

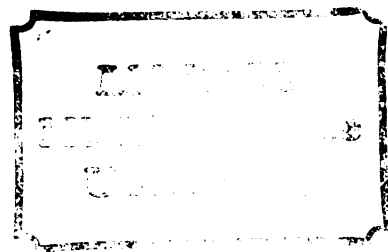


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SIGNIFICANT OTHER INFLUENCE ON ADOLESCENT
EDUCATIONAL EXPECTATIONS: ANOTHER STAB

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
NORMAN E. FONTES
1974

THESIS





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ABSTRACT

SIGNIFICANT OTHER INFLUENCE ON ADOLESCENT EDUCATIONAL EXPECTATIONS: ANOTHER STAB

By

Norman E. Fontes

Sociologists, psychologists and interpersonal communication experts testify to the importance of significant other influence on self concept formation (Haller and Butterworth, 1960, Sewell and Shah, 1968). An impressive piece of research executed by Archibald O. Haller and Joseph Woelfel (1972) empirically demonstrated that at least for the formation of educational and occupational expectations this was the case.

This survey study focused upon the influence significant others exerted upon the development of adolescents' educational expectations and attempted to evaluate the role communication assumed in the process. A number of researchers have reported that peers exert the most influence upon the development of an adolescent's educational expectations (McDill and Coleman 1965; Herriot, 1963; Alexander and Campbell, 1964). Other researchers have reported that parental influence exceeds peer influence (Kandel and Lesser, 1969; Cohen, 1965; Kahl, 1953; Pehberg and Westby, 1967; Sewell and Shah, 1968a and b). The purpose of this inquiry was to: (1) generate and test a functional theory of the

Norman E. Fontes

effects of significant other groups or networks upon adolescents' self concept formation; (2) determine if peers or the adolescents' families exerted the most influence upon the development of adolescents' idealistic and realistic educational expectations; and (3) investigate the relationship between disparity in expectations and the stress adolescents experience.

The findings indicate that peers exert more influence upon the development of an adolescent's realistic educational expectations than does his family. No statistically significant relationship was found between an adolescent's idealistic educational expectations and those that his peers and family had for him. Finally, no relationship was found between the stress an adolescent experienced and disparity in expectations. This can probably be attributed to the fact that there was no disparity in expectations.

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ON ADOLESCENT EDUCATIONAL
EXPECTATIONS: ANOTHER STAB

By

Norman E. Fontes

A THESIS

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Ronald R. Miller
Director of Thesis

Guidance Committee: Ronald R. Miller, Chairman
DRQ
J. W. W.

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CHAPTER I

INTRODUCTION

A significant amount of research has been devoted to assessing the effects significant others have upon the development of adolescents' educational expectations. The research literature in this area suggests two competing specifications of the influence relationship that exists between adolescents and their significant others: (1) peers are more influential than parents and (2) parents are more influential than peers. The area deserves further research in light of these conflicting findings. If high school guidance counselors are to be effective, knowing which significant other or group of significant others exerts the most influence upon an adolescent would be invaluable information. This information would aid in the development of an appropriate communication strategy that would augment the counselors' potential for exerting maximum influence upon the formation of adolescents' educational expectations. A two-pronged communication strategy could be devised that entails impacting persuasive messages upon an adolescent and the most influential significant other or group of significant others. This would generate the possibility of guidance counselors' messages being reinforced increasing the degree of influence they exert upon adolescents.

The purpose of this inquiry will be to generate and test a functional theory that focuses upon the influence significant others exert upon the development of adolescents' expectations. Specifically, a Structural-Functional analysis will be utilized to generate a theory that incorporates the role communication assumes in the influence process.

Statement of the Problem

Sociologists, psychologists and interpersonal communication experts testify to the importance of significant other influence in self concept formation (Haller and Butterworth, 1960; Sewell and Shah, 1968). This is especially true for adolescents who must make the difficult transition from childhood to the adult world.

Cushman et al. conceptualized the self concept as the "composite of information an individual has regarding his relationship to objects or groups."¹ They further assert that an "object is any referent the individual confronts as he experiences his environment and can be assigned a symbol."² If self concept formation is conceptualized as a symbolic activity, it would seem reasonable to assume that an adolescent's self concept is influenced by information that is supplied to him by those with whom he interacts.

An impressive piece of research executed by Archibald O. Haller and Joseph Woelfel (1972) empirically demonstrated that at least for the formation of educational and occupational expectations this was the case. The categories or types of significant others from whom adolescents seek information especially concerning education has been well

documented. These categories include parents, friends, teachers, counselors, and other professional people with whom adolescents come in contact. However, there is some disagreement as to which category of significant others exerts the most influence upon an adolescent's educational expectations.

A number of researchers have found that peers exert the most influence upon an adolescent's educational expectations (McDill and Coleman, 1965; Herriott, 1963; Alexander and Campbell, 1964). Kandel and Lesser (1969) on the other hand found that parental influence exceeded peer influence in the development of adolescents' expectations. They concluded in part:

We find that concordance on educational goals is higher with mother than with best-school-friend and is not explained by the common social class which adolescents share with parents and friends. While concordance with friends increases with greater intimacy, concordance with mother remains at the same level, irrespective of the adolescent closeness to his parents.³

A number of other studies have generally supported the finding that parental influence exceeds peer influence (Cohen, 1965; Kahl, 1953; Fehberg and Westby, 1967; Sewell and Shah, 1968a and b). This disparity in empirical findings indicates the need for further research in this area.

The research literature suggests two competing specifications of the influence relationship which in turn suggests a third: (1) peers are more influential than parents; (2) parents are more influential than peers; and (3) competition exists between these two groups which, given the theory that will be developed here, would result in

adolescents experiencing stress.

The purpose of this inquiry was to generate and test a functional theory of the effects of determinate communication networks upon self concept formation. More specifically, a Structural-Functional analysis was employed to generate a theory regarding significant other networks' influence upon the formation of adolescents' educational expectations for themselves. Two dimensions of educational expectations, idealistic and realistic, have been investigated by researchers in the area and therefore were included in this analysis. It is conceivable that a network could exert major influence on one dimension and minimal influence on the other dimension.

Since self concept formation is a central concern within the Symbolic Interaction paradigm, it was the theoretical perspective adopted to guide this research. Central to this theoretical perspective is the postulate that the self concept is an informational structure. It is composed of information that defines an individual's relationship to objects in his environment. The information that an individual has concerning how he relates to his environment determines how an individual will behave. Some of this information is presented to an individual by those with whom he associates in terms of their expectations of how he should behave. Given that the self concept is composed of information "that information which constitutes the self concept is directly causative of human behavior."⁴ Based upon the preceding reasoning, the following relational proposition was generated:

Self concept formation is a function of the expectations an individual develops concerning his relationship to objects in his environment.

An individual seeks out information that defines his relationship to his environment from divergent sources. He can solicit information through his own observations of his environment; from mass media sources; or from significant others. Significant others perform the function of providing individuals with information that facilitates self concept formation. Individuals categorize their significant others into groups or networks who share a common relationship with them such as friend, relative, or teacher or counselor. These networks or groups of significant others can be located and their expectations for a given individual can be measured. The measurement of the significant other groups' or networks' expectations for an individual should facilitate prediction of the individual's behavior.⁵ The literature indicates that one network or group may exert more influence upon an individual than other networks or groups. This may be a function of the amount of communication that ensues between an individual and his respective networks or groups. This possibility suggested the following proposition:

The amount of influence exerted by significant other groups or networks on the formation of individuals' expectations is a function of the communication between individuals and their significant other groups or networks.

It was reasoned that if these significant other networks or groups had disparate expectations for an individual, the individual might experience stress. Additionally, stress might result from an individual's failure to identify what his significant others' expectations were for him. Stress is an indicant of emotional instability

which would be an impediment to the individual's development of expectations for himself and consequent self concept formation (Fontes, Roloff, Hocking and Bechtel, 1972; Mettlin and Woelfel, 1973). This led to the formulation of the following relational proposition:

Stress is a function of an individual's failure to identify his significant other networks' or groups' expectations for him and/or a function of disparate group or network expectations for him.

Theoretic Formulation

The aforementioned relational propositions are functional. They specify the contribution or function that significant other groups or networks produce that enable individuals to formulate expectations for themselves. Given that one goal of this analysis was to formulate a Structural-Functional Theory that assesses the effect of communication upon individual educational expectations it was desirable to choose an area of research in which the logic of the phenomenon being investigated was functional. Such a choice would facilitate the construction of a Structural-Functional model which incorporated the role of communication within it.

Structural-Functionalism is one of several forms of systems analysis. It focuses upon the relationships between structures that produce functions facilitating the achievement of some goal. Significant other groups or networks constitute structures that serve the function of allowing an individual to establish expectations for himself and hence formulate his self concept. In addition, Structural-Functionalism is particularly suited for the logical and empirical

evaluation of the effect communication has upon the development of expectations if communication is conceived of as an independent functional variable in cause and effect relationships.⁶ For the purposes of this analysis, communication was conceptualized as a cause having some effect upon a preferred system state. It was reasoned that communication would be a contingent independent functional variable. Significant others would manipulate communication in an effort to exert influence upon the development of adolescents' educational expectations. More specifically, communication would be a sufficient (though not necessary and sufficient) condition for the exertion of influence by significant others.

The logical requirements of the teleological Structural-Functional approach chosen for this analysis are as follows:

- (1) Identify the system under consideration.
- (2) Identify the normative criteria for choice (either personal or social) among alternatives capable of yielding the desired system state (for which a nomic premise exists that is sufficient to bring into being the desired system state).⁷
- (3) Identify the goal state of the system and its theoretic equilibrium range. It is crucial to do this so that a measuring instrument that will accommodate measurement of the range can be chosen.
- (4) Identify the traits that would contribute to the maintenance of the goal state.
- (5) Specify how the traits are functionally related to the goal state.
- (6) Specify which of the traits are subordinate and which are dominant.

- (7) Specify the theoretic range of output of each trait. Again it is crucial to do this because it will help identify an appropriate instrument for measuring the output of each trait. (It should be made clear that multiple instruments may be needed to measure the respective ranges of the traits, functions, and goal state.)
- (8) Specify the theoretic ranges of the functions.
- (9) Using a logical calculus (or ordinary language), predict the logical entailments within the system.

The system that was to be considered was identified. It was an informational system that would facilitate the adolescent's self concept formation. If the self concept is the composite of information that an individual has about his relationships to objects in his environment then clearly the prime commodity in the system had to be information.

The next issue that was considered concerned the formation of the system itself. If the adolescent could choose to obtain information concerning education from multiple sources, a set of theoretical criteria had to be established that would give some indication as to which sources he would choose. Theoretically, the adolescent was free to solicit educational information from his teachers and counselors, from his parents, from his friends, from his relatives, from professional such as doctors with whom he came in contact, from his employer, and from mass media sources. Given these potential information sources the following criteria that would govern the adolescent's choice were posited:

- (1) The information source would have to be accessible.
- (2) The source would have to possess information concerning education.

- (3) The information source might be someone the adolescent respected or who occupied a role the adolescent desired to occupy.
- (4) The information source might be someone who had means control over the adolescent.

The goal state was identified. The goal of the adolescent was to establish educational expectations for himself. If an adolescent's self concept is influenced by his significant others, the disparity between his expectations for himself and his significant others' expectations for him should be minimal. If the disparity was minimal, the adolescent would not experience undue stress. It was possible that an adolescent might have expectations for himself that were disparate from those of his significant others. While still subject to their influence, he might refuse to adopt his significant others expectations for himself. If the disparity in expectations was considerable it would seem reasonable to assume that the adolescent had failed to develop expectations for himself that were in agreement with those held by his significant others for him. Based upon this reasoning the goal state theoretically ranged from no stress indicating that the adolescent had established educational expectations for himself to dysfunctional stress resulting from a failure to develop a set of expectations that were acceptable to him and his significant others.

The traits that could contribute to the maintenance of the goal state were identified earlier. They consisted of parents, friends, relatives, professional or employed contacts, and mass media sources. Research findings discussed earlier indicated that parents and friends are the primary sources of influence for adolescents concerning

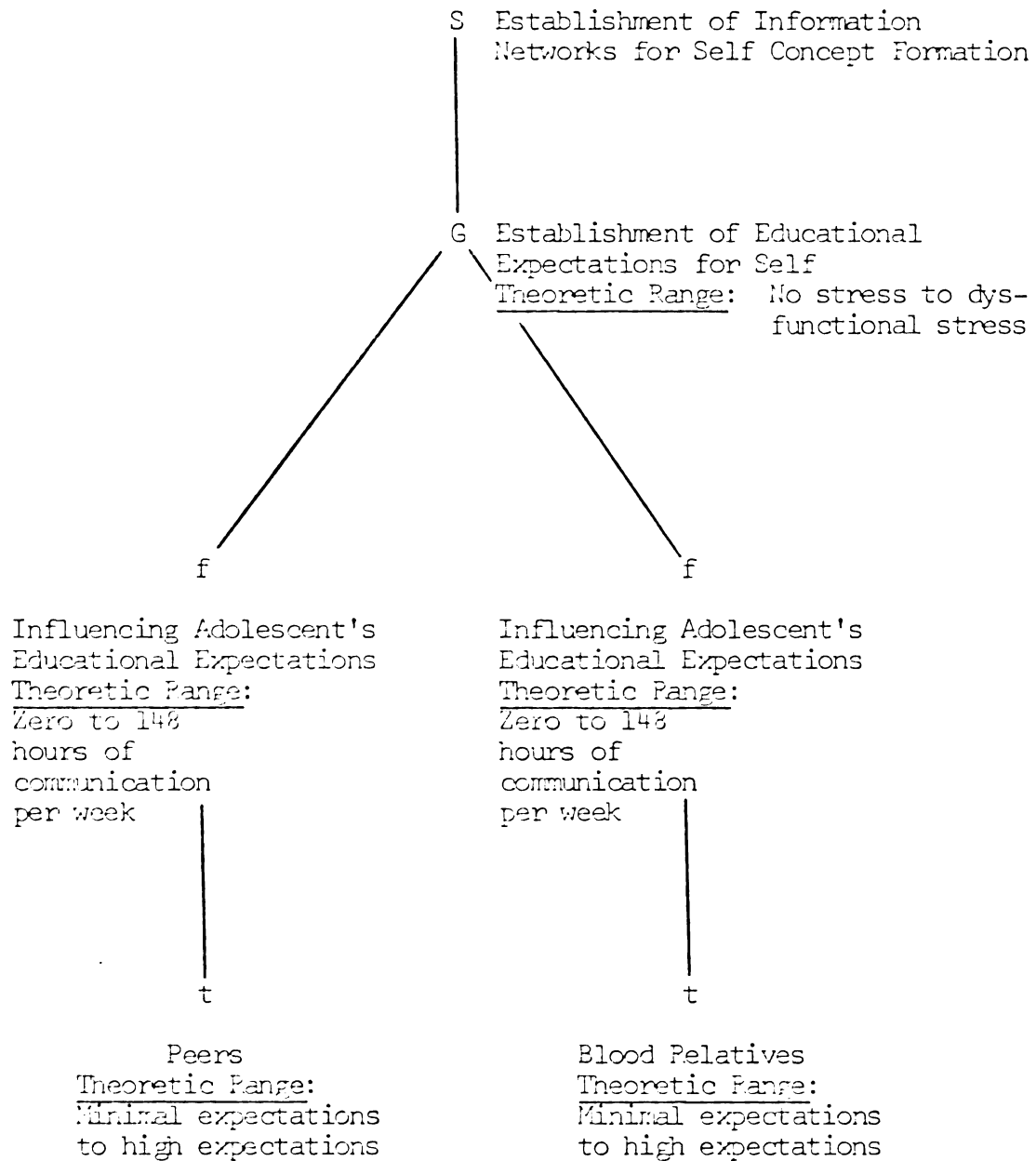
education. For this reason only two categories of significant others were included in the analysis with one minor modification. Relatives in general including brothers, sisters, aunts, uncles and grandparents were grouped with parents generating a category that was labeled "blood relatives." It was assumed that kinship networks share relatively the same set of expectations for an adolescent to whom they are commonly related. These two groups of significant others were considered to be networks for heuristic reasons. It is reasonable to expect that members within each group communicated with one another. Measurement and evaluation of these communicative interactions remains to be evaluated in future research. These significant others performed the function of influencing or failing to influence the adolescent's self concept by providing him with information concerning their educational expectations for him. That is, the significant others performed the function of informing the adolescent of the behavior he should adopt.

Both networks of significant others were considered to be subordinate and not dominant traits. A dominant trait must be both logically and empirically independent. It must not interact with other traits. A subordinate trait, on the other hand, may interact with other subordinate traits. There was no theoretical reason to assume that the traits could not provide each other with information or communicate with one another. It was assumed that in fact they did although the interaction between the two networks of significant others was not measured in this study.

The theoretic range of output of each trait was specified. It was reasoned that each network of significant others could have minimal expectations for the adolescent concerning education to very high expectations. They might expect the adolescent to complete high school or to continue his education and complete a doctorate.

The function of each of the traits was identified. Each network of significant others would impact their expectations upon the adolescent. These expectations would be reinforced through communication. It was further reasoned that the strength of the influence that each network of significant others exerted was contingent upon the amount of communication they could theoretically engage in with the adolescent during a specified time period. A week was the time period chosen which led to the conclusion that theoretically the amount of communication could range from zero hours per week to 148 hours per week. This pointed out the need for a continuous measure.

Based upon the preceding reasoning the following model was constructed:



The following set of preliminary relational propositions generated earlier were used to deduce logical entailments that would facilitate testing the model:

- (1) Self concept formation is a function of the expectations an individual develops concerning his relationship to objects in his environment.
- (2) The amount of influence exerted by significant other networks on the formation of individuals' expectations and hence self concept formation is a function of the amount of communication between individuals and their significant other networks.
- (3) Stress is a function of an individual's awareness that his significant other networks have disparate expectations for him.

Hypotheses

Logical entailments were deduced from these propositions. These hypotheses focused upon the relationships between the adolescents and their significant other networks:³

- H₁: An adolescent's realistic educational expectation will be correlated highest with the aggregated realistic educational expectation of the network which communicates most often with him.
- H₂: An adolescent's idealistic educational expectation will be correlated highest with the aggregated idealistic educational expectation of the network which communicates most often with him.
- H₃: The smaller the disparity between an adolescent's realistic educational expectation and the adolescent's significant other networks' aggregated realistic educational expectations for him, the lower the amount of stress the adolescent will experience.

H₄: The smaller the disparity between an adolescent's idealistic educational expectation and the adolescent's significant other networks' aggregated idealistic educational expectations for him, the lower the amount of stress the adolescent will experience.

CHAPTER II

PROCEDURES

Definitions

In this section an attempt will be made to formulate conceptual and operational definitions for the following constructs: (1) an adolescent's realistic educational expectation; (2) the network aggregated realistic educational expectation for an adolescent; (3) an adolescent's idealistic educational expectation; (4) the network aggregated idealistic expectation for an adolescent; (5) communication; (6) disparity in realistic educational expectations; (7) disparity in idealistic educational expectations; and (8) stress.

(1) An adolescent's realistic educational expectation was conceptually defined to be the adolescent's assessment of the amount of education he would complete.

This conceptualization was operationalized by asking each adolescent to respond to the following item from the Wisconsin Significant Other Battery (WISOB) developed by Haller and Woelfel (1968):⁹

How much education are YOU REALLY SUPE YOU
WILL GET? (check one answer)

- ☐ a.) Quit school
- ☐ b.) Finish high school
- ☐ c.) Go to trade, business, secretarial
or nursing school

- ___ d.) Go to college or university (one that gives credit toward a Bachelor's Degree)
- ___ e.) Get an advanced degree (Masters, Ph.D., or professional such as law or medicine)

(2) The network aggregated realistic educational expectation for an adolescent was conceptually defined as follows. A network was defined to be a collection of individuals who share a common relationship with an adolescent and exchange information concerning a topic of mutual concern. Aggregated was used to mean the average realistic educational expectation of each network for their respective adolescents. Realistic educational expectation was defined to be a significant other's assessment of the amount of education the significant other was confident the adolescent would complete.

The construct was operationalized in the following manner. High school students were administered the WISOB which contains significant other elicitors. The elicitor items direct the adolescent to identify his significant others and their respective relationships to him. The significant others were then telephonically interviewed using a protocol based upon the WISOB which included the following item:

How much education are you really sure
(she/he) will get? _____

The number of years that each significant other responded with was recorded. The peers and blood relatives were then grouped into two networks and a mean educational expectation was computed for each network.

(3) An adolescent's idealistic educational expectation was conceptualized to be the amount of education the adolescent would like to complete if there were no social or physical impediments constraining

him from getting as much education as he wanted.

The construct was operationalized using an item from the WISOB:

How much education would YOU like to have
if NOTHING stopped you from getting AS
MUCH AS YOU WANTED? (check one answer)

- ☐ a.) Quit school
- ☐ b.) Finish high school
- ☐ c.) Go to trade, business, secretarial
or nursing school
- ☐ d.) Go to college or university (one that gives
credit toward a Bachelor's Degree)
- ☐ e.) Get an advanced degree (Masters, Ph.D., or
professional such as law or medicine)

(4) The network aggregated idealistic educational expectation for an adolescent was conceptually defined in the same manner as the network aggregated realistic educational expectation for an adolescent with one exception. Idealistic educational expectation was defined to be the amount of education a significant other would like to see an adolescent complete if there were no social or physical impediments constraining the adolescent from getting as much as he wanted.

The construct was operationalized using the same procedure that was utilized for network realistic educational expectations with one exception. The following item from the WISOB was used to measure the construct:

How much education would you like _____
(Adolescent)
to have if nothing stopped (her/him) from
getting as much as (she/he) wanted?

(5) Communication was conceptually defined to be "the transfer of symbolic information which has as its principal goal the coordination of human activity in regard to the development, presentation and

Do you spend much time with _____? (yes or no)
(Adolescent)

- The mean number of hours that each network spent with the adolescent was computed. The mean percentage of time that each network spent talking about school or work was also computed for each network. Two scales were used because it was possible that significant others might exert influence primarily through modeling behavior rather than through communicative interactions. Hence, it was conceivable that the network spending the greatest amount of time with the adolescent might exert the most influence on adolescents' educational expectations rather than the network which spent the most time communicating about school or work.

The construct was operationalized using the following procedure. Because of the difference in measurement scales used to tap adolescents' realistic expectations for themselves and significant others' realistic expectations for the adolescents, the significant other responses were categorized in a manner paralleling the ordinal scale used to measure

adolescents' realistic expectations for themselves. This facilitated the computation of the disparity scores. The following transformation was executed:

<u>Significant Other Responses</u>	<u>Category</u>
1.0 thru 11.5 years	Quit high school
11.5 thru 12.5 years	Finish high school
12.5 thru 15.5 years	Go to trade, business, secretarial or nursing school
15.5 thru 16.5	Go to college or university (one that gives credit toward a Bachelor's Degree)
16.5 and more years	Get an advanced degree (Masters, Ph.D., or professional such as law or medicine)

Mean educational scores were then computed for each network using these transformed values. Disparity scores were produced by taking the absolute difference between the adolescents' expectation scores and the mean expectation score for each respective network.

(7) Disparity in idealistic educational expectations was conceptually defined to be the absolute difference between an adolescent's idealistic educational expectation for himself and the mean idealistic educational expectation that each respective network had for him. It was operationalized in exactly the same manner as the disparity in realistic educational expectations construct except that idealistic educational data were used.

(8) Stress was conceptually defined as psychological pressure resulting from an adolescent's failure to develop expectations acceptable to him and his significant others.¹¹ The presence of psychological pressure would cause physiological discomfort that could be measured.

The construct was operationalized using a modified version of Langer's (1962) "Twenty-Two Item Screening Score of Psychiatric Symptoms Indicating Impairment." Mettlin and Woelfel (1973) modified the scale "to make each item answerable in terms of a five point Likert Scale, ranging from strongly agree to strongly disagree, instead of the simple yes-no response categories of the original" scale.¹² A stress index was created by summing across scale items. This sum was divided by the number of items (22) contained in the instrument producing a mean stress score for each adolescent. These scores could range from 1.00 indicating that an adolescent was experiencing intense stress to 5.00 indicating that an adolescent was experiencing virtually no stress.

Empirical Requirements for Teleological Structural-Functional Analysis

The empirical requirements for this form of analysis were examined to determine if they had been met. They are as follows:

- (1) Identify the measuring instruments to be used to measure the goal state, respective functions, and respective traits. (Recall that multiple instruments may be needed.)
- (2) Translate the logical predictive calculus into empirical calculus (e.g., regression equations).
- (3) Measure the system. (For teleological analyses, measure the consistency of the nomic premises with the value systems of the individuals, dyads, groups or population being investigated.)
- (4) After the measurement has been completed, use the empirical findings to correct the entailments predicted at the logical level (if an error has been made at the logical level).
- (5) After the correction at the logical level, if possible, repeat the measurements to determine if the empirical observations now follow from the logical entailments.

The empirical requirements had been met. Appropriate measuring instruments had been identified. The logical entailments were translated into regression equations and the system was measured. The empirical findings were used to correct the predicted entailments at the logical level and are presented in the Discussion section of this thesis. Plans are currently pending to test the corrected logical entailments.

Design

The primary form of analysis used in this survey study was a multiple regression design.

In May, 1973, the WISOB was administered to 382 adolescents at a midwestern high school. One hundred and two of these adolescents were randomly selected to be included in this analysis.¹³ Fifty-nine of the subjects were male and 43 were females. Their mean age was 16.13 years and their average year in school was 10.37. The mean number of significant others listed by each adolescent was 6.75 of which 2.93 were peers; 2.56 were blood relatives; .97 were teachers and/or counselors; and .75 were professional or employed contacts.

A total of 466 significant others were interviewed during the months of June and July, 1973. Of these, 148 were peers; 134 were blood relatives; 71 were teachers and/or counselors; and 13 were professional or employed contacts. On the average they had resided in the town in which the high school was situated for 12 years and had completed slightly more than 13 years of formal education. Only the significant others who were peers or blood relatives were included in this particular analysis.

CHAPTER III

RESULTS

The logical predictive entailments were translated into empirical predictive entailments using multiple regression. The following predictive equations were generated:

$$H_1: \hat{X}_1 = \beta_{12}X_2 + \beta_{13}X_3$$

$$H_2: \hat{X}_4 = \beta_{45}X_5 + \beta_{46}X_6$$

$$H_3: \hat{X}_7 = \beta_{78}X_8 + \beta_{79}X_9$$

$$H_4: \hat{X}_7 = \beta_{710}X_{10} + \beta_{711}X_{11}$$

where:

X_1 = an adolescent's realistic educational expectation for himself

X_2 = peer network's aggregated realistic educational expectation for the adolescent

X_3 = blood relative network's aggregated realistic educational expectation for the adolescent

X_4 = an adolescent's idealistic educational expectation for himself

X_5 = peer network's aggregated idealistic educational expectation for the adolescent

X_6 = blood relative network's aggregated idealistic educational expectation for the adolescent

X_7 = the stress the adolescent experiences

- X_8 = the disparity between an adolescent's realistic educational expectation for himself and the peer network's aggregated realistic educational expectation for him
- X_9 = the disparity between an adolescent's realistic educational expectation for himself and the blood relative network's aggregated realistic expectation for him
- X_{10} = the disparity between an adolescent's idealistic educational expectation for himself and the peer network's aggregated idealistic educational expectation for him
- X_{11} = the disparity between an adolescent's idealistic educational expectation for himself and the blood relative network's aggregated idealistic educational expectation for him

Prior to testing Hypotheses 1 and 2, the network which communicated the most with the adolescent was identified. The blood relative network spent an average of 19.77 hours per week while the peer network spent 10.44 hours per week with the adolescent. Of that time 30% and 27% respectively was spent talking about school and work. The networks consequently spent the following number of hours per week talking about school and work with the adolescents:

<u>Peers</u>	<u>Blood Relatives</u>
$\bar{X}$ = 2.47 hours per week	$\bar{X}$ = 4.94 hours per week
s.d. = 2.79	s.d. = 5.30
N = 33	N = 33

A two-tailed t-test was executed and a significant difference was found ($t = 2.36$, $d.f. = 65$ $p < .05$). If H_1 and H_2 were to be supported, the regression analysis would have to demonstrate that the blood relative networks' expectations were correlated highest with the adolescents' expectations for themselves.

The .05 level of significance was used to test each of the hypotheses. Hypothesis 1 was significant. The results reported in Table 1 reveal that there was a significant relationship between adolescents' realistic educational expectations and the peer networks' expectations for them. The beta weight for the peer networks was

Table 1

Prediction of Adolescent's Realistic Educational Expectations Using Peer and Blood Relative Network Expectations (N=40)

$$H_1: \hat{X}_1 = \beta_{12}X_2 + \beta_{13}X_3$$

Multiple R = .61

$$\text{d.f.} = 2, 37$$

$p < .05$

R Square = .37

F = 11.09

Betas

Peer Network

$$\beta = .53$$
$$\text{d.f.} = 1, 37$$
$$F_1 = 15.21$$
$$p_1 < .05$$

Elood Relative Network

$$\beta = .18$$
$$d.f. = 1, 37$$

F = 1.82
p > .05

significantly different from zero while the beta weight for the blood relative networks was not significantly different from zero, indicating that the peer network was more influential.

The relationship posited in Hypothesis 2 between an adolescent's idealistic educational expectations and those of his significant other networks was not significant. Hypothesis 3 which predicted that the greater the disparity between an adolescent's realistic educational expectations and those that his significant other networks have for him, the greater the stress he will experience was not significant.

Table 2

Prediction of Adolescent's Idealistic Educational
Expectations Using Peer and Blood Relative
Network Expectations (N=31)

$$H_2: \hat{X}_4 = \beta_{45}X_5 + \beta_{46}X_6$$

Multiple R = .23 d.f. = 2, 28 p > .05

R Square = .05 F = .77

Betas

Peer Network $\beta = .16$ F = < 1
 d.f. = 1, 28 p > .05

Blood Relative Network $\beta = .15$ F = < 1
 d.f. = 1, 28 p > .05

Table 3

Prediction of Stress Adolescent Experiences From
Disparity Between Adolescent's Realistic Educational Expectation
for Himself and Those of His Respective Networks (N=40)

$$H_3: \hat{X}_7 = \beta_{78}X_8 + \beta_{79}X_9$$

Multiple R = .34 d.f. = 2, 37 p > .05

R Square = .12 F = 2.43

Betas

Peer Network $\beta = -.37$ F = 4.85
 d.f. = 1, 37 p < .05

Blood Relative Network $\beta = .13$ F = .60
 d.f. = 1, 37 p > .05

Prediction of Stress Adolescent Experiences From
Disparity Between Adolescent's Idealistic Educational Expectation
for Himself and Those of His Respective Networks (N=31)

$$H_4: \hat{X}_7 = \beta_{710}X_{10} + \beta_{711}X_{11}$$

Multiple R = .21 d.f. = 2, 27 p > .05

R Square = .04 F = .65

Betas

Peer Network	$\beta = .14$	$F = < 1$
	d.f. = 1, 27	$p > .05$

Blood Relative Network	$\beta = -.27$	$F = 1.27$
	d.f. = 1, 27	$p > .05$

Since Hypothesis 1 was significant and Hypothesis 3 was not, a one-way ANOVA was used to determine if there was a significant difference between an adolescent's realistic educational expectations for himself and the realistic educational expectations that his peer and blood relative networks had for him. There was no significant difference using the .05 level of significance.

CHAPTER IV

DISCUSSION

The model posited was not fully supported. The significant other network which spent the most time communicating with the adolescent about school and work was the blood relative network. The network exerting the greatest amount of influence upon the adolescents at least in terms of realistic educational expectations was the peer network. This finding suggests three considerations: (1) communication was measured inadequately in this study; (2) communication is not the primary determinant of influence; or (3) a combination of one and two.

This researcher recognizes that there were problems inherent in the communication measurement technique used in this study. It is reasonable to assume that the amount of information needed by an adolescent varies as a function of the saliency of the topic considered whether it be education or occupations. For some adolescents, information concerning occupations may be more important than information concerning education because they are not planning to continue their education after they complete high school. Consequently, these adolescents would probably expend more time communicating about occupations than they would about educational opportunities. For this reason, it is incumbent upon the researcher to measure the communication that is exchanged between an

adolescent and his significant other networks for each topic of interest that is included in the research design. For example, if a researcher is attempting to empirically assess the amount of influence that different significant other networks exert upon an adolescent concerning educational and occupational expectations, measuring the total number of hours per week the adolescent spends communicating with his significant others concerning education and occupations lacks precision.¹⁵ The communication expended on each topic needs to be measured separately. This will increase the precision of the analysis in terms of evaluating the amount of influence that each significant other network exerts upon an adolescent's expectations as a function of the amount of communication that transpires between the significant others in a given network and an adolescent.

While the measurement of communication employed in this analysis was not totally inadequate, it suffered from two major shortcomings: (1) an assumption had to be made that 50% of the time spent talking about school and work was devoted to education and 50% to occupations; (2) no assessment was made concerning the qualitative characteristics of the messages exchanged. For example, an adolescent and his blood relative network might spend the total time they talk about school addressing the issue of how the adolescent should dress to attend school as opposed to communicating about the possibility of the adolescent attending college. The measurement used in this analysis fails to detect this type of communicative interchange because of its predominant quantitative character.

The problems encountered in measuring this elusive construct are not endemic to this analysis. The problem arises from the fact that communication at best can be measured as an explanatory derived variable.¹⁶ This means that if we choose to measure communication using a ratio scale which increases the power of the statistical tests that we can use, we must incorporate one primitive variable such as time into our measurement scale as well as the explanatory variable of communication. Since communication is not a primitive variable no assumption can be made that subjects will use the same basic unit of analysis in discriminating between amounts of communication expended between them and their respective significant others. Different adolescents might use time as a discriminator while other adolescents might use the number of times they are told to adopt a particular behavior as their basic unit of analysis in approximating the amount of communication that transpires between them and their significant others. The strength of the measurement scale used in the present study emanates from the fact that it is a ratio scale that standardizes the basic unit of analysis that adolescents are to use in making their discriminations.

An alternative measurement of communication that incorporates this positive characteristic and takes into consideration the qualitative characteristics of messages would be desirable. One procedure might be to ask adolescents HOW OFTEN a significant other recommends a particular type of behavior such as attending college or going to a vocational school. This would take into consideration, at least to some degree, the type of information that the significant others were impacting upon an adolescent.

There may be other reasons that account for the lack of support for the hypotheses posited in addition to the problems encountered in the measurement of communication. It might well be that communication is not the primary determinant of significant other influence. It may be the case that the amount of information that a significant other has about an adolescent determines the degree of influence that a significant other exerts upon an adolescent. This issue is explored in more detail later in this Discussion section.

Neither was support obtained for the second hypothesis. No significant relationship was found between an adolescent's idealistic educational expectations for himself and those of his peer and blood relative networks.

The third hypothesis was not supported. However, the possibility that a relationship does in fact exist between stress and disparity in expectations should not be dismissed. In this analysis a one-way ANOVA demonstrated that there simply was no disparity in realistic educational expectations between an adolescent and his respective peer and blood relative networks. This in itself would be enough to account for the failure to find a significant relationship between the two constructs tested in this hypothesis.

Failure to find empirical support for the fourth hypothesis can be attributed to the failure to support Hypothesis 2. No support for this hypothesis would be expected given the lack of a significant relationship between an adolescent's idealistic educational expectations for himself and those of his peer and blood relative networks for him.

A final issue that needs to be addressed is the model posited earlier. One of the central foci of the model was information, measured in terms of the expectations that adolescents had for themselves and the expectations that their peer and blood relative networks had for them. One additional measure of information needs to be incorporated into the model and that is the type of information that each network possesses about the adolescent himself. It would seem reasonable to assume that the influence a significant other exerts upon an adolescent's behavior comes in part from the information the significant other has about the adolescent in terms of sociological and psychological information. This researcher would argue that the more psychological information a significant other possesses concerning an adolescent, the greater the influence he will exert upon an adolescent.¹⁷ Since an adolescent's peers probably possess substantially more psychological information about him than do his relatives, this might account for the influence that peers exert upon adolescents.

Based upon this reasoning a modified set of relational propositions suggest themselves:

Self concept development is a function of the information an individual has about his relationships to objects in his environment.

Significant others (as one source) perform the function of providing information that defines an individual's relationship to objects in his environment.

The transfer of information functions to establish an individual's expectations for himself and his significant others' expectations for him.

Awareness of disparity in expectations concerning self-object relationships is a function of communication.

The degree of interpersonal influence exerted upon an individual by his significant others is a function of the amount of psychological information they have concerning the adolescent.

Stress is a function of disparity in expectations concerning self-object relationships.

These propositions would change the model to the extent that when measuring the communicative output of the traits, the amount of psychological information that each trait possessed concerning the adolescent would also be measured. The logical entailments that would follow would predict that the network which has the greatest amount of psychological information about an adolescent and recommends a specific behavior most frequently will exert the most influence upon the development of an adolescent's expectations.

In this analysis an attempt has been made to evaluate empirically the role communication plays in the influence significant other networks exert upon the development of adolescents' educational expectations. If guidance counselors are to be effective, this issue needs to be resolved so that they can design communication strategies that will maximize their potential influence upon high school students.

It was determined that the peer network exerted more influence upon adolescents' realistic educational expectations even though the blood relative network expended more time communicating about school and work than did the peer network. Some suggestions directed at improving the measurement of communication were offered. Finally, it was suggested that one additional measurement of networks should be included in any future design and that is the amount of psychological information concerning adolescents the significant others within the networks possess.

APPENDIX A

WISOB
STUDENT IDENTIFICATION FORM

1. Your name _____

3. Sex (please check) male female

5. Name of your school

6. The year you are in school

7. Today's date _____
 day month year

8. Parents' marital status: circle one

Natural Parents: a) married, b) separated, c) widowed, or d) divorced

9. With whom do you live?

Name _____

Name _____

10. Where do you live? Check one.

a) with both my parents

b) with my natural father

c) with my natural mother

d) with my natural father and my stepmother

e) with my natural mother and my stepfather

f) other

11. What is your father's name? _____
12. What is your stepfather's name? _____
13. What is your mother's name? _____
14. What is your stepmother's name? _____
15. Are there any stepbrothers or stepsisters who live with you?
- _____ Yes _____ No
16. If yes, what are their names and how old are they? _____
- _____

There are several questions which refer to your parents. If for any reason you are not living with your parents, answer for the person who acts as your parent or guardian.

17. Your Father's occupation: (or was, if dead or retired) (Specify the kind of work he does and not where he works.) _____
- _____
18. Your Mother's occupation: (or was, if dead or retired) (Specify the kind of work she does and not where she works.) _____
- _____
19. The number of brothers and sisters you have is: (please circle)
- a) 0 b) 1 c) 2 d) 3 e) 4 f) 5 g) 6 or more
20. In your family you were born: 1st 2nd 3rd 4th 5th 6th
21. In terms of income or wealth of families in your community, do you think your family is:
- | | |
|-------------------------------------|-------------------------------------|
| a) _____ considerably above average | d) _____ somewhat below average |
| b) _____ somewhat above average | e) _____ considerably below average |
| c) _____ average | |

How far did your father and mother go in school? (check one for each)

- | | |
|---|---|
| <p>22. Father</p> <p>a) _____ less than 8 grades</p> <p>b) _____ 8 grades</p> <p>c) _____ 9-11 grades</p> <p>d) _____ 12 grades</p> | <p>23. Mother</p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p> <p>d) _____</p> |
|---|---|

- | | |
|--|-----------------------------|
| e) ☐ some college | e) ☐ |
| f) ☐ college degree | f) ☐ |
| g) ☐ an advanced degree (Masters,
Ph.D., or professional such
as law or medicine) | g) ☐ |

24. I live: (check one)

- a) ☐ on a farm
 b) ☐ in the open country, but not on a farm
 c) ☐ in a village under 2,500
 d) ☐ in a town of 2,500 - 10,000
 e) ☐ in a city over 10,000

25. My father is engaged in the type of occupation checked below:

- a) ☐ Office work (cashier, clerk, secretary, bookkeeper, etc.)
 b) ☐ Professional (doctor, lawyer, minister, teacher, etc.)
 c) ☐ Executive (manages large business, industry, firm, etc.)
 d) ☐ Factory worker (laborer, janitor, farm hand, etc.)
 e) ☐ Salesman (insurance, real estate, auto, store, etc.)
 f) ☐ Owns, rents, manages small business (store, station,
newspaper, cafe, etc.)
 g) ☐ Owns, rents, manages farm
 h) ☐ Other occupation (be specific) _____

26. How do you estimate the ability of your parents to help you go to college if you desire to go?

- | | |
|---|---|
| a) ☐ can easily afford it | c) ☐ can afford it |
| b) ☐ can afford it, but with
much sacrifice | d) ☐ I must work to help
support the family |

27. About how much could you or your family contribute to your college expenses next year (if you were going)?

- | | |
|---|---|
| a) ☐ none | d) ☐ between \$500 and \$1,000 |
| b) ☐ less than \$500 | d) ☐ all my expenses |
| c) ☐ between \$1,000 and \$1,500 | |

INSTRUCTIONS:

The following questionnaire is designed to help us learn who is important to you in helping you make your plans about your future. Under each question there are six lines. You are to write the full names of persons, their addresses if you know them (or where they can be found), and their relationship to you (for example, mother, father, best friend, teacher, etc.).

SAMPLE QUESTION

1. Who have you talked to about the kind of car you should buy?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
George Smith	15 Elm St., Madison	Father
Paul Stone	4 Briar Rd., Peoria	Friend
John Lennon	350 W. 56th, N.Y.C.	Father's friend
Marlene Walters	1507 N. Broadway, N.Y.C.	Aunt
Sarah Williams	12 Lynn Dr., Cairo	Girlfriend
Don Schultz	150 N. Clark, Urbana	Friend

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answer. You may want to use the same names over and over. This is perfectly all right. You do not need to repeat the addresses, relationships, for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

28. There are four important things that people usually think about when they are considering a career: 1) What kind of work you do (for example, farming, building, treating patients, typing, and so forth); 2) The kinds of working conditions (for example, working with other people or alone, indoors or out-doors, and so forth); 3) What purposes the job serves (for example, helping people, growing crops, advancing science, and so forth); and 4) What benefits the job has for you (for example, salary, social position, free time, etc.).

- A) Who have you talked to about the kind of work that different jobs require?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B) Who have you talked to about the working conditions you might find on different jobs?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- C) Who have you talked to about the purposes of different kinds of jobs?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- D) Who have you talked to about the benefits (salary, social position, etc.) of different kinds of jobs?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who do you know who has had any of the kinds of jobs you have thought about, and has been an example of?

29. The kind of work jobs like these require?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

30. The kind of working conditions jobs like these have?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

31. The purposes the jobs like these have?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

32. The kinds of benefits (salary, social position, etc.) these jobs give?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

33. We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.). This question wants to know how you made up your mind what kinds of work, working conditions, purposes and benefits are right for you.

- A) Who have you spoken with about what kinds of work are right for you?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B) Who have you spoken with about what kinds of working conditions are right for you?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- C) Who have you spoken with about what kinds of purposes (building, helping people, writing, etc.) are right for you?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- D) Who have you spoken with about what kinds of salary, social position, and so forth, are right for you?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

34. Who do you know who is like you are in being suited for the same kinds of work?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>

35. Who do you know who is like you are in being suited for the same kinds of working conditions?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>

36. Who do you know who is like you are in being suited for jobs with the same purposes?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>

37. Who do you know who is like you are in being suited for jobs with the same kinds of salary, social position, and so forth?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>

Education after high school is often considered important for different reasons. Some people believe it is important for success in later life. Some think it develops you as an individual. Others because of the experience of learning itself. And others because of the experience of the social life at school.

38. WHO HAVE YOU TALKED TO ABOUT

A) Education beyond high school as important for sucess in life?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WHO HAVE YOU TALKED TO ABOUT

B) Education beyond high school as important for personal development?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WHO HAVE YOU TALKED TO ABOUT

C) The kind of work that one does in school after high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WHO HAVE YOU TALKED TO ABOUT

D) The social life at school (such as meeting teachers, other students, sports, dating) after high school?

[illegible]

39. Who do you know who has tried to achieve success through education beyond high school?

[illegible]

40. Who do you know who has tried to develop himself as a person through education beyond high school?

[illegible]

41. Who do you know who has experienced the work involved in education beyond high school?

42. Who do you know who has experienced the social life of education after high school such as meeting teachers, other students, extra-curricular activities, dating, etc.?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

43. We know that people are different. Some people have the skills, abilities and desires for school work; some people are the kind who fit well into the social life of education; some people are able to achieve success in later life by going to school; and some become better persons by going to school.

- A. Who has spoken to you about yourself as having or not having the skills, abilities, or desires needed for school work beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B. Who has spoken to you about yourself as being the kind of person who would or would not fit in well with the outside activities and social life of education after high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- C. Who has spoken to you about yourself as being the kind of person who is able or not able to become a success in later life by going beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- D. Who has spoken to you about yourself as being able or not being able to become a better person through education beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

44. Who do you know who is like you are in having or not having the skills, abilities, or desires for school work beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

45. Who do you know who is like you are in being the kind of person who would or would not fit in well with the outside activities and social environment of education beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

46. Who do you know who is like you are in being the kind of person who is able or not able to become a success in later life by going beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

47. Who do you know who is like you are in being able or not being able to become a better person through education beyond high school?

<u>FULL NAME</u>	<u>ADDRESS</u>	<u>RELATIONSHIP</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

48. In just a few words, WHY do you usually choose the people you mentioned to talk to about school and work?

49. Do the people you mentioned usually agree with your own thinking about school and work?

- _____ a) Almost always agree with me
- _____ b) Usually agree with me
- _____ c) Sometimes agree and sometimes disagree
- _____ d) Usually disagree with me
- _____ e) Almost always disagree with me

50. Please list the job or jobs you really expect to get when you finish your education.

51. Please list the job or jobs you would most like to have when you finish your education.

52. Please list the job or jobs you really expect to have when you are thirty years old.

53. Please list the job or jobs you would most like to have when you are thirty years old.

54. What job or jobs do the people you mentioned really expect you to get when you finish your education?

55. What job or jobs would the people you mentioned most want you to have when you finish your education?

56. What job or jobs do the people you mentioned really expect you to have when you are thirty years old?

57. What job or jobs would the people you mentioned most want you to have when you are thirty years old?

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331 model

INSTRUCTIONS:

This set of questions concerns your interest in different kinds of jobs. There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Answer all questions the best you can. Do not omit any, EVEN IF YOU MUST GUESS.

58. If you were JUST OUT OF SCHOOL AND LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

- a). _____ Lawyer
- b). _____ Welfare worker for a city government
- c). _____ United States representative in Congress
- d). _____ Corporal in the Army
- e). _____ United States Supreme Court Justice
- f). _____ Night watchman
- g). _____ Sociologist
- h). _____ Policeman
- i). _____ County agricultural agent
- j). _____ Filling station attendant

59. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

- a). _____ Member of the board of directors of a large corporation
- b). _____ Undertaker
- c). _____ Banker
- d). _____ Machine operator in a factory
- e). _____ Physician (doctor)
- f). _____ Clothes presser in a laundry
- g). _____ Accountant for a large business
- h). _____ Railroad conductor
- i). _____ Railroad engineer
- j). _____ Singer in a night club

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60. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SUPE YOU COULD GET?

- a). _____ Nuclear physicist
- b). _____ Reporter for a daily newspaper
- c). _____ County judge
- d). _____ Barber
- e). _____ State governor
- f). _____ Soda fountain clerk
- g). _____ Biologist
- h). _____ Mail carrier
- i). _____ Official of an international labor union
- j). _____ Farm Hand

61. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

- a). _____ Psychologist
- b). _____ Manager of a small store in a city
- c). _____ Head of a department in state government
- d). _____ Clerk in a store
- e). _____ Cabinet member in the federal government
- f). _____ Janitor
- g). _____ Musician in a symphony orchestra
- i). _____ Carpenter
- i). _____ Radio announcer
- j). _____ Coal miner

62. If you were 30 YEARS OLD, which ONE, of the jobs listed in this question is the BEST ONE you are REALLY SUPE YOU COULD GET?

- a). _____ Civil engineer
- b). _____ Bookkeeper
- c). _____ Minister or Priest
- d). _____ Streetcar motorman or city bus driver
- e). _____ Diplomat in the United States Foreign Service
- f). _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
- g). _____ Author of novels
- h). _____ Plumber
- i). _____ Newspaper columnist
- j). _____ Taxi driver

63. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

- a). _____ Airline pilot
- b). _____ Insurance agent
- c). _____ Architect
- d). _____ Milk route man
- e). _____ Mayor of a large city
- f). _____ Garbage collector
- g). _____ Captain in the Army
- h). _____ Garage mechanic
- i). _____ Owner-operator of a printing shop
- j). _____ Railroad section hand

64. If you were 30 YEARS OLD, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

- a). _____ Artist who paints pictures that are exhibited in galleries
- b). _____ Traveling salesman for a wholesale concern
- c). _____ Chemist
- d). _____ Truck driver
- e). _____ College professor
- f). _____ Street sweeper
- g). _____ Building contractor
- h). _____ Local official of a labor union
- i). _____ Electrician
- j). _____ Restaurant waiter

65. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

- a). _____ Owner of a factory that employs about 100 people
- b). _____ Playground director
- c). _____ Dentist
- d). _____ Lumberjack
- e). _____ Scientist
- f). _____ Shoeshiner
- g). _____ Public school teacher
- h). _____ Owner-operator of a lunch stand
- i). _____ Trained machinist
- j). _____ Dock worker

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EEM
341 model

INSTRUCTIONS:

The following questions refer to your opinion about education.
Please answer BOTH questions, EVEN IF YOU MUST GUESS.

66. How much education would YOU like to have if NOTHING stopped you from getting AS MUCH AS YOU WANTED? (Check one answer)

- ☐ a). Quit school
- ☐ b). Finish high school
- ☐ c). Go to trade, business, secretarial or nursing school
- ☐ d). Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ e). Get an advanced degree (Masters, Ph.D., or professional such as law or medicine)

67. How much education are YOU REALLY SURE YOU WILL GET? (Check one answer)

- ☐ a). Quit school
- ☐ b). Finish high school
- ☐ c). Go to trade, business secretarial or nursing school
- ☐ d). Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ e). Get an advanced degree (Masters, Ph.D., or professional such as law or medicine)

68. HOW MUCH EDUCATION do you think THE PERSONS YOU MENTIONED would LIVE YOU TO GET if NOTHING stopped you from getting AS MUCH AS YOU WANTED?

- ☐ a). Quit school
- ☐ b). Finish high school
- ☐ c). Go to trade, business secretarial or nursing school
- ☐ d). Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ e). Get an advanced degree (Masters, Ph.D., or professional such as law or medicine)

69. HOW MUCH EDUCATION do you think the PERSONS YOU MENTIONED REALLY
EXPECT YOU TO GET?

- _____ a). Quit school
 _____ b). Finish high school
 _____ c). Go to trade, business secretarial or nursing
 school
 _____ d). Go to college or university (one that gives
 credit toward a Bachelor's Degree)
 _____ e). Get an advanced degree (Masters, Ph.D., or
 professional such as law or medicine)

70. THE KINDS OF EXTRA-CURRICULAR ACTIVITIES IN WHICH I PARTICIPATE
ARE:

(Check the ones in which you participate regularly,
and add to the list if necessary)

- | | |
|--------------------|------------------------|
| () Athletics | () Annual |
| () Band-orchestra | () Student government |
| () Chorus-vocal | () Hobby club |
| () Dramatics | () Other _____ |
| () Debates | () _____ |
| () 4-H or FFA | () _____ |
| () School paper | () _____ |

71. COMPARED TO MOST STUDENTS IN MY HIGH SCHOOL, MY LEADERSHIP
ACTIVITIES ARE:

- () Greater than average
 () About average
 () Less than average

APPENDIX B

APPENDIX B

Modified Version of Langer's "Twenty-Two Item Screening Score of Psychiatric Symptoms Indicating Impairment"

Please answer the following questions. Read each question carefully. Be sure to answer all the questions. (Circle the correct answer.)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I feel weak all over much of the time	SA	A	?	D	SD
2. I have had periods of days, weeks or months when I couldn't take care of things because I could not "get going."	SA	A	?	D	SD
3. In general, I would say that most of the time I am in high spirits.	SA	A	?	D	SD
4. Every so often I suddenly feel hot all over.	SA	A	?	D	SD
5. I have often been bothered by my heart beating hard.	SA	A	?	D	SD
6. My appetite is poor.	SA	A	?	D	SD

7. I have periods of such great restlessness that I cannot sit long in a chair (cannot sit still very long).
8. I am the worrying type (a worrier).
9. I have been bothered by shortness of breath when I was not exercising or working hard.
10. I am often bothered by nervousness (irritable, fidgety, tense).
11. I have often had fainting spells (lost consciousness)
12. I often have trouble in getting to sleep or staying asleep.
13. I am bothered by acid (sour) stomach several times a week.
14. My memory seems to be all right (good).
15. I have often been bothered by "cold sweats."
16. My hands sometimes tremble enough to bother me.

SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD
SA	A	?	D	SD

17. There seems to be a fullness
(clogging) in my head or
nose much of the time.

SA A ? D SD

18. I have personal worries that
get me down physically (make
me physically ill).

SA A ? D SD

19. I feel somewhat apart even
among friends (apart,
isolated, alone).

SA A ? D SD

20. Nothing ever turns out for
me the way I want it to.

SA A ? D SD

21. I am often troubled with
headaches or pains in the
head.

SA A ? D SD

22. I sometimes can't help
wondering if anything is
worthwhile anymore.

SA A ? D SD

APPENDIX C

APPENDIX C

Significant Other Telephone
Protocol

Name _____ Identification
Number _____

Address _____

Telephone Number _____

Focal Individual 1. _____

2. _____

3. _____

4. _____

1st Attempt	2nd Attempt	3rd Attempt
Date _____	Date _____	Date _____
Time _____	Time _____	Time _____

Hello, I'm _____ from Michigan State University. We are performing a study about career choices in cooperation with Williamston High School. I have a few questions I'd like to ask you. This will only take a few minutes and I'd be very grateful for your cooperation.

* * *

(If there are any special problems, have them contact Dr. Joseph Woelfel, 540 South Kedzie Hall, 353-8825; or George Earnett, 513 South Kedzie Hall, 353-9482.)

- 1) How long have you lived in Williamston? _____ (years)
- 2) Have you completed your formal education? _____ (yes or no)
- (If yes, go to question 9)

- 3) How much education would you like to have if nothing stopped you from getting as much as you wanted? _____ (years)

(note: 01 = first grade
 02 = 2nd grade
 08 = grammar school degree
 12 = high school degree
 13 = one year of college, etc.)

- 4) How much education are you really sure you will get? (code as above) _____ (years)
- 5) What job or jobs would you most like to have when you finish your education? (List jobs)

- 6) What job or jobs do you really expect to have when you finish your education?

- 7) What job or jobs would you most like to have when you are 30 years old?

- 8) What job or jobs do you really expect to have when you are 30 years old?

- 9) How many years of school have you completed? (If still in school, what grade are you now in?) _____ (years) (code as in 3)
- 10) What is your current occupation? (What you do, not where you work.)
-
- 11) Do you know (are you related to, the parent of, the sister or brother of) _____? (If NO, go to question 21.)
(focal individual's name)
- 12) How long have you known _____? _____ (years)
(focal individual's name)
- (If relative, insert focal individual's age)
- 12a) How far do you live from (him/her)? _____ (answer in blocks)
(e.g., 2 blocks, 1/2 block, 0 blocks [if same household])
- 13) Do you spend much time with _____? (Yes or No)
(Name)
- 14) a) How much? (Hours per week, average, estimate) _____ (hours)
b) About what fraction of that time do you talk about school or work? _____% (answer in percent)
- 15) How much education would you like _____ to have
(Name)
if nothing stopped (her/him) from getting as much as (she/he) wanted?
_____ (code as in 3)
- 16) How much education are you really sure (she/he) will get?
_____ (code as in 3)
- 17) What job or jobs would you most like _____ to get
(Name)
when (her/his) education is over?
-
-
-

- 18) What job or jobs would you most like (her/him) to have when (he/she) is 30 years old?

- 19) What job or jobs do you really expect _____ to get when (his/her) education is over?
(Name)

- 20) What job or jobs do you really expect (her/him) to have when (she/he) is 30 years old?

- 21) (Now if you don't mind, I'd like to ask how old you are)
_____ (years)

THANK YOU FOR YOUR COOPERATION!

FOOTNOTES

¹Donald P. Cushman and Gordon Whiting, "Human Action, Self-Conception and Cybernetics" (unpublished manuscript, Michigan State University, 1973), p. 4.

²Ibid.

³Denise B. Kandel and Gerald S. Lesser, "Parental and Peer Influences on Educational Plans of Adolescents," American Sociological Review, 34, 2 (April, 1969), p. 213.

⁴Donald P. Cushman, "Some Structural and Functional Implications of Self-Conception to Society as a System" (unpublished manuscript, University of Wisconsin, 1969), p. 1.

⁵Ibid.

⁶For a detailed discussion of Structural-Functionalism see Norm Fontes, "Structural-Functionalism: An Attempt to Delineate a Methodology for Theory Construction" (unpublished manuscript, Michigan State University, 1973).

⁷A "nomic premise" is the minor premise in a practical syllogism. It is a causal statement about nature that ought to be observable. It is a specification of the means to achieving the goal or means of getting what we want.

⁸A total of 60 hypotheses were tested in this analysis. Fifty-six of these hypotheses were concerned with the development of occupational expectations. Since the model being developed in this analysis focused upon educational expectations, only those hypotheses concerned with educational expectations were reported here. Results from the remaining hypotheses will be made available upon request.

⁹Because of the complexity of the methods used to assess the reliability and validity of this instrument the coefficients cannot be

reported here. For an extensive discussion of this issue see Archibald O. Haller and Joseph Woelfel, "Significant Others and Their Expectations: Concepts and Instruments to Measure Interpersonal Influence on Status Aspirations," Rural Sociology, 37, 4 (December, 1972).

¹⁰Donald P. Cushman and E. Thomas Florence, "The Development of Interpersonal Communication Theory" (paper presented at the Speech Communication Association Convention, New York, N.Y., November, 1973), p. 5.

¹¹For an extensive discussion of this construct see Curt Mettlin and Joseph Woelfel, "Interpersonal Influence and Symptoms of Stress" (unpublished manuscript, Michigan State University, 1973).

¹²Ibid., p. 6.

¹³Sixteen of these adolescents had to be excluded from the analysis because their significant others either could not be contacted or refused to be interviewed.

¹⁴Given the manner in which the stress scores were computed a negative beta weight indicates a positive relationship between disparity in expectations and stress.

¹⁵Hypotheses concerning the amount of influence that peer and blood relative networks exert upon the development of adolescents' occupational expectations were also tested in this analysis although they are not being reported upon here.

¹⁶Warren S. Torgerson, Theory and Methods of Scaling, New York: John Wiley and Sons, Inc., 1958), pp. 13-40.

¹⁷For one viewpoint supporting this position see Gerald R. Miller and Mark Steinberg, Communicating Interpersonally (Palo Alto, Calif.: Science Research Associates, 1974), in press.

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