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### **ABSTRACT**

The purpose of the study was to determine: (1) if relationships exist between the variables previously found to be related to the occupational aspiration levels of high school males, and the levels of occupational aspiration (LOAs) of fifth grade boys; (2) the relative influence of those factors found to be significantly related to boys! LOAs; and (3) the extent to which accurate predictions of boys! aspiration levels can be made.

It was hypothesized that boys' occupational aspiration levels were significantly related to the following variables: fathers' and mothers' occupational levels; fathers' and mothers' educational backgrounds; boys' estimates of their fathers' and mothers' levels of educational aspirations for them; scores on the California Test of Mental Maturity and on the California Achievement Tests; boys' self-conceptions of ability as measured by Brookover's Self-Concept Scale; academic marks; boys' responses to Centers' Job Values and Desires Check List; and the socio-economic status of peers named as best friends. Haller's Occupational Aspiration Scale was used as the measure of occupational aspiration.

The sample consisted of 202 fifth grade white males attending eight elementary schools in Waterford Township, a suburb of Pontiac, Michigan. Boys were randomly assigned to validation and cross validation groups. In terms of national norms, the sample was above average in both intelligence and academic achievement. The mean occupational level of the boys! fathers! was equivalent to a skilled craftsman.

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Correlational analysis was employed to determine: (1) the correlations between the independent variables thought to be related to occupational aspirations and boys' LOAs; and (2) the relative weights of those variables found to be related to boys' LOAs. Regression analysis was utilized to determine the efficiency with which boys' OAS scores could be predicted in the cross validation sample.

Analysis of variance was used to examine the relationships between boys' responses to Centers' Job Values and Desires Check List and (1) their levels of occupational aspirations; and (2) their fathers' occupational levels. The chi square method was employed to assess the relationship between boys' levels of occupational aspiration and the socio-economic status of their best friends.

Boys' occupational aspiration levels were found to be significantly related to the following factors: fathers' and mothers' occupational levels; fathers' educational levels; boys' estimates of their fathers' and mothers' levels of educational aspirations for them; boys' academic marks; scores on the California Achievement Test; and scores on Brookover's Self-Concept of Ability Scale.

The hypothesized relationships between boys' LOAs and (1) their mothers' educational levels; and (2) boys' California Mental Maturity scores were not supported. Three of the four correlations were in the predicted direction, however. A significant relationship was found between boys' LOAs and their third choice of a job value; however, there was no significant relationship between boys' aspiration levels

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and their first or second choices of a job value. Finally, a non-significant relationship was noted between lower class boys' upward-mobility orientations and the socio-economic status of their best friends.

Regression analysis demonstrated that boys' occupational aspiration scores could be successfully predicted in the cross validation group. The best single predictor of boys' OAS scores was the self-concept of ability measure. Adding fathers' occupational status to the self-concept measure significantly increased the precision with which the criterion was predicted. Addition of other independent variables failed to increase predictive efficiency, however.

FIFTH GRADE BOYS' LEVELS OF OCCUPATIONAL ASPIRATION

Ву

George Stephen Weston

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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DEDICATION

To my wife, Ursula





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#### CHAPTER I

#### THE PROBLEM

In 1951 Ginzberg pointed out the lack of and need for an explicit theory of occupational choice determination. Since then a number of important theoretical contributions have appeared in the literature.

Most theorists recognize the developmental nature of vocationally related behavior, and emphasize the importance of the early developmental period in this process. These writers, moreover, stress the need for additional research on the early phases of vocational development.

Despite their recommendations there are relatively few studies on the vocational development of elementary school children and even fewer studies on the occupational aspirations of elementary school boys. And the studies which have been conducted on occupational aspiration have certain limitations. Sociologists, for example, have emphasized the influence of socio-economic factors but often have not studied the effects of individual differences on aspirations. Psychologists, on the other hand, tend to ignore the influence of socio-economic factors on aspiration level. Thus sociologists have demonstrated the importance of socio-economic variables, and psychologically oriented researchers have demonstrated the importance of psychological variables, but the relative influence of these variables is not clear.

There has been a marked increase in the number of elementary school guidance programs during the past decade. A major objective of these programs is to influence children's vocational development. Lifton (1959), for example, is concerned about children's tendency to devalue



blue Collar occupations. As a means of counteracting this tendency, he recommends increasing teachers' knowledge of blue collar occupations and producing materials which more adequately describe blue collar jobs.

However, these logical recommendations stemming from "common sense" have little theoretical support. Lifton assumes that children's preferences for white collar work is partially due to lack of information, and that increased information about skilled and semi-skilled work will result in an increased preference for these jobs. He also assumes that teachers' attitudes toward occupations have a significant influence on the developing value orientations of elementary school children.

These assumptions may or may not be true, but before these and similar suggestions are acted upon, the process by which children form attitudes toward work and about particular occupations should be more fully understood. Also the factors which are most influential in the development of these values and attitudes must be determined. Then if school personnel choose to intervene in the process, they will be better able to determine at what point and in what ways this intervention will be most effective.

#### Statement of the Problem

The purpose of this study is to determine if relationships exist between the occupational aspiration level of fifth grade boys and the following variables: socio-economic background, academic achievement and ability, value orientations, peer influence and boys' academic self-concepts. More specifically, the study seeks to determine:

(1) which of the factors mentioned above are related to boys' levels

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of occupational aspiration; (2) the relative influence of those factors which are related to boys' aspiration levels and (3) the extent to which accurate predictions of boys' aspiration levels can be made.

## Importance of the Study

The present study should contribute to a better understanding of the factors related to pre-adolescent boys' occupational aspirations. First, studying the effects of both psychological and sociological variables should make more evident the relative influence of these variables on boys' aspiration levels. Second, the effect of peer influence and of academic self-concept on aspiration level has not been investigated in previous studies of elementary school boys.

If the expected relationship is found between academic self-concept and level of aspiration, the present study should contribute to occupational aspiration theory in two ways. First, it may serve to refocus theory-shifting research emphasis from objective measures of school success and academic ability to the individual's self-perceptions of success and ability. In addition, the self concept measure may represent a more rigorous conceptualization and operational definition of the self-conceptions described by Haller (1963); the study would thus help clarify a potentially useful construct in occupational aspiration theory.

Past research has demonstrated the influence of mothers and fathers on their sons' levels of aspiration. The present study seeks to discover whether mothers or fathers are more influential in the development of their sons' aspiration levels. If the anticipated results are obtained, the study may contribute to a reformulation of occupational aspiration theory and thus to a better explanation of the manner in which aspirations develop.



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The study also contributes to the growing body of research on the development of occupational aspirations. Hopefully, this study together with other studies will serve as an empirical and theoretical base for guidance practices at the elementary school level.

Finally, the study may stimulate additional studies on the occupational aspirations of pre-adolescent children.

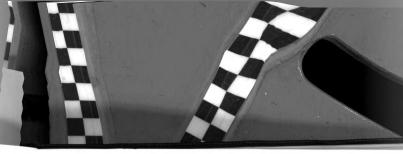
#### Limitations of the Study

Because of the sample's nature it would be inappropriate to generalize the findings to certain other groups. Thus the results may not be generalized to girls, minority group members, rural or farm youngsters and boys of different ages. Quite likely the findings would be applicable to comparable samples of fifth grade boys from the same schools, if studied with the same methods within the next few years.

It is expected, however, that the findings have broader relevance than indicated above. The findings would probably apply to samples of fifth grade boys drawn from comparable communities in the State of Michigan and similar cities in the Midwest. However, until cross-validation studies have been conducted, it is not possible to specify how broadly these findings may be generalized.

### Conceptual Framework

The present study is based on Haller's conceptualization of level of occupational aspiration as a special instance of the general concept "level of aspiration". In describing the concept "level of aspiration" Haller states: "The concept 'level of aspiration' included several elements... The term indicates that one or more persons are oriented



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toward a goal... The person's goal is a selection of one among the alternative behavior levels that are possible with respect to an object... The alternatives are ranked in a continuum of difficulty... The person's orientation is variable in that its central tendency may lie at any point or limited range of points which has the highest valence for him. This is the person's level of aspiration... The person's orientation is variable in a second way. The central tendency may vary in amount of dispersion, the degree to which it is concentrated at a single point, or varies over a range of points on the continuum of difficulty" (1963, pp. 7-8).

As noted above Haller views the concept level of occupational aspiration as a special instance of the more general concept. "It differs from the general concept only in that it takes as its object the occupational hierarchy, and that the continuum of difficulty consists of the various levels along the hierarchy" (1963, p. 9).

The following propositions serve as the framework for the study and are derived from experimental studies on level of aspiration as well as research studies on determinants of occupational aspiration level.

- An individual's level of occupational aspiration is influenced by his experience of success and failure. Moreover, the effect of failure on aspiration is more variable than the effect of success. Finally, factors which are related to school success will also be related to occupational aspiration level.
- There is a relationship between level of occupational aspiration and the degree to which the social situation of the person tends to produce success in occupationally related areas of behavior.

Haller states, "If the goal of high occupational achievement is learned by all or most youth in the society, and if those in situations which frustrate the attempt to be successful are aware of the factors blocking their achievement, they would be expected to lower their level of occupational aspiration" (1963, p. 31).

- 3. Persons who perceive themselves as academically successful or as achievement oriented should also tend to view themselves as high aspirers occupationally. More simply, people who are achievement oriented should perceive themselves in these terms whether achievement orientation is related to an educational or occupational setting.
- 4. The individual's level of occupational aspiration is influenced by the value orientations and social status level of his reference groups. Sociological and experimental studies have demonstrated that individuals tend to internalize the attitudes, values and beliefs which characterize the groups of which they are a member. Peer groups may serve to inculcate and reinforce values and attitudes which influence the aspirations of its members. In addition, one often learns in the peer group behavior patterns which facilitate or impede upward mobility.

#### Definition of Terms

Tables, instrments, and procedures mentioned below are more fully described in Chapter III.

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 Occupational Level: Duncan's Table of Socio-Economic Index Scores was employed in classifying fathers' and mothers' occupational levels; scores on the index range from 0 to 96.

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- Level of Occupational Aspiration (LOA): The estimate of boys' LOA is based on their responses to Haller's Occupational Aspiration Scale (OAS); scores on the OAS range from 0 to 72.
- 3. Educational Level: This refers to the general level of education completed by the parent. A seven-step scale, ranging from completion of less than eight years of education to completion of a post-graduate degree, was used as the measure of parent's educational level.
- 4. Boys' Estimates of Parents' Levels of Educational Aspiration for Them: Boys were asked if their parents encouraged or discouraged continuing their education beyond the high school level. Their responses reflect their perceptions of parents' educational ambitions for them.
- Cumulative Grade Point Average (GPA): Marks received in arithmetic, language, reading, social studies and spelling during the 2nd, 3rd and 4th grades were used in computing boys' GPAs.
- 6. Middle Class Boys: Boys were classified as belonging to the middle class if their fathers' occupations belonged to one of the following occupational groups: professional, technical and kindred; managers, officials and proprietors; clerical and kindred workers; and sales workers.

- 7. Lower Class Boys: Boys were classified as belonging to the lower class if their fathers' occupations belonged to one of the following occupational groups: craftsmen, foremen and kindred workers; operatives and kindred workers; and service workers, except private household.
- Academic Self-concept: Brookover's Self-concept of Ability Scale, an eight item set of multiple choice questions, was used to determine the individual's conception of his ability to do well in school.
- Upward-mobile Lower Class Boys: A lower class boy was considered mobile if the NORC prestige score for his level of occupational aspiration exceeded the NORC prestige score of his father's occupation by 10 or more points.

#### Research Hypotheses

- There is a positive correlation between fathers' occupational levels and their sons' LOAs.
- There is a positive correlation between mothers' occupational levels and their sons' LOAs.
- There is a positive correlation between fathers' educational levels and their sons' LOAs.
- There is a positive correlation between mothers' educational levels and their sons' LOAs.
- There is a positive correlation between sons' estimates of their mothers' levels of educational aspirations for them and sons' LOAs.

- 6. There is a positive correlation between sons' estimates of their fathers' levels of educational aspirations for them and sons' LOAs.
- 7. There is a positive correlation between boys' scores on the California Test of Mental Maturity and their LOAs.
- 8. There is a positive correlation between boys' cumulative grade point averages and their LOAs.
- There is a positive correlation between boys' total scores on the California Achievement Test and their LOAs.
- 10. There is a positive correlation between boys' self-concept of ability scores and their LOAs.
- 11. There are significant relationships between boys' responses to Centers' Job Values and Desires Check List and their fathers' occupational levels.
- 12. There are significant relationships between boys' levels of occupational aspirations and their responses to Centers' Job Values and Desires Check List.
- 13. Upward-mobile lower class boys more frequently than other lower class boys will list middle class youngsters as best friends.

### Organization of the Dissertation

The dissertation contains the following chapters. Chapter I includes a statement of the problem and the research hypotheses.

A review of the studies related to the research hypotheses appears in Chapter II. In Chapter III the nature of the sample, the research

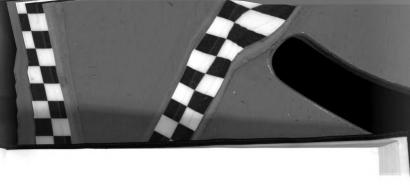
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design and the statistical procedures employed in the study are discussed. The analysis of the data is presented in Chapter IV. Chapter V contains the summary, the conclusions, and recommendations.



#### CHAPTER II

#### REVIEW OF THE LITERATURE

A number of studies have been conducted with elementary and junior high school males which provide a framework for analyzing the major influences affecting boys' vocational development. The present chapter brings together studies on the effect of socio-economic status, school achievement, academic ability and value orientations on the occupational aspirations of elementary school boys. This aspect of the review should serve to familiarize the reader with some of the major factors related to pre-adolescent boys' occupational aspiration levels.

Studies on the influence of peers and of self-conceptions of ability on elementary school boys' occupational aspirations have not been reported in the literature. Studies related to these two variables which are cited in the review were conducted with high school males. Relevant studies conducted with high school and college males are listed in the Supplementary Bibliography.

# $\frac{\text{Relationships Between Socio-economic Factors and Boys' Occupational}}{\text{Aspirations}}$

In his study of the likes and dislikes of elementary school youngsters, Sheldon (1932) asked the question, "Does father's occupation influence the child's choice of an occupation?" Boys in grades four through eight were asked to indicate their first, second, and third choices from a list of occupations. Although no statistical support was cited, the author concluded there is a surprisingly small relationship between father's occupation and the son's occupational choice.



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Boys in grades one through six from elementary schools in five

Southern states were asked to indicate the "one thing you would rather do than anything else when you get old enough to work" (Boynton, 1936). In addition, they were asked to describe their father's occupation and their home in order to determine their social status. The boys occupational choices were rated according to Taussig's classification system; a rating of five represents the choice of a profession and a rating of one indicates a preference for an unskilled job. The preferences of boys who ranked in the upper quarter on a social class measure were compared with the choices of boys who ranked in the bottom quarter. The median Taussig rating for choices of the high group was 2.72 while those in the low group had a median score of 2.18. The difference between these medians indicates a significant difference in the level of choice between the two groups.

A study designed to explore children's awareness of the symbols of social class was conducted by Stendler (1949). Included in her study were boys and girls in grades one through eight. Five persons who were familiar with the children's families classifed them as belonging to the upper-middle, white-collar or working class. In a personal interview with each child, the investigator asked each child, "What would you like best to do when you grow up? What next? And if you couldn't do that?" The children's choices were ranked according to Cattell's five point social status scale. Contingency coefficients were computed to analyze the relationship between socio-economic status and each of the child's three choices. Although the coefficients are positive and moderately high, the only significant relationship was that between socio-economic status and eight graders' third choice.

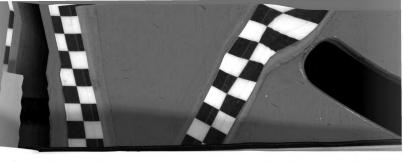


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Stendler concluded there is an increasing awareness of life chances as these children go through elementary school. For first graders there is no consistent relationship between his own social class and the social class of his first, second or third choice of an occupation. A similar trend can be noted for fourth graders, but starting with the sixth grade there is a closer relationship between the two. At the eighth grade level, upper-middle class children tend to name all upper or upper-middle class occupations. Working class children are likely to name mechanical engineering as their first choice, toolmaking as their second, but when asked their third choice they frequently say they expect to work on the assembly line.

In her study of elementary school children, Galler (1951) also sought to determine the relationship between children's occupational choices and their social status. Boys in grades four through eight attending uppermiddle and lower class schools were asked to state in a short essay their vocational aspirations and the reasons for their choice. She concluded that upper-middle class boys choose occupations which have higher social status than the occupations chosen by lower class boys. However, no statistics were given and no tests of significance cited.

Stewart (1959 A) administered the Dreese-Mooney Interest Inventory for Elementary Grades to 107 sons of semi-skilled and unskilled men and to 115 sons of business and professional men. His purpose was to develop a level of interest scale which would differentiate between children from various socio-economic backgrounds. A modification of Roe's scale was used to rank fathers' occupations, and boys were placed in the high or low socio-economic group accordingly.

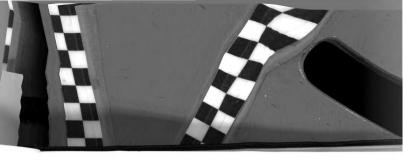


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Subjects were asked to respond with "like", "indifferent", "dislike" or "unknown" to the 250 items on the interest inventory. Items which discriminated between the high and low socio-economic groups at the five percent level were used in developing the occupational level scale. In analyzing the pattern of responses to the interest inventory, Stewart noted that upper class boys tended to be indifferent to or to dislike those items discriminating between the two groups, while lower class boys tended to like or to use the response "unknown" on the discriminating items. He stated the upper class child learns he is not supposed to like certain things--that his parents expect him to reject certain activities as inappropriate for one of his status.

In the cross validation study with fifth grade boys, analysis of variance was employed to verify the relationship between occupational level scores and fathers' occupational levels. The F ratio obtained was significant at the five percent level. Stewart noted, however, that although his occupational level scale is logically related to the SVIB OL scale there is no indication that it is in fact a measure of occupational aspiration level.

In another report on the same study, Stewart (1959 B) analyzed the relationship between certain aspects of socio-economic status and children's attitudes toward occupations. Fifth grade boys were asked to rank nine occupations in terms of their prestige and then to indicate which one they preferred. Coefficients of concordance were computed for the relationship between father's occupational level and the prestige level of the boy's occupational choice. Although upper class boys



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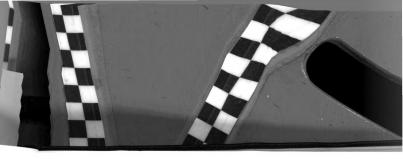
tended to choose primarily professional occupations, the coefficient indicated that the prestige level of occupational preferences for the various classes were quite similar.

The study by Holloway and Berreman (1962) was designed to test the following hypotheses: (1) occupational aspiration level varies with social class; (2) there are no significant differences between the aspirations and plans of white middle class children; and (3) there are significant differences between the occupational aspirations and plans of white lower class boys. An open-ended questionnaire designed to elicit biographical data as well as statements of occupational aspirations and vocational plans was administered to seventh and eighth grade boys.

McQuire's modification of Warner's Index of Status Characteristics was used in classifying subjects as either middle or lower class. The boys' statements of occupational aspirations and plans were rated on Stern's adaptation of Warner's Revised Scale for Rating Occupations.

Occupational choices which had a rating of one to three were classified as high, those with a rating of four to seven were classified as low.

Contingency coefficients were computed to analyze the relationship between socio-economic status, occupational aspirations and occupational plans. The analysis demonstrated that there were significant differences between middle and lower class youngsters in terms of both their aspirations and expectations. However, there were no significant differences between the aspirations and plans of either middle or lower class children.



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#### Relationships Between Occupational Aspiration Level, Academic Marks, Standardized Achievement Tests and Intelligence

In the cross validation of his occupational level scale, Stewart (1959 A) correlated scores on the occupational level scale with subjects' scores on the California Test of Mental Maturity. The correlation was 0.19 which was significant at the five percent level. The influence of socio-economic status was not controlled, however.

On the basis of Tyler's findings, Krippner (1962) hypothesized that boys'mental ability test scores would show a closer association with their vocational and educational interests than would those of girls. He administered the lowa Every-pupil Test of Basic Skills (IEP), the SRA Primary Mental Ability Tests (PMA) and an interest inventory to junior high boys and girls. He also asked children to indicate the kind of work they wanted to do when they finished school.

Those boys who scored one standard deviation above the mean on the IEP were placed in the high group and those who scored one standard deviation below the mean were placed in the low group; the same procedure was repeated for scores on the PMA. Boys who named occupations requiring college preparation were classified as having high occupational aspirations and those who did not were classified as having low occupational aspirations. He found those scoring high on the PMA were more likely to choose an occupation requiring college preparation than those scoring low on this test. Similarly, those scoring high on the IEP were more likely to select an occupation requiring advanced education than those scoring low on the IEP.



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Cassel and Hendsch (1962) sought to determine whether there were significant differences in the occupational interests of gifted and typical children. The mean IQ level for the gifted group was 134; scores ranged from 130 to 160. In the typical group the mean IQ level was 110 and the range was 85 to 127.

Children in the two groups were administered the Lee-Thorpe
Occupational Interest Inventory and Weingarten's Picture Interest
Inventory. The multiple point biserial was used to study the relationship between responses of the gifted and typical group on the two
interest inventories. There were no significant differences between
the scores of the two groups on either of the inventories. On the
Lee-Thorpe level of interest scale there was a non-significant difference between the means of the two groups.

# $\frac{\textit{Relationships Between Occupational Aspirations, Socio-economic Status}{\textit{and Values}}$

A study was made by Lehman and Witty (1932) to investigate the motives underlying children's occupational choices. Lehman's Vocational Attitude Quiz was administered to 26,878 elementary and secondary school children in Kansas and Missouri. From the list of 200 occupations children were asked to indicate the three they would most like to enter, the one they most probably will enter, the three biggest money-makers, the three most respected and the three easiest to do.

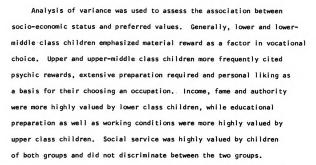
Approximately one of three elementary school children selected a job which they considered one of the best money-makers, one of five chose a job which they considered highly respected, and one of

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ten elected an easy job. The authors concluded that these children were apparently more concerned about financial success than about marked social approval.

One of the purposes of Galler's study (1951) was to examine the relationship between socio-economic status and the motives cited for vocational choices. Upper-middle and lower class elementary school boys were asked why they selected the vocations they did. Their reasons were then classified as representing intrinsic, altruistic or extrinsic motives. Chi square analysis of the relationship between social class and vocational motives demonstrated that upper-middle class boys more frequently than lower class boys cited either intrinsic or altruistic motives as the basis for their vocational choice. Extrinsic motives were more frequently mentioned by younger, lower class boys, but there were no significant differences between older boys.

The purpose of Weinstein's study (1962) was to determine the relative weights children assign to various criteria of occupational prestige and to analyze the association between social status and preference for these criteria. Four Chicago area schools were selected to represent upper, upper-middle, lower-middle, and lower status neighborhoods. Six white males were selected from the fourth, sixth and eighth grades in each of the four schools. The 21 item instrument employed in this study included seven factors viewed as the major determinants of occupational prestige. Each item was paired with every other item, and in individual sessions the boys were asked to select the one in each pair they considered most important in choosing an occupation.



Simmons (1962) studied the developing awareness of occupational status among children. He also asked the question, "Is there a relationship between the prestige of an occupation and interest in the occupation?" Fourth, sixth and eighth grade boys were asked to rank twenty occupations on the basis of their prestige, and then were asked to indicate their interest in the occupations regardless of their prestige. He found occupations which were ranked high in prestige were also ranked high in interest.

Maccoby (1962) hypothesized that boys acquire a preference for certain role relationships with others, which is expressed in their occupational choices. Sixth grade boys were asked to choose between a series of two occupations which had been equated for prestige, but differed in the extent they involved the exercise of authority and the acceptance of responsibility for teaching or guiding others. She states that boys from upper-middle class families seem to have acquired an interest in occupations which involve training, supervising, or controlling others.

# The Influence of Peers on Aspiration Level

MacDonald, et. al., studied the leisure time activities of 241 children in grades five through seven. In the summary they stated, "If social mobility is present in American society and if a person has to learn the ways of a social class other than the one to which he was born in order to be socially mobile, then there is a strong probability that some of the children of the community are learning cultural patterns of social classes different from those of their own families. These children are preparing, more or less unconsciously, to be socially mobile upward or downward" (1949, p. 506). Thus lower class youngsters who participate in middle class activities with middle class peers are often learning attitudes and habits leading to upward social mobility.

Studies by Stewart (1952 C) and Super (1960) provide indirect support for the notion students' occupational aspirations are influenced by their peers. Steward found that the aspiration levels of high school juniors and seniors were related to their participation in high school organizations. Super (1960) also found a significant relationship between students' participation in extra-curricular activities, participation in out-of-school organizations and their vocational aspiration levels.

In his study, Simpson (1962) asked two questions: (1) do peers influence the occupational aspiration level of high school boys;

(2) is peer or parental influence more influential in affecting boys' aspiration levels. He found mobile middle class youngsters were more

likely than non-mobile middle class youngsters to choose only middle class children as best friends; non-mobile middle class youngsters were more likely to choose only working class children as best friends. Similar results were found when a comparison was made of mobile and non-mobile working class children.

He concluded that the effects of parental and peer influence are independent and both influence aspiration level, but parental influence is a more potent factor. Anticipatory socialization into middle class values by middle class peer groups does help explain the upward mobility of working class boys, however.

A study of Haller and Butterworth (1960) was conducted to test the hypothesis that interaction with peers influences the occupational and educational aspiration levels of adolescent boys. They matched best friends on the basis of intelligence, socio-economic status and parental encouragement of further education. The median correlation coefficient between the socio-economic status of best friend and occupational aspiration level was .31, significant at the five percent level. They viewed the results as supporting their hypothesis.

### The Relationship Between Self-evaluative Variables and Aspiration Level

Holland suggested that level of occupational choice is a function of intelligence and self-evaluation. He viewed self-evaluation as a product of the individual's life history, in which education, socio-economic status and family influences are major determinants. Holland stated the relative degree of influence of each factor in determining occupational level was unclear although his theory assumes their equal

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importance. He added, however, that "determination of level of choice might be explored through the use of intelligence, status, and self-concept measures in order to define the relationship among those variables and the integrative value of the concept, self evaluation" (1959, p. 42).

A study by Block and Bailey was cited by Holland (1959) as providing some support for his theory. The authors divided 100 air force officers into a high and low group on the basis of their scores on the MMPI status scale. Those scoring low on the scale were described by raters in the following terms: "lacks confidence in own ability", "is self-abasing", "feels unworthy, guilty, humble", and "given to self-blame". High scorers appeared to reflect a very positive self-evaluation. They were frequently described as effective leaders who emphasized success and productive achievement.

In a test of Holland's hypothesis regarding level of occupational choice, Schultz and Blocher (1961) asked if a relationship exists between: (1) an index of the level of occupational choice or aspiration and (2) a measure presumed to reflect one aspect of a person's self-concept or self-attitude. They administered the SVIB and the Descriptive Check List (DCL) to 135 male high school seniors. The DCL is a 180 item list of words and phrases sampling the traits clusters considered by Cattell as exhausting the personality characteristics described in the English language. Each subject was first asked to give his self-description and then his ideal self-description. A measure of the similarity between these two descriptions is referred to as the self-satisfaction score, and is considered as an aspect of the self-evaluation variable described by Holland. They used the SVIB OL score as a measure

of the level of occupational choice. The product moment correlation between the OL scores and the self-satisfaction score was .34, significant at the .01 level. The null hypothesis, there is no relationship between self-satisfaction and the SVIB OL scores, was therefore rejected.

Stockin (1964) hypothesized that predictions of occupational level scores bases upon a summation of an equal weighing of intelligence and self-evaluation factors are accurate beyond the chance level of significance. He administered Sims Social Status Scale (SCI), the Attitude Toward Education Scales, and the Socio-economic Expectation Scales (SEE) to 170 high school senior boys. The SCI, ATE and SEE scales were used as measures of Holland's self-evaluation variable. In addition, he obtained statements of occupational expectation from his subjects and intelligence test data from school records.

Based on the subject's scores on the three self-evaluation measures and intelligence test data, a prediction was made of the subject's level of occupational expectation. The chi square method was used as the measure of relationship between predicted and observed aspiration scores. The association between the two scores differed from chance at the .01 level. He stated the results are consistent with the notion that intelligence and self-evaluation summate with equal weight to determine occupational level.

### SUMMARY

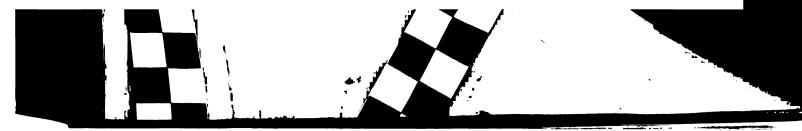
Although most of the studies were conducted to test specific hypotheses, this was not the case in all instances. More important, perhaps, was the failure in many instances to relate the study to a

theoretical system. Thus it was not only difficult to determine the theoretical bases for the research, but it was also difficult to interpret the results in terms of an explanatory system. Failure to control relevant variables makes impossible an unambiguous interpretation of the results in many instances.

Many studies were based on a very small number of cases. In other instances although the sample size was large, there was no control for the effect of rural-urban residency on occupational aspiration level.

A question might be raised as to the adequacy with which relevant variables were measured, or in some studies just what was being measured. Finally, in the instance of peer influence and self-evaluation, no studies have been reported on the effect of these variables at the pre-adolescent level.

The present study attempts to build from a theoretical base, to insure adequate control of relevant variables, and to verify the findings through a cross validation study.



### CHAPTER III

### DESIGN AND METHODOLOGY

The design of the study is described in the following sections:

- (1) Restatement of Research Hypotheses; (2) Description of the Sample;
- (3) Gathering the Data; (4) Nature of the Data; and (5) Analysis Procedures.

## Restatement of Research Hypotheses

- There is a positive correlation between fathers' occupational levels and their sons' LOAs.
- There is a positive correlation between mothers' occupational levels and their sons' LOAs.
- 3. There is a positive correlation between fathers' educational levels and their sons' LOAs.
- 4. There is a positive correlation between mothers' educational levels and their sons' LOAs.
- 5. There is a positive correlation between sons' estimates of their mothers' levels of educational aspirations for them and sons' LOAs.
- 6. There is a positive correlation between sons' estimates of their fathers' levels of educational aspirations for them and sons' LOAs.
- 7. There is a positive correlation between boys' scores on the California Test of Mental Maturity and their LOAs.
- 8. There is a positive correlation between boys' cumulative grade point averages and their LOAs.

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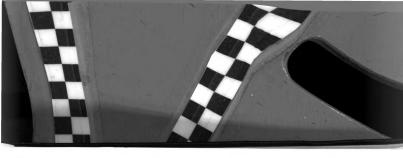
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- There is a positive correlation between boys' total scores on the California Achievement Test and their LOAs.
- There is a positive correlation between boys' self-concept of ability scores and their LOAs.
- There are significant relationships between boys' responses to Centers' Job Values and Desires Check List and their fathers' occupational levels.
- There are significant relationships between boys' levels of occupational aspirations and their responses to Centers' Job Values and Desires Check List.
- Upward-mobile lower class boys more frequently than other lower class boys will list middle class youngsters as best friends.

#### Description of the Sample

Two hundred six white fifth grade boys attending schools in Waterford
Township, a suburb of Pontiac, Michigan, participated in the present study.
The eight elementary schools which participated were selected by the
Township's Elementary School Coordinator as those which would best represent
the Township's socio-economic structure.

The Township's adult population can be characterized as young, middle class and relatively affluent. Approximately forty percent of adult males are employed in white collar jobs and the remaining sixty percent

<sup>&</sup>lt;sup>1</sup>U.S. Census of Population and Housing 1960. Final Report PHC(1)-40, Standard Metropolitan Statistical Area, Detroit, Michigan. U.S. Department of Commerce, Bureau of Census.

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are employed in blue collar jobs; half of these employed in blue collar jobs are employed in skilled occupations. The median number of years of education completed by adults over 25 years of age is 11.5. The average family income in the community is \$7,150. Eight out of ten residents own their home and the median value of all homes in the township is \$14,000.

All fifth grade boys attending the eight elementary schools took part in the study. Of this group four boys failed to complete all the instruments and were dropped from the study. The table of random numbers was used in assigning the remaining 202 boys to the validation or cross validation group. The cross validation procedure was employed to determine if the independent variables found to be significantly related to boys' LOAs in the validation sample were significantly related to the same criterion in the cross validation group. Cross validation was further employed to determine whether boys' aspiration scores could be successfully predicted from data obtained in the validation group.

Descriptive statistics on selected personal characteristics of boys included in the regression analysis are presented in the table below:

TABLE 3.1

MEANS AND STANDARD DEVIATIONS FOR SELECTED PERSONAL CHARACTERISTICS
FOR BOYS INCLUDED IN THE REGRESSION ANALYSIS

Boys' chronological ages (months)	132.15	4.87
Fathers' occupational levels	38.98	19.86
Fathers' educational levels	3.85	1.23
Mothers' educational levels	3.93	.91
California Achievement Test Grade Placement Scores	5.72	1.18
Cumulative grade point average <sup>2</sup>	3.52	.70
California Mental Maturity scores (IQ)	108.07	12.22

Educational level scores range from 1 (completion of less than 8 years of education to 7 (completion of post graduate degree). A score of 4 represents graduation from high school.

The mean age for boys in the analysis was 132 months and boys ranged in age from 123 to 148 months; approximately two thirds of the boys were between  $10\frac{1}{2}$  to  $11\frac{1}{2}$  years of age. Jobs held by boys' fathers ranged from sewage disposal workers and janitors to physicians and pharmacists; a skilled job represents the mean occupational level of boys' fathers. One of five fathers was said to have had some college or to have completed college, one third were reported as high school graduates, thirty percent were listed as having some high school, and twelve percent had not attended high school. One of six mothers were said to have attended or

<sup>&</sup>lt;sup>2</sup>5\*A, 4=B, 3=C, 2=D, 1=E.



completed college, half were reported as high school graduates, a quarter had some high school training, and less than five percent had attended school for eight years or less.

The California Achievement Tests were administered when the boys were in the second month of the fifth grade. The mean achievement grade placement score was 5.7 and scores ranged from 3.2 to 8.9; two thirds of the boys scored between 4.5 and 6.9 on the CAT. The mean grade point average was equivalent to a C plus and the GPAs for two thirds of the group are between a C minus and a B plus. The range of mental maturity scores was 73 to 141 and sixty-seven percent of the group had IQ scores which ranged from 96 to 120, the mean was 108.

The typical youngster in this study has recently celebrated his eleventh birthday. His parents attended high school and are probably high school graduates. The boy's father has a skilled trade and may work for an auto manufacturing plant in nearby Pontiac, in the construction trades, or in one of the service industries. The boy has above average ability and his academic achievement as measured by the CAT is above the mean achievement level of the national normative population.

In Table 3.2 a comparison can be made between the kinds of occupations held by the boys' fathers and the percentage of white, urban males employed in these occupations at the state, national and township level.



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TABLE 3.2

PERCENTAGE OF WHITE, URBAN MALES EMPLOYED IN MAJOR OCCUPATIONAL GROUPS AS REPORTED IN THE 1960 UNITED STATES CENSUS

		U.S. <sup>1</sup>	Mi chi gan <sup>2</sup>	Waterford <sup>3</sup>	Present Sample
1.	Professional, technical and kindred	12.9	12.9	11.6	12.0
2.	Farmers and farm managers	0.4	1.3	.0	.0
3.	Managers, officials and proprietors	12.9	10.5	9.2	6.0
4.	Clerical and kindred	8.5	7.6	6.5	6.4
5.	Sales workers	8.7	8.1	6.1	6.0
6.	Craftsmen, foremen and kindred	21.2	22.6	26.6	36.1
7.	Operatives and kindred workers	19.2	24.4	27.2	22.8
8.	Private household workers	.1	.1	.0	.0
9.	Service workers, exc. private household	6.0	5.7	4.3	4.0
٥.	Farm laborers	.5	.002	.0	.0
١.	Laborers, exc. farm and mine	5.2	4.4	4.6	2.5
2.	Occupation not reported	4.6	3.6	4.0	3.5

United States Census of Population 1960. United States Summary, General Social and Economic Characteristics. Final Report PC(1)IC, U.S. Department of Commerce, Bureau of Census, p. 1-218.

<sup>&</sup>lt;sup>2</sup>United States Census of Population 1960. Michigan, General Social and Economic Characteristics. Final Report PC(1)-24C, U.S. Department of Commerce, Bureau of Census, p. 24-200.

<sup>&</sup>lt;sup>3</sup>U.S. Census of Population and Housing 1960. Final Report PHC(1)-40, Standard Metropolitan Statistical Area, Detroit, Michigan. U.S. Department of Commerce, Bureau of Census.



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In summary, as a group the boys in the sample are somewhat above average in ability and achievement. Their fathers' jobs, although blue collar, have considerable prestige and are highly paid. The present sample is not considered representative of Waterford's fifth grade male population, and would not be representative of the state's or the nation's fifth grade male population.

## Gathering the Data

The classroom teachers administered various instruments in collecting data on the subjects. The four instruments were: (1) a questionnaire designed to obtain personal and family data (Appendix A); (2) Haller's Occupational Aspiration Scale (Appendix B); (3) Centers' Job Values and Desires Check List (Appendix C); and (4) Brookover's Self-concept of Ability Scale General (Appendix D).

A week before the instruments were to be administered, the writer met with the fifteen teachers who agreed to participate in the study.

At this meeting the purpose of the study was explained, the nature of the instruments was discussed, and questions regarding administration procedures were considered. In addition, the materials to be used in the study were distributed to each teacher. In order to standardize the administration procedures a set of directions for the teacher was developed (Appendix E). As an additional control, all teachers administered the instruments at the same hour and on the same day.

Five teachers agreed to readminister the OAS and the Self-concept Scale exactly two weeks later. The data were used to determine test-retest reliability coefficients for these instruments. The directions for this second administration are included as Appendix F.

Achievement test scores, intelligence test data and academic grades were obtained from the boys' cumulative records. As a way of verifying the data provided by the youngsters, information concerning the parents' educational and occupational backgrounds was also obtained. The form used in collecting these data is included in Appendix G.

In a few instances the boy's description of his father's job was inadequate for classification purposes, and the necessary information was not available in the cumulative record. In this case, the youngster was asked to describe his father's occupation more completely and the teacher was encouraged to assist him. Because of the procedures used, less than 4% of the fathers' jobs were unclassifiable.

## Nature of the Data

A description of the procedures and instruments employed in measuring the independent variables is presented in the same order independent

variables appeared in the restatement of hypotheses. The number(s) in parentheses which follows the independent variables 1, 2, 3, and 8 refers to the questionnaire item pertaining to that variable. The criterion instrument is discussed in the final part of this section.

- 1. Occupational level (7, 8): The boy's description of his father's occupation and information obtained from the school's records were used in assigning a Socio-economic Index Score (Duncan 1959) to the father's occupation. In addition to the writer, two advanced masters' candidates from the Department of Guidance and Personnel Services at Michigan State University assigned index scores to the boys' descriptions of their fathers' jobs. The inter-rater reliability coefficients were .92, .93, and .95. These coefficients demonstrate a high level of agreement among raters in assigning Socio-economic Index Scores to father's occupations.
- 2. Parents' educational levels (9, 10): Boys were asked to complete the following statement: "My father's education consisted of". The question included the following responses: "less than 8 grades, 8 grades, some high school, high school graduate, some college, college graduate, other (explain)". This last category was used to indicate no knowledge of parent's occupation or parent's completion of a post-graduate degree. It was assumed youngsters may be unable to specify the exact number of years their parents attended school, but they would know the general level of education completed by

responses to the questions concerning parents' educational levels and the information secured from the schools' records. In those instances where there was a discrepancy between the boy's response and the school record, the information from the cumulative record was used. Information in the cumulative record had been solicited by the principal and supplied directly by the parents. This information was therefore considered more accurate than that given by the child.

- 3. Boys' estimates of parents' levels of educational aspiration for them (11, 12): Boys were asked to complete the following statement: "As to continuing my education beyond high school, my father". Responses to this statement were: "has strongly encouraged me to continue", has given me some encouragement to continue", "has never said much about it", "he feels that I would be better off going to work after high school", and "feels that I should quit high school and go to work".
- 4. Measure of intelligence: The California Test of Mental Maturity (CTMM) was employed as the measure of intelligence. 

  The CTMM was administered in November 1961 when the boys were in the third grade. The total test intelligent quotient was employed in the analysis since this score, in comparison with estimates based on subsections of the CTMM, is a more reliable and valid estimate of the youngster's academic ability.

A description of the 1957 S-Form may be found in the manual: California Test Bureau, Manual for the California Short-Form Test of Mental Maturity Primary (Grades 1, 2, 3) 1957 S-Form.

- 5. Cumulative grade point average (GPA): Marks received in arithmetic, language, reading, social studies and spelling during the 2nd, 3rd and 4th grades were used in computing the GPA (A=5, B=4, C=3, D=2 and E=1).
- 6. Standardized achievement test scores: The California

  Achievement Test (CAT) was used as the standardized measure

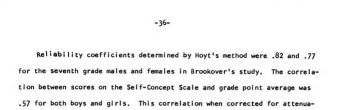
  of academic achievement. The CAT was administered in

  October of 1963 when the boys were in the second month of
  the fifth grade. The Battery Grade Placement score was

  employed as an overall measure of the person's performance
  on the CAT.
- 7. Self-Concept of Ability-General: Brookover's Self-Concept of Ability Scale is an eight item Guttman type scale.

  Items included in the scale are judged to be relevant to the individual's conception of his ability to do well in school. The individual selects one of the five responses to each item and his total score is the sum of the values 1 to 5 assigned to the responses for each item. Scores on the Self-Concept Scale range from 8 to 40; a score of 40 indicates the person sees himself as academically capable, feels his academic work is excellent and views himself as capable of getting all A's in his school work.

A description of the California Achievement Tests may be found in the manual: California Test Bureau, Manual California Achievement Tests Complete Battery Elementary (Grades 5, 5, 6) Forms W, X, Y, or Z 1957 Edition.



tion results in a correlation equal to .67 for males and females (Brookover

In the present study a test-retest reliability of .84 was obtained when the interval between test administrations was two weeks (N=72).

1962).

8. Occupational values: Centers' Job Values and Desires Check List served as the measure of occupational values (Centers, 1949). The Check List is a ten-item instrument which asks the type of job the person would choose if he had a choice. The job descriptions attempt to tap the following value orientations: leadership, interesting experience, esteem, power, security, self-expression, profit, fame, social service and independence. The directions for the Check List permit the individual to choose one or all ten job descriptions. Youngsters in this study were asked to choose three of the statements in order to simplify analysis of the data. This procedure appears consistent with Centers' use of the instrument, since he, too, asked adults in his study to select three of the ten job descriptions.

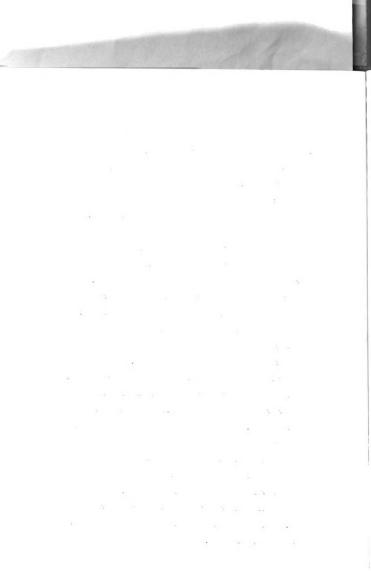
The writer was unable to discover any extended description of the instrument's development or reliability. Studies which employed the Check List have demonstrated that middle and working class adults differ significantly in their

responses to the instrument; urban working class adults emphasize job security and urban middle class adults prefer a job which permits self-expression (Center, 1949). Singer and Stefflre have found that job values and desires are related to the occupational aspiration levels of adolescents (1954a), to the sex of the respondent (1954b), and to the subject's age level (1954c).

- 9. Peer's Socio-Economic Status (13): The peers named as best friends were classified as middle class if their fathers' occupations were included in one of the white collar categories; those whose fathers had blue collar jobs were classified as lower class.
- 10. Upward-Mobility Orientation: The boy's score on the OAS was translated into an equivalent NORC prestige score and a comparison was made between this score and the NORC prestige score for the father's occupation. In scoring the boys' responses to the OAS, two scores were assigned to each of the eight occupations chosen by the boy; first the scale score of 0 to 9 and then the occupation's NORC prestige score. The mean of the eight NORC prestige scores was employed as the equivalent NORC score for the boy's level of occupational aspiration. If the boy's NORC score exceeded his father's score by 10 or more points he was classified as upward mobile.

1. Level of occupational aspiration (LOA): The Occupational Aspiration Scale developed by Haller was used as the measure of LOA. Haller describes the scale in the following manner:

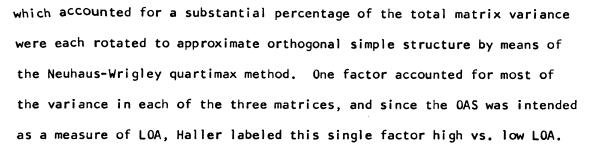
"The OAS is an eight item multiple-choice instrument. It includes items permitting responses at both the realistic and idealistic expression levels of LOA, each at two goal periods, called career periods in this context, short range (end of schooling) and long range (at age 30). The four possible combinations of these components are each assessed twice, thus giving a total of eight questions. The alternatives for each item consist of ten occupational titles drawn among the ninety occupations ranked by the NORC study of the prestige of occupations. Each occupation is presented as a possible response only once on the form. Alternative responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of 9 indicated that the respondent has chosen an occupation from among the eight highest prestige occupations on the NORC scale, and an item score of 0 indicates that one of the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight item ranges from 0 to 72. This score is used to measure the individual's general LOA" (1963, pp. 56-59).



As noted previously, 72 boys in the present study were readministered the same form of the OAS after a two week interval. The test-retest reliability coefficient of .85 suggests that boys' responses were stable over a brief period of time.

Three types of evidence were offered in support of the OAS's validity. A validity coefficient of .62 was obtained when boys' OAS scores were correlated with North-Hatt ratings of their occupational aspiration levels. North-Hatt ratings of boys' occupational aspiration levels correlated .46 with North-Hatt prestige ratings of the jobs held by boys seven years after the assessment of their aspiration levels, and .52 with the number of years of college completed (Haller 1963).

Second, the OAS responses for three samples of males were intercorrelated, and each of the three correlation matrices was factor analyzed by Cattell's principal axes method. The three principal axes



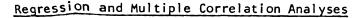
Third, factor analytic techniques were used to analyze and compare the factorial structure of the OAS and the North-Hatt Scale. Analysis demonstrated that both scales are highly saturated with the same factor, labeled high vs. low LOA. In summary, Haller considers the OAS a promising measure of occupational aspiration level and feels that it should prove useful in predicting the kinds of behavior it seeks to predict.

## Analysis Procedures

Four statistical procedures were used in analyzing the data:
(1) correlational analysis; (2) regression and multiple correlation analysis; (3) analysis of variance and (4) chi square analysis.

## Correlational Analysis

In the validation and cross validation samples correlational analysis was employed to determine: (1) the intercorrelations among the independent variable thought to be related to aspiration level, and (2) the correlation between each independent variable and the criterion variable.



The data were further analyzed through use of regression and multiple correlation analyses. These analyses resulted in the identification of two variables which were significantly related to LOA, and which when combined in a multiple regression equation, successfully predicted the criterion in the cross validation sample. The variables were academic self-concept and father's occupational level.

The multiple regression equations were solved by using the "least squares fit" in estimating the regression coefficients and by accepting the hypothesis of linear relationships between variables. A more complete description of this procedure may be found in Kiel and Rubble's description on the calculation of the multiple regressions (1963). The Core Routine to Calculate Multiple Regressions (AES Program Description 4) was the program used with Michigan State University's CDC 3600, a high speed, large digital computer.

## Analysis of Variance

Analysis of variance was used to analyze the relationship between boys' socio-economic status and their responses to Centers' Job Values and Desires Check List. It was also utilized in examining the relationship between boys' levels of occupational aspirations and their choices of job values.

## Chi Square Analysis

Chi square was employed to study the relationship between lower class boys' upward mobility orientations and the socio-economic status of their best friends.

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## SUMMARY

The total population of fifth grade boys from eight elementary schools was randomly assigned to the validation or cross validation group. The boys responded to instruments which contained questions about the boy's family background, his occupational aspirations, his conceptions of himself as a learner, and his occupational values. Information about academic grades, intelligence test results and achievement test scores were obtained from the school's records. Correlational analysis was employed to analyze the relationships among the independent variables, and regression analysis was utilized to determine the predictive efficiency of the regression equation when applied to the cross validation sample. Analysis of variance was employed to examine the relationship between boys' responses to Centers' Check List and (1) their levels of occupational aspirations and (2) their socio-economic status. Chi square analysis was in the other statistical test used in analyzing the data. The results of these analyses are discussed in the following chapter.



## CHAPTER IV

## ANALYSIS OF THE DATA

In this chapter the following analyses of the data will be discussed:

(1) correlational analysis of the relationships between the independent variables considered to be related to LOA and boys! LOAs; (2) regression and multiple correlation analysis of the independent variables! relative contributions to the reliable variance of boys! LOAs; (3) analysis of variance analyses for the relationships between (a) boys! socio-economic status and their responses to Centers! Job Values and Desires Check List and (b) boys! occupational aspiration levels and their responses to Centers! Check List; and (4) chi square comparison of the upward-mobility orientation of lower class boys and the socio-economic status of their best friends.

## Correlational Analysis

The correlations between the independent variables and the criterion, and the intercorrelations among the independent variables are presented in Table 4.1. In each row figures on top are Pearson product moment correlations coefficients computed from the validation sample (N=83) and the coefficients immediately below were computed on the cross validation sample (N=79). Because of the small number of working mothers in the validation group (N=26) and in the cross validation group (N=34), correlational analysis and regression analysis were based on the total number of working mothers in both groups for those analyses related to mothers' occupational levels.

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Correlations between boys' LOAs and the following independent variables were statistically significant: fathers' occupational levels, mothers' occupational levels, fathers' educational levels, boys' estimates of their fathers' levels of educational aspirations for them, boys' estimates of their mothers' levels of educational aspirations for them, self-concept of ability scores, California Achievement Test scores and boys' cumulative grade point averages. Each of the correlations between these variables and boys' LOAs were significant at the 5% level or above. The 5% level had been established as the critical level for accepting or rejecting the research hypotheses. Hypotheses based on these variables are therefore accepted.

The correlations between boys' LOAs and mothers' educational level are both non-significant; the correlation for the cross validation sample is in the predicted direction, however. The correlation coefficients between CTMM scores and boys' LOAs are also statistically non-significant, although both are in the predicted direction. The hypothesized relationships based on these two variables and boys' LOAs are therefore not supported.

## Multiple Correlation Analysis

A nine variable estimate of the criterion was computed for both the validation and the cross validation samples. The resulting multiple correlations as well as the beta weights are presented in Table 4.2. In Table 4.3 the partial correlations, when the multiple correlation is based on all nine variables, are also presented. When self-concept is not considered, the variables related to the fathers have the greatest

TABLE 4.1

INTERCORRELATIONS AMONG INDEPENDENT VARIABLES AND BOYS' DAS SCORES FOR THE VALIDATION SAMPLE (N=83 top number) AND THE CROSS VALIDATION SAMPLE (N=79 bottom number)

												\
		FOL	2 MOL	3 FEL	4 MEL	5 FLEA	6 MLEA	7 SCA	8 CAT	9 CTMM	10 GPA	11 0AS
-	FOL		.582	.552	.11	.15	.10	.24 <sup>1</sup> .201	.322	.12	.42 <sup>2</sup>	.312
2.	MOL			.321	.25	60.	.20	90	91.	.07	91.	.23
۳	FEL				.532	<b>₹.</b>	02	.201	.181	01.	.23	.262
4.	MEL					11.	00.	.12	.20	.07	.20	10.
2	FLEA						.762	.322	£1.	81.	.282	.282
6.	MLEA							.272	.07	.16	.15	.191
7.	SCA								.562	402.412	.652	.442
ω.	CAT									.562	.852	.332
9	СТММ										.542	13
0.												.362
-	0.	at 5% level	-	$^{2}r>$ .	.0 at .01%	.01% level						

Fathers' Occupational Levels F0L: LEGEND

Mothers' Occupational Levels Fathers' Educational Levels Mothers' Educational Levels MEL: MOL: FEL:

of educational aspirations for them FLEA: Boys' estimates of fathers' levels

Boys' estimates of mothers' levels of educational aspirations for them MLEA: •

California Achievement Test Scores Self-Concept of Ability Scores SCA: CAT:

California Test of Mental Maturity Scores Cumulative Grade Point Average CTMM: GPA:

Scores on Haller's Occupational Aspiration Scale 

## TABLE 4.2

## NINE VARIABLE ESTIMATE OF BOYS' LOAS CRITERION WITH CORRESPONDING BETA WEIGHTS AND MULTIPLE CORRELATIONS--VALIDATION AND CROSS VALIDATION GROUPS

Multiple	Correlations ≠.1447(FEL)0468(MLEA)1335(MEL)≠.1248(GPA)0504(CTMM)0393(CAT) .53	
Beta Weights	.3204 (SCA) / .1143(FOL) / .1745 (FLEA) / .1447(FEL)0	
z	83	

.4048 (SCA)≠ .1784(FOL)≠ .1307 (FLEA)≠.1061(FEL)≠.3300(MLEA)≠.0075(MEL)-.0691(GPA)-.0718(CTMM)-.0340(CAT) .56

79

-46-

## TABLE 4.3

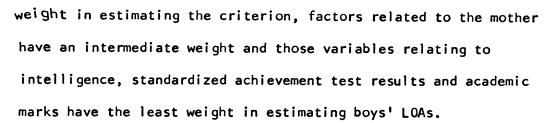
# NINE VARIABLE ESTIMATE OF BOYS' LOAS CRITERION WITH CORRESPONDING PARTIAL CORRELATIONS AND

	Multiple Correlations	.52	.56
MULTIPLE CORRELATIONS VALIDATION AND CROSS VALIDATION GROUPS	Partial Correlation Coefficients Cor	.2432(SCA)↓.1008(FOL)↓.1276(FLEA)≠.1248(FEL)≠.0347(MLEA)1386(Me1)≠.0707(GPA)0476(CTMM) 0708(CAT)	.3321(SCA)≠.1454(FOL)÷.0831(FLEA)≠.0802(FEL)≠.2048(MLEA)≠.0074(MEL)0421(GPA)0602(CTMM) 0195(CAT)

83

z

23



Inspection of the beta weights and partial correlations for each of the independent variables, suggested that self-concept of ability and fathers' occupational levels were the two best single predictors of boys' occupational aspiration levels. In the second order multiple correlations, each of the independent variables was added to self-concept of ability and fathers' occupational levels in estimating the criterion. In the third order multiple correlations, variables which appeared to be sufficiently weighted were added to self-concept of ability, fathers' occupational levels and fathers' educational levels. The multiple correlations based on two, three, four and five variables are presented in Table 4.4. As noted in the following section on regression analysis, the increase in predictive precision of the second order over the first order correlation is not significant. With two exceptions, the increase of the third order correlations over the first order correlation was also non-significant.

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TABLE 4.4

THREE, FOUR AND FIVE VARIABLE ESTIMATES OF BOYS' LOAS WITH CORRESPONDING MULTIPLE CORRELATIONS--VALIDATION AND CROSS VALIDATION GROUP

	Validation Sample	Cross Validation Sample
SCA	.44	.47
SCA FOL	.49	.53
SCA FOL MOL	.50	
SCA FOL FEL	.49	.53
SCA FOL MEL	.49	.53
SCA FOL FLEA	.50	.54
SCA FOL MLEA	.49	.55
SCA FOL CAT	.48	.53
SCA FOL CTMM	.48	.53
SCA FOL GPA	.49	.52
SCA FOL FEL MEL	.50	.51
SCA FOL FEL FLEA	.51	.53
SCA FOL FEL MLEA	.50	•55
SCA FOL FEL GPA	.49	.52
SCA FOL FEL FLEA MLEA	.51	.55
SCA FOL FEL FLEA CAT	.51	.53
SCA FOL FEL FLEA GPA	.51	.53

# LEGEND

SCA:	Self-Concept of Ability
FOL:	Fathers' occupational levels
MOL:	Mothers' occupational levels
FEL:	Fathers' educational levels
MEL:	Mothers' educational levels

FLEA: Boys' estimates of their fathers' levels of educational aspiration

for them

MLEA: Boys' estimates of their mothers' levels of educational aspiration

for them

CAT: California Achievement Test scores

CTMM: California Test of Mental Maturity scores

GPA: Cumulative Grade Point averages

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# Regression Analysis

Regression analysis demonstrated that adding fathers' occupational levels to self-concept of ability scores significantly increased the precision of estimating boys' LOAs. The obtained ratio for the increase in predictive precision was 7.531 and 8.461 in the validation and cross validation groups, respectively; both F's were significant at the .01 level. Regression analysis was employed to determine if adding one or more of the other independent variables to the multiple R based on the two variables discussed above would significantly increase the precision of estimating the criterion variable.

Guilford describes a method of testing whether the multiple R with more independent variables included is significantly greater than the R with a smaller number of variables. An F test can be used to test for such a difference.

The appropriate F test is based on the following formula:

$$F = \frac{(R_1^2 - R_2^2) (N - M_1 - 1)}{(1 - R_1^2) (M_1 - M_2)}$$

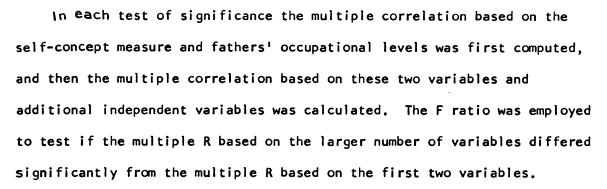
Where R<sub>1</sub> = multiple R with larger number of independent variables

R<sub>2</sub> = multiple R with one or more variables omitted

m<sub>1</sub> = larger number of variables

m<sub>2</sub> I smaller number of variables

<sup>1</sup> J. P. Guilford, <u>Fundamental Statistics in Psychology and Education</u>, McGraw-Hill Book Company, Inc., New York, 1956, p. 400.



The results of the tests of significance are presented in Table 4.5. In both the validation and cross validation sample, addition of a third variable did not result in a multiple R which was significantly greater than the multiple R based on the self-concept measure and fathers' occupational levels. When fathers' educational levels and boys' estimates of their fathers' levels of educational aspirations for them were added to self-concept scores and fathers' occupational levels, a significant increase in estimating the criterion is noted; however, a similar increase was not obtained in the cross validation sample. With one other exception, the increase of third order multiple correlations over the first order multiple correlation was not significant.

Although not stated as a research hypothesis, the study sought to answer the question "are boys' LOAs more significantly influenced by their fathers' or mothers' educational levels?" The data in Table 4.6 indicate that when the effect of fathers' educational levels is removed, the correlation between mothers' educational levels and boys' LOAs is -.02. When the effect of mothers' educational levels is controlled, the partial correlation coefficient for the relationship between fathers' educational levels and boys' LOAs is .27, significant at the 1% level.

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-52-

3.048

1.927

FEL FLEA MLEA

3.

FEL GPA

12.

FEL FLEA CAT

14.

FEL FLEA GPA

15.

2.507

2.781

.569

.439

Cross Validation TESTS OF SIGNIFICANCE OF INCREASE IN PRECISION OF ADDING INDEPENDENT VARIABLES TO SELF-CONCEPT OF ABILITY 5.810\* . 223 2.736 SCALE AND FATHERS' OCCUPATIONAL LEVELS TO ESTIMATE BOYS' LOAS--VALIDATION AND CROSS VALIDATION GROUPS 960. .272 .754 .738 .082 3.611 .584 1.073 Validation 3.389\* Sample .882 .710 2.673 940. .230 .015 919. 2.720 .695 1.150 1.745 Self-Concept and Fathers' Occupational Levels Independent Variables Added to FEL FLEA FEL MLEA FEL MEL MLEA CTMM FLEA GPA GAT FEL **M**0 AEL <u>.</u> <u>.</u> 5 œ.

\*An F of 3.06 is significant at .05 level with 2 and 150 degrees of freedom.



# REGRESSION ANALYSIS OF THE RELATIONSHIPS BETWEEN MOTHERS' AND FATHERS' EDUCATIONAL LEVELS AND THEIR SONS' LOAS

Partial Correlation Coefficients<sup>2</sup>

Fathers' Educational Levels

Rf.m = .27

Mothers' Educational Levels

 $R_{m.f} = -.02$ 

 $^{1}R_{fm} = \neq .30.$ 

2With N equal to 175 a partial correlation coefficient of .264 significantly differs from zero at the .01 level.

A similar question was raised regarding the relative influence of mothers' and fathers' occupational levels on boys' LOAs. Of the 202 boys in the study, sixty boys came from families where both parents were employed. A multiple regression was computed in which boys' LOAs were correlated with their mothers' and fathers' occupational levels. In Table 4.7 the partial correlation between mothers' occupational levels and boys' LOAs, when the effect of fathers' occupational levels is removed, is .09 and non-significant. The partial correlation coefficient for the relationship between fathers' occupational levels and boys' LOAs, when the effect of mothers' occupational levels and boys' LOAs, when the effect of mothers' occupational levels is eliminated, is significant at the .05 level.



REGRESSION ANALYSIS OF THE RELATIONSHIPS BETWEEN MOTHERS' AND FATHERS' OCCUPATIONAL LEVELS AND THEIR SONS' LOAS!

Partial Correlation Coefficients<sup>2</sup>

Fathers' Occupational Levels

 $Rf_m = .24$ 

Mothers' Occupational Levels

 $R_{m,f} = .09$ 

# Analysis of Variance

Three analyses were made to assess the relationship between boys' socio-economic status and their 1st, 2nd and 3rd choice of a job value. The results in Table 4.8 indicate that in each instance the size of the obtained F could easily have occurred by chance. Since there are no significant relationships between boys' socio-economic status and their choices of job values, the hypothesized relationship based on these variables is not supported.

TABLE 4.8

RESULTS OF ANALYSIS OF VARIANCE ANALYSES FOR RELATIONSHIPS BETWEEN BOYS' SOCIO-ECONOMIC STATUS AND THEIR 1st, 2nd AND 3rd CHOICES OF A JOB VALUE 1

	F's	df
Boys' socio-economic status and their lst choice of a job value	1.107	9 & 178
Boys' socio-economic status and their 2nd choice of a job value	1.470	9 & 178
Boys' socio-economic status and their 3rd choice of a job value	1.829	9 & 178

<sup>1&</sup>lt;sub>An</sub> F of 1.94 is significant at the .05 level with 9 and 150 degrees of freedom.

 $R_{fm} = .35$ .

With N equal to 55 a partial correlation coefficient of .22 is significant at the .05 level.

Three separate analyses were made to evaluate the relationships between boys' aspiration levels and their lst, 2nd and 3rd choice of a job value. As shown in Table 4.9, the F's in the first two analyses could have occurred by chance. There appears to be no significant relationship between boys' aspiration levels and either their first or second choice of a job value. There is a significant relationship between boys' aspiration levels and their third choice of a job value.

TABLE 4.9

RESULTS OF ANALYSIS OF VARIANCE ANALYSES FOR RELATIONSHIPS BETWEEN BOYS' OCCUPATIONAL ASPIRATION LEVELS AND THEIR 1st, 2nd, AND 3rd CHOICE OF A JOB VALUE

	F¹s	df
Boys' aspiration levels and 1st choices of a job value	.804	9 <b>&amp;</b> 185
Boys' aspiration levels and 2nd choices of a job value	1.037	9 <b>&amp;</b> 185
Boys' aspiration levels and 3rd choices of a job value	3.997*	9 & 185

<sup>\*</sup>An F of 1.94 is significant at the .05 level with 9 and 150 degrees of freedom.

A procedure for handling multiple comparisons of mean differences, called the S-method, has been developed by Sheffé. In contrast to Tukey's method, it is applicable in analysis of variance problems when the sample sizes are not equal. However, Sheffe's S-method does not permit the kind of analyses provided by the Tukey method. For example, the S-method cannot be employed to test for the "straggler" mean nor to test for excessive variability within groups containing three or more means.

Guenther, William C. Analysis of Variance. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964, pp. 57-59.

Although the procedure does not permit a test of statistical significance, boys' first, second and third choices of job values were ranked in terms of the mean socio-economic index scores for boys choosing each of the ten values (Table 4.10). The three values which had the highest socio-economic mean scores were compared with the three values having the lowest mean scores. In two of the three comparisons a job which offered esteem was ranked first in terms of its socio-economic mean score, and social service was ranked second. A job where you could be leader ranked first in one comparison and a job which permitted self-expression ranked second in another comparison. In the three comparisons, choice of a job where you could be boss was associated with the lowest mean socio-economic score. No other job value was consistently and positively associated with low socio-economic status.

TABLE 4.10

	POSITION OF JOB VA	ALUES WH	POSITION OF JOB VALUES WHEN RANKED ACCORDING TO MEAN SOCIO-ECONOMIC STATUS OF BOYS CHOOSING JOB VALUE	O MEAN SOCIO-	ECONOMIC STATUS OF	BOYS CHOOSING	JOB VALUE
		1st Ch	1st Choice of Job Value	2nd Choice	2nd Choice of Job Value	3rd Choice	3rd Choice of Job Value
		Rank	Mean Socio-Economic Status <sup>l</sup>	Mean Rank	Mean Socio-Economic Status	Mean Rank	Mean Socio-Economic Status
-	l. Leadership	-	41.1	†	42.0	4	42.5
2.	Interesting Experience	4	38.9	m	42.5	o	33.7
۳,	Esteem	თ	34.2	_	44.3	_	45.4
4.	Power	10	34.0	10	29.8	10	31.9
5.	Securi ty	m	39.3	72	41.5	7	35.4
.9	Self-Expression	∞	35.0	9	38.4	2	43.6
7.	Profit	2	36.6	7	37.3	<b>∞</b>	35.4
<b>φ</b>	Fame	9	36.1	თ	31.1	m	43.1
9.	Social Service	7	39.4	7	43.5	9	36.8
10.	10. Independence	7	36.0	∞	33.0	5	38.5

Socio-economic index scores range from O (tobacco worker) to 96 (dentists and osteopaths).

A similar comparison was made of the values associated with high and low occupational aspiration levels (Table 4.11). The following job values were associated with high aspiration levels: self-expression; leadership and fame. Choice of a job where you could be independent or where you could be boss was associated with low occupational aspiration levels.

As can be seen in Table 4.12 thehypothesized relationship between the socio-economic status of boys named as best friends and lower class boys' upward-mobility orientation was not supported. Upward-mobile lower class boys are as apt to name lower class boys as best friends as they are to name middle class boys.

TABLE 4.11

POSITION OF JOB VALUES WHEN RANKED ACCORDING TO MEAN OCCUPATIONAL ASPIRATION SCORE OF BOYS CHOOSING JOB VALUE

				5	JUB VALUE		
		1st (	lst Choice of Job Value	2nd C	2nd Choice of Job Value	3rd C	3rd Choice of Job Value
		Rank	Mean Occupational Aspiration Score	Rank	Mean Occupational Aspiration Score	Rank	Mean Occupational Aspiration Score
_:	Leadership	7	43.4	7	40.5	7	48.7
5	Interesting Experience	9	41.1	m	45.4	∞	36.5
ς.	Esteem	5	9.14	7	9.44	٣	47.9
4.	Power	10	36.4	∞	38.1	Q	35.4
5.	Security	σ	38.8	7	41.7	'n	4.44
	Self-Expression		6.44	-	46.5	7	5.44
7.	Profit	œ	39.5	9	6.04	7	39.4
ω	Fame	٣	41.9	ιΛ	41.5	-	50.6
9.	Social Service	4	41.7	σ	37.7	9	43.4
•	10. Independence	7	41.0	10	37.3	10	32.9

### **TABLE 4.12**

# TWO-WAY CONTINGENCY ANALYSIS OF THE ASSOCIATION BETWEEN LOWER CLASS BOYS' MOBILITY ORIENTATION AND THE SOCIO-ECONOMIC STATUS OF BEST FRIENDS!

	Middle Class Friends	Lower Class Friends
Upward Mobile Lower Class Boys	32	40
Other Lower Class Boys	27	24

The obtained chi square was .85 and with 1 degree of freedom is non-significant.

#### SUMMARY

With the exception of mothers' educational levels and boys' CTMM scores, significant correlations were found between each of the independent variables hypothesized to be related to LOA and boys' LOAs. The correlation between self-concept of ability scores and boys LOAs was .44 in the validation sample and .47 in the cross validation sample. The correlation between fathers' occupational levels and boys LOAs was .31 in the validation group and .32 in the cross validation group.

Regression analysis was employed to test for the increase in precision with which the criterion was estimated when a third independent variable was added to the self-concept measure and fathers' occupational levels.

The obtained F's for increase in predictive precision were all non-significant.

In the validation sample a significant increase was noted when fathers' educational levels and boys' estimates of their fathers' levels

of educational aspirations for them were added to self-concept of ability scores and fathers' occupational levels in estimating boys' LOAs; however, a comparable increase did not occur in the cross validation group. These results demonstrate that the variance on the criterion measure can be explained as well by the first two variables as it can be by addition of other variables.

No significant relationships were noted between boys' socio-economic status and their choices of job values. In the analysis of the relationship between boys' aspiration levels and their choices of job values, a significant relationship was noted between aspiration levels and boys third choice of a job value. Finally, no significant relationship was found between lower class boys upward-mobility orientation and the socio-economic status of their best friends.

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#### CHAPTER V

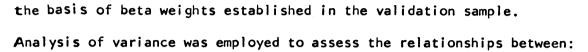
#### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The purpose of the study was to determine: (1) if relationships exist between the variables previously found to be related to aspiration levels of high school youngsters and the occupational aspiration levels of fifth grade boys; (2) the relative influence of those factors which were found to be significantly related to boys' LOAs; and (3) the extent to which accurate predictions of boys' aspiration levels can be made.

The sample consisted of 202 white fifth grade boys attending eight elementary schools in Waterford Township, a suburb of Pontiac, Michigan. The instruments administered by the classroom teachers included: (1) a questionnaire designed to gather personal and family data; (2) Haller's Occupational Aspiration Scale; (3) Centers' Job Values and Desires Check List; and (4) Brookover's Self-Concept of Ability Scale. Prior to the analysis of the data, boys were randomly assigned to the validation or cross validation sample.

Correlational analysis was utilized to examine the intercorrelations among the independent variables hypothesized to be related to LOA, and to determine the correlations between these independent variables and boys' LOAs. Regression analysis was employed to determine the relative weights of the variables found to be related to boys' LOAs. Regression analysis was further utilized to determine the degree to which boys' LOAs in the cross validation sample could be predicted on



- (1) boys' socio-economic status and their choices of job values and
- (2) boys' levels of occupational aspirations and their selection of job values. Chi square was employed to examine the relationship between lower class boys' upward-mobility orientations and the socio-economic status of their best friends.

When correlational analyses were applied to the validation and cross validation data, the following variables were found to be significantly related to boys' LOAs: fathers' and mothers' occupational levels; fathers' educational levels; boys' estimates of their fathers' and mothers' levels of educational aspirations for them; boys' self-concepts of ability; academic achievement when measured by a standardized instrument and boys' academic achievement as reflected in academic marks.

There was no significant relationship between boys' LOAs and their mothers' educational levels or between boys' LOAs and their mental maturity test scores.

When the data were analyzed by means of regression analysis, two variables accounted for approximately 27% of the reliable variance on the criterion measure. The self-concept of ability measure accounted for approximately 20% of the total criterion variance and fathers' occupational levels accounted for roughly 7% of the variance. The partial correlation coefficients for the other independent variables, when the influence of self-concept and fathers' socio-economic status

There were no significant relationships between boys' socioeconomic status and their responses to Centers' Job Values and

Desires Check List. However, when the data were examined, relationships between socio-economic status and choices of job values were
noted. In comparison with middle class boys, lower class boys tended
to over-select, "a job where you could be boss". Middle class
youngsters tended to select: (1) "a job where you would be looked
upon very highly by your fellow men" and (2) "a job where you could
help other people".

There was no significant relationship between boys' occupational aspiration levels and their lst or 2nd choice of a job value. However, a significant relationship was found between boys' occupational aspiration levels and their third choice of a job value. Low aspirers tended to over-select: (1) "a job where you could be boss" and (2) "a job where you could work more or less on your own". High aspirers preferred: (1) "a job where you could express your feelings, ideas, talent or skill"; (2) "a job where you could be a leader" and (3) "a job where you could be looked upon very highly by your fellow men".

The hypothesized relationship between lower class boys' upward-mobility orientations and the socio-economic status of their best friends was not supported by the analysis. Upward-mobile lower class

boys were as likely to name other lower class boys as best friends as they were to name middle class boys. Although it was not significant, the observed relationship between upward-mobility orientation and best friends' socio-economic status was contrary to the hypothesized relationship.

# Conclusions

Whether used alone or in combination with other variables, the self-concept of ability measure was the best single predictor of boys' LOAs. This measure was designed to reflect the expectancies which youngsters have internalized from significant others. These expectancies relate to the subject's estimation of his academic capability.

This set of expectancies may help explain the close relationship between boys' responses to the OAS instrument and to the self-concept of ability scale. In responding to the self-concept measure the boy reveals self-estimates of his capacity to perform in a school setting. Similarly, in responding to the OAS measure a youngster may be revealing self-estimates regarding his capacity to succeed in the work world as well as the value he attaches to doing well in that world.

Parents as significant others serve as important determiners of boys' self-conceptions. If parents convey to their children expectations that one day they will be professional persons or white collar workers, boys may perceive this communication as including the message, 'not only do we expect you to attain these levels but you have the capacity to do so." Because school serves as preparation for many of the high status

occupations, capacity to attain these job levels may also be seen to mean ability to perform in settings preparatory to entering these occupations.

If as a result of their home and school experiences, youngsters perceive themselves as academically inadequate, they would also tend to be modest in the occupational goals they set for themselves. For most people self-perceptions tend to be congruent, thus it seems unlikely that someone would perceive themselves as academically inadequate and at the same time perceive themselves as capable of entering an occupation which requires extensive academic preparation. There is another possible explanation for the close relationship between OAS responses and the self-concept of ability scores. If parents tell their child you can be a mechanic, they may be perceived as saying "you do not have the ability to be other than a mechanic".

Another important determinant of boys' aspiration levels appears to be their families' socio-economic status. Middle class boys' tendency to select occupations with high prestige may reflect their acquaintance with people employed in these occupations. Or middle class youngsters may select occupations which their parents view as appropriate for one of their social status. Finally, their choices may reflect middle class youngsters' perceptions of their occupational potential.

The tendency for lower class youngsters to select low status occupations may reflect their more limited awareness of the other alternatives available to them. Or lower class youngsters may limit

their choices to the kinds of jobs which they view as attainable. Whereas the middle class youngster may think in terms of what is appropriate, the lower class youngsters may think in terms of what is possible. The lower class youngster may also be encouraged to strive for a better job than his father's, but he may share his father's pessimism as to the possibility of actually bettering himself occupationally, and he may state his goals accordingly.

It appears that boys' aspiration levels are more heavily influenced by their fathers than by their mothers. Pre-adolescent boys are more likely to use males generally and fathers particularly as role models than they are to use females or even mothers. Boys in identifying with their fathers are apt to aspire to occupational levels comparable to their fathers and to reject occupations filled by their mothers. If mothers have considerably more education than the father or have a more prestigeful job than the father, the son may perceive white collar work as feminine and may reject these occupations.

The comparisons of the job values preferred by middle and lower class youngsters, as well as high and low aspirers, suggest another possible influence the home exerts on boys' occupational aspiration levels. Parents may not only establish certain occupational levels as desirable goals for their children, but they may also stress values which may be more readily satisfied in certain types of work rather than in others. Thus the middle class child is not only encouraged to become a business executive or a professional person, but he is

The lower class child is frequently encouraged to strive for a better job than his father's, but the values supporting striving behavior may not be transmitted to him. Like his father the lower class child may simply view work as a means of earning a living and little more. Lower class boys' choices of a job in which they could be boss or in which they could be independent, may simply reflect the working man's insecurity of being dependent on another for his livelihood and the wish to escape the constant supervision characteristic of unskilled work.

Studies with high school males have demonstrated the influence of peers' socio-economic status on boys' occupational aspiration levels. In the present study peers did not seem to exert a significant influence on boys' occupational aspiration levels. It appears that eleven year olds'are not as greatly influenced by their peers as are adolescents, and that the home exerts a more powerful influence on eleven year olds occupational aspiration levels. Or peer norms may influence many areas of the boys' behavior, but the pre-adolescent peer group has not developed norms governing occupationally related behavior.

# Recommendations

- Studies should be conducted with other samples of fifth grade boys to validate this study's findings. The samples, however, should adequately represent the lower and higher socioeconomic levels.
- 2. Similar studies should be conducted with younger boys to determine when occupational aspiration levels can be established as reliable phenomena, and to identify the factors which are related to aspiration levels at younger age levels.
- 3. Studies of this nature might also be conducted with females, members of minority groups and with nationals of other countries in order that factors related to occupational aspiration level may be better understood.
- 4. It would seem that additional studies should include other factors related to self-evaluation; for example, boys' subjective estimates of their social class status and their expectancies regarding levels of educational achievement.
- 5. Boys' identification with their fathers would appear to be an important factor in the development of occupational aspirations. Studies of aspiration level with elementary school boys would profitably include this factor in assessing the variables which influences aspiration level.
- 6. The use of depth interviews with elementary school boys would clarify the process by which boys progressively narrow their focus of interest in both fields and levels of work. Interviews would also enable the researcher to

investigate the ways in which parents influence boys' attitudes toward work, and the manner in which parents convey to their children desired levels of occupational aspiration. The interview may also be profitably used to assess the differential influence of mothers and fathers on their sons' occupational aspiration levels.

- 7. A longitudinal study would clarify how boys' aspiration levels develop and would enable the researcher to identify factors which influence aspiration levels at different periods of the boys' lives.
- 8. Factor analytic techniques would help delineate the factors underlying occupational aspiration level, and may help point to additional factors associated with boys' occupational aspirations.
- 9. Experimental studies directed toward influencing boys¹ aspiration levels would also help identify determinants of occupational aspirations.

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APPENDIX A

# DIRECTIONS:

Please read carefully the directions on each part of the questionnaire before you answer the questions. If you have any questions, raise your hand and I will help you.

The answers you give will not be shown to your teachers or anyone else, and will in no way affect your grades. No one will see the answers you give except the person making this study.

Your help in this study is greatly appreciated.

Му	Homeroom Te	acher	is:	<del></del>		<del></del>	
Sch	nool:						
1.	My name is	(prin	t)l	.ast	First	Middle	
2.	l am a	Воу		Girl _			
3.	are closer	to yo	ur 12th bi		you are now ll n to your lith		
4.	I make my or persons				he space which	shows the pe	rson
		1. m	other only	/			
		2. f	ather only	1			
		3. m	other and	father			
		4. m	other and	stepfather			
		5. f	ather and	stepmother			
		6. f	oster pare	ents			
		7. 0	ther relat	tives			
		8. o	th <b>er</b> peopl	le, not rel	atives		
5.	listed in	questi	on No. 4?		he person or po f you have live e ll years old	ed all your	

ll in the space.

	(check one of the statements below).
	l. has no job outside the home.
	2. has a part-time job outside the home.
<del></del>	3. has a full-time job outside the home.
the next	's occupation is: (If your mother DOES NOT work go on to question. If your mother works part-time or full-time, the kind of work she does and tell where she works.)
My father	
	's education consisted ofcheck ONE of the spaces below.
	's education consisted ofcheck ONE of the spaces below.  1. less than 8 grades
	1. less than 8 grades
	<ol> <li>less than 8 grades</li> <li>8 grades</li> </ol>
	<ol> <li>less than 8 grades</li> <li>8 grades</li> <li>some high school</li> </ol>
	<ol> <li>less than 8 grades</li> <li>8 grades</li> <li>some high school</li> <li>high school graduate</li> </ol>

GO ON TO THE NEXT PAGE

10.	My mother	's ec	lucation consisted ofcheck ONE of the spaces below.
		1.	less than 8 grades
		2.	8 grades
		3.	some high school
		4.	high school graduate
		5.	some college
		6.	college graduate
	******	7.	other (explain)
11.	As to cont ONE answer		ng my education beyond high school, my fathercheck
		1.	has strongly encouraged me to continue
		2.	has given me some encouragement to continue
	-	3.	has never said much about it
		4.	feels that I would be better off going to work after high school
		5.	feels that I should quit high school and go to work
12.	As to cont ONE answer		ng my education beyond high school, my mothercheck
		1.	has strongly encouraged me to continue
		2.	has given me some encouragement to continue
	*********	3.	has never said much about it
		4.	feels that I would be better off going to work after high school
		5.	feels that I should quit high school and go to work

GO ON TO THE NEXT PAGE

13.	The names of my best friends in THIS CLASS are:
	(Please give their full namesdo not use nicknames.)
	1.
	2
	3.

APPENDIX B

# OCCUPATIONAL ASPIRATION SCALE

- 1. This set of eight questions concerns jobs.
- 2. Read EACH QUESTION carefully. They are not always the same.
- 3. YOU ARE TO CHECK ONE JOB IN EACH QUESTION. MAKE SURE IT IS THE BEST ANSWER YOU CAN GIVE TO THE QUESTION.
- 4. Answer every question. Do not omit any.
- 5. If you do not know what one of the jobs is, just ignore it.
- 6. On the next page there are two practice questions. Let's try them.

To the teacher: All questions, including the occupations, are to be read aloud.

Practice	Question A.	is the BEST	listed in this question, which ONE you are REALLY SURE YOU CAN or SCHOOLING IS OVER?
		A.1	watchmaker
		A.2	senator
		A.3	public relations man
		A.4	ditch digger
		A.5	news-stand operator
		A.6	beautician
		A.7	fireman
		A.8	boxer
		A.9	secretary
		A.10	movie star
Practice	Question B.	would you cl	listed in this question, which ONE hoose to have when you are 30 YEARS were FREE TO HAVE ANY of them you
		B.1	file clerk
		B.2	steeple jack
		B.3	floor walker in a store
		в.4	ambassador to a foreign country
		B.5	grocery clerk
		в.6	wrestler
		B.7	nurse
		в.8	T.V. sports announcer
		в.9	forest ranger

B.10 music teacher

Question	1	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?
		1.1 welfare worker for a city government
		1.2 United States representative in Congress
		1.3 United States Supreme Court Justice
		1.4 sociologist
		1.5 filling station attendant
		1.6 night watchman
		1.7 policeman
		1.8 corporal in the Army
		1.9 county agricultural agent
		1.10 lawyer
Question	2	Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?
		2.1 singer in a night club
		2.2 member of the board of directors of a large corporation
		2.3 railroad conductor
		2.4 railroad engineer
		2.5 undertaker
		2.6 physician (doctor)
		2.7 clothes presser in a laundry
		2.8 banker
		2.9 accountant for a large business
		2.10 machine operator in a factory

Question	3	Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?
		3.1 dock worker
		3.2 owner-operator of a lunch stand
		3.3 public school teacher
		3.4 trained machinist
		3.5 scientist
		3.6lumberjack
		3.7 playground director
		3.8 shoeshiner
		3.9 owner of a factory that employs about 100 people
		3.10 dentist
Question	4	Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?
		4.1 restaurant waiter
		4.2 electrician
		4.3 truck driver
		4.4 chemist
		4.5 street sweeper
		4.6 college professor
		4.7 local official of a labor union
		4.8 building contractor
		4.9 traveling salesman for a wholesale concern
		4.10 artist who paints pictures that are

Question	5	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?
		5.1 farm hand
		5.2 mail carrier
		5.3 county judge
		5.4 biologist
		5.5 barber
		5.6 official of an international labor union
		5.7 soda fountain clerk
		5.8 reporter for a daily newspaper
		5.9 state governor
		5.10 nuclear physicist
Question	6	Of the jobs listed in this question, which ONE would yo choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?
		6.1 janitor
		6.2 head of a department in state government
		6.3 cabinet member in the federal government
		6.4 musician in a symphony orchestra
		6.5 carpenter
		6.6 clerk in a store
		6.7 coal miner
		6.8 psychologist
		6.9 manager of a small store in a city
		6.10 radio announcer

Question	7	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?
		7.1 mayor of a large city
		7.2 milk route man
		7.3 captain in the Army
		7.4 garbage collector
		7.5 garage mechanic
		7.6 insurance agent
		7.7 architect
		7.8 owner-operator of a printing shop
		7.9 airline pilot
		7.10 railroad section hand
Question	8	Of the jobs listed in this question which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?
		8.1 civil engineer
		8.2 author of novels
		8.3 diplomat in the United States Foreign Service
		8.4 taxi driver
		8.5 newspaper columnist
		8.6 share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
		8.7 plumber
		8.8 bookkeeper
		8.9 streetcar motorman or city bus driver
		8 10 minister or priest

APPENDIX C

1 plant of the

#### JOB VALUES AND DESIRES

If you had a choice of one of these kinds of jobs, which three would you choose?

(Put a number "1" by your FIRST choice. Put a number "2" by your second choice and a number "3" by your third choice.)

 Α.	A job where you could be a leader
 в.	A very interesting job
 c.	A job where you would be looked upon very highly by you fellow men $% \left\{ 1,2,\ldots ,n\right\}$
D.	A job where you could be boss
Ε.	A job which you were absolutely sure of keeping
 F.	A job where you could express your feelings, ideas, talent or skill
G.	A very highly paid job
 н.	A job where you could make a name for yourself, or become famous
 ١.	A job where you could help other people
J.	A job where you could work more or less on your own.

•

APPENDIX D

Place an "X" in front of the statement which best answers each question. For each question mark only ONE answer. Answer every question.

Ι.	How do you rate friends?	yourself in school ability compared with your close
	a. I	am the best
	b. I	am above average
	c. I	am average
	d. I	am below average
	e. I	am the poorest
2.	How do you rate your class at so	yourself in school ability compared with those in chool?
	a. I	am among the best
	b. 1	am above average
	c. I	am average
	d. I	am below average
	e. I	am among the poorest
3.	Where do you th class?	ink you would rank in your high school graduating
	a. a	mong the best
	b. a	bove average
	c. a	verage
	d. b	elow average
	e. a	mong the poorest

GO ON TO THE NEXT PAGE

4.	Do you think you have the ability to complete college?
	a. yes, definitely
	b. yes, probably
	c. not sure either way
	d. probably not
	e. no
5.	Where do you think you would rank in your class in college?
	a. among the best
	b. above average
	c. average
	d. below average
	e. among the poorest
6.	In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?
	a. very likely
	b. somewhat likely
	c. not sure either way
	d. unlikely
	e. most unlikely
7.	Forget for a moment how others grade your work. In your opinion how good do you think your work is?
	a. my work is excellent
	b. my work is good
	c. my work is average
	d. my work is below average
	e. my work is much below average

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8.	What kind	of	grades	do you	think	you	are	capable	of	getting?
		a.	mostly	y A's						
		b.	mostly	y B¹s						
		c.	mostly	y C's						
		d.	mostly	y D's						
		e.	mostly	v E¹s						



APPENDIX E



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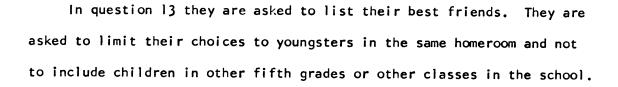
#### DIRECTIONS FOR TEACHERS

Most of your youngsters will be curious as to the purpose of the questionnaire. In order that all the children view the task in the same way, the following statement of purpose should be read by all administrators.

TODAY WE HAVE A QUESTIONNAIRE FOR YOU TO FILL OUT. THE PURPOSE OF THIS QUESTIONNAIRE IS TO GIVE US A BETTER UNDERSTANDING OF HOW FIFTH GRADERS LOOK AT THEMSELVES AND OF WHAT YOU THINK ABOUT DIFFERENT KINDS OF JOBS. LOOK AT THE TOP OF THE FIRST PAGE WHERE IT SAYS DIRECTIONS—READ THESE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD. After you have read the directions and if there are no questions, tell them ON THE BOTTOM OF EACH PAGE IT WILL TELL YOU IF YOU ARE TO GO ON TO THE NEXT PAGE OR IF YOU ARE TO WAIT, FOLLOW THESE DIRECTIONS, YOU MAY BEGIN.

Questions 6 through 12 are designed to elicit information about the child's mother and father. Although the youngster may not be living with his own mother and father, we are asking about the occupation and education of his real parents and not about his stepparents or other persons he may be living with. If the youngster cannot provide the information asked for, have them write "I don't know" in the space provided for the answer.

In questions 9 and 10, sub-part 7 allows the child to indicate other kinds of post high school education or training their parents may have received. Other youngsters may not be able to respond to these questions. In that case, they may simply write "I don't know" in this space.



# (SPECIAL NOTE)

Since the father's and mother's occupation is an important element in this study, it is extremely important that the youngsters describe the occupation fully enough to permit classification of the occupation. If the student's description seems incomplete, ask them WHAT DOES HE (SHE) DO or TELL MORE ABOUT THE JOB. Do not suggest job activity or job title. Ask only for clarification of what the mother or father does. Some responses which are difficult or impossible to classify are given below.

She works at a hospital--WHAT DOES SHE DO IN THE HOSPITAL?

He digs basements--HOW DOES HE DO THIS?
He works on cars at Bud's Auto Parts--WHAT DOES HE DO?

My father works at the Fisher Body in Lansing--WHAT DOES HE DO THERE?

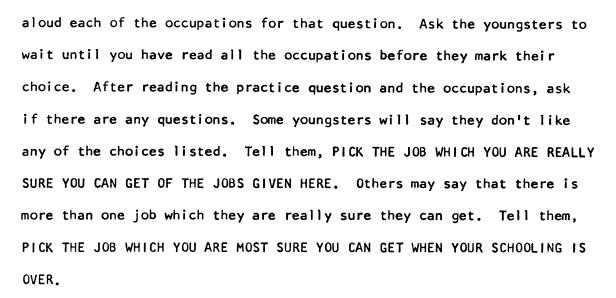
My father is a truck driver--COULD YOU TELL MORE ABOUT HIS JOB?

He is a builder for Carl Finch and Sons--COULD YOU TELL MORE ABOUT HIS JOB?

After 12 minutes or when all but a few have completed this section say, PLACE YOUR PENCILS ON THE DESK, THOSE WHO HAVEN'T FINISHED THIS PART MAY COME BACK TO IT LATER. TURN TO THE DIRECTIONS ON THE NEXT PAGE AND READ THEM SILENTLY WHILE I READ THEM ALOUD.

### Occupational Aspiration Scale

After you have read the directions on page 5 headed Occupational Aspiration Scale have the students turn to the next page for Practice Questions A and B. First read practice question A aloud and then read



After the youngsters have completed Practice Question A, read Practice Question B and all the occupations listed for this question, then ask ARE THERE ANY QUESTIONS. Some youngsters may ask about the meaning of the statement, if you were FREE TO HAVE ANY of them you wished. Tell them, FORGET ABOUT THE MONEY IT WOULD TAKE, AND THE TIME OR THE ABILITY IT WOULD REQUIRE--WHICH OF THESE JOBS WOULD YOU CHOOSE IF YOU WERE FREE TO HAVE ANY OF THEM YOU WISHED. When the youngsters have completed Practice Question A and B proceed with questions I through 8, in each case reading the question and occupations aloud and then permitting the youngsters to mark their response to the item. Since each item is different it is especially important that they understand each question.

# Job Values and Desires

After all youngsters have completed question 8 on the Occupational Aspiration Scale say, TURN TO THE NEXT PAGE AND READ THE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD. When you have finished reading the

the directions for the JOB VALUES AND DESIRES SECTION ask--ARE THERE ANY QUESTIONS, IF THERE ARE NO QUESTIONS YOU MAY BEGIN. Some youngsters will ask if they can select more than three responses. Tell them they are to select only three. Others may say they have only one or two choices. Ask them to make three selections. This section should take from three to five minutes.

#### Academic Self-Concept

At the end of five minutes or when all but a few have completed this section say, TURN THE PAGE AND READ THE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD. After you have read the directions ask, ARE THERE ANY QUESTIONS. One question which they may ask concerns the meaning of "school ability." If this question is asked say, SCHOOL ABILITY MEANS YOUR ABILITY OR CAPACITY TO DO SCHOOL WORK--IT DOES NOT MEAN THE MARKS YOU GET IN THESE SUBJECTS.

After the children have completed the questionnaire, would you check to see if they filled it out correctly. There is a tendency for some children to either omit an answer or to mark more than one response to an item. In the first instance they should be asked to fill in the item and in the second case they should select only one of the multiple responses they may have made to a question. Again it is important that they adequately describe their mother's and father's occupation.

When you have had an opportunity to check the questionnaires and when the children have made the necessary changes, would you have the questionnaires returned by the Pony Express System to Dr. Jameson's office.



-100-

Thank you for your cooperation.

George S. Weston Assistant Instructor College of Education Michigan State University



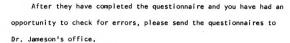
APPENDIX F

#### DIRECTIONS FOR TEACHERS

As you know, the researcher must demonstrate that the instruments used in his study are reliable, that they are measuring consistently the personality dimension they claim to measure. For this reason it is extremely important that the youngsters approach the second administration of this instrument with the same degree of seriousness they approached the first administration. The following introduction should help to develop this "set" on the part of your students.

TWO WEEKS AGO YOU ANSWERED A NUMBER OF QUESTIONS ABOUT YOURSELF AND THE KINDS OF JOBS YOU WOULD LIKE OR YOU WOULD EXPECT TO HAVE ONE DAY. TODAY YOU ARE ASKED TO ANSWER SOME OF THESE QUESTIONS AGAIN. YOUR ANSWERS TODAY ARE AS IMPORTANT AS YOUR ANSWERS LAST TIME. THINK CAREFULLY ABOUT THESE QUESTIONS AND ANSWER THEM AS HONESTLY AS YOU CAN. YOU WILL HAVE TIME ENOUGH SO YOU WILL NOT HAVE TO HURRY.

After you have read this introduction ask them to fill in the information on the bottom of the first page. When they have finished, ask them to read the directions at the top of the page while you read them aloud. The directions for administration are identical to those employed for the first administration of the questionnaire and you can use the same directions.



Thank you very much for your assistance and cooperation.  $\label{eq:cooperation} \text{Cordially yours,}$ 

George \$. Weston Assistant Instructor College of Education Michigan State University



APPENDIX G

Name						
Birth Date						
School		Teacher				
Father's Occupat						
Mother's Occupat						
Father's Educati						
Mother's Educati						
	<u>Standar</u>	dized Test Data	<u>a</u>			
C.A.T	•	<b>C.</b> 1	Г.М.М.			
R.VR.C	T.R	Lang. I.Q				
A.RA.F	T.A	N.L.I.Q.				
M.E.GS.P	T.L	Total I.Q				
	т.т					
	2nd Grade	3rd Grade	4th Grade	5th Grade		
Arithmetic	1	1	1	1		
Language	2	2	2	2		
Reading	3	3	3	3		
Social Studies	4	4	4	4		
Spelling	5	5	5	5		
	Av	Av	Av	Av		

Total G.P.A.

