefficient of .91 was found to exist between the two variables. The choice of either variable for H_1a and H_2a was based only upon convenience of data analyses.

The ability of the individual to make realistic judgments in reference to goal situations has been theoretically related to the development of the ego by Symonds (1951, pp. 27-47). He hypothesized that with an increase in ego function there would be an increase in the ability to state more accurate goals. Since it was also stated that ego function was directly related to a child's age, then it could be inferred that as age increased there would be a more realistic estimate of one's goal-performance ability.

Anderson (1940) studied children whose ages ranged from three to eight years and found that by age eight, children's aspirations were similar to those of adults. That is, eight-year old children were able to throw five rings sequentially and accept their results without a second trial. This was the same pattern followed by adults. The similarity between the adult and the eight-year old child, however, seemed not to be involved with aspiration, but the similarity of the subject's acceptance of his results. It seemed, then, that Anderson (1940) did not really find the adult's and the eight-year old child's aspiration the same.

With regard to the hypotheses (H_1a and H_2a) and the age of the subjects (adolescent) used in the present study, the research reported does not lead to direct generation of H_1a and H_2a. Foster's and Anderson's research involved children younger than adolescence. On the other hand, H_1a and H_2a seemed to be an operationalization of Symonds' theoretical position with regard to age, ego function, and ability to make realistic goal estimates.

Aspirations, Expectations, and Class

There has been, to date, a relatively great quantity of research which has studied the problem of how aspiration differs between the various social classes. Findings have been somewhat divergent. This divergence may have been due, in part, to the different methods of social stratification used by the researchers. Explanation of these diverse findings has also been advanced on the basis of factors such as the type of community in which the subjects lived (Haller, Sewell & Murray, 1957). Findings seemed to be related to the size of the community or its rural-urban location.

Whether or not class differences exist in aspiration also seemed to be a function of the particular type of task used to measure the trait. On a spelling task, Foster (1964, p. 74) concluded "that middle-class and lower-class children did differ significantly in performance and discrepancy." However, no significant differences were found to exist between lower and middle-class subjects on a ring-toss task.

A number of investigators (Burchinal, 1961; Douvan & Adelson, 1958; Douvan, 1956; Empey, 1956; Reissman, 1953; Sewell, Haller & Strauss, 1957) have found class to be a relevant variable in differences of occupational and educational aspirations. For example, Douvan and Adelson (1958) studied one thousand boys, fourteen to sixteen years of age, and separated them into four classes by occupation of their fathers. They found that: (a) 84 percent of boys whose fathers were in manual or unskilled occupations aspired to a higher occupation than their fathers had attained; (b) 58 percent of the boys whose fathers were in the skilled or semi-skilled occupations aspired to higher occupations than their fathers had attained, while 34 percent aspired to the same

occupational class as their fathers, and 8 percent aspired to a lower occupational class; (c) 46 percent of boys whose fathers were in white collar occupations aspired to a higher occupational class than their fathers, while 29 percent aspired to the same class, and 25 percent to a lower occupational class; (d) 67 percent of boys whose fathers were in professional or managerial occupations aspired to the same occupational class their fathers had attained, while 33 percent aspired to lower occupational classes.

Empey (1956) investigated the difference between a father's occupational class and the occupational aspiration of adolescent boys (relative aspirations) and found that lower-class boys aspired significantly higher than did middle-class boys. Empey also studied the difference between upper-class boys' occupational aspirations and lower-class boys' occupational aspirations (absolute aspirations) and found that upper-class boys had significantly higher occupational aspirations than did lower-class boys. The latter seemed to be moot in light of the existing information on class mobility (Bendix & Lipset, 1953). Upper-class children can aspire to occupational classes much lower than their fathers' and still not aspire as low as the higher aspirations of some lower-class children. On the other hand, if lower-class children have any aspirations for higher occupational class, they may be relatively higher than those of upper-class children who may experience a "ceiling effect" on their aspirations.

Parental attitudes have been shown to be a variable related to children's aspirations. Bronfenbrenner (1958) concluded that middle-class parents emphasized and expected higher achievement more than did

lower-class parents. McClelland (1951) has repeatedly made reference to the fact that middle-class parental stress on achievement and "getting ahead" seemed to be related to higher achievement aspirations.

In light of some of the data and theories presented, there seemed to be justification for the hypotheses previously presented:

H_1(b): Aspirations and expectations of Class II subjects would be higher than those of Class I subjects.

H_2(b): Differences between aspirations and expectations would vary inversely with subjects' fathers' occupational classes.

Aspirations, Expectations, and Sex

Foster (1964) found significantly different discrepancy scores between aspiration and performance for boys and girls on a spelling task. Earlier studies have shown that generally, males have higher aspirations than do females, as well as higher discrepancy scores. Gould and Lewis (1940) found that women had lower aspirations than did men. Walter and Margoff (1951) reported higher discrepancy scores between aspiration and performance for boys than for girls. Subjects for their study came from the fourth through the twelfth grades; and the authors found that age, as well as sex, was related to significant differences in aspiration and discrepancy scores.

Several theoretical accounts have been given for differences in aspiration by sex. Rotter (1943) stated that lower aspiration among females could be accounted for by a number of reasons. One reason was that women have less pressure placed upon them for high achievement. This hypothesis was also related to another hypothesis by Rotter that young girls are taught less about decision-making than are young boys,

and that boys are trained to be "decision makers" as well as high achievers.

Another possible explanation for differences on aspiration tasks by sex is that girls mature more rapidly than boys. One might say that a fourteen-year-old girl and a fourteen-year-old boy are at two different stages of maturation. This difference in rate of maturation may partially account for what seems to be different reality levels operating in adolescents of the same chronological age but of different sex. The higher discrepancy scores reported for adolescent boys by Walter and Margoff (1951) seemed to substantiate the hypothesis that among adolescent children of the same age, girls would be more realistic than boys in goal estimates. As stated previously, it seemed logical to predict:

$H_1(c)$: Boys would have higher aspirations and expectations than girls.

$H_2(c)$: Difference between aspirations and expectations would be higher for males than females.

Summary

A review of the literature indicated that aspiration or level of aspiration has been conceptualized in several ways. In general, what one "would like" was viewed as aspiration, while what one "expected" was viewed as expectation. Research has demonstrated that aspiration usually exceeds expectation. Based on theoretical literature and research, two general hypotheses were advanced relative to sex, age, and occupational class of the subject. Hypothesis $_1$ stated that aspirations would be higher than expectations. Furthermore, it was predicted

that aspirations and expectations would decrease as age increased and would increase as class increased. It was also predicted that boys would have higher aspirations and expectations than girls. A second hypothesis stated that differences between aspirations and expectations would: (a) vary inversely with subjects' age; (b) vary inversely with subjects' fathers' occupational class; (c) be higher for males than for females.

With recent stress by governmental agencies on the cycle of poverty, school drop-outs, and lask of adequate occupational training, it is evident that more research relative to the motivational structure of adolescents is needed. The importance of understanding the aspirations of youth should be of concern to all those involved in their education and training.

CHAPTER II

PROCEDURE OF THE INVESTIGATION

The objectives of the study were to ascertain aspirations and expectations of adolescents and to analyze the differences between their aspirations and expectations by sex, age, and father's occupation.

Selection and Classification of Subjects

A group of 380 subjects was selected from two Greensboro city schools. One hundred thirty eighth-grade students were chosen from Aycock Junior High School; 159 tenth-grade and 91 twelfth-grade students were selected from Page Senior High School.[2] If subjects failed to indicate their sex and father's occupation, or if they omitted that section of the questionnaire which pertained to aspirations and expectations, they were eliminated from the study. For these reasons, 10, 7, and 4 subjects were dropped from the eighth, tenth, and twelfth grades, respectively. The number of subjects studied was 359; speci-

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[2]The only data available which gives any type of socio-economic break-down of the subjects studied is presented in Table I of the results chapter. However, it is noted that Aycock Junior High School is located within the perimeter of a high income section of the city and that its student body is mostly drawn from this high income section, while Page High School draws students from both this high income section and from lower income sections.

fically, there were 120 eighth-grade subjects (64 boys; 56 girls), 152 tenth-grade subjects (63 boys; 89 girls), and 87 twelfth-grade subjects (52 boys; 35 girls). Subjects' ages ranged from 13 to 20 years, excepting one senior who was 28 years of age. Four subjects indicated that they were already married. Eighty-six percent of the subjects lived at home with both of their parents.

Although selection of the students was left to the respective principals and guidance counselors of each school, it was explained to them that a cross section of students was needed. Several alternatives were discussed, and for the senior-high school it was decided to use a number of study halls which the guidance counselors believed to contain a good cross section of the student body. The principal of the junior-high school designated classes which, in his judgment, would provide a cross section of the student body.

Measuring Instrument

Aspirations and Expectations

A questionnaire was used to collect data (Appendix A).[3] Questionnaires were administered by teachers in each class of subjects that were selected. Each questionnaire had a set of instructions for the subject to read. Teachers also read the instructions orally to the class.

Following discussions of the previous chapter, questions were

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[3]The questionnaire used in the present study was co-authored by Ann Everett (1964) in conjunction with her thesis on going steady among adolescents. The questions and data used in the present study were as follows: The instructions and questions on the cover page; questions one (1), fifteen through twenty-four (15-24).

worded so that replies were indicative of certain types of goals. More specifically, replies to "would like" questions were related to ideal goals and in the present study were considered indexes of aspiration. Replies to "really will" or "really think" questions were related to expected goals, or goal judgments, and in the present study were considered indexes of expectation. Questions pertained to education, occupation, marriage, and school grades.[4] For convenience, these four were referred to as goal areas. They were selected because they appeared to be very relevant to the experience of adolescents; hence, it was hoped they would elicit more realistic data than some other possibilities such as contrived problems or tasks.

The difference between aspiration and expectation was called a discrepancy.

Assignment of weights. To facilitate data analysis, provisional numbers were assigned to various alternatives in each goal area.[5]

Education. Educational aspirations and expectations were assigned numbers from 1 to 5 with higher numbers indicating a greater amount of education.

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[4]The phrases "subject's grades" and "subject's grade" appear frequently through the remainder of this thesis. At times the author inter-changed "grades" for "subject's grades" meaning the academic quality of the subjects' school work and "grade" for "subject's grade" meaning the year of study the subject was in, i.e., tenth grade.

[5]The weights assigned to the "behavior" observed do not form a ratio scale, although at times the data were analyzed as if these weights were representative of a ratio scale. The weights do, however, represent some type of ordering.

How far would you like/expect to go in school?	provisional weight
Quit school as soon as possible and get a job.	1
Complete high school, but go no further.	2
Complete some job training program beyond high school, but not go to college, or go into military service and attend a school there.	3
Complete four years of college.	4
Do graduate work in college.	5

Occupation. Occupational aspirations and expectations were assigned numbers from 1 to 9 in accordance with the categories used by the Bureau of Census, which were adopted from the revision of the Edwards occupational scale (1938):

What occupations would you like/expect?	provisional weight
Laborers	1
Workers, except private household	2
Private household workers	3
Operatives and kindred workers	4
Craftsmen, foremen, and kindred workers	5
Sales workers	6
Clerical and kindred workers	7
Managers, officials, and proprietors	8
Professional, technical and kindred workers	9

Kahl (1957) reviewed Edwards Census Scale and showed that occupational grouping in the Edwards scale was ordered with respect to education and income. Excluding farmers and farm workers, the occupational groups in the Edwards scale were found to form a "rough scale" which was related to the median education and income within each group. That is, as occupational status increased, so did the median education and income of persons in each group (Kahl, 1957, pp. 64-67).

Marriage. Marital aspirations and expectations were assigned provisional numbers along a time continuum as follows:

When would you like/expect to marry	Provisional weight
I am already married.	1
Before I finish high school.	2
As soon as I finish high school.	3
One to four years after I finish high school.	4
Five or more years after I finish high school.	5
Never.	6

School Grades. Grade aspirations and expectations were assigned provisional numbers on the basis that a grade goal indication of F was equal to one (1), D equal to two (2), C equal to three (3), B equal to four (4), and A equal to five (5).

Discrepancy Scores. Discrepancy scores in each goal area were obtained by taking the differences between aspiration scores and expectation scores. For example, if a subject aspired to college (provisional weight of 4) but only expected to complete high school (provisional weight of 2), the discrepancy score would be a plus two. However, if he had aspired to complete high school and expected to finish college, his discrepancy score would be a minus two.

Determining Class. Subjects were asked to indicate their fathers' occupations. For the purposes of the present study, subjects whose fathers' occupations fell into one of nine major occupational classifications of the Edwards Census Scale (1950) were stratified into two classes. Class I included subjects whose father was employed as either service workers, private household workers, operatives, craftsman, foreman and kindred workers. Class II included subjects whose father was employed as either clerical, managerial, official, professional, technical and kindred workers. Essentially, the dichotomy of class was made according to blue-collar, white-collar distinctions.

Data Analysis

The first hypothesis predicted that aspirations would be higher than expectations, and that:

(a) Aspirations and expectations would decrease as grade in school increased.

(b) Aspirations and expectations of higher class (Class II) subjects would be higher than those of lower class (Class I) subjects.

(c) Boys would have higher aspirations and expectations than girls.

Subjects were subdivided into groups by grade, sex, and fathers' occupations. Mean scores were computed for aspirations and expectations in each sub-division for each of the four goal areas. The mean scores for aspirations and expectations were summed for each sub-division.

The second hypothesis stated that differences between aspirations and expectations would:

(a) Vary inversely with subjects' age.

(b) Vary inversely with subjects' fathers' occupational class.

(c) Be higher for boys than for girls.

Parts (a) and (b) of this hypothesis were tested by computing product moment correlation coefficients for the summed discrepancy scores in each of the four goal areas and for each sub-division. It was thought that correlations by sub-divisions would allow fuller testing of the hypothesis.

To test part (c) of the hypothesis, mean discrepancy scores were

computed for each of the four goal areas and summed in each of the subdivisions. This made it possible to compare the sexes while controlling selected variables. For example, a comparison of the sum of the mean discrepancy scores was made between 8th grade, Class I, males, and 8th grade, Class I, females.

Pretest. To assess the clarity of the questions on the instrument, a pretest of the questionnaire was conducted with a small group of students who were not from schools which were included in the study. However, no validity or reliability checks were made; it was assumed that the questions pertaining to the four goal areas had sufficient "content validity" and clearness to their meaning. It was evident that the alternatives were ordered, although it was apparent that the intervals between alternatives were not necessarily equidistant from one another.

Summary

A group of 380 subjects from eighth, tenth, and twelfth grades was selected from two Greensboro city schools. Each subject was asked to fill in a questionnaire which was designed to assess his age, sex, father's occupation, and aspirations and expectations in four goal areas. Questions were weighted with provisional numbers to facilitate data analysis. Subjects were stratified by their fathers' occupational classes according to a revision of the Edwards Census Classification (1950). Each of the questions in a goal area was worded alike except that aspiration questions contained the phrase "would like" and expectation questions, "do expect." The arithmetic means and the statistic product moment correlation coefficients were used in data analysis.

CHAPTER III

RESULTS OF THE INVESTIGATION

Aspirations And Expectations

The subjects (Ss) were arranged into sub-divisions by grade in school, sex, and their fathers' occupational classes(Table I). Mean

TABLE I

NUMBER OF SUBJECTS IN EACH SUBDIVISION BY SEX, CLASS AND GRADE IN SCHOOL

Grade in School	Boys		Girls	
	Class I	Class II	Class I	Class II
8	13	51	10	46
10	35	28	47	42
12	21	31	17	18
Total	69	110	74	106

aspiration and expectation scores for each goal area (education, occupation, marriage, and grades) and by each sub-division were computed (Appendix B) and summed within each sub-division (Table II).[6]

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[6] The data presented for aspirations and for expectations and for the differences between aspirations and expectations in this section of the chapter were treated using aspiration or expectation as a personality concept. A measure in each goal area was considered only one of many possible measures of the same personality trait. In the last part of this chapter data were presented for each goal area. Further clarification of the use of aspiration or expectation as a personality trait was presented by Lewin et al., (1944); Rotter, (1943); Preston and Bayton, (1942).

The data in Table II contain the sum of the mean aspirations and expectations in each goal area by each sub-division, as well as the sum of these summed means. The data in Table II demonstrate that the sum of the mean aspirations by each sub-division exceeded in all cases the sum of the mean expectations in the same sub-division. The totals in Table II also express this constant difference between aspiration and expectation.

When the data in Table II are reviewed by subject's grade in school, it is noted that with the exception of Class I boys, the summed mean aspirations and expectations declined as grade in school increased.

When the data in Table II are reviewed by fathers' occupational classes (class) within each sex, the summed mean aspiration scores and the summed mean expectation scores were greater for Class II Ss than were the respective scores for Class I Ss. It was found that Class I Ss' summed mean aspirations were 12.1 per cent smaller than were Class II Ss' summed mean aspirations, while Class I Ss' summed mean expectations were 15.9 per cent smaller than were expectations for Class II Ss.

Table II data are reviewed by comparing the summed mean aspiration and expectation scores by sex within each class. Class I boys' aspirations remained relatively constant as grade in school increased, while Class I girls' aspirations decreased as grade in school increased. Expectations for Class I boys showed an increase as grade in school increased, while the reverse was true for Class I girls. Class II boys' and girls' aspirations and expectations decreased as grade in school increased. Among Class II Ss, boys tended to have higher summed mean aspiration and expectation scores than girls had. In total, the sum of the summed mean aspirations was 2.1 per cent smaller for girls than it

TABLE II

SUM OF THE MEAN ASPIRATIONS AND EXPECTATIONS IN EACH GRADE BY SEX OF SUBJECTS AND BY SUBJECTS' FATHERS' OCCUPATIONAL CLASSES

Grade in School		Boys				Girls			
		Class I		Class II		Class I		Class II	
		Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.
8	120	19.870	16.606	22.408	20.801	20.825	18.450	22.377	20.810
10	152	19.124	17.566	22.262	20.394	18.620	16.448	21.201	19.671
12	87	19.546	17.736	20.869	18.988	17.859	16.289	20.644	18.835
Totals	359	58.540	51.908	65.539	60.183	57.304	51.187	64.222	59.316

was for boys. The sum of the summed mean expectations was 1.4 per cent smaller for girls than it was for boys.

With reference to Table II, it was found that when all summed mean aspirations were summed, and when all summed mean expectations were summed, the sums of the summed mean expectations were 10.25 per cent less than were the sum of the summed mean aspirations.

Discrepancy Between Aspiration and Expectation

By algebraically subtracting the summed mean expectations from the summed mean aspirations, the discrepancy between aspirations and expectations for each sub-division was established (Table III). When the summed mean discrepancy was compared by sex for each sub-division (i.e., Class I, eighth grade boys *vs.* Class I, eighth grade girls), sex differences for discrepancy between aspiration and expectation could be compared while holding Ss' grade in school and class constant. Analysis of Table III, as expressed by the totals, shows that boys had a larger discrepancy between aspiration and expectation than girls had. The discrepancy between aspirations and expectations for girls was 9.6 per cent smaller than discrepancy was for boys. When these discrepancies were analyzed within class, it was found that Class I girls' discrepancy was 7.4 per cent smaller than Class I boys' discrepancy, while Class II girls' discrepancy was 12.5 per cent smaller than was discrepancy for Class II boys.

Discrepancy scores for each S were summed and correlated by product moment correlation coefficients with class and age variables. Table IV presents the correlations of the total discrepancy score and the age of the Ss. Among Class I boys and girls there was an inverse

relationship between age and discrepancy scores, while for Class II boys and girls there was a direct relationship between these two variables.

TABLE III

SUM OF GOAL AREAS MEAN DISCREPANCY BETWEEN ASPIRATION AND EXPECTATION BY SUBJECTS' SEX, GRADE IN SCHOOL AND FATHERS' OCCUPATIONAL CLASS

Grade in School	N	Boys		Girls	
		Class I	Class II	Class I	Class II
8	120	3.264	1.549	2.375	1.567
10	152	1.558	1.868	2.172	1.330
12	87	1.810	1.881	1.630	1.812
Totals	359	6.632	5.298	6.177	4.709

TABLE IV

CORRELATIONS OF TOTAL DISCREPANCY SCORES AND AGE OF SUBJECTS BY OCCUPATIONAL CLASSES OF SUBJECTS' FATHERS AND SEX OF SUBJECTS

Occupational Classes of Fathers	Correlations	
	Boys	Girls
Class I	-.17 (N=69)	-.19 (N=74)
Class II	.16 (N=110)	.15 (N=106)

The correlations between the total discrepancy scores and the occupational classes of the subjects' fathers are presented in Table V. The relationship between discrepancy and class for both eighth grade boys and girls was found to be negatively correlated, while the tenth

grade boys were shown to have a positive correlation between class and discrepancy, and tenth grade girls were shown to have a negative correlation between class and discrepancy.

TABLE V

CORRELATIONS OF TOTAL DISCREPANCY SCORES AND OCCUPATIONAL CLASSES OF SUBJECTS' FATHERS BY GRADE IN SCHOOL AND SEX OF SUBJECTS

Grade in School	N	Correlations	
		Boys	Girls
8	120	-.32	-.25
10	152	.19	-.35
12	87	.04	-.02

Aspirations and Expectations by Goal Areas

In Table VI the sum of the mean aspirations and expectations in each goal area is presented by sex and class. The table was devised by summing the mean aspirations and expectations in each sex and class by Ss grade in school.

The difference between aspiration and expectation in each goal area by sex and class is shown in Table VII. Each cell shows by what per cent aspirations were greater than expectations. The goal area having the greatest discrepancy between aspirations and expectations was that of grades. The goal area showing the least discrepancy between aspirations and expectations was that of marriage. Within each sex and goal area Class I discrepancies were greater than Class II discrepancies, with the exception of boys' marriage aspirations.

TABLE VI

SUMMED MEAN ASPIRATIONS AND EXPECTATIONS BY GOAL AREAS, SEX AND CLASSES OF SUBJECTS

Goal Area	Boys				Girls			
	Class I		Class II		Class I		Class II	
	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.
Education	10.855	9.730	12.597	11.902	10.124	9.260	11.634	10.913
Occupation	19.942	18.536	25.701	24.691	21.375	19.741	25.499	24.132
Marriage	14.464	13.765	14.818	13.385	12.752	12.039	13.387	12.956
Grades	13.279	9.877	13.060	10.205	13.053	10.157	13.702	11.315
Total	58.540	51.908	65.539	60.183	57.304	51.187	64.222	59.316

TABLE VII

PERCENTAGE OF DISCREPANCIES BETWEEN ASPIRATIONS AND EXPECTATIONS IN EACH GOAL AREA BY SEX AND CLASS

Goal Area	Boys		Girls	
	Class I	Class II	Class I	Class II
Education	10.4	5.5	8.5	6.2
Occupation	7.2	3.9	7.6	5.4
Marriage	4.8	5.6	5.6	3.2
Grades	25.6	21.9	22.3	17.4

Table VIII shows the percentage boys' aspirations and expectations exceeded girls' aspirations and expectations within each goal area. In the goal areas occupation and grades girls had higher aspirations and expectations than boys had. Boys had higher aspirations and expectations than girls did in the education and marriage goal areas.

TABLE VIII

PERCENTAGE BOYS' ASPIRATIONS AND EXPECTATIONS GREATER THAN GIRLS' ASPIRATIONS AND EXPECTATIONS

Goal Area	Aspiration	Expectation
Education	7.2	6.7
Occupation	2.6[a]	1.5[a]
Marriage	8.7	7.9
Grades	1.6[a]	6.4[a]
Total	2.1	1.4

[a]Girls greater than boys.

The differences between aspirations and differences between expectations by goal area, sex and class are shown in Table IX. Each cell represents the per cent Class II aspirations exceeded Class I aspirations or the per cent Class II expectations exceeded Class I expectations. The greatest differences between Class I and Class II were found in the education and occupation goal areas. With the exceptions of boys' differences in marriage, aspirations and expectations, and boys' grades aspirations, Class II aspirations and expectations exceeded Class I aspirations and expectations.

TABLE IX

PERCENTAGE OF DIFFERENCES BETWEEN ASPIRATIONS AND EXPECTATIONS BY GOAL AREA COMPARING CLASSES

Goal Area	Boys' Asp. Class I-II	Boys' Exp. Class I-II	Girls' Asp. Class I-II	Girls' Exp. Class I-II
Education	13.8	18.3	13.0	13.1
Occupation	22.4	24.9	16.2	18.2
Marriage	0.2[a]	2.7[a]	4.7	7.1
Grades	1.6[a]	3.2	4.7	10.3
Totals	10.7	13.7	10.8	13.7

[a]Class I exceeded Class II.

In Table X each cell represents the sum of the mean aspirations or expectations of each goal area by Ss grade in school. These summed means were derived by summing the mean aspirations or expectations in each goal area for each class and sex of subjects. In each goal area aspiration exceeded expectations.

TABLE X

SUMMED MEAN ASPIRATIONS AND EXPECTATIONS IN EACH GOAL AREA BY GRADE IN SCHOOL

Goal Area	Grade in School: Eighth Asp.	Eighth Exp.	Tenth Asp.	Tenth Exp.	Twelfth Asp.	Twelfth Exp.
Educ.	16.356	15.202	13.768	12.704	15.077	13.900
Occup.	31.563	28.812	31.501	30.310	29.545	27.978
Marr.	18.860	17.748	18.338	17.230	17.586	17.167
Grades	18.692	14.906	17.601	13.835	16.801	12.803
Totals	85.408	76.667	81.208	74.079	78.919	71.848

In Table XI the per cent aspirations exceeded expectations in each goal area at each grade level in school is presented. While the totals show a tendency for the discrepancy between aspirations and

expectations to decrease between eighth- and tenth-grade, and eighth- and twelfth-grade, there was no general tendency for these scores to progressively decrease from eighth- through twelfth-grade.

TABLE XI

PERCENTAGE OF DISCREPANCY BETWEEN ASPIRATIONS AND EXPECTATIONS BY GRADE IN SCHOOL

Goal Area	Grade in School		
	Eighth	Tenth	Twelfth
Educ.	7.1	7.7	7.8
Occup.	8.7	3.8	5.0
Marr.	5.9	6.0	2.4
Grades	20.3	21.4	23.8
Mean Total	10.3	8.8	8.9

Table XII shows the differences between aspirations and the differences between expectations by Ss grade in school. With few exceptions, the aspirations and expectations of Ss in lower grades in school exceeded the aspirations and expectations of Ss in higher grades in school.

TABLE XII

THE PER CENT THAT ASPIRATIONS AND EXPECTATIONS OF Ss IN LOWER GRADES EXCEEDED THE ASPIRATIONS AND EXPECTATIONS OF Ss IN HIGHER GRADES

Goal Area	Grades in School		
	8-10	10-12	8-12
Educational Aspiration	15.9	8.7[b]	7.9
Educational Expectation	16.4	8.6[b]	8.6
Occupational Aspiration	0.2	6.5	6.7
Occupational Expectation	4.9[a]	7.7	2.9
Marriage Aspiration	2.8	4.1	6.8
Marriage Expectation	2.9	0.4	3.3
Grade Aspiration	5.8	4.5	10.1
Grade Expectation	7.2	7.5	14.1

[a]Tenth grade exceeded eighth grade. [b]Twelfth grade exceeded tenth grade.

Summary

Results were analyzed by arithmetic means and product moment correlation coefficients. The means presented in Table II were computed by summing the mean aspirations and expectations of the goal areas in each sub-division. The results presented in Table III were computed by summing the mean discrepancy between aspirations and expectations of the goal areas by sub-divisions. Correlation coefficients were computed between the summed discrepancy and the variables age, sex, and class.

Results were also analyzed by means and percentages of differences within each goal area. Further analysis by goal area was thought to be needed for fuller testing of the hypotheses.

CHAPTER IV

DISCUSSION

The purpose of the present study was to ascertain the relation of aspiration to expectation among adolescents. Specifically, the study proposed to ascertain whether adolescent aspirations exceeded their expectations and whether aspirations and expectations varied according to sex, age, and class of the subjects. A second purpose of the study was to ascertain how the difference between aspiration and expectation varied according to sex, age, and class of the subjects.

Since the data were gathered without the benefit of a random sample of subjects, statistical inference from the results could not be made. However, data were analyzed by the use of means and product moment correlation coefficients. The statistics employed describe the group of subjects from which they were derived, and conclusions were drawn from the trends and directions the data for the subjects of this study took.

The division of subjects into certain homogeneous groups, or sub-divisions, was done in order to hold over-all variables constant within the particular sub-division. When analysis by the subjects' grades in school was made, it should be noted that the product moment correlation coefficient between the grade in school and the subject's age was .91.

Aspirations and Expectations

With reference to hypothesis one: Aspirations would be higher than expectations; the results of the study indicated that among all subjects aspirations did exceed expectations. For the total group aspirations exceeded expectations by 10.25 per cent. Hypothesis one was further expanded to predict:

(a) Aspirations and expectations would decrease as the subject's grade in school increased.

(b) Aspirations and expectations of subjects whose fathers were employed as either clerical, managerial, official, professional, technical and kindred workers (Class II) would be higher than those of subjects whose fathers were employed as either service workers, private household workers, operatives, craftsman, foreman and kindred workers (Class I).

(c) Boys would have higher aspirations and expectations than girls.

Part (a) of hypothesis one, although generally supported by the total responses of the subjects, was not supported by the expectation scores of Class I male subjects. The results seemed to indicate a relative consistency of Class I boys' aspirational structure as the subjects' grade in school increased. The trend for Class I boys' expectations to increase as grade in school increased could be interpreted as an increased need for ego protection. The decrease of aspirations and expectations for Class II boys, Class I girls, and and Class II girls tended not only to support H_1a, but also to lend

support to Symonds' (1951) theory.

Hypothesis 2a was supported in full by all sub-divisions of subjects, and by the summed mean sums of the total group. As such, the results of the present study were consistent with the findings of Empey's (1956) study.

While no definite sex pattern could be established for aspirations and expectations, there was a tendency for boys to have higher aspirations and expectations than girls. However, the differences between sexes for the total group of subjects did not seem great enough to support H_1c. When the data were analyzed by subjects' grade in school, partial support for H_1c was derived from tenth grade subjects. Since the results seemed to indicate that sex differences of aspirations and expectations were negligible, inference can be made with regard to the sexual development of these traits. The common belief that girls are generally more maturationally advanced than boys of the same age was not supported by the findings of the present study.

Discrepancy Between Aspirations and Expectations

Hypothesis two stated: Differences between aspirations and expectations would:

(a) Vary inversely with subjects' age.

(b) Vary inversely with subjects' fathers' occupational class.

(c) Be higher for boys than girls.

Partial support of H_2a was gained in the analysis of Class I subjects' data. Low negative correlations between age and discrepancy were found for Class I boys and Class I girls, -.17 and -.19 res-

pectively. Class II boys' and girls' correlations between age and discrepancy were .16 and .15 respectively. The Class II correlations did not support H_2a since among these subjects discrepancy tended to increase as age increased. A point of interest can be raised from these results. While the correlations remained near the same relative magnitudes, the sign changes that occurred between Class I and Class II subjects appeared to indicate a socio-economic class difference in the "development" of discrepancies between aspirations and expectations. If discrepancy between aspirations and expectations is taken as an index of optimism it would seem that as Class I Ss became older they became more pessimistic, while the reverse was true for Class II Ss.

Support for H_2b was gained in the analysis of data for eighth grade boys and girls and for tenth grade girls. For these subjects, correlations between discrepancy scores and class were negative and of a relatively moderate magnitude. The correlation between discrepancies and class for tenth grade boys was positive (.19) and did not support H_1b. Correlations for twelfth grade subjects approached zero and thus did not lend support to the hypothesis.

Partial support for H_2c was demonstrated when the summed mean discrepancies for boys in sub-divisions eighth grade, Class I; tenth grade, Class II were compared to the summed mean discrepancies for girls in the same sub-divisions. However, since sex differences in discrepancy scores were not consistently in the same direction, general support for H_2c could not be derived from the results of the present investigation.

Aspirations and Expectations by Goal Areas

When the data were analyzed by each goal area, it was found that among each class, sex and age group of subjects, aspirations exceeded expectations. Within the goal area "grades," aspiration exceeded expectation by the greatest percentage. The goal area "marriage" contributed the least to the overall differences between aspirations and expectations. As such, it can be concluded that in each goal area, aspirations exceeded expectations.

H_1a (Aspirations and expectations would increase as subjects' grade in school decreased) was supported in full by goal area analysis when comparing eighth grade subjects' aspirations and expectations to twelfth grade subjects' aspirations and expectations. When tenth and twelfth grade subjects were compared, H_1a was supported by all goal areas except education. When eighth grade subjects were compared to tenth grade subjects, each goal area except occupation supported H_1a. From the data presented it can be concluded that as grade in school increased, aspirations and expectations decreased.

When aspirations and expectations were analyzed by class and goal areas, it was found that with the exception of marriage and grade aspiration, and marriage expectations, that aspirations and expectations of Class II subjects were greater than aspirations and expectations of Class I subjects (H_1b). It can be concluded that generally H_1b was supported by the findings of this study.

When boys' aspirations and expectations were compared with girls' aspirations and expectations it was found that boys' aspirations and expectations exceeded girls' aspirations in the education and marriage goal areas. In the occupation and grades goal areas girls' aspirations

and expectations exceeded those of boys. However, overall, boys' aspirations were greater than girls, but the degree of difference between boys and girls aspirations and expectations did not seem great enough (2.1 per cent and 1.4 per cent respectively) to warrant the conclusion that boys' aspirations and expectations are greater than those of girls (H_1c).

When discrepancies between aspirations and expectations were analyzed by goal areas and grade in school (age), it was found that discrepancy for the education goal area increased slightly from eighth to twelfth grade. Discrepancies in the occupational and marriage goal areas decreased as grade in school increased, while discrepancy in the grades goal area increased as grade in school increased. However, when the discrepancies between aspirations and expectations in each goal area were summed, there was an overall tendency for discrepancy to decrease as grade in school increased. While there was no specific support for H_2a (Differences between aspirations and expectations would vary inversely with subjects' age or grade in school), when data were analyzed by goal area, general support for H_2a was found when the sums of the mean discrepancies were compared by grade. As such it would be difficult to conclude whether discrepancy in this case was a function of the age of the subject or the goal area that was used in measurement. Most likely the variation in discrepancies could be accounted for as a combined factor of both variables. However, the sampling procedure did not allow for this type of data analysis.

When discrepancies between aspirations and expectations were analyzed by goal areas, grade in school (age), and class, it was found

that with the exception of the discrepancy between boys' marriage aspirations and expectations, discrepancies for Class I subjects were greater than discrepancies for Class II subjects in each goal area. The data presented, when analyzed by goal areas, supported H_2b (Differences between aspirations and expectations would vary inversely with subjects' fathers' occupational classes) with the exception of boys' discrepancy between marriage aspiration and expectation.

H_2c stated: Differences between aspirations and expectations would be greater for boys than girls. When discrepancy was analyzed by each goal area, it was found that Class I boys' discrepancies were greater than Class I girls' discrepancies in the education and grades goal areas. Class II boys' discrepancies were greater than Class II girls' discrepancies in the marriage and grades goal areas. These were the only subjects' data which supported H_2c. Thus, H_2c was only partially supported when the data were analyzed by goal area. There was, however, an overall tendency for boys' discrepancies to exceed girls' discrepancies when mean discrepancies were summed and compared. Here again, it can be questioned whether discrepancy was a function of sex or goal area, or a combination of both.

Recommendations

While descriptive statistics is a respected mode of data analysis, data analysis and thus conclusions drawn from the results would have had more meaning if inferential statistics could have been used. However, because no attempt was made to select subjects randomly from the population, tests of significance could not be used.

Perhaps if the present study were replicated, the use of a stratified random sample could be employed. Also, while subjects in the present study were stratified, the analysis used was at times rather awkward, particularly when reporting results. Furthermore, the lack of ratio scaling of responses to the aspiration and expectation questions seriously jeopardized the methodology.

The four goal areas, education, occupation, marriage, and grades, which were selected for the present study, seemed adequate in furnishing information about aspirations and expectations. However, further exploration is needed in the use of each of the goal areas for use in aspirational research. Three of the goal areas, education, occupation, and grades, had what appeared to be built-in limits with at least an absolute ceiling. This can not be said of the goal area, marriage. The marriage judgment was on a continuum based on time. As such, the subjects' judgments of their marriage goals may not have been congruent with judgments made in other goal areas. Another question that can be raised is that of which of the areas elicited the highest absolute aspirations and which of the goal areas demonstrated the highest relative discrepancy between aspiration and expectation. Reviewing the data presented, it appeared that the "grade" goal area elicited the highest absolute aspiration as well as the highest relative discrepancies. It may therefore be postulated from these findings that goal areas that are of immediate concern to the subjects are ones that would elicit the highest aspirations and the highest discrepancy between aspirations and expectations.

One set of results that was of particular interest was the correlations of discrepancy and age. The sign changes between Class I and Class II correlation are interesting in light of relative consistency of the magnitude of the correlation of each sex.

The relationship of the sex-class-age variation of discrepancy between aspiration and expectation needs further and more rigorous study. This should be done if only to supplement existing theory about personality and ego-development. A second justification for further research in this area can be related to more pragmatic usages. Findings in the area of aspiration and expectation may be helpful in more fully understanding the high school dropout and as an aid in preventing his dropping from school.

Summary

A search of the literature was conducted relative to research and theory concerned with aspirations and expectations. There appeared to be several areas of neglect in aspirational research. Particularly evident was the paucity of research concerned with differences between aspirations and expectations. Hypotheses were developed which concerned how aspirations and expectations would vary by sex, and grade of subjects, and the subjects' fathers' occupational class. Other hypotheses were developed which concerned how discrepancy between aspirations and expectations would vary by sex, subject's grade in school and subjects' fathers' occupational classes.

The hypotheses were tested by use of arithmetic means and product moment correlation coefficients. It was concluded that aspirations exceeded expectations and that the amount that aspirations

exceeded expectations was dependent upon class of subjects. It was also concluded that among eighth grade boys and girls and tenth grade girls the discrepancy between aspirations and expectations decreased as the subjects' fathers' occupational class increased. Results further showed that among Class I subjects discrepancy decreased as age increased. The reverse was true of Class II subjects.

The hypotheses were also tested by goal area (education, occupation, marriage, and grades) analysis. Generally the goal area analysis supported the conclusions made from analysis of total mean aspiration, expectation and discrepancy.

Further study of aspirations and expectations was recommended. Some of the uses of further research in this area were suggested.

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APPENDIX A

Dear Student:

Newspapers and magazines have had much to say about going steady, but we really don't have much scientific information on this topic.

To make a careful study of this topic, we must turn to persons like you for help. We hope you will fill out the brief questionnaire which is attached.

This is not a test; there are no right or wrong answers. We are interested in what you yourself think.

We will treat your replies confidentially. The information you give us will be available to our research staff only.

Please reply as thoughtfully as you can and please fill out each item since incomplete questionnaires aren't as useful.

Your name_____

Your sex _____Male _____Female

Your age (to nearest birthday_____
(years)

DIRECTIONS: Please answer all of the following questions as accurately as possible. If some of the questions do not apply to you, write DOES NOT APPLY.

1. Please describe your father's occupation _____

2. How far did your father go in school? _____

3. Please describe your mother's occupation. (If she is full-time housewife, please write this in) _____

4. How far did your mother go in school? _____

5. At the present time, I am:

_____(1) Not dating at all.
_____(2) "Playing the field;" that is, dating, but my dates are not limited to any one person.
_____(3) Officially going steady; that is both of us agreed to date no one else and our friends know that we are going steady.
_____(4) Dating only one person steadily, but not officially going steady.
_____(5) Engaged and planning to marry.
_____(6) Married.
_____(7) Other. (Please describe) _____

6. In each of the blanks which follow, please write (1) your own age; (2) your steady's age; and (3) how many months you went steady with each person. Please recall as accurately as possible.

	MY OWN AGE AT THE TIME	MY STEADY'S AGE AT THE TIME	NUMBER OF MONTHS WE WENT STEADY
(1) the first time I went steady	_____	_____	_____
(2) the second time I went steady	_____	_____	_____
(3) the third time I went steady	_____	_____	_____
(4) the fourth time I sent steady	_____	_____	_____
(5) the fifth time I went steady	_____	_____	_____

If more than five, please list on the back of this page.

7. With how many persons have you gone steady in the <u>past year</u>? _____(If none, write NONE)

8. What are the <u>major reasons why persons go steady</u>?
(1)
(2)
(3)

9. What are the major advantages of going steady?
   (1)
   (2)
   (3)

10. What are the major disadvantages of going steady?
    (1)
    (2)
    (3)

11. What do you consider when you are trying to decide whether or not to go steady with a person?
    (1)
    (2)
    (3)

12. List several things which would lead you to break up with a person with whom you had been going steady.
    (1)
    (2)
    (3)

13. For each person with whom you have gone steady, but later stopped going steady, how did you feel after the break up?

    Break Up with First Steady: Feelings:

    Break Up with Second Steady: Feelings:

    Break Up with Third Steady: Feelings:

    (If others, please include them. If more space is needed, use the back of this paper.)

14. Please mark the following statements yes, no or uncertain:
    (1) I would date someone whose religious beliefs are considerably different from my religious beliefs. ___Yes; ___No; ___Uncertain

    (2) I would go steady with someone whose religious beliefs are considerably different from my religious beliefs. ___Yes; ___No; ____Uncertain.

    (3) I would marry someone whose religious beliefs are considerably different from my religious beliefs. ___Yes; ___No; ___Uncertain

15. How far would you like to go in school?
    _____(1) Quit school as soon as possible and get a job.
    _____(2) Complete high school, but go no further.
    _____(3) Complete some job training program beyond high school, but not go to college.
    _____(4) Complete four years of college.
    _____(5) Do graduate work in college.
    _____(6) Go into military service and attend school there.

16. How far do you think you <u>really</u> <u>will</u> go in school?
_____(1) Quit school as soon as possible and get a job.
_____(2) Complete high school, but go no further.
_____(3) Complete some job training program beyond high school, but not go to college.
_____(4) Complete four years of college.
_____(5) Do graduate work in college.
_____(6) Go into military service and attend a school there.

17. Please tell us what kind of full-time job or work you <u>would</u> <u>like</u> to do when you do go to work. (For girls, if you want to ba a full-time housewife, please write this.)
_____

18. What kind of work do you think you <u>really</u> <u>will</u> do?_____
_____

19. Rank the following things about a full-time job. Please place a (1) before the most important, a (2) before the second most important, and a (3) before the third most important, and a (4) before the least important.
_____a. Steady employment
_____b. High pay
_____c. Enjoyment of the work
_____d. Good chances for future advancement

20. When <u>would</u> <u>you</u> <u>like</u> to marry?

_____(1) I am already married.
_____(2) Before I finish high school.
_____(3) As soon as I finish high school.
_____(4) One to four years after I finish high school.
_____(5) Five or more years after I finish high school.
_____(6) Never.

21. When do you think you <u>really</u> <u>will</u> marry?
_____(1) I am already married.
_____(2) Before I finish high school.
_____(3) As soon as I finish high school.
_____(4) One to four years after I finish high school.
_____(5) Five or more years after I finish high school.
_____(6) Never.

22. Please circle <u>what</u> <u>was</u> your average grade for last semester: A B C D F

23. Please circle what you <u>would</u> <u>like</u> your average grade for this semester to be: A B C D F

24. Please circle what you <u>really</u> <u>think</u> your average grade for this semester will be: A B C D F

APPENDIX B

TABLE I

MEANS OF ASPIRATIONS AND EXPECTATIONS BY GOAL AREAS, SEX, GRADE IN SCHOOL AND OCCUPATIONAL CLASS OF FATHER

Grade in School	Goal Area	Boys				Girls			
		Class I		Class II		Class I		Class II	
		Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.
8	Educ.	4.076	3.538	4.372	4.098	3.700	3.500	4.217	4.065
	Occup.	6.333	5.222	8.488	8.311	8.125	7.250	8.617	8.029
	Marr.	5.000	4.615	4.843	4.647	4.300	3.900	4.717	4.586
	Grades	4.461	3.231	4.705	3.745	4.700	3.800	4.826	4.130
	Sub-totals	19.870	16.606	22.408	20.801	20.825	18.450	22.377	20.810
10	Educ.	2.970	2.764	4.192	4.038	3.130	2.760	3.476	3.142
	Occup.	6.824	6.529	8.928	8.571	7.096	6.645	8.652	8.565
	Marr.	4.750	4.531	4.821	4.428	4.217	4.021	4.550	4.250
	Grades	4.580	3.742	4.321	3.357	4.177	3.022	4.523	3.714
	Sub-totals	19.124	17.566	22.262	20.394	18.620	16.448	21.201	19.671
12	Educ.	3.809	3.428	4.033	3.766	3.294	3.000	3.941	3.706
	Occup.	6.785	6.785	8.285	7.809	6.154	5.846	8.230	7.538
	Marr.	4.714	4.619	4.517	4.310	4.235	4.118	4.120	4.120
	Grades	4.238	2.904	4.034	3.103	4.176	3.325	4.353	3.471
	Sub-totals	19.546	17.736	20.869	18.988	17.859	16.289	20.644	18.835
Totals		58.540	51.908	65.539	60.183	57.304	51.187	64.222	59.316

TABLE II

MEAN DISCREPANCY BETWEEN ASPIRATIONS AND EXPECTATIONS BY GOAL AREA, SEX, GRADE IN SCHOOL, AND OCCUPATIONAL CLASS OF FATHER

Grade in School	Goal Area	Boys		Girls	
		Class I	Class II	Class I	Class II
8	Educ.	0.538	0.216	0.200	0.048
	Occup.	1.111	0.177	0.875	0.588
	Marr.	0.385	0.196	0.400	0.131
	Grades	1.230	0.960	0.900	0.696
	Sub-totals	3.264	1.549	2.375	1.567
10	Educ.	0.206	0.154	0.370	0.134
	Occup.	0.295	0.357	0.451	0.087
	Marr.	0.219	0.393	0.196	0.300
	Grades	0.838	0.964	1.155	0.809
	Sub-totals	1.558	1.868	2.172	1.330
12	Educ.	0.381	0.267	0.294	0.235
	Occup.	0.000	0.476	0.308	0.695
	Marr.	0.095	0.207	0.177	0.000
	Grades	1.334	0.931	0.851	0.882
	Sub-totals	1.810	1.881	1.630	1.812
Totals		6.632	5.298	6.177	4.709