SELECTED SOCIOECONOMIC FACTORS EFFECTING ACADEMIC PERFORMANCE OF PUBLIC AND NONPUBLIC ASSISTANCE STUDENTS IN LOGAN COUNTY

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CHAPTER I

INTRODUCTION

Significance of Problem

There is a need to determine the effects of such socio-economic factors as parental attitudes toward education, family role evaluation within the family, students' and parents' educational aspirations, and level of family source of family income on the academic performance of students whose families fall among the lower income groups in Logan County. A large percentage of high school students in Logan County are members of low-income families. It was the students and parents of these families on which this study was focused.

Many earlier studies have prediced the percentage of students who drop out of school, especially those from the low-income families, will continue to increase. If the drop-out rate is to be reduced, the public school personnel should have a clearer understanding of the effects of parental attitudes toward education, effects of the individuals' roles within the family, students' and parents' educational aspirations and level of family income on the academic performance of students from the under four-thousand dollar level. Such factors as parental attitude

toward academic performance and their educational aspirations are important and should be more clearly perceived by educators. Educators have long recognized the influences of the relationships within the family on the academic performance of high school students; however, these influences were not perceived at the low-income level by educators. These influences, as related to academic performance of students from low-income families, are often reflected in early drop-out or no post high school plans.

Industrialization in Logan County, and in the United States, has had the effects of lengthening the formal educational requirements for all youth. This broadening educational concept affects the entire adolescent population. The fact that more formal education is required of each high school student to secure a marketable skill places greater pressure on students of low-income families to stay in high school and to perform at a higher academic level.

As educators develop new and varied educational programs in the public school systems of Logan County, it becomes imperative that more is known about the social and economic influences on academic performance of low-income students. The students of low-income families are becoming a major concern of educators. This concern is caused by a wide range of socioeconomic problems. The intensity of the social problems that students of low-income families encounter is perceived as having adverse effects on their

academic performance as the standards at the secondary and post-secondary levels are raised.

The broadening concepts in curricula offerings are evident in the high school programs in Logan County. The 1963 Vocational Education Act provides the means for vocational programs at the secondary level to include all students who can profit from vocational training in its programs. This provides an educational program for those students who do not desire to pursue a college preparatory curriculum and an opportunity for students to develop a marketable skill at the secondary level as well as the post-secondary level. As larger numbers of low-income students seek vocational training at the secondary and post-secondary levels, more will have to be known about the social and economic factors which influence the academic performance of these students. This knowledge is important to school personnel who are effective in guiding students in improving their academic performances.

A number of studies have shown the drop-out rate at the high school level to be associated with poor academic performance. It is also shown that the drop-out rate is highest in areas with a high percentage of low-income families.[1] "The median school year completed by Logan County residents in 1960 was 9.0 years; some 1.4 years below the average for the State of Oklahoma. Furthermore, both men and women in Logan County had lower levels of school attainment than for Oklahoma in general."[2] If grade attainment

by residents in this county is to be increased, the academic performance of students must be improved. As school systems in Logan County gain a clearer insight of socioeconomic factors effecting the academic performances of these students, better programs can be developed to meet the needs of low-income students. Most secondary school programs are organized to meet the needs of the upper income students.[3] This practice in the public school systems has led to the concept that deprived students do not have the desire nor the ability to learn. It is an accepted fact that many professionals feel the "culturally deprived" child is not interested in education.[4] Socioeconomic factors influence the academic performance of a large percentage of low-income students.

There is a concern by local, state, and federal governments that it is possible that children of public assistance families are being prohibited from taking full advantage of educational opportunities. The underlying concept is that there are factors associated with public assistance that causes several generations of persons to expect and accept public assistance. Schools are continuously seeking ways and means of better educating students of this socioeconomic level who enter the labor market directly from the secondary schools. Basic to accomplishing this task is understanding socioeconomic factors that effect the academic performance of large numbers of these students.

The educational demands made of the students at the lower socioeconomic level require parents of these students to take a more active interest in their school affairs. In an interview, Durkin found over 50 per cent of the white and 70 per cent of Negro parents said education was the thing they missed in life and wanted their children to have. If Durkin's conclusions are correct, the public schools are likely to serve a larger percentage of the educational needs of the disadvantaged. Because large numbers of students at this socioeconomic level are not willing to accept deferred gratification, vocational education probably will be the educational program which will appeal to a larger number of these students. It will be the responsibility of educational personnel to help the students of this socioeconomic level in understanding their educational needs.

> It is the cumulative interaction of students, staff, content, methods, resources, school and community milieu, and family relationships which directly affect the development of the individual's potential. As educators comprehend these interactions and deepen their insights and understandings of the impacts on learning, they build a more meaningful construct of the teacher learning process. As educators understand that there are individual abilities ignored or slighted by school programs, that groups of youngsters are confronted with learning tasks inappropriate for them, and that cultural and subcultural forces significantly influence pupil achievements, they begin to see the rough outline of a framework for thinking about a multidimensional approach to nurturing individual potentials.[5]

If the Logan County school systems are to aid the disadvantaged students in obtaining a high degree of upward social mobility, a clear perspective of parents' aspirations

for the students must be perceived. The educators' perception of parents' educational aspirations for the student and their attitudes toward education are important in attempting to improve the academic performance of secondary students; also, students' educational aspirations as well as the evaluation of roles within the family will provide a basis for developing better methods and techniques of helping these students improve their academic performance.

Objectives of the Study

The purpose of this study was to investigate the effects the source of family income has on the disadvantaged students' level of academic performance. The study investigated family evaluation of role relationships and determined the effects on aspiration and level of academic performance of low-income students. A third purpose was to determine similarities or differences between students' aspiration for themselves and the mother's aspiration for the student. A final purpose was to investigate the similarities and differences of the students and mothers attitudes toward education.

Specifically, the study was designed to achieve the following objectives:

1. To determine whether the source of family income, public or non-public assistance, has an effect upon the academic performance of students from the same socioeconomic level.
2. To determine whether there is a relationship between the parent's educational aspirations

for the child and the child's educational aspiration for himself.

3. To determine the effects of family role evaluation within the family on the academic performance of students of the same socioeconomic level.

Hypotheses of the Study

The following hypotheses were tested in this study:

1. Students from public assistance and nonpublic assistance low-income families will differ in perception of their level of academic performance, and nonpublic assistance students will have a higher recorded level of academic performance.

2. Evaluation of family roles within the family will influence the source of family income, aspired levels of education, and levels of academic performance of students of public assistance and nonpublic assistance families.

3. There is a positive relationship between parent and child attitudes toward education and their educational aspirations for the child.

Definition of Terms

The terminology used in this thesis reflects the thinking of professionals who have studied the problems of low-income people in the United States. For the purposes of this thesis, the following basic terms are defined.

Socioeconomically deprived describes children of low-income parents who live in our affluent society but do not share its benefits.[7]

Low-income refers to a level of income that does not exceed four thousand dollars per year.

Academic performance is the cumulative grade average

for the last two semesters prior to January 28 of the 1968-69 school year.

Social strata refers to a socioeconomic level in which families are classified due to level of income. For the purpose of this study the income level is four thousand dollars.

Family implies to two or more persons living in the same household who are related to each other by blood, adoption, or a foster arrangement.

Family role evaluation refers to the rating of activities and relationships within the family which contribute to close adherence as a family unit.

Parent includes the mother, stepmother, or other adult female who performs the function or role of a mother.

FOOTNOTES

[1]U. S. Department of Agriculture, Economic Development Division, Rural People in the American Economy (Washington, 1966), pp. 20-21.

[2]Overall Economic Development Plan for Logan County (Guthrie, 1967), p. 14.

[3]Patricia Sexton, Education and Income (New York, 1961), p. 199.

[4]Frank Riessman, The Culturally Deprived Child (New York, 1962), pp. 2-8.

[5]Henry A. Passow, Nurturing Individual Potentials (Washington, 1964), pp. 1-2.

[6]A New Concept in Vocational Technical Education in Oklahoma (Stillwater, 1966).

[7]Barbara H. Kemp, The Youth We Haven't Served (Washington, 1966), p. 8.

CHAPTER II

REVIEW OF THE LITERATURE

Supporting Statements

The attitudes of parents toward education, their aspirations for the child, and the evaluation of family relationships by parent and child are evidenced in the level of the academic performance of the child. A substantial amount of knowledge regarding academic performance has been obtained through studies of levels of aspirations, achievements and occupational choices.

Buck studied the cause of drop-out closely related to academic performance and concluded a wide range of socio-economic factors caused the drop-out.[1] Children of low-income families are frequently retarded to a greater degree in subject matter comprehension and grade level than their better-off counter-parts.[2]

Parental Attitudes Toward Education

It is recognized by many educators that the level of academic performance is the best single indicator of school success or failure. The parents play a major role in stimulating and influencing the academic performance of students. If students of low-income families are to perform at a high

academic level, many of them may need parental encouragement. In order to perform the parental responsibility of encouraging the students, the parents must have a positive attitude toward education. The student's attitudes are often a mirroring of the parent's attitudes toward education. Larkin found that children are in many ways the products of their parent's cultural as well as biological backgrounds.[3]

Data are presented which provides evidence that parents influence children's occupational decisions through their attitudes toward them and their identification with them. It was shown by Brunkan that attitudinal stance of parents was most important in influencing the child.[4] It is believed that students of many low-income families fail to receive parental encouragement to strive for high academic performance. Many of these students do not encounter parents with high scholastic aptitudes and intelligence. Kirkendall and Ard cited studies which substantiated the concept that many academic problems of youths seem to be related to their attitudes toward and the quality of their home relationships. The studies also revealed that childhood socioeconomic levels are related to the scholastic aptitudes and intelligence performances of adult subjects.[5]

Whether parental attitudes toward education stimulate high academic performance of the students depend on the students' perception of their parents' attitudes. When adolescents were asked if they perceived parents as being significant in influencing attitudes and beliefs, and when

trying to make up their minds about something important to whom do they turn for advice, nine of every ten respondents named one or both parents.[6] It is recognized that the level of academic performance is one of the most crucial aspects of the students' school involvement. Many students who do not set high goals of academic performance may do so if they are encouraged. Parents, as well as teachers, can influence disadvantaged students' academic performance by helping them see themselves as individuals and to see that they have the ability to make worthwhile contributions to their community and the world.[7] The researcher sees the parent as having an advantage in encouraging high academic performance.

The students' empathetic understanding of the parents' attitudes toward education serves as a stimuli or suppressive technique to effecting academic performance. A study of parental relationships with regards to self esteem and intellectual achievement was conducted by Hallenbeck. Grade points were used as a measure of intellectual achievement. The study showed empathetic understanding among males to be significantly related to intellectual achievement. The strongest relationships existed between father-son, and the weakest relationship was between the father-daughter.[8] The implication of this result was that the father influences the student adjustment and academic performance.

Many students of public assistance families do not have fathers as a part of the family unit; therefore, the effects of the father on adjustment and academic performance

of these students are absent. This indicates that parental encouragement of academic performance can only be received from the mother. It has been found that the level of the mother's education is directly related to the child's grade level acheivement in school. For each increase in the level of education of the AFDC homemaker, there was a corresponding decrease in proportion of children leaving school to provide family support. Also, the higher the educational level of the mother, the lower the proportion of children showing retardation.[9]

Educators expressed some desirability of parents assuming the leading role of encouraging high academic performance of their children. There appears to be a positive relationship between parents' educational values and the students' level of academic performance. Studies have shown that parents of underachievers have less education; and their values tend to be neutral or negative with respect to education, while the parents of achievers tend to value education positively. It was also shown that the relationship which exists between the underachiever and his parents tend to be a more distant one, psychologically speaking, than the relationship which exists between the achiever and his parents. Also, the parents of the achievers showed a greater tendency to push their children toward achievement not only in school but in other areas as well.[10]

Attitudes of parents toward education produce many characteristics in their children that affect their level

of academic performance. Parents' attitudes are believed to affect independency and academic maturity of high school students. The possibility that parents' attitudes and child-rearing practices might conceivably be related to the academic achievement of their children has been suggested by Shaw. He concluded from his study in "Parent Attitudes Toward Independent Training and Academic Achievement of Their Children," that parents of achievers were more specific, wanted their children to learn to make their own decisions, and expected them to be more adult-like in behavior. The parents of the underachievers were more concerned with their children protecting their personal rights.[11]

The trend of predicting academic success of low-income students has been toward assessing the effects of non-intellectual factors are evaluated in relationship to the student's level of academic performance which is interpreted in terms of grades earned. When academic performance was determined, it was useful in predicting the students' continuation in school.[12] Many authorities who have worked with deprived children agreed that many of these students' low level of academic performance was due to factors other than inate mental ability. Finger and Schlesser concluded that many students perform below their potential level of academic abilities and showed little concern about their poor academic performance. They suggested there are some values or attitudes which prevented the striving for school success, and school achievement must be related to a

complexity of cultural commitments stemming from self and parents' expectations for school and career.[13]

Educational Aspirations of Parent and Child

Sociologists agree that an individual may be strongly or weakly motivated toward achievement or a particular goal regardless of the prestige rank or social value or the goal. Therefore, goals toward which individuals are oriented vary in kind and level.[14] Level of aspiration is seen as a function of the seeking of success, avoiding of failure, and the cognitive factor of a probability judgement.[15] It appears to the researcher that several factors relating to the parents affect educational aspirations.

Parental Aspirations for the Student

It appears to be important that students of low-income families encounter personal situations which will encourage the development of high educational and occupational aspirations. The more personal the information the student uses to influence their aspirations, the more important the source of information is to the student. Ozack concluded that some sources of information, especially personal ones, are more important than others in channeling a person's occupational preference.[16] The level of educational aspiration parents possess for their children appears to be evidenced in the students educational plans beyond high

school. Broda's study showed parentally stressed aspirations to be positively related to plans to attend college.[17]

Parents can effectively stimulate high levels of educational aspiration among their children; however, the researchers believes the degree to which the levels of aspirational motivation possessed a higher degree of ambition than those receiving low aspirational motivation.[18] Bell's study showed that a relationship existed between the educational level of parents and the selected college and post college plans of Negro students.[19]

Socioeconomic Status of Parents

The educational aspiration level of students may be affected in a number of ways by their parents. It has been shown that socioeconomic status is positively related to educational aspirations, and students of the lower social status are less likely to aspire for college than are the students of higher social status.[20] If low-income students are to have high educational aspirations, they should be exposed to educational frames of references early in childhood. Turner indicated that during adolescence the individual makes choices and formulates goals which orient him toward his approaching adult status. Ideally, one evaluates the cultural goals and formulates personal goals to project his future status in numerous social structures.[21]

A number of studies of "social class position of parents and their children's actions," revealed a positive

relationship between an adolescent's family class position and his social behavior in the community. Holloway and Berreman studied the phenomenon of race and social class by testing the hypotheses that: Lower class Negroes are faced with obstacles of both class and race, would be expected to plan below their aspirations and that all students share the general cultural value of high achievement but are faced with obstacles imposed by class position. The results of the study suggested that educational aspirations are the same regardless of class; however, educational plans are affected by class and Negro plans do not fall below those of white students on the same class level with regards to education and occupation.[22] The idea that low-income families are usually engaged in occupations or work situations that have little or no status and that their children's level of academic motivation is greatly influenced by the educational and occupational values of the parents is supported by Kahl. The Kahl study showed educational climate of the home, families desires to sacrifice for the education of the child, and the degree of parental stress on education to have a positive effect upon aspirations.[23]

The Burchinal study, "Differences in Educational and Occupational Aspirations of Farm, Small Town, and City Boys," investigated the relationship between social and community orientation. Burchinal concluded that there is a rank order in educational aspiration levels of urban, small town, non-farm oriented, farm, and farm-oriented boys when

the small town and rural areas are low in industrialization. Also, parental involvement in educational decision making was lowest among farm students, with mothers more involved than fathers in the educational decisions made in all the groups.[24]

Mobility Orientation of Parents

The concept that parents who have downward social mobility orientations frequently encourage upward social mobility is supported by Lipset and Bendix. Their findings showed 64 per cent of the sons of downward mobile fathers planned to attend college, while only 45 per cent of the sons of neutral fathers planned to attend college. However, the study showed downward mobile mothers had the greatest significant relationship with regards to the son's mobility potential.[25] Ellis and Lane studied the social mechanisms that lead lower-class youth to use college as a mobility channel. It was concluded from the study that upward mobility is linked to a distinctive pattern of maternal authority within the nuclear family and depends upon outside structure support, such as high school teachers and peer groups.[26]

Student Aspirations and Academic Performance

Aspirations and academic performance of students have long been a major concern of teachers in the public schools. These areas of interest have been assessed and should continue to be assessed, especially at the lower socioeconomic

level, in order to aid in developing a successful teaching process of the socioeconomically disadvantaged. If the school personnel are to meet their developmental responsibility of the socioeconomically deprived students' educational aspirations, academic performance should be explored on the low socioeconomic level. Kemp perceives the school as having the responsibility of developing the socioeconomic disadvantaged both personally and academically.[27]

Self-Concept

The socioeconomically deprived students do not succeed or fail in an academic or social vacuum. They perform at a given academic level because of the interacting variables which make up their interpersonal environment. Self-concept, as used in most research, is the product of the personality structure of the individual which determines the degree of adequacy one sees himself as possessing. The researcher perceives self-concept to be a vital aspect of academic performance. Fink concluded that to a significant degree, an adequate self-concept is related to high academic achievement and an inadequate self-concept is related to low academic achievement.[28]

The relationship between academic performance and self-concept has been described as being reciprocal.[29] In many instances negative self-concept appeared to impede academic achievement, in other instances, negative self-concept is perceived as being the product of poor achievement. Berger

studied this phenomenon in college students and reports that:

> Students with a high score on 'willingness to accept limitiations' tend to get better grades. Underachievers, by contrast, were able to accept only the good in themselves and evidenced idealized self-images which did not correspond to reality. They established extremely high standards for themselves, wholeheartedness of effort, and expressed the belief that they should achieve at a high level with little effort. They were unwilling to risk being wrong, being disappointed, or doing poorly.[30]

There is support for the belief that a positive relationship exists between self-concepts, or self-perception and aspirations. Anderson concluded that self-perception has important effects upon the level of aspirations and that a young person's view of his educational potentials are influenced by his perception of the expectations and evaluations that others have of him. Finally, that there is a strong relationship between one's self-perception of his academic abilities and academic achievement.[31] A frequently asked question is, "can the self-concept of the disadvantaged child be changed in a positive direction by education?" Campbell, Yorrow, and Yorrow concluded that education can change self-concept; however, the permanence of change depends in large part on the support given for such change at home.[32]

Peer Group Influence

The effects of peer group influence are highly evident by the students reactions to the level of the aspiration situation in a similar way. Whereas, unsuccessful children

lacking in self-confidence may adopt one of a number of different behavior techniques in this situation. Furthermore, experimentally induced, success brings the reactions of all subjects in regard to level of aspiration into a more homogeneous distribution than do the neutral conditions of situations.[33]

Simpson studied the effects of peer group influence and concluded that the social status of close peers had an influence upon the level of occupational aspirations.[34] Also a study of 17-year old boys revealed that peer interactions had an effect upon the level of educational and occupational aspirations.[35]

Peers serve as an important socialization process for high school students; however, low-income students' peers are less likely than upper income students' peers to encourage high academic performance. Davis stated that socialization is fundamentally rooted in social class in two ways: the family and the school clique of peers with which the child will ordinarily associate and the social cliques which may serve as alternate role-models to the family. These are generally limited by one's class antecedent.[36] Whether students achieve the adult approved objectives of socialization depends upon the peer group relationships. Grinder investigated the hypothesis that great emphasis on youth-centered activities might well interfere with or outright negate such adult approved activities as academic achievement. The major findings of Grinder's study were that the academic

performance was negatively associated with peer relation interest and that clique membership was associated with status seeking.[37]

Intelligence

Several research studies and publications are in evidence that supported the ideas that educational aspirations are affected by one's intelligence. Curry concluded that the level of academic achievement is controlled to a degree by the intelligence of the individual. He further stated that "as the individual's ability decreases from high to low, the effects of social and economic conditions on scholastic achievement increases greatly."[38] This situation was basically operative with language, which is recognized as a factor in the learning process of low-income students.

The concept that youth of low intelligence are concentrated in the lower social classes, and this effects the low level of aspirations associated with this group is substantiated by Sewell, Haller and Straus.[39] Miller and Newman studied social and economic conditions of Negroes in the United States and found the average Negro youngster in the final year of high school is performing at a ninth grade level as compared to white students. The gap in achievement level between Negro and while students widens between the sixth and twelfth grades.[40]

Intelligence is a vital factor in effecting aspirations for training at the college level. A student's aspiration

for college training and his level of intelligence tend to show a positive relationship. Sewell studied the relationship between educational aspiration and college plans and found students who scored in the top third in intelligence were nearly twice as likely to plan to attend college as those students scoring in the middle third, and more than four times as likely as those scoring in the lowest third.[41]

Family Role Evaluation and Their Effects On Academic Performance

The family role evaluations within the family were investigated and related to academic performance and abilities of high school students in a number of studies. Malik investigated family relationships and educational patterns of Canadian children. The study of patterns of education among grown-up children in families where the father had completed eight years or less grades of education showed a higher grade level attainment. However, children of public assistance families had a higher drop-out rate in relationship to the level of the father's education.[42]

Parents of low-income families are beginning to realize that education is an important part of the socialization process. The effectiveness of the socialization process on the low-income students depends upon the perception of relationships within the family and their effects on the students' academic performance. Malik discusses the importance of family relationship function most eloquently as follows:

> By defining values, goals and social expectations for their children, in the course of socialization, parents can communicate the importance they attach to education, as an activity valuable in itself or as a valued means to occupational success. In addition parents may communicate the more general values which aid scholastic achievement by emphasizing the satisfactions of individual success and the wisdom of deferring immediate satisfactions in order to achieve more distant goals. In various ways parents may express their expectations to their children by indicating how far they are expected to go in school, how well they are expected to do and what aspects of education are important.[43]

The family relationships encountered by the child have an effect upon the level of academic achievement. Lanning and Robbins discuss the contributing factors with regard to family relationships that hindered the child from working to the level of his academic ability. They concluded that:

> Underachievement can be (1) the child's way of 'getting back' at his parents for some perceived fault such as rejection, over-severe demands, or favoritism for a brother or sister; (2) the result of a low level of aspiration on the part of the parents for the child; and/or (3) the results of poor self-concept originating in poor family relations.[44]

It appears that effects of the role relationships within the family on the student's academic performance is partly affected by the socioeconomic status of the student's family. The higher the socioeconomic status of the family the more positive the effects of the family and its relationships appear to be upon academic performance. Levine reviewed the work of Herriatt and St. John on the relationship of the socioeconomic status of the family and its effect on academic performance. He reported that teachers and principals of

low socioeconomic status schools report more family instability, less parental support, and lower scholastic performance among their students than did teachers and principals in high socioeconomic status schools.[45]

The effects of family role evaluations of the family upon the academic performance and educational aspirations of the student is affected by the structure of the parental authority in the family. Ellis studied the social mechanisms that lead lower-class youths to utilize college as a mobility channel. His findings revealed upward mobility to be linked to a distinctive pattern of maternal authority within the nuclear family and dependent upon the outside structures, such as schools for support. Ninety-six per cent of the lower class youth cited one parent, usually both, as having influenced them to continue their schooling beyond high school; however, only 19 per cent cited the father as being responsible.[46]

Heath conducted a study to predict occupational status of males who were not planning to attend college. Heath investigated the relationship between occupational status four years after high school graduation and several independent variables. This investigation was made by using multiple regression techniques. The results suggested that family background is important but not as important as high school achievement and post-high school training in predicting the occupational status.[47] Some 25 studies which related to educational and occupational aspirations were

reviewed. The general hypothesis, "that level of educational and occupational aspirations of youth of both sexes are associated with the social status of the family," was tested. It was found the youths' level of educational and occupational aspirations are associated with the social status of the family. Data from a sample of high school seniors were collected and analyzed. The analysis showed no relationship between the social status of the students' homes and their level of aspiration when measured intelligence was controlled.[48]

Level of Family Income as It Effects Academic Performance

Literature supports the concept that family income is a partial determinant of the grade level attained by a student. However, it is widely claimed that the lower the socioeconomic status of the student, the greater the probability that the academic performance will be low, and dropout will be at a lower grade level. Kadushin stated that "low-income means less likelihood of going beyond high school and greater likelihood of lower educational achievement.[49]

Medsker and Tyent studied 10,000 students of the 1959 graduating classes in 14 midwestern communities. The results showed that the scholastic ability and high school rank were closely related to college attendance. It was further revealed that the level of the fathers' occupation was more

important than ability or high school record in determining who attends college.[50] Family income becomes a controlling factor in virtually every aspect of education as the family income determines, to a large degree, the socioeconomic status of the family. Davis and Land believe the home background is a vital source of information about the disadvantaged student and that much of the underachievement is related to home background of the students, especially as it concerns the socioeconomic status and education of the parents.[51]

A study of "Vocational and Educational Goals of Rural Youth in Virginia" showed that the higher the level of living, the greater the amount of financial assistance expected for education; and more parents and children in the low-level of living group felt that parents would be unable to provide financial assistance.[52] The feeling that financial support for education from the parent is available is an important stimulus in encouraging students to perform at a high academic level and aspire for training at the post-high school level. If this ideal is to be achieved by low-income students, the level of academic performance and persistence becomes highly important.

The problem of persistence to completing high school becomes accented among rural low-income school populations. The low-income are in no position to deal with society's complexities. Frequently they become isolated from tangible relations to the social structure. This condition can be

seen in the high school drop-out rate of rural poor. At each age between 14 and 24, lower proportions of rural than urban youth are enrolled in school. Non-enrollment was highest among rural-non-farm non-white males.[53] Perhaps the attitude regarding persistence in high school of the disadvantaged rural youth can best be illustrated by observations recorded in a Lousiana study of rural drop-outs, both boys and girls, ages 16-19 years:

> Three-fifths of the boys and one-half of the girls did not regret leaving school, and over two-thirds of the boys and almost three-fourths of the girls reported that nothing would have kept them in school. The basic problem of the drop-out is, therefore, their apathy toward education, and their feelings that schooling has little or no relation to adult life.[54]

Summary

This completed the review of literature that related to parental attitudes toward education, educational and occupational aspirations, family role evaluation within the family and its effects on the student's academic performance, and literature related to level of family income and its effects on the students' level of academic performance and grade attainment.

Relationships between variables reviewed and their effects on students academic performance appear to be rather complex. Studies made by educators, sociologists, and persons of other disciplines reviewed herein reveal a need for further investigation of the socioeconomic factors affecting

low-income students' level of academic performance. The rapid increase in population and lengthening of the formal education requirements to enter the labor markets require a larger percentage of low-income students to perform at an academic level that will allow students to complete high school and pursue post-high school training if desired.

FOOTNOTES

[1]Roy E. Buck, "The Role of Vocational Agriculture in the Social Economic Development of Rural Youth," Agricultural Education Magazine, XXXV (October, 1962), pp. 62-63.

[2]Lola M. Irelan, Low Income Life Styles (Washington, 1966), p. 31.

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CHAPTER III

METHODS AND PROCEDURES

Introduction

The primary purpose of this chapter is to describe methodology used in the Logan County Youth Study, methods by which this study was developed, the population selected, the sampling procedures used, and the method of data collection and analysis. The purpose of this study was to investigate the effects of parental attitudes toward education, educational aspirations of parent and child, and, finally, the source of family income on the academic performance of students from the four thousand dollar or lower income strata.

Procedures

The months of October and November, 1967 were devoted to developing procedures for coordinating the research team's efforts in conducting the overall project and delineating specific interests of research members who would be required to produce theses and dissertations. On December 15, 1967, a meeting was held with Dr. Jehlik, Director of Cooperative State Research Service, Washington, D. C.; and approval was given this researcher to utilize data from

the Logan County study in the production of this dissertation. Also, the U. S. Department of Agriculture made it manditory that the researcher publish the findings of his dissertation.

Selection of High Schools in Logan County

The research team arrived at the decision to include all Logan County high schools in the study after careful analyzation of the overall Economic Development plan for the county and other school census data relevant to each high school. Dr. William H. Hale, President of Langston University, made the initial contact with the superintendents of schools and explained the proposed study. Official contacts on behalf of the project and the research team were made by Dr. Donald E. Allen. Subsequent personal discussions were held with each school superintendent during the month of December, 1967. The superintendents gave their approval contingent upon agreement of principals of the high schools to participate in the study. The director, a member of the research team, and the researcher visited the principals and counselors of each school, explained the research project, and secured their cooperation for participation in the project. Also, at this conference, schedules for administering the student questionnaire were developed; and the number of students in the tenth, eleventh, and twelfth grades were determined.

State and County Departments of Social, Institutions, and Rehabilitative Services

Since this study involved students of welfare recipient families, it was necessary to work with the Department of Institutions, Social and Rehabilitative Services. The director of the project initiated contact with the State Director of Institutions, Social, and Rehabilitative Services to explain the research to be conducted in Logan County and to ascertain procedures for utilizing county records of Aid to Families of Dependent Children in Logan County. Upon receipt of correspondence, a personal visit was made to the Logan County offices of Institutions, Social, and Rehabilitative Services to discuss with the county director the research project and the types of information desired. The county director of this agency gave approval and explained the conditions under which the county AFDC records were to be utilized.

Instrumentation

Several instruments were studied and evaluated for possible use in the Logan County study. It was decided by the researcher and the Logan County research team that more appropriate instruments for use with this study could be developed. The construction of the instruments for use was initiated by members of the research team devoting time to the development of questions and statements appropriate to

to the areas to be investigated. After a period of six weeks, a final form of the instruments was agreed upon by the project director and the research team. Sample instruments were given to members of the researcher's advisory committee and project consultants for comments and suggestions. Upon receipt of the instruments the necessary adjustments were made to correct the suggested weaknesses observed by the committee and consultants.

Description of the Instruments

The instruments consisted of a student and parent questionnaire. The questionnaires were constructed so that specific questions were applicable to the students, their mothers, and fathers. The questionnaires were likewise designed so that certain information was reciprocally obtained.

The student questionnaire was constructed so that data could be obtained in four specific areas that the research team felt would have an effect on the students' academic performances. The first part of the student questionnaire was designed to secure personal data about the student. Then a series of statements were developed to ascertain the students' perceptions of their level of academic performance, subject matter area that posed difficulty for the students, and their attitudes toward the subjects. Also this part of the questionnaire was designed to secure data as to how the student rated themselves on selected items regarding academic abilities. Following this series of statements, items

were designed to secure data regarding the students' educational, occupational aspirations, factors influencing their aspirations, and their knowledge of post-high school institutions in Oklahoma.

The remainder of the questionnaire was designed to secure data to measure family role evaluations, students' perception of the parents' aspiration for them and the economicability of the family to help the student achieve his aspirations. Finally, the last part of the questionnaire was designed to ascertain data useful in evaluating the health and nutritional habits of the students.

The first part of the parent's questionnaires was designed to secure data on family role evaluation. The second part of the questionnaire was designed to secure data on the parents' aspirations for the child and their attitudes toward education. The last part of the questionnaire was designed to ascertain data for evaluating the economic level of the family, its potential for helping the child achieve his aspirations, and the degree to which families have been involved with professional change agents. This thesis utilized selected items from the student's and mother's instruments only. Father responses were not considered in this study.

Pilot Testing the Instrument

The Cushing High School, Cushing, Oklahoma, was chosen by the Logan County research team as the center for pilot

testing the questionnaires. This center was chosen because of the close proximity of cultural, social, and economic features of this area to Logan County.

The decision was made to utilize 36 senior students and their parents. On January 16, 1968, the questionnaires were administered by two members of the research team. Questionnaires were mailed to the mothers and fathers of these students on the same day. They were asked to return the questionnaires within one week. In order to stimulate students and parents to return the parent questionnaires, forty cents per parent questionnaire returned was offered by the research project. A 52 per cent return of the parents' questionnaires was achieved. Upon return of the parents' questionnaires to the school, an evaluation of the students' and parents' questionnaires were made by the research team. Corrections were made in areas of the questionnaires where the pilot testing indicated needed changes. The questionnaires were then produced and prepared for administering to the population of the Logan County study.

Procedure of Administering the Instrument

The questionnaires were administered at each school according to a predetermined time schedule. The student questionnaires were administered by designated teachers or counselors in each school. The research team developed a standard procedure to be used by teachers at the five high schools in which the questionnaires were administered. When

the questionnaires were completed by all tenth, eleventh, and twelfth grade students, they were returned to the central office. Members of the research team transposed data on level of academic performance from the school records to each student's questionnaire. Members of the research team prepared the parents' questionnaires to be mailed to the mothers and fathers of the students on the date that the student questionnaires were administered. The questionnaires were mailed to the parents under a cover letter written to the parents (see Appendix A). The students were instructed to bring the parents questionnaires back to the school principal one week from the date on which the student questionnaires were administered. The students were informed that fifty cents per parent questionnaire returned would be given each student. The returned parent questionnaires were collected at each high school included in the study one week from the date the student questionnaires were administered.

The families selected to be interviewed were administered an interview instrument. The mother's questionnaire was used as an interview instrument. The director of the Logan County study and the research team as well as the researcher and members of his advisory committee agreed that the mother's questionnaire should constitute an adequate interview instrument.

After the sample to which the instrument was to be administered was determined, an interview schedule was then developed. The interview sample was determined by identifying

welfare recipient parents who did not return the parent questionnaires that were mailed in the earlier stages of the data collection.

Description of the Population

The population of this study included all low-income students enrolled in the tenth, eleventh, and twelfth grades in the five high schools in Logan County as of the date of administering the instruments. The students were classified as low-income based upon their parents statements that the family's annual income was four thousand dollars or less. Most of the population's residents were outside the incorporated city limits of Guthrie, Oklahoma--the only city in the county that could be classified as urban. Therefore, the major portion of the population could be classified as rural or rural oriented.

The subjects in this study included 60 students from families who were receiving aid to families of dependent children, administered through the Department of Institutions, Social and Rehabilitative Services, and 85 students from families with an annual income of four thousand dollars or less and not participating in public assistance programs. This gave a total of 145 subjects who completed student questionnaires.

The adult subjects included in this sample are the parents of the students in the sample and were selected by the same criterion measure used to select the student

subjects.

Design of the Study

The researcher's committee members, educators, and sociologists at Langston and Oklahoma State Universities as well as public school officials of the Logan County public schools readily agreed that different factors exist that possibly effect the academic performances of students of public and nonpublic assistance families. This study is based upon the fact that an AFDC family and their childrens' economic and social conditions are different. The treatment group is based upon the family's receipt of aid to families of dependent children.

A quasi-experimental design, which is a static group comparison type, consisting of a single treatment group was used. The groups were determined by identifying students and parents of families who were receiving AFDC payments as of January 28, 1968. Classifications were determined from the county Department of Institutions, Social and Rehabilitative Services records.

The criteria for including subjects in the treatment group were:

1. Students and their parents or guardians must be receiving AFDC or other welfare payments as indicated by county office records on or before January 28, 1968.

2. The students must be classified as a tenth, eleventh, or twelfth grader by public school and/or welfare records.

3. The students must have been present in the high schools on the date of administering the student questionnaire.

Twenty students of welfare recipient families were absent on the days that the student questionnaires were administered in the Logan County high schools. Consequently, those students were not included in the study.

The design of this study is substantially weaker than it would have been had randomization been possible in selecting the schools which were included in the study.

The researcher chose the ex post facto design of this study because of the limited probability of manipulating variables, lack of randomization, and the possible risks of interpretation. However, this does not imply that the design is inferior, as the researcher recognizes the limitations of ex post facto designs. Regarding ex post facto research, Kerlinger concludes:

> Despite its weaknesses, much ex post facto research must be done in psychology, sociology, and education simply because many research problems in the social sciences and education do not lend themselves to experimental inquiry. A little reflection on some of the important variables in educational research--intelligence, aptitude, home background, parental upbringing, teacher personality, school atmosphere--will show that they are not manipulable. Control inquiry is possible, of course, but true experimentation is not. Sociological problems of education . . . are mostly ex post factor in nature. Even if we would avoid ex post factor research, we cannot.[1]

Since randomization was a problem in this study, the research design follows closely Campbell and Stanley's

suggestion of pre-experimental design. These authors suggest using opportunities for experimental research by concluding that:

> There are many natural social settings in which the researcher can introduce something like experimental design into the scheduling of data collection procedures even though he lacks the full control over the scheduling of experimental stimuli . . .[2]

More specifically the design of this study might be perceived as a "static-group comparison" design. Campbell and Stanley contend: "This is a design in which a group which has experienced X is compared with one which has not, for the purpose of establishing the effect of X."[3]

The study utilizes Campbell and Stanley's concepts of research design because it was not feasible to randomly select the schools included in the study. Also, it was not feasible to randomly assign students to the control or treatment groups. It was feasible, however, to randomly select the sample from the non-welfare recipient population. Weakness of design was recognized by the researcher. However, due to the nature of this study, the research design used is a feasible design. Researchers who believe ex post facto research is useful contend the designs are not weak in and of themselves, rather the results and interpretations must be cautiously drawn. Kerlinger states that if ex post facto research is to be useful, the following advice should be taken:

> Ignore the results of any ex post facto research that does not test hypotheses. Perhaps another good rule would be to be highly skeptical of any ex post facto study that tests only one hypothesis; that is, alternative "negative hypotheses should be routinely tested. Researchers should predict significant relations and non-significant relations whenever possible--always treat the results and interpretations of the data of ex post facto investigations with great care and caution. Where one must be careful with experimental results and interpretations, one must be doubly careful with ex post facto results and interpretations.[4]

In order to strengthen this study, the researcher gave specific consideration to Kerlinger's suggestion regarding hypotheses conclusion and interpretations. Therefore, the researcher accepts the strength of the design of this study to be adequate and fundamentally sound.

Data Analysis and Statistical Treatment

The data for this study were collected through questionnaires administered to the students in a school setting, mailed questionnaires to some parents, and a personal interview of welfare recipient parents who did not return the questionnaires.

Upon completion of the data collection, the Logan County youth study research team coded the data. The Langston University data processing center keypunched the cards and properly verified the cards. The Oklahoma State University Computer Center was engaged to process the data.

The treatment of the data involved statistical treatments that are classified as parametric and non-parametric.

The non-parametric tests used in this study are chi-square test, Mann-Whitney U test, and the Kruskal-Wallis one way analysis of Variance test.[5] The parametric test used in this study is correlation coefficient.[6] Data that are not treated statistically will be analyzed by using frequency counts and percentages.

FOOTNOTES

[1]Sidney Siegel, Nonparametric Statistics (New York, 1956), pp. 154, 247, 249.

[2]Ibid.

[3]Ibid.

[4]George A. Ferguson, Statistical Analysis in Psychology and Education (New York, 1966), pp. 126, 127, 413.

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[6]Delbert C. Miller, Handbook of Research Design and Social Measurements (New York, 1967), pp. 106-111.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Introduction

The purpose of this study was to investigate the effects the source of family income has on the disadvantaged students' level of academic performance. Also, the study has as its purpose to investigate the family role evaluation by parent and child to determine its affects on aspiration and level of academic performance. A third purpose was to determine similarities or differences between students' aspiration for themselves and the mothers' aspiration for the students. Finally, the researcher investigated through the study similarities and differences of the students and the mothers attitudes toward education.

The analyses utilized varied group numbers, as not all students and their parents answered all items. There were a total of 85 students and mothers of nonpublic assistance families and 60 students and mothers of public assistance families.

Academic Performance of Public and Nonpublic Assistance Students

Hypothesis One: Public assistance and nonpublic students will differ in perception of their level of academic performance, and nonpublic assistance students will have a higher recorded level of academic performance.

Useable data were collected on 53 students of public assistance families and 82 students of nonpublic assistance families. A Chi Square test for K independent samples as described by Siegel was used to test the hypothesis.[1] In addition, frequency counts and percentages were used in analyzing levels of academic performance.

The students' perception of their academic level of performance was ascertained by asking the students to give the letter grade that best represented their academic performance level. The degree of accuracy of their perceptions was analyzed on three levels. The first level of analysis involved determining if perceived academic performance, that is, grade point average, was higher than the actual performance level shown in the school records. The second level involved determining if the perceived level of academic performance was lower than the actual level recorded in the school records. The third level of analysis determined if perceived and recorded levels of academic performance were equal.

Analysis of Perceived Levels of Academic Performance

Table I summarizes the findings on levels of academic

TABLE I

PERCENTAGE COMPARISON OF PERCEIVED AND RECORDED LEVELS OF ACADEMIC PERFORMANCE

Levels of Student's Perception:	Letter Grade:	Nonpublic Assistance		Public Assistance	
		Perceived:	Recorded:	Perceived:	Recorded:
		n = 82		n = 53	
Perceived Performance Higher than Recorded	A	4.9	--	--	--
	B	6.0	4.9	7.6	--
	C	9.8	6.0	11.2	5.7
	D/F	--	9.8	--	13.1
Perceived Performance Lower than Recorded	A	--	1.2	--	--
	B	1.2	3.7	--	5.5
	C	3.7	1.2	5.5	3.7
	D/F	1.2	--	3.7	--
Perceived Performance & Recorded Equivalent	A	4.9	4.9	1.7	1.7
	B	29.3	29.3	18.6	18.6
	C	36.6	36.6	49.8	49.8
	D/F	2.4	2.4	1.9	1.9
Total		100	100	100	100

performance by percentages. The table shows that a very small percentage of the nonpublic assistance students perceived their academic performance at the "A" level. This represented perceived performance higher than recorded level. It is noticeable that these students were actually performing at the "B" level. One may observe from Table I that students of the public and nonpublic assistance groups were almost equally perceptive of their level of performance at the "B" level. At the "C" level, slightly more public assistance students (11.2%) than nonpublic assistance students (9.8%) perceived their level of academic performance higher than the recorded level.

The second level of analysis, perceived performance lower than recorded, showed more distinct differences at the "B" level. It is seen from Table I that only nonpublic assistance students perceived academic performance lower than the actual level of academic performance at the "B" level. Also, one may observe slightly more difference in perception of academic performance between the groups at the D/F level (2.6%) than the "C" level (2%). It is observed from Table I that the greatest percentage difference in perception of academic performance at the same level as the recorded level was at the "C" and "B" levels. Almost no difference in perceptions of performance at the "D/F" levels was found.

A Chi Square test was calculated to test the difference between the public assistance and nonpublic assistance

groups' perception of academic performance levels. The Chi Square analysis of the data on perceived grades is presented in Table II. The table shows there is no significant difference between public assistance and nonpublic assistance students' perception of academic performance.

TABLE II

ANALYSIS OF PERCEIVED LEVEL OF ACADEMIC PERFORMANCE FOR STUDENTS OF PUBLIC AND NONPUBLIC ASSISTANCE FAMILIES

	Level of Academic Performance				
Group:	A	B	C	D or Lower	Total
Public Assistance	1	14	35	3	53
Nonpublic Assistance	8	30	41	3	82
Total	9	44	76	6	135
Chi Square = 5.90		df = 3		$p < .05$	

Analysis of Recorded Levels of Academic Performance

To further analyze the data on academic performance levels, a Chi Square test was calculated to test for significant differences between groups on recorded levels of academic performance. Table III shows the Chi Square analysis of recorded levels of academic performance for the two groups in this study. The Chi Square analysis of these data revealed a significant difference of recorded levels of academic performance between the public and nonpublic assistance students. It is evident from the statistical analysis that there is a significant difference in the

recorded levels of academic performance of the public assistance and nonpublic assistance students.

TABLE III

ANALYSIS OF RECORDED LEVEL OF ACADEMIC PERFORMANCE FOR STUDENTS OF PUBLIC AND NONPUBLIC ASSISTANCE FAMILIES

	Level of Academic Performance				
Group:	A	B	C	D or Lower	Total
Public Assistance	1	12	32	8	53
Nonpublic Assistance	5	31	35	11	82
Total	6	43	67	19	135

Chi Square = 11.20 df = 3 $p > .02$

Analysis of academic performance levels was concluded by making a percentage comparison of the students' performance at each letter grade level. Table IV shows the comparison.

One may observe from Table IV that students of nonpublic assistance families have higher percentage levels of academic performance at the "A" and "B" levels. The students of public assistance families have a higher percentage level of academic performance at the "C" and "D" levels. However, the difference at the "D/F" levels was slightly more than 1.5 per cent.

TABLE IV

PERCENTAGE COMPARISON OF LEVELS OF ACADEMIC PERFORMANCE FOR PUBLIC ASSISTANCE AND NONPUBLIC ASSISTANCE STUDENTS

Letter Grade Level:	Public Assistance		Nonpublic Assistance	
	n	%	n	%
A	1	1.9	5	6.1
B	12	22.6	31	37.8
C	32	60.4	35	42.7
D/F	8	15.1	11	13.4
Total	53	100.0	82	100.00

Students' Self-Concept of Academic Abilities and Confidence of Success

The self-concept of the students was analyzed with respect to source of family income, race, grade, level of education aspired, and level of academic performance. To secure data to analyze this aspect of self-concept, the students were asked to rate themselves on a five point scale on ten academic activities (see items 22 through 31 of the student instrument, Appendix B). The students were also asked to indicate the degree of confidence of succeeding of their aspired post-high school plans (see item 43 of the student instrument, Appendix B). How they conform to the expectations of others was also studied.

The results of the Mann-Whitney U analysis on confidence of achieving aspired plans after leaving high school, students' rating of themselves in areas of academic activities, and conformity to the expectations of others are presented in Table V.

TABLE V

SELF-CONCEPT OF ACADEMIC ABILITIES AND CONFIDENCE OF SUCCEEDING IN POST-HIGH SCHOOL PLANS

Self-Concepts:	Variables: Source of Income		df=1	Race		df= 1
	Z	P	N	Z	P	N
Students' abilities in academic areas	0.66	0.2598	85	0.04	0.9635	85
Students' confidence in succeeding in post high school plans	1.06	0.1443	114	0.28	0.3884	114
Students' conformity to expectations of others	0.26	0.3957	105	0.31	0.3789	105

Table V shows students concepts of their abilities in the academic areas of activities were not significantly affected by source of family income or race variables at the 0.5 level of significance. The same observation is evident that students' concept of their abilities to succeed in post-high school plans and their concept of their conformity to expectations of other individuals have for them.

The data on students' self-concepts were further analyzed to determine the variables grade, level of aspired

TABLE VI

STUDENTS' CONCEPT OF ACADEMIC ABILITIES, CONFIDENCE AND CONFORMITY TO EXPECTATIONS

Variables	Academic Abilities df:2			Confidence of Succeeding df:4			Conformity to Expectations df:3		
	H	P	n	H	P	n	H	P	n
Grade	0.11	1.000	85	0.29	0.633	114	0.54	0.535	105
Level of Aspirations	3.23	0.500	67	6.18	0.999	90	9.42	0.011*	96
Level of Academic Performance	4.11	0.241	67	0.13	1.000	90	0.08	1.000	96

*Significant results

education, and academic performance levels significantly effected the students' concepts. The results of the Kruskal-Wallis test is presented in Table VI.

It is shown from the table that the students' concepts of their academic abilities and confidence in succeeding in aspired post-high school plans were not significantly effected by the grade, aspiration, or academic performance variables. However, the students' concept of their conformity to the expectations of others was significantly effected by the level of education aspired at the 0.0112 probability level.

Summary

In summary, the researcher found little difference between the two groups at the upper and lowest level of academic performance. The public assistance students were more accurate, however, than the nonpublic assistance students in their perception of academic performance at the "C" level. No public assistance students perceived his academic performance at the "A" level, and school records showed a lower level. The only statistical significance found between the two groups in this study was recorded levels of academic performance. The perceived levels of academic performance was not significantly different for the two groups.

The analysis of students' concepts of their academic abilities and confidence of succeeding in post-high school plans was not significantly effected by the variables

studied. It was shown through the study that students' concept of their conformity to the expectations of others was significantly effected by level of aspired education. The correlation analysis of the three criteria of students' concepts showed no significant functional relationships. It was concluded that hypothesis number one is tenable.

Role Evaluation of Family Relationships

Hypothesis Two: Evaluation of family roles within the family is significantly effected by source of family income, aspired level of education, and levels of academic performance.

Data used in this study to analyze aspects of family relationships were secured through selected items of the student instrument of the Logan County Study. The items were selected from Section CD1 and CD2. The items refer to activities in which students and their mothers participate. The remainder of the items in Section CD1 related to parental help with personal and school problems, making decisions, and giving helpful advice to the child. Also, items were used in Section CD2 that related to the student's rating of how much love he has for his mother and the mother has for him, students' rating of the mothers, mothers' rating of the students, and students rating of themselves, respectively. Finally, items were selected that related to the mood of the parent and the student, discipline, reactions of parent to student's misbehavior, and parent's actions and rewards for good behavior (see Appendix B).

Evaluation of Family Roles by Source of Income and Race

The Negro and white races constituted the race variable and receipt or non-receipt of welfare constituted the public and nonpublic assistance variable. The analysis of the effects of parental activity, help with personal and school problems, helpful advice, the amount of love, rating of parent and child, the mood of parent and child, and the degree of discipline are presented in Table VII.

It is observed from Table VII that the race and source of income variables slightly affected only two of the six aspects of family relationships. A highly significant difference of the rating of discipline is shown by the Z value of 2.25, 3.08, and calculated probabilities of 0.012 and 0.003 for assistance and race. Too, Table VII shows that race affects the rating of the students' love for their mothers and the mothers' love for them. From this data it would appear that of the significant role aspects of family relationships, discipline has a stronger effect than the love aspect.

TABLE VII

ROLE EVALUATION OF ASPECTS OF FAMILY RELATIONSHIPS

Aspects of Family Role Evaluation	Variables: Source of Income			Race		
	Z	P	n	Z	P	n
1. Parental activity	0.70	0.255	118	0.16	0.433	118
2. Parental help with problems	0.50	0.312	120	0.07	0.470	120
3. Rating of parent and child love	0.57	0.288	121	2.00	0.021*	121
4. Rating of child and mother	0.43	0.360	114	0.23	0.408	114
5. Mood of family	0.94	0.326	129	0.64	0.266	129
6. Rating of discipline	2.25	0.012*	142	3.08	0.003*	142

*Significant results

The aspects of family relationships were further analyzed with respect to the variables of grade in school, aspiration, and performance level. The grades tenth, eleventh, and twelfth constituted the grade variable. The variable referred to levels of education to which the students aspired. The levels were drop-out of high school, graduate from high school, college, and doctorate. The performance variable referred to level of academic performance (A, B, C, D/F). The Kruskal-Wallis test was used to analyze the role evaluation of family relationships as presented in Table VIII.

The table shows the parental activities have significant effects on aspired level of education and levels of academic performance at the 0.0001 level of significance. It is also noticeable that the amount of parental help given the child with personal problems, school problems, and making decisions were significantly affected by the aspired level of education and academic performance. Reference to Table C shows the H value of 16.78 for the aspect of discipline to be highly significantly affected by the child's aspired level of education.[2] It is noted that the aspects of family relationships investigated were not significantly affected by the grade in school. It is further evident from Table VIII that grade, aspiration, and academic performance did not significantly affect the mood relationship.

TABLE VIII

EVALUATION OF FAMILY ROLES BY GRADE, ASPIRATION AND ACADEMIC PERFORMANCE

Aspects of Family Role Evaluation:	Variables								
	Grade			Aspiration			Academic Performance		
	H	P	n	H	P	n	H	P	n
1. Parental activity	3.58	0.134	99	9.87	0.007	83	15.57	0.001*	83
2. Parental help with problems	3.04	0.295	119	16.80	0.001*	98	8.98	0.002*	98
3. Rating of love	0.71	0.515	121	1.17	0.632	96	1.89	0.521	96
4. Rating as child and mother	3.15	0.190	107	5.21	0.259	86	5.62	0.086	86
5. Mood of the family	1.42	0.549	92	5.79	0.194	82	2.70	0.565	82
6. Rating of discipline	1.26	0.532	141	16.78	0.001*	122	00.70	0.548	122

*Significant results

To further analyze the family role evaluation of low-income families, a correlation coefficient was calculated to analyze the degree of relationships between the roles. The analysis of the role evaluation is presented in Table IX.

Reference to Table F was used to interpret the statistics in Table IX.[3] It is observed from the table that there was significant correlation (.36) between the roles of parental activity and parental help the child received with personal problems, school problems, and help in making decisions. This correlation indicates a 12.9% functional relationship between these two roles. Table IX reveals significant correlations for the roles of parental help with problems and decisions and the rating of parent and child, mood of the parent, and discipline. Table IX shows the strongest relationship exists between the rating of parent and child and the mood roles. It may be noticed that the weakest relationship exists for the rating of parent - child and the discipline role.

TABLE IX

CORRELATIVE ANALYSIS OF ASPECTS OF FAMILY RELATIONSHIPS

Aspects of Family Relationships	Parental activity	Paren'l help w problems	Rating of love	Rating of parent-child	Mood of parent	Rating of discipline
	r	r	r	r	r	r
1. Parental activity	1.00	0.36*	0.00	0.21	0.09	0.20
2. Parental help with problems		1.00	0.00	0.41*	0.44*	0.35*
3. Rating of love			1.00	0.00	0.00	0.00
4. Rating of parent-child				1.00	0.50*	0.24*
5. Mood of parent-child					1.00	0.11
6. Rating of discipline						1.00

n = 131 *Significant results between the aspects at .05 level

Analysis of Health Aspects of Public and Nonpublic Assistance Families

The health variable of the public and nonpublic assistance families was analyzed by using four aspects. The aspects were (1) number of meals eaten together by family members, (2) likes or dislikes for foods, (3) health rating of the family, and (4) adequacy of the diet.

The data to analyze the health variable were collected through selected items from Section CD3 and CD4 of the student instrument for the Logan County Study. The items were designed to measure food consumption on the previous day and to assess the student's likes or dislikes of foods. Also, the items measured the present health rating of the family (see Appendix B).

Analysis of Health Aspects by Source of Assistance and Race

The statistical analysis of the four aspects with respect to race and type of family assistance variables were accomplished by use of the Mann-Whitney U test. The statistical results of the health variable are presented in Table X. It can be noted from the table that the rating of the family health was significantly affected by race variable at the 0.001 level of probability. Also, food eaten the previous day was significantly affected by race at the .02 level; food liked or disliked was significant at the .01 level. None of these variables had significant relationships with the source of income variable.

TABLE X

ANALYSIS OF HEALTH OF THE FAMILY BY RACE AND SOURCE OF INCOME

Health Aspects:	Variables					
	Source of Income df=1			Race df=1		
	Z	P	n	Z	P	n
1. Family meals eaten together	0.43	0.355	144	0.43	0.336	144
2. Foods eaten previous day	0.11	0.454	129	1.79	0.024*	129
3. Like or dislike of foods	0.97	0.333	82	2.15	0.014*	82
4. Rating of family health	0.72	0.261	118	3.17	0.001*	118
5. Diet	1.29	0.098	120	0.14	0.442	120

*Significant results

Analysis of Health Aspects by Grade Level of Aspiration and Performance

The health aspects of the family were further analyzed with respect to the stuents' grade levels, aspirations, and academic performance by using the Kruskal-Wallis test. The Kruskal-Wallis analysis is presented in Table XI. The table shows the H value of 7.85 for the aspect like or dislike for food and the academic performance variable. Table C of Siegel shows this value to be significant at the .012 level.[4] It is noted that no significant relationship was found between the health aspects of the family and the grade, nor the aspiration variable.

TABLE XI

ANALYSIS OF HEALTH ASPECTS OF THE FAMILY
BY GRADE, ASPIRATION, AND PERFORMANCE

Health Aspects of the Family:	Variables								
	Grade df: = 2			Aspiration df: =2			Acad. Perf'ce df: =3		
	H	P	n	H	P	n	H	P	n
1. Family meals eaten together	0.86	0.510	144	0.62	0.570	144	2.19	0.502	144
2. Foods eaten previous day	0.49	0.547	129	2.20	0.599	104	2.80	0.579	104
3. Foods liked or disliked	1.54	0.564	82	8.48*	0.028	62	7.85*	0.012	62
4. Rating of family health	2.18	0.341	118	9.23*	0.014	102	5.59	0.089	102
5. Adequacy of diet	1.05	0.516	120	5.20	0.259	100	2.05	0.514	100

*Significant results

Correlative Analysis of Health Aspects of the Family

The health aspects of the family were analyzed to determine the functional relationship between the health aspects of the family. The correlation analysis is presented in Table XII. Table F of Ferguson was used to interpret the r value.[5] It was observed that significant correlations were found between the family meals eaten together, foods liked or disliked, adequacy of diet, and the rating of the family's health. Also, there is a strong functional relationship between foods liked or disliked (r 0.48 and r^2 40.9%) health. One may note from Table XII that adequacy of diet shows a significant r value (.38).

Summary

After analyzing the family relationships, it was found that the amount of love perceived by the parent and child was significantly effected by race. The perceptions of the nature of discipline for good or bad behavior by students and parents were significantly effected by the source of family income and race. The aspects of relationships referred to as parental activity and help with the child's personal problems, school problems, and making decisions were significantly effected by aspired level of education and academic levels of performance. None of the role evaluations of family relationships was effected by the grade levels. The correlation analysis of family relationships showed rather strong functional relationships for parental

TABLE XII

CORRELATIVE ANALYSIS OF THE HEALTH ASPECTS OF THE FAMILY

Health aspects of the family:	Health Aspects of the Family				
	Family meals eaten together	Foods eaten previous day	Foods liked or disliked	Rating of family health	Adequacy of diet
	r	r	r	r	r
1. Family meals eaten together	1.00	0.00	0.48*	0.66*	0.24
2. Foods eaten previous day		1.00	0.00	0.00	0.00
3. Foods liked or disliked			1.00	0.64*	0.25
4. Rating of family health				1.00	0.38*
5. Adequacy of diet					1.00

n = 131

* Significant results

activity and parental help students get with personal problems, school problems, and helpful advice. Significant correlations were also found for the help the students get with problems, rating of parent and child roles, and the nature of discipline.

The foods eaten the previous day, foods liked or disliked, and rating of the family's health showed significant differences by race. The aspects were not effected by the source of family income variable at the .05 level. The food liked or disliked was not related to grade or level of education aspired but was highly significantly related to the level of academic performance. The variables, grade in school, aspired level of education, and level of academic performance had no significant effect on any of the health aspects investigated. The correlation analysis of family health aspects showed strong functional relationships between four of the five aspects.

The evaluation of intra-family relationships of low-income families in the preceding statistical analyses supports the conclusion of the researcher that the hypothesis, "evaluation of family roles within the family is significantly effected by source of family income, aspired level of education, and levels of academic performance," is tenable.

Analysis of Parent's and Child's Occupational Aspirations

Hypothesis Three: There is a positive relationship between parent's and child's educational and occupational aspirations, and attitudes on education.

The data to analyze this hypothesis were secured through items 35, 36, 38, and 39 in Section CD2 of the students' instrument; these items measured the students' aspiration. Items 33 and 34 of the mothers' instrument measured the mother's aspiration for the child. The responses were rated by the North-Hatt Social Prestige Scale[6] (see Appendix C). The results of the Mann-Whitney U test is presented in Table XIII.

TABLE XIII

ANALYSIS OF SIMILARITY OF PARENT'S AND CHILD'S ASPIRATIONS

Level of Job Aspired as rated North-Hatt Scale:	Variables: Source of Income, df:1 Z	P	n	Race, df:1 Z	P	n
Job would like to have 10 years hence	0.62	0.2714	100	0.89	0.3117	100
Job expect to have 10 years hence	0.99	0.3376	142	0.59	0.2804	142
Job attitudes	0.07	0.4721	100	0.31	0.3757	100

Student Aspirations

It may be observed from Table XIII that job aspirations and work attitudes were not significantly effected by race,

public, and nonpublic assistance variable.

The aspirations were further analyzed with respect to the variables grade, level of education aspired, and level of academic performance. The result of the Kruskal-Wallis test is presented in Table XIV.

Table XIV shows that jobs low-income students aspire to (ten years from now) were significantly effected by level of academic performance at the .05 level of significance. The table also shows the aspired job the students expected was significantly effected by level of education aspired at the .05 level of significance.

TABLE XIV

ANALYSIS OF JOB ASPIRATION BY GRADE, EDUCATION LEVEL ASPIRED AND LEVEL OF ACADEMIC PERFORMANCE

Level of Job Aspired as Rated by North-Hatt Scale:	Variables Grade in School df:=2			Level of Education Aspired df:=4			Level of Academic Performance df:=3		
	Z	P	n	Z	P	n	Z	P	n
Job would like 10 years hence	0.26	0.665	100	6.30	0.147	81	8.69	0.003*	81
Job expected 10 years hence	1.11	0.519	142	9.84	0.007*	111	3.09	0.380	79

*Significant results

The job aspirations were further analyzed by correlation coefficient. The r analysis is presented in Table XV.

TABLE XV

ANALYSIS OF RELATIONSHIPS BETWEEN JOBS WOULD LIKE TO HAVE, EXPECT TO HAVE, AND ATTITUDES ON WORK

Level of Job Aspired as Rated by North-Hatt Scale:	Job Would Like 10 yrs. Hence:	Job Expect 10 Years Hence:	Work Attitudes:
	r	r	r
Job Would Like 10 Years Hence	1.00	.34*	.24
Job Expect 10 Years Hence	- -	1.00	.45*
Work Attitudes	.24	.44*	1.00

n 131 *Significant results at .05 level

It is evident from Table XV that significant relationships exist between the aspired jobs low-income students would like to have and the jobs they expect to have ten years from now. Too, there is a significant relationship between the aspired job the students expect to have ten years from now and the attitudes toward work.

Comparison of Student's and Mother's Aspirations

The data on the mother's job aspirations for the students were analyzed by percentages. The responses of mothers with respect to aspired jobs for the child were rated by the North-Hatt Scale. The North-Hatt ratings on mothers' job aspirations for the child were compared to the North-

Hatt rating given the student's job choice. Frequency and percentage of the mother's job aspirations for the child are given in Table XVI.

TABLE XVI

COMPARISON OF MOTHER'S JOB ASPIRATION FOR CHILD BY NORTH-HATT RATING

Mother's Aspired Job for Child:	Mothers	
	Public Assistance %	Nonpublic Assistance %
	n 52	n 81
Higher than Child's	17.3	12.3
Same as Child's	25.0	24.7
Lower than Child's	57.7	63.0
Total	100.0	100.0

Table XVI shows that less than 20 per cent of the public and nonpublic assistance mothers aspired jobs for their children which were of a higher social prestige level than their children. One-fourth of both groups of mothers aspired jobs that were equal to jobs their children aspired. Fewer public assistance mothers aspired jobs below those jobs aspired to by their children when compared to the nonpublic assistance mothers. The large percentage of mothers in both groups who aspired jobs for their children that has a lower North-Hatt rating is attributed to the large percentage of mothers who have neutral responses on job aspirations. Neutral responses were such responses as "I would like any job just so it is a good job." Such responses were

considered a lower rating than the rating given the child's job aspiration. There were 32 nonpublic assistance mothers and 22 public assistance mothers who gave such responses.

Similarities of Mothers' and Children's Attitudes Toward Education

The students' attitudes were investigated by securing data on the number of courses in school liked or disliked and preparation for attending college, along with the amount of education they thought they needed for the aspired jobs and the amount of education the students thought the person they would marry should have. Data on attitudes of the mothers were secured by asking how much education she thought the person her child would marry should have.

The results of the Mann-Whitney U test on the number of courses taken that students like or dislike and their preparation for college was highly significant. The number of courses liked or disliked and college preparation were analyzed with respect to public or nonpublic assistance variables. A Z-score value of 2.06 with an associated probability of 0.019 was obtained for 133 students included in the analysis. Therefore, the number of courses taken in high school that are liked or disliked and the planning for college have significant effects on the source of family assistance at the 0.02 level of probability.

The attitudes of the students toward the number of courses liked or disliked and college preparation were

analyzed with the variable race. The analysis of 133 students showed a Z value of 1.85 with a calculated probability of 0.032. It is evident from the statistical analysis that the number of courses students like or dislike and preparation for college are significantly effected by race at the .03 level of probability.

To further analyze the attitudes of low-income students toward courses taken and college preparation, a Kruskal-Wallis test was used to analyze the significance on grade, level of educational aspiration, and level of academic performance. The results of the Kruskal-Wallis test are presented in Table XVII.

TABLE XVII

ANALYSIS OF ATTITUDES TOWARD COURSES ENROLLED AND COLLEGE PREPARATION

Variables:	df:	Attitudes on Number of Courses Liked or Disliked and College Preparation:		
		H	P	n
Grade	2	5.32	0.0186*	133
Level of Education Aspired	4	6.93	0.0977	112
Level of Academic Performance	3	8.37	0.0043*	112

*Significant results

Table XVII shows the students' attitudes toward the courses in which they are enrolled and preparation for college have a significant effect on the level of academic performance.

The data on amount of education needed for the aspired job and the amount of education the students' spouse should possess was analyzed by frequency counts and percentage for student responses. The analysis on students' responses on the amount of education thought to be needed for their aspired job is shown in Table XVIII.

TABLE XVIII

STUDENT RESPONSES ON LEVEL OF EDUCATION NEEDED FOR THE ASPIRED JOB

Group:	Level of Education to be Completed for Job					
	High School %	Voca'l School %	College %	Prof'l School %	Total n	Total %
Public Assistance	9.2	13.0	61.1	16.7	54	100.0
Nonpublic Assistance	8.0	20.0	57.0	14.3	82	100.0
Total					136	100.0

Table XVIII shows little percentage difference (1.3%) between public assistance and nonpublic assistance students' belief that a high school education would prepare the stutents for the jobs to which they aspired. The greatest difference on belief about the level of education needed for the aspired job between the two groups was at the vocational or business school level. It can be seen from Table XVIII that the small differences which exist between the two groups with respect to college and professional school could be ascribed to chance variation.

The analysis of levels of education that mothers thought students would need for the job they aspired for the students is presented in Table XIX.

TABLE XIX

ANALYSIS OF MOTHERS' PERCEIVED LEVELS OF EDUCATION STUDENTS NEED FOR ASPIRED JOBS

Group:	The Perceived Levels of Education Needed					
	High School %	Voca'l School %	College %	Prof'l School %	Total n	Total %
Public Assistance	13.0	16.7	40.7	29.6	54	100.0
Nonpublic Assistance	9.8	22.0	46.2	22.0	82	100.0
Total					136	100.0

It is shown from the table that the percentage of public and nonpublic assistance mothers differed slightly on the level of education they thought the students needed for the job they aspired for them. The difference was 3.2% at the high school level, 5.3% at the vocational or business school level, and 5.6% at the college level. It can be observed that the greatest difference (9.6%) in perceived level of education the mothers thought students needed for the job they aspired for them occured at the professional school level. More of the public assistance mothers thought their children needed a high school or professional level of education for the aspired job. One may observe that over 40 per cent of the mothers in both groups thought the

students should have a college level of education for the job they aspired for them.

Students' and Mothers' Attitudes on Amount of Education the Spouse Should Possess

The data on attitudes of the amount of education the student's spouse should have were obtained by asking students and their mothers identical questions. The mothers were asked: "How much education do you think the person your child marries should have?" The students were asked: "How much education do you think the person you marry should possess?" Five levels of choices were possible. The levels were high school, business school, vocational school, college, and professional school. For the purpose of analysis business school and vocational school were combined and categorized as vocational school.

Seventy-seven of the 82 nonpublic assistance mothers responded to the question and 55 public assistance mothers responded. Seventy-seven nonpublic assistance students gave useable responses to the student question; five of the 82 students were already married. Fifty-six of the 59 public assistance students gave useable responses. The frequency analysis is shown in Table XX.

Table XX shows little difference between the two groups of students' attitudes toward professional degree as a level of education their spouse should possess. However, there are greater percentage differences between the two

TABLE XX

COMPARISON OF STUDENTS' AND MOTHERS' ATTITUDES ON LEVEL OF EDUCATION STUDENTS' SPOUSE SHOULD POSSESS

Level of Education:	Public Assistance		Nonpublic Assistance	
	Students: n: 56	Mothers: n: 55	Students: n: 77	Mothers: n: 77
	%	%	%	%
High School Diploma	14.3	23.6	24.7	14.3
Vocational Certificate	12.5	7.3	9.1	16.9
College Degree	66.1	60.0	58.4	57.1
Professional Degree	7.1	9.1	7.8	11.7
Total	100.0	100.0	100.0	100.0

groups at the high school, vocational, and college degree levels. It is noticeable that a majority of both public and nonpublic assistance students thought the person they would marry should have a college education. Fewer students in both groups wanted to marry a person with a vocational level of education. A higher percentage of students in both groups preferred a marriage partner with a high school education than a vocational education.

Table XX shows little percentage difference between the attitudes of public and nonpublic assistance mothers on the amount of education their child's spouse should possess at the college and professional degree levels. However, a greater percentage differences exist in their attitudes

about the high school or vocational school as the level of education needed. Table XX shows the attitudinal differences between mothers and students of both groups were small (9.3%). The difference in attitudes of nonpublic assistant students and mothers showed almost the same percentage difference (10.4%) as the public assistance students and mothers with regards to high school as a desired level of education. One may observe from Table XX that the percentage differences on attitudes toward vocational education as the level of education the student's spouse should possess is very small. As the level of education the spouse should possess, the public assistance students, public assistance mothers, and nonpublic assistance students indicated a vocational level education as the least desired when compared to a high school education. The public assistance mothers differed, by a small percentage (2.6%), in their attitudes on high school and vocational education as an adequate level of education for the student's spouse. Table XX further reveals a smaller percentage of students and mothers in both groups believed the professional level of education is the level the student's spouse should possess.

Summary

The analysis of students' and parents' aspirations showed very small differences on jobs and attitudes on education. It was found that the jobs students thought they

would like to have and expected to have had no significant effect on the source of income or race. The same results were found for work attitudes. When the aspiration data were statistically analyzed, significant effects were found on the level of school aspired to and level of academic performance variable at the .05 level. The correlation analysis showed significant relationships between students' aspirations for jobs that they would like to have, the jobs they expected to have, and attitudes toward work.

When the North-Hatt rating of jobs mothers aspired for their children was compared to the students' of North-Hatt ratings, a substantial number of mothers in both groups aspired jobs for the children that were rated lower than the child's job rating. This high percentage was attributed to the mothers' failure to give a response that could be rated by the North-Hatt scale. This resulted in a zero rating which gave a lower rating than the students job rating.

The data on attitudes of mothers and students of public and nonpublic assistance families as to amount of education the students and their spouses should possess showed very close similarities. The students data on college preparation and courses liked or disliked was significantly affected by level of academic performance and the source of family income at the .05 level of significance.

The analysis of data on level of education students though they needed for their aspired job varied slightly between groups. Mothers of public and nonpublic assistance

families showed more difference between groups than students on level of education they thought would be needed for the job they aspired for the child. The majority of mothers and students of both public and nonpublic assistance families thought the students needed a college level of education for the jobs. All students and mothers of public and nonpublic assistance families believed professional level of education would be needed least for the aspired jobs. Finally, all students and mothers thought a high school education was less desired regarding the job they were aspiring.

The analysis of the data on attitudes of the amount of education the students' spouse should possess showed close similarities for the students and their mothers for both public and nonpublic assistance groups. The attitudes between students and mothers of public and nonpublic assistance groups showed almost identical percentage differences (9.3% and 10.4%) in their belief that high school was a suitable level of education for the students' spouse. The majority of students and parents of both groups thought the students' spouse should have a college degree. The professional level of education was indicated least as the level of education the spouse should possess.

The analysis and findings of the data on aspirations of students and their mothers were quite similar. The attitudes with respect to the amount of education the student would need for the mothers' and their aspired job did not differ appreciably. Nor did students and mothers differ

appreciably on the amount of education needed by the marriage partner. Therefore, the researcher arrived at the conclusion that the hypothesis is tenable.

FOOTNOTES

[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1965), pp. 53-64.

This publication provided a vital reference for building a design contruct for this thesis. Although the book was written in eight parts, the researcher placed heavy emphasis on part one.

Part one is a treatise on scientific research; it is limited to what is accepted as the scientific approach. It emphasizes, in short, understanding scientific research problem solution.

The seven remaining parts of the book lend themselves to clarifying one's perception of problems of design, data collection, and analysis associated with behavorial research in educational and psychological inquiry.

[2]Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," Handbook of Research on Teaching, A Project of American Educational Research Association, ed. N. L. Gage (Chicago, 1963), pp. 171-246.

Chapter 5, "Experimental and Quasi-Experimental Designs for Research on Teaching," examines the validity of sixteen experimental designs against twelve common threats to valid inference. By experimental the authors refer to that portion of research in which variables are manipulated and their effects upon other variables observed.

This study, based upon research design three of the Campbell and Stanley Chapter, known as "The Static-Group Comparison Design," submits a design in which a group has been exposed to X experienced as compared to a group which has not experienced X treatment in order to determine the effects of treatment X.

A digramatic explanation of the design of this study is as follows:

$$\frac{X}{} \quad - \quad - \quad \frac{01}{02}$$

Campbell and Stanley concluded that the design has no instances of formal means of certifying that the groups would have been equivalent had it not been for the X treatment.

[3]Ibid., p. 182.

[4]Kerlinger, p. 373.

[5]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1957).

[6]Helen M. Walker and Joseph Lev. Elementary Statistical Methods (New York, 1958), pp. 141-160.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Introduction

The purpose of this study was to investigate the effects the source of family income has on the socioeconomically disadvantaged students' level of academic performance. The study investigated family evaluation of role relationships and determined the effects on aspirations and level of academic performance of low-income students. A third purpose was to determine similarities or differences between students' aspiration for themselves and the mother's aspiration for the student. A final purpose was to investigate similarities and differences of the students and the attitude of mothers toward education.

Methods and Procedures of the Study

This study was a part of a larger research project, the Logan County Study, conducted by Langston and Oklahoma State Universities. The Logan County Study is a three-phase project which was funded through the United States Department of Cooperative State Research Services under grant number 716-15-35.

This thesis focused on students and mothers of the

families whose annual income was derived from public or non-public sources which amounted to $4,000.00 or less. The categorizing of the student and mother as public assistance or nonpublic assistance was accomplished through two approaches. The first approach was to ask the mother to indicate the amount and source of income as welfare or other. The public records of the Logan County Office of Institutional, Social and Rehabilitative Services (County Welfare) were used to establish valid identity of those students and mothers who were categorized as receiving public assistance.

It was the belief of the researcher that valuable insights into the social and economic factors effecting the academic performance of low-income students could be gained by investigating the socioeconomic factors among students and families of a single income strata. For the purpose of this study, the income strata was $4,000.00 or less.

The design of this study was a quasi-experimental design of a static group comparison type, consisting of a single treatment group. The students and mothers who receive public welfare funds constituted the treatment group. Students enrolled in the tenth, eleventh, and twelfth grades were included in the study. A total of 85 nonpublic assistance students and their mothers and 60 public assistance students and their mothers were included in this study. The students attended one of five high schools in Logan County.

The instruments used in this study were a student

questionnaire and a questionnaire designed for the mother. The student questionnaire was constructed so that data were obtained on (1) perceived levels of academic performance; (2) concepts of academic ability; (3) role evaluation of family relationships; and (4) attitudes on education and aspiration.

The mother's questionnaire was constructed so that the data on aspired level of education, occupational aspirations, attitudes on education, and family role evaluation of relationships were obtained.

It was hoped that the analysis of the data would provide a basis for determining if students of families who were receiving public assistance and nonpublic assistance are significantly different in their levels of academic performance, though the students were from the same income strata. It was further hoped that the analysis of the family role evaluation of relationships may reveal some insight into their effects on level of education aspired and levels of academic performance. It was believed that this analysis would point to the need for utilizing the family as a mechanism to improve aspirations and levels of academic performance of students of the same income strata. Finally, the researcher perceived the study as providing some insight into the importance of parents and students holding similar attitudes toward education. If similarities were found, the study may show a need to use the parent as a possible mechanism to influence positive student attitudes

toward education.

Summary of Findings

Analyses on level of academic performance revealed no significant difference between public assistance and non-public assistance students' perceptions of their levels of academic performance. However, a significant difference in recorded levels of academic performance was found between the two groups of students. The percentage analysis showed a larger percentage of nonpublic assistance students were performing academically at the "A and B" levels. Large percentages of public assistance students were performing academically at the "C and D/F" levels. A larger percentage (1.7 per cent) of public assistance students were academically performing at the "D/F" level. It was also found that the public assistance students were more accurate than the nonpublic assistance students in their perception of what constituted academic performance at the "C" level.

Most of the factors characterizing family roles studied in this thesis were significantly affected by the source of family income or race. The only exceptions were the degree of discipline and a rating indicative of the amount of love the mother and child thought each possessed for the other. It was found the number of parental activities in which students participated was significantly affected by the level of education aspired and the level of academic performance. It was further revealed that the nature of

discipline in the family was significantly affected by the level of education aspired. The study revealed strong functional relationships between a number of evaluations of family roles.

The study showed health aspects of the family were significantly related to race. Grade and level of education aspired did not significantly affect any of the health aspects studied. However, the students' attitudes on likes and dislikes for food were significantly related to the level of academic performance of students from the $4,000.00 or less income strata. Strong functional relationships, through the correlation analysis, were revealed between health aspects of family meals eaten together, foods liked or disliked, the rating of the family's health, and adequacy of diet.

The study showed the occupational aspirations and work attitudes posessed were not significantly affected by the source of family income and race. Testing at the 0.5 level failed to establish any significance. The aspiration of occupations those students would like to enter showed a significant relationship to the level of academic performance. The aspired occupation students desired was significantly affected by level of the educational aspiration. An analysis revealed a significantly relationship existing between expected occupations aspired to and work attitudes. Analyses of the mothers' occupational aspirations for the child were established as being lower than the child's

aspirations in a majority of the instances. The study showed almost equal percentages of public and nonpublic assistance mothers aspired to occupations that had lower aspiration ratings than those possessed by the child.

The attitudes of students regarding courses in which they were currently enrolled in terms of those courses they liked differed significantly by race at the .03 level. Attitudes with regard to these courses were likewise shown to be significantly affected by the level of academic performance. The study showed public assistance students aspired college and professional school as a level of education needed for the occupation aspired to by larger percentage than did the nonpublic assistance students. The mothers of the public and nonpublic assistance students aspired vocational and college education for their child to a significantly greater degree.

The study showed larger percentages of public assistance students felt their spouses should have a vocational or college level of education. Further, it was found that the public assistance mothers thought the child's spouse should have a high school or college level of education. The study revealed, however, that differences in attitudes of mother and children differed by very small percentages.

Conclusions

The study revealed that students of families who receive public funds as a source of family income do not

perform at as high a level academically as students of families who do not receive public funds. Therefore, it was concluded that a difference exists in level of academic performance by source of income. It was further concluded that students of public assistance families are more accurate in their perception of their actual academic performance level than are nonpublic assistance students. Most of the public assistance students tend to perform academically at "C" level; and, percentagewise, not much difference exits exists between the two groups at the "D/F" level.

It was concluded that the number of activities in which students and their mothers jointly participated can serve as an important means of stimulating students of low-income families to aspire for higher levels of education and perform at a higher academic level. It was concluded from this study that mothers who help students with personal and social problems and with making decisions can strongly influence the level of educational aspiration and the level of academic performance attained.

The nature and scope of parental discipline can strongly influence the students' aspirational levels of education. Family role evaluation in terms of family relationships studied are established as dependable indicators for educators to rely upon when seeking to improve the low-income students' level of educational aspiration and academic performance. These conclusions are based primarily upon the finding that family roles evaluated showed strong functional

relationships.

It is concluded that factors including food consumption, the student's attitude toward certain foods, and how they rate the present state of the family's health can serve useful purposes for school personnel in working with academic problems of students of families with less than $4,000.00 annual income in Logan County. The researcher further concluded from this study that the level of education aspiration and the level of academic performance achieved by students, included in the study, does influence the level of the student's occupational aspirations.

Finally, it was concluded that mothers and children of public and nonpublic assistance families in this study are very similar in their attitudes about the amount of education both the child and the person he marries should possess. Mothers and children of both groups believed a college education would be needed for the child and/or the child's spouse. This conclusion is fortified by the finding that differences in such attitudes were very small and, therefore, there is established a high degree of similarity between the mother's attitudes and the child's attitudes about the amount of education one should possess.

Recommendations

The researcher is confident that generalization of these recommendations to the population of students and mothers of public and nonpublic assistance families of

$4,000.00 or less is justified, provided the recommendations are generalized to the extent of criteria and characteristics of the sample from which the recommendations are derived.

On this basis, the researcher presents the following recommendations contingent upon the findings of this study:

1. The school officials of Logan County public school should attempt to find means and ways of helping public and nonpublic assistance students of the $4,000.00 or less income strata develop more realistic perceptions of their academic performance level.

2. The public schools make attempts to involve parents in many activities and decision-making situations involving their children and in helping solve the students' problems. The study revealed that such family roles tended to stimulate high levels of educational aspirations and greatly influenced achievement of higher levels of academic performance.

3. The schools in Logan County should attempt to develop programs which will influence the parent's interests in the future occupation and education of the child. The study showed evidences that a majority of the mothers aspired jobs that had lower aspiration scores than those aspired by the students. It was also shown that a substantial number of the mothers were not adequately expressing an aspiration concern for their child's future occupation.

4. The Logan County school officials and the Department of Institutional, Social and Rehabilitative Service work jointly on ways and means of counseling students and mothers of public assistance families in order to develop an understanding of what may be needed to develop similarities of students and their parents with respect to their attitudes with regard to education. The findings of similarities of the mother and child's attitudes on education support the researcher's belief that such reciprocal relationships between public school and governmental agencies might be desirable.

5. Additional research should be done in this area which will investigate in greater depth the difference in academic performance of students of public and nonpublic assistance families. Such factors as intelligence, race, achievement, and aptitude should be considered as worthy of investigation in depth.

The researcher offers the results of this study in the hope that they might be useful to persons who are interested in helping the students and their parents improve the socioeconomic conditions of the low-income families. The results of this study may also have implications for research in related areas of academic endeavors. It is recognized that this study dealt with a limited sample of the low-income population and generalizations can not be drawn to the total population.

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APPENDIX A

December 14, 1967

Mr. L. E. Rader
State Welfare Director
Sequoyah Memorial Office Building
Oklahoma City, Oklahoma

Dear Mr. Rader:

Your cooperation is needed in connection with research on high school youth in Logan County. Oklahoma State University and Langston University are working together to analyze factors involved in the preparation of high school youth for post-high school education or employment. The research is supported by a United States Department of Agriculture grant to Langston University.

In the research it is necessary to code families by source of income, but we do not wish to include a direct question on welfare status. I should like to ask your permission to approach the Logan County Welfare Office to apply a code symbol to our alphabetized list of respondent families from their public welfare lists. Probably a maximum of 200 families will fall into the welfare category. It will not be necessary for me to see either the public lists or any case records. Moreover, we will maintain absolute confidence regarding family identity and will only apply statistical analysis to this data. I estimate that this can be completed in two hours in the Logan County office.

Your assistance in this research project will be deeply appreciated and appropriately recognized.

Sincerely yours,

Donald E. Allen
Associate Professor, Sociology
Oklahoma State University
Research Coordinator

DEA/ss

December 15, 1967

Mr. W. D. Daniel, Superintendent
Crescent Public Schools
Crescent, Oklahoma 73028

Dear Mr. Daniel:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

We are pleased to know of the good work being done by Counsellor Lyndol Jones. His experiences will be very beneficiary.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen ✓
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. D. W. Leathers
Marshall Public Schools
Marshall, Oklahoma 73056

Dear Mr. Leathers:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

We are pleased to know of the good work being done by Counsellor Lyndol Jones. His experiences will be very beneficiary.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

I

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. Eugene Johnson, Superintendent
Mulhall Public Schools
Mulhall, Oklahoma 73063

Dear Mr. Johnson:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with details of the project.

We are pleased to know of the good work being done by Counsellor Lyndol Jones. His experiences will be very beneficiary.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

December 15, 1967

Mr. Wendell V. White
Coyle Public Schools
Coyle, Oklahoma 73027

Dear Mr. White:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with the details of the project.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

DEMOGRAPHIC RESEARCH AND TRAINING CENTER
SOCIAL SCIENCE RESEARCH INSTITUTE
THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30601

TEL. AREA CODE 404-542-1806

February 23, 1968

Professor Donald E. Allen
Department of Sociology
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Professor Allen:

I want to acknowledge the receipt of your letter of February 5th and the three schedules or questionnaires you sent me for review. I shall offer a few comments which I think are pertinent.

First, the schedules are designed to obtain valuable information and I am impressed with the construction of the questions. I suggest that the three schedules be carefully pre-tested and revised before they are actually administered. I consider pre-testing to be essential in any field study.

The length of the schedules may conceivably constitute a problem in obtaining complete and accurate responses. If at all possible, I suggest that the schedule for the students be administered in the school to classes. This procedure, I believe, would solicit more accurate and complete responses than permitting the students to take the forms home and complete them there.

I presume that the students will be asked to take the forms home and request their parents to fill them out and then bring the completed forms back to school. If this procedure is employed, it will be necessary to check the questionnaires very carefully to make sure that every question has been answered. Otherwise, many respondents may leave a number of questions unanswered.

Some of the classified responses are, of course, not mutually exclusive answers, such as to question 17 on the student's questionnaire. I do not suggest that classification be revised, however, for I would leave this to the results obtained in the pre-test.

The analyses of the data could involve enormous amounts of time, for there is so much data. Some very specific delimitation will be required for each student, if each is to complete his analysis within a reasonable time. As I understand, each of the graduate students will

concentrate on only certain portions of the schedules.

I hope that some of these suggestions may prove helpful. If I can assist on any specific question I shall be happy to do so.

Cordially yours,

James D. Tarver
Professor of Sociology and
Director, Demographic Research
and Training Center

JDT/jd

December 15, 1967

Dr. Charles L. Weber, Superintendent
Guthrie Public Schools
Guthrie, Oklahoma 73044

Dear Dr. Weber:

It was good to visit with you by phone today. I am glad to know of your willingness to participate with Langston University, Oklahoma State University and the U. S. Department of Agriculture in this study of rural-urban influences on youth of Logan County.

The research will be directed by Dr. Donald E. Allen, Professor of Sociology at the Oklahoma State University. He will contact you soon and provide you with the details of the project.

We are hopeful that this research will provide important information on the ambition goals and post high school plans of the youth of this County.

Sincerely yours,

William H. Hale
President

cc: Dr. Donald E. Allen
Dr. L. G. Hale, Director of Development and Public Relations, Langston University

STATE OF OKLAHOMA
DEPARTMENT OF PUBLIC WELFARE
OKLAHOMA PUBLIC WELFARE COMMISSION
Sequoyah Memorial Office Building
OKLAHOMA CITY, OKLAHOMA - 73105

L. E. Rader
Director of Public Welfare

December 26, 1967

Donald E. Allen
Associate Professor, Sociology
Oklahoma State University
Research Coordinator
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Doctor Allen:

This is to acknowledge your letter of December 14, 1967, regarding research and high school youth in Logan County. Your letter indicated that you wished to have the Logan County Welfare Office apply code symbols to the alphabetized list of respondent families.

A copy of this correspondence is being forwarded to Logan County and I am sure they will be happy to cooperate with you in any way possible in completing this research.

If we can be of additional assistance, please let us know.

Very truly yours,

L. E. Rader
Director of Public Welfare

Dear Mrs.

Your ideas and beliefs about the plans of your son, when he leaves high school are an important element in resolving his problems. The following questions seek to determine what you believe he will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your son to return to school where he will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

Dear Mrs.

Your ideas and beliefs about the plans of your daughter, when she leaves high school are an important element in resolving her problems. The following questions seek to determine what you believe she will be doing after leaving high school.

This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please complete this questionnaire and give it to your daughter to return to school where she will be given credit. Disregard the question numbers for they are not in order.

Thank you for your assistance in this research.

Very sincerely,

Donald E. Allen

Donald E. Allen
Research Coordinator
Logan County Youth Study

APPENDIX B

INSTRUCTIONS TO STUDENTS COMPLETING QUESTIONNAIRE

You have been selected to participate in a study of students' plans after high school. This study is conducted by Langston and Oklahoma State Universities. Please complete this questionnaire which includes questions about your career plans, your family, your attitudes toward work and questions regarding economic and health factors.

Be sure to read the instructions carefully and complete all questions in about forty minutes. Your name will not be associated with your answers.

Shorter questionnaires will be mailed to your parents, guardians or whomever you live with; and if you will bring back the completed questionnaires to me by a week from today, I will give you fifty cents for bringing back one of them or one dollar if you bring back completed questionnaires from both parents or guardians. Please return them in the envelope provided.

CAREER PLANS OF HIGH SCHOOL YOUTH

LOGAN COUNTY YOUTH STUDY

1968

CAREER PLANS OF HIGH SCHOOL YOUTH

CD1
1-4
5

As a high school student you have been concerned about preparing for your career and your future. Your family is also interested in what you will do. The following questions seek to determine what you consider important in making plans for what you will do when you leave high school. This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please answer each question as accurately and as promptly as possible. The information that you give will be used exclusively for research purposes and will not be connected with your name.

Thank you for your assistance in this research.

Logan County Youth Study

NAME (Print)_____
First Last

STREET ADDRESS OR ROUTE_____

City_____ State_____ Zip Code_____

MOTHER OR STEPMOTHER (Print)_____

FATHER OR STEPFATHER (Print)_____

HIGH SCHOOL_____ JUNIOR HIGH_____

6 SEX .1 Male____ .2 Female____

* 7 GRADE .1 10th____ .2 11th____ .3 12th____

8 AGE LAST BIRTHDAY .1 15____ .2 16____ .3 17____ .4 18____ .5 over 18____

* 9 WHICH DESCRIBES YOU? .1 Indian____ .2 Oriental____ .3 Negro____ .4 White____

10 WHERE DO YOU LIVE? .1 On Farm____ .2 Country, but not Farm____
.3 Town under 1000____ .4 Town of 1000-2500____ .5 Town over 2500____

* 11-12 MARK X ON THE GRADE NEAREST YOUR AVERAGE FOR THE LAST TWO SEMESTERS:
.1 A .2 A- .3 B+ .4 B .5 B- .6 C+ .7 C .8 C- .9 D .10 F

13-15 IN WHAT SUBJECTS DO YOU GET THE BEST GRADES? .1_____

.2_____ .3_____ .4_____

16-18 IN WHAT SUBJECTS DO YOU GET YOUR POOREST GRADES? .1_____

.2_____ .3_____ .4_____

* 19 HOW MANY COURSES ARE YOU NOW TAKING? .1__ .2__ .3__ .4__ .5__ .6__ .7__

HOW MANY OF THESE COURSES DO YOU LIKE AND DISLIKE?

20 .1 Like 0 1 2 3 4 5 6 7

21 .2 Dislike 0 1 2 3 4 5 6 7

* Items used in the production of this thesis.

CD1 IN GENERAL, HOW WOULD YOU RATE YOURSELF AS A STUDENT IN THE FOLLOWING AREAS?

		POOR (1)	FAIR (2)	AVERAGE (3)	GOOD (4)	EXCELLENT (5)
*22	.1 Reading	____	____	____	____	____
*23	.2 Writing	____	____	____	____	____
*24	.3 Public Speaking	____	____	____	____	____
*25	.4 Use of Library	____	____	____	____	____
*26	.5 Preparation of Assignments	____	____	____	____	____
*27	.6 Taking Essay Tests	____	____	____	____	____
*28	.7 Taking Multiple Choice Tests	____	____	____	____	____
*29	.8 Extra Curricular Activities	____	____	____	____	____
*30	.9 Attendance	____	____	____	____	____
*31	.10 Athletics	____	____	____	____	____

* 32-34 CONSIDERING YOUR REAL ABILITIES AS A STUDENT, WHICH OF THE FOLLOWING BEST DESCRIBES THE HIGHEST TRAINING LEVEL (1) YOU ARE CAPABLE OF ATTAINING, (2) YOU PLAN TO ATTAIN, AND (3) YOU WOULD LIKE TO ATTAIN?

	CAPABLE OF ATTAINING	PLAN TO ATTAIN	WOULD LIKE TO ATTAIN
PH.D. or Profession	1____	1____	1____
Engineering Degree	2____	2____	2____
Teaching Certificate	3____	3____	3____
College Degree	4____	4____	4____
Vocational School Certificate	5____	5____	5____
Business School	6____	6____	6____
Graduate from High School	7____	7____	7____
Get a Job	8____	8____	8____
Work on Farm	9____	9____	9____

35-36 PLEASE MARK ALL SOURCES OF INFORMATION YOU HAVE USED IN MAKING YOUR PLANS FOR THE FUTURE.

.1 Mother _____
.2 Father _____
.3 Teachers _____
.4 Counselor _____
.5 Minister _____
.6 Other Adults _____
.7 Friends _____
.8 Books _____
.9 Magazines _____
.10 Television _____
.11 Movies _____
.12 Travel or Tours _____

37-42 WHICH HELPFUL SOURCES OF INFORMATION HAVE BEEN MOST HELPFUL TO YOU?

.1_____ .2_____ .3_____ .4_____ .5_____

* 43 HOW SURE ARE YOU ABOUT SUCCEEDING IN YOUR POST HIGH SCHOOL PLANS?

Very Sure .1_____ Fairly Sure .2_____ Somewhat Doubtful .3_____ Very Doubtful .4_____

HOW MANY TIMES HAVE YOU BEEN ON A SCHOOL CAMPUS? (MARK X THROUGH ANSWER)

44 .1 College 0 1 2 3 4 5 6 7 8 9 10 or more
45 .2 Vocational School 0 1 2 3 4 5 6 7 8 9 10 or more

46 HOW MANY COLLEGE AND VOCATIONAL SCHOOL COURSE CATALOGUES HAVE YOU EXAMINED IN YOUR HIGH SCHOOL LIBRARY?

.1 1 2 3 4 5 6 7 8 9 10 or more
.2 None Available in Library_____.
.3 Never Heard of a School Course Catalogue_____.

CD1 HOW MANY DEGREE GRANTING VOCATIONAL SCHOOLS AND COLLEGES DO YOU THINK THERE ARE IN OKLAHOMA WHICH YOU COULD ATTEND?

47	.1 Universities	0	2	5	10	15	20	50
48	.2 Junior Colleges	0	2	5	10	15	20	50
49	.3 Vocational Schools	0	2	5	10	15	20	50

50 INDICATE THE STEPS REQUIRED TO GET ADMITTED TO A DEGREE GRANTING VOCATIONAL SCHOOL, COLLEGE, OR UNIVERSITY.

Apply by Mail	Apply in Person	Send School Records	Pass Entrance Examinations	Pay Fees	Be Graduate Of High School
.1____	.2____	.3____	.4____	.5____	.6____

51-60 LIST THE FAMILY MEMBERS WITH WHOM YOU LIVE.

.1 Mother	_____	.6 Stepfather	_____
.2 Father	_____	.7 Grandmother	_____
.3 Sister(s)	_____	.8 Grandfather	_____
.4 Brother(s)	_____	.9 Other Female Relative	_____
.5 Stepmother	_____	.10 Other Male Relative	_____

THE WORDS MOTHER AND FATHER IN QUESTIONS 27 - 49 REFER TO STEP-PARENT OR GUARDIAN IF APPROPRIATE.

* 61-64 PLEASE INDICATE THOSE ACTIVITIES IN THE FOLLOWING LIST WHICH YOU DO WITH YOUR MOTHER AND/OR YOUR FATHER.

	MOTHER	FATHER
Eat Meals at Home	.1____	.2____
Have Confidential Talks	.3____	.4____
Play Games	.5____	.6____
Social Events	.7____	.8____
Go to Movies	.9____	.10____
Church Activities	.11____	.12____
Watch Television	.13____	.14____
Do Housework	.15____	.16____
Do Yardwork	.17____	.18____
Do Chores	.19____	.20____
Help Parents in Occupation	.21____	.22____

IN THE FOLLOWING KINDS OF PROBLEMS, HOW MUCH HELP DO YOU GET FROM YOUR PARENTS?

	HELP WITH MONEY PROBLEMS?	(1) None	(2) A Little	(3) Average Amount	(4) Considerable Amount	(5) A Great Deal
* 65	.1 Mother	___	___	___	___	___
66	.2 Father	___	___	___	___	___
	HELP WITH PERSONAL PROBLEMS?					
* 67	.1 Mother	___	___	___	___	___
68	.2 Father	___	___	___	___	___
	HELP WITH SCHOOL PROBLEMS?					
* 69	.1 Mother	___	___	___	___	___
70	.2 Father	___	___	___	___	___
	HELP IN MAKING DECISIONS?					
* 71	.1 Mother	___	___	___	___	___
72	.2 Father	___	___	___	___	___
	HELP WHEN YOU ARE IN TROUBLE?					
* 73	.1 Mother	___	___	___	___	___
74	.2 Father	___	___	___	___	___

CD1 CD2	HELPFUL ADVICE?	None (1)	A Little (2)	Considerable Amount (3)	A Great Deal (4)
* 75	.1 Mother	____	____	____	____
6	.2 Father	____	____	____	____

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR LOVE FOR YOUR PARENTS?

		Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
* 7	.1 Mother	____	____	____	____	____
8	.2 Father	____	____	____	____	____

HOW MUCH LOVE DO YOU THINK YOUR PARENTS HAVE FOR YOU?

* 9	.1 Mother	____	____	____	____	____
10	.2 Father	____	____	____	____	____

	HOW DO YOU RATE YOUR PARENTS?	Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
* 11	.1 Mother	____	____	____	____	____
12	.2 Father	____	____	____	____	____
	HOW WOULD YOUR MOTHER RATE:					
* 13	.1 Herself as a mother	____	____	____	____	____
14	.2 You as a child	____	____	____	____	____
	HOW WOULD YOUR FATHER RATE:					
15	.1 Himself as a father	____	____	____	____	____
16	.2 You as a child	____	____	____	____	____
	HOW WOULD YOU RATE YOURSELF:					
* 17	.1 As a child to your mother	____	____	____	____	____
18	.2 As a child to your father	____	____	____	____	____

HOW OFTEN ARE YOUR PARENTS IN A GOOD MOOD?

		Never (1)	Rarely (2)	Half & Half (3)	Usually (4)	Always (5)
*19	.1 Mother	____	____	____	____	____
20	.2 Father	____	____	____	____	____

AT HOME HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR PARENTS?

*21	.1 Towards Mother	____	____	____	____	____
22	.2 Towards Father	____	____	____	____	____

IF YOU DO SOMETHING YOUR PARENT CONSIDERS WRONG, HOW DOES HE REACT?

		No Reaction (1)	Mildly (2)	Moderately (3)	Strongly (4)	Very Strongly (5)
* 23	.1 Mother	____	____	____	____	____
24	.2 Father	____	____	____	____	____

IF YOU DO SOMETHING SERIOUSLY WRONG, HOW DOES YOUR PARENT PUNISH YOU?

		Do Nothing (1)	Sulk (2)	Scold (3)	Restrict (4)	Reduce Allowance (5)	Slap or Hit (6)
* 25	.1 Mother	____	____	____	____	____	____
26	.2 Father	____	____	____	____	____	____

CD2 WHEN YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REACT?

		Critical (1)	Indifferent (2)	Pleased (3)	Complimentary (4)	Enthusiastic (5)
* 27	.1 Mother	____	____	____	____	____
28	.2 Father	____	____	____	____	____

IF YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REWARD YOU?

		No Reward (1)	Compliment (2)	Praise (3)	Grant Privileges (4)	Gift or Money (5)	Caress or Pat (6)
* 29	.1 Mother	____	____	____	____	____	____
30	.2 Father	____	____	____	____	____	____

		Never (1)	Rarely (2)	Sometimes (3)	Mostly (4)	Always (5)
* 31	HOW OFTEN DO YOU BEHAVE AS YOUR PARENTS THINK YOU SHOULD?	____	____	____	____	____
	HOW OFTEN DO YOUR PARENTS BEHAVE					
* 32	AS THEY SHOULD? Mother	____	____	____	____	____
33	Father	____	____	____	____	____
34	HOW OFTEN DO YOUR PARENTS AGREE ON FAMILY PROBLEMS?	____	____	____	____	____

*35-36 IF YOU HAD THE ABILITY, EDUCATION AND MONEY, WHAT KIND OF WORK WOULD YOU REALLY LIKE TO BE DOING TEN YEARS FROM NOW?

_____

SPECIFIC NAME OR TITLE OF JOB I WOULD REALLY LIKE TO HAVE

* 37 HOW MUCH EDUCATION DO YOU THINK YOU WOULD NEED FOR THIS?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

*38-39 NOW CONSIDERING YOUR ACTUAL ABILITIES, GRADES, FINANCES, AND CHANCES FOR EDUCATION, WHAT KIND OF WORK DO YOU ACTUALLY EXPECT TO BE DOING TEN YEARS FROM NOW? BE VERY SPECIFIC - NAME THE JOB.

_____

SPECIFIC NAME OR TITLE OF JOB I REALLY EXPECT TO HAVE

* 40 HOW MUCH EDUCATION DO YOU THINK YOU WILL NEED FOR THIS?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

41-42 AT WHAT AGE DID YOU DECIDE ON THE JOB YOU EXPECT TO HAVE?

12 or Less 13 14 15 16 17 18 19

43-44 AT WHAT AGE DO YOU EXPECT TO MARRY? (MARK X THROUGH YOUR ANSWER)

16 or 17 18 19 20 21 22 23 24 25 26 27 Never

* 45 HOW MUCH EDUCATION DO YOU THINK THE PERSON YOU MARRY SHOULD HAVE?

.1 High School	.2 Business School	.3 Vocational School	.4 College	.5 Professional School
____	____	____	____	____

CD2

		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
* 46	HOW DO YOU FEEL ABOUT YOUR CHOICE OF OCCUPATION?	____	____	____	____	____
	HOW DO YOUR PARENTS FEEL ABOUT YOUR CHOICE OF OCCUPATION?					
* 47	.1 Mother	____	____	____	____	____
48	.2 Father	____	____	____	____	____
	HOW DOES YOUR FATHER FEEL ABOUT HIS WORK AND SALARY?					
49	.1 Work	____	____	____	____	____
50	.2 Salary	____	____	____	____	____
	HOW DO YOU FEEL ABOUT YOUR FATHER'S WORK AND SALARY?					
51	.1 Work	____	____	____	____	____
52	.2 Salary	____	____	____	____	____
	HOW DOES YOUR MOTHER FEEL ABOUT FATHER'S WORK AND SALARY?					
53	.1 Work	____	____	____	____	____
54	.2 Salary	____	____	____	____	____
	IF MOTHER WORKS, HOW DOES SHE FEEL ABOUT HER WORK AND SALARY?					
55	.1 Work	____	____	____	____	____
56	.2 Salary	____	____	____	____	____

* 57 LIST THE TYPES OF WORK YOU HAVE DONE FOR PAY. .1_____

.2_____ .3_____ .4 Never worked for pay_____

* 58 LIST THE TYPES OF WORK FOR WHICH YOU HAVE SOME TRAINING. .1_____

.2_____ .3_____ .4 _____

* 59 WHEN YOU WORK HOW DO YOU FEEL ABOUT THE WORK YOU HAVE TO DO?

.1 Won't Work	.2 Hate to Work	.3 Prefer not to Work	.4 Don't mind Work	.5 Prefer to Work	.6 Happy to Work
____	____	____	____	____	____

* 60 HOW GOOD A WORKER ARE YOU?
.1 Poor_____ .2 Below Average_____ .3 Average_____ .4 Good_____ .5 Excellent_____

61-63 WHAT DO YOU USUALLY DO WITH YOUR SPARE TIME? .1_____

.2_____ .3_____

	MY PLANS AFTER LEAVING HIGH SCHOOL:	.1 Stay Permanently	.2 Stay a Few Years Only	.3 Leave Immediately
64	.1 Staying in Logan County	____	____	____
65	.2 Staying in Oklahoma	____	____	____

66-67 HOW OLD WERE YOU WHEN YOUR FAMILY CAME TO LOGAN COUNTY?
Was Born Here 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

CD2 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOUR FATHER AND MOTHER? (MARK AN X THROUGH YOUR ANSWER)

		High School											College				Post-Graduate			
68-69	.1 Mother	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
70-71	.2 Father	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

HOW MUCH MONEY DO YOU EXPECT YOU WOULD ACTUALLY BE ABLE TO EARN PER WEEK UNDER THE FOLLOWING CONDITIONS?

		(1) $50	(2) $75	(3) $100	(4) $125	(5) $150
72	.1 Took permanent job before finishing high school	____	____	____	____	____
73	.2 Took permanent job after finishing high school	____	____	____	____	____
74	.3 Completed Vocational School	____	____	____	____	____
75	.4 Completed college	____	____	____	____	____

CD3

6 PLEASE INDICATE THE ABILITY OF YOUR FAMILY TO HELP YOU ATTEND COLLEGE OR VOCATIONAL SCHOOL: .1 Unable to help_____ .2 Small Amount of Help_____ .3 Could give considerable help_____ .4 Could give whatever help is needed_____

7 IN ORDER TO ATTEND COLLEGE OR VOCATIONAL SCHOOL, IF NECESSARY, I WOULD BE WILLING TO WORK: .1 Part Time_____ .2 Half Time_____ .3 During Summer Vacation Only_____ .4 At No Time_____

8 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WHILE WORKING PART TIME ON THE SCHOOL CAMPUS IF HE TAKES A FULL COURSE LOAD?
$10_____ $20_____ $30_____ $40_____ Over $40_____

9 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WITH A PART-TIME JOB AT HOME OR PLACES OTHER THAN THE SCHOOL CAMPUS?
.1 $10-15 .2 $15-20 .3 $20-30 .4 $30-40 .5 More than $40
_____ _____ _____ _____ _____

10 DO YOU THINK A STUDENT COULD BORROW MONEY IN ORDER TO GO TO COLLEGE?
.1 Yes_____ .2 No_____

11 IF YOU COULD BORROW MONEY FOR A COLLEGE OR VOCATIONAL SCHOOL EDUCATION HOW WOULD YOU FEEL ABOUT BORROWING THE MONEY? .1 I would not borrow_____ .2 Somewhat reluctant_____ .3 I would borrow the amount needed_____

*12 WHICH MEALS DID YOU EAT YESTERDAY?
.1 Breakfast_____ .2 Lunch_____ .3 Dinner_____ .4 Snacks_____

*13 WHEN DID YOU EAT SNACKS YESTERDAY?
.1 Morning_____ .2 Afternoon_____ .3 Evening_____ .5 None_____

** MARK AN X TO SHOW WHETHER YOU LIKE OR DISLIKE THE FOLLOWING KINDS OF FOOD, AND ANOTHER X IF YOU ATE THAT FOOD FOR BREAKFAST TODAY, OR FOR LUNCH, DINNER, OR SNACKS YESTERDAY. IF YOU HAD ANY FOOD NOT LISTED WRITE IT IN THE BLANK AT THE END OF THE PROPER SECTION.

	BEVERAGES	Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
14	Cocoa	____	____	____	____	____	____
15	Coffee	____	____	____	____	____	____
16	Fruit Juice	____	____	____	____	____	____
17	Soft Drinks	____	____	____	____	____	____
18	Tea	____	____	____	____	____	____
19	Tomato Juice	____	____	____	____	____	____
20	Milk	____	____	____	____	____	____
21	_____	____	____	____	____	____	____

** Items used entirely in this section.

CD3

		Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
CEREAL PRODUCTS							
22	Bread, Wheat	___	___	___	___	___	___
23	Bread, White	___	___	___	___	___	___
24	Biscuits,Rolls	___	___	___	___	___	___
25	Cooked Cereal	___	___	___	___	___	___
26	Cornbread	___	___	___	___	___	___
27	Crackers, Chips, etc.	___	___	___	___	___	___
28	Dry Cereal	___	___	___	___	___	___
29	Macaroni, Spaghetti	___	___	___	___	___	___
30	Pancakes	___	___	___	___	___	___
31	Rice	___	___	___	___	___	___
32	_____	___	___	___	___	___	___
DAIRY, MISCELLANEOUS FOODS							
33	Butter	___	___	___	___	___	___
34	Cheese	___	___	___	___	___	___
35	Cottage Cheese	___	___	___	___	___	___
36	Cream	___	___	___	___	___	___
37	Margarine	___	___	___	___	___	___
38	Peanut Butter	___	___	___	___	___	___
39	_____	___	___	___	___	___	___
FRUITS							
40	Apples	___	___	___	___	___	___
41	Bananas	___	___	___	___	___	___
42	Grapefruit	___	___	___	___	___	___
43	Nuts	___	___	___	___	___	___
44	Oranges	___	___	___	___	___	___
45	Peaches	___	___	___	___	___	___
46	Pears	___	___	___	___	___	___
47	Pineapple	___	___	___	___	___	___
48	_____	___	___	___	___	___	___
MEATS							
49	Beef	___	___	___	___	___	___
50	Bacon	___	___	___	___	___	___
51	Chicken	___	___	___	___	___	___
52	Eggs	___	___	___	___	___	___
53	Fish	___	___	___	___	___	___
54	Ground Beef	___	___	___	___	___	___
55	Ham	___	___	___	___	___	___
56	Lamb	___	___	___	___	___	___
57	Lunchmeat	___	___	___	___	___	___
58	Liver	___	___	___	___	___	___
59	Pork	___	___	___	___	___	___
60	Sausage	___	___	___	___	___	___
61	Veal	___	___	___	___	___	___
62	Wieners	___	___	___	___	___	___
63	_____	___	___	___	___	___	___
SWEETS							
64	Candy	___	___	___	___	___	___
65	Cake	___	___	___	___	___	___
66	Cookies	___	___	___	___	___	___
67	Donuts, Rolls	___	___	___	___	___	___
68	Ice Cream	___	___	___	___	___	___

CD3			Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
	69	Jelly and Jam	____	____	____	____	____	____
	70	Pie	____	____	____	____	____	____
	71	Pudding	____	____	____	____	____	____
	72	Syrup	____	____	____	____	____	____
	73	_____	____	____	____	____	____	____
		VEGETABLES						
	74	Beans	____	____	____	____	____	____
	75	Broccoli	____	____	____	____	____	____
CD4	6	Brussell Sprouts	____	____	____	____	____	____
	7	Cabbage	____	____	____	____	____	____
	8	Carrots	____	____	____	____	____	____
	9	Celery	____	____	____	____	____	____
	10	Corn, Hominy	____	____	____	____	____	____
	11	Green Beans	____	____	____	____	____	____
	12	Kraut	____	____	____	____	____	____
	13	Onions	____	____	____	____	____	____
	14	Peas	____	____	____	____	____	____
	15	Potatoes	____	____	____	____	____	____
	16	Spinach	____	____	____	____	____	____
	17	Squash	____	____	____	____	____	____
	18	Potatoes, Sweet	____	____	____	____	____	____
	19	Tomatoes	____	____	____	____	____	____
	20	_____	____	____	____	____	____	____

21 INDICATE SCHOOL CLASSES WHERE YOU HAVE LEARNED ABOUT NUTRITION:

.1 Biology	____	.5 Physiology	____
.2 General Science	____	.6 Physical Education	____
.3 Home Economics	____	.7 Other	____
.4 Hygiene	____	.8 None	____

22 HAVE YOU LEARNED ABOUT NUTRITION IN ANY OF THE FOLLOWING CLUBS?

.1 4-H ____
.2 FHA or FFA ____
.3 Boy Scouts ____
.4 Girl Scouts ____
.5 Other (Specify)_____

PLEASE RATE YOUR HEALTH ON THE FOLLOWING FACTORS:

* 23 HEIGHT .1 Tall____ .2 Average____ .3 Short____

* 24 WEIGHT .1 Overweight____ .2 About right____ . 3 Short____

* 25 EYES .1 Always Clear_____ .2 Sometimes Irritated____ .3 Often Irritated____

* 26 SKIN .1 Always Clear____ .2 Sometimes broken out____ .3 Often broken out___

* 27 APPETITE .1 Poor_____ .2 Fair_____ .3 Good_____

* 28 HAIR .1 Shiny_____ .2 Average_____ .3 Dull____

* 29 OUTLOOK ON LIFE .1 Always unhappy___ .2 Mostly unhappy___ .3 Half and Half___
.4 Mostly happy___ .5 Always happy___

CD4 *30 WOULD YOUR HEALTH BE BETTER IF YOUR FAMILY HAD MORE MONEY TO SPEND ON FOOD?
.1 Yes_____ .2 No_____

31 WHO DOES MOST OF THE COOKING? _____

PLEASE RATE YOUR FAMILY ON THE FOLLOWING FACTORS:

*32 HOW MANY MEALS DID THE ENTIRE FAMILY EAT TOGETHER YESTERDAY?
.0_____ .1_____ .2_____ .3_____

*33 WHICH MEALS DOES THE ENTIRE FAMILY USUALLY EAT TOGETHER?
.1 Breakfast____ .2 Lunch____ .3 Dinner____

34 HOW DO YOU RATE THE COOKING AT HOME?
.1 Poor_____ .2 Fair_____ .3 Good_____ .4 Excellent_____

35 HOW ATTRACTIVE WAS THE EVENING MEAL LAST NIGHT?
.1 Not very attractive____ .2 Fairly attractive____ .3 Very attractive____

36 HOW MUCH DO YOU ENJOY MEALS AT HOME?
.1 Not very much____ .2 Average____ .3 Very much____

*37 WHAT IS THE FAMILY MOOD DURING MEALS?
.1 Always strained____ .2 Mostly strained____ .3 Half and Half____
.4 Mostly cheerful____ .5 Always cheerful____

CD6 CAREER PLANS OF HIGH SCHOOL YOUTH

1-4 MOTHER'S QUESTIONNAIRE (Please fill this out alone.)
5

* 6-7 INDICATE THOSE ACTIVITIES WHICH YOU DO WITH YOUR CHILD:

.1 Eat meals at home	____	.7 Watch television	____
.2 Confidential talks	____	.8 Do housework	____
.3 Play games	____	.9 Do yardwork	____
.4 Social events	____	.10 Do chores	____
.5 Go to movies	____	.11 Child helps parents in parent's occupation	____
.6 Church attendance or other activities	____		

HOW MUCH HELP DO YOU GIVE YOUR CHILD WITH THE FOLLOWING KINDS OF PROBLEMS:

	None (1)	Little (2)	Average Amount (3)	Considerable Amount (4)	A Great Deal (5)
* 8 WITH MONEY PROBELMS	____	____	____	____	____
* 9 WITH PERSONAL PROBLEMS	____	____	____	____	____
* 10 WITH SCHOOL PROBLEMS	____	____	____	____	____
* 11 IN MAKING DECISIONS	____	____	____	____	____
* 12 WHEN IN TROUBLE	____	____	____	____	____
* 13 HELPFUL ADVICE	____	____	____	____	____
* 14 CHOICE OF CAREER	____	____	____	____	____

WHICH ONE OF THE FOLLOWING BEST DESCRIBES:	Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
* 15 YOUR LOVE FOR YOUR CHILD	____	____	____	____	____
* 16 THE LOVE YOUR CHILD HAS FOR YOU	____	____	____	____	____

	Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
* 17 IN GENERAL, HOW DO YOU RATE YOUR CHILD?	____	____	____	____	____
* 18 HOW DO YOU RATE YOURSELF AS A MOTHER TO YOUR CHILD?	____	____	____	____	____
* 19 HOW WOULD YOUR CHILD RATE YOU AS A MOTHER?	____	____	____	____	____
* 20 RATE YOUR CHILD'S BEHAVIOR TOWARD YOU AS A MOTHER?	____	____	____	____	____
* 21 RATE YOUR CHILD'S SENSE OF RESPONSIBILITY?	____	____	____	____	____

* Items used in the production of this thesis

CD6		Never (1)	Rarely (2)	Half & Half (3)	Usually (4)	Always (5)
*22	HOW OFTEN IS YOUR CHILD IN A GOOD MOOD?	____	____	____	____	____
*23	HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR CHILD?	____	____	____	____	____
*24	HOW OFTEN DOES YOUR CHILD BEHAVE AS YOU THINK HE SHOULD?	____	____	____	____	____
*25	HOW OFTEN DO YOU BEHAVE AS YOUR CHILD THINKS YOU SHOULD?	____	____	____	____	____

		No Reaction (1)	Mildly (2)	Moderately (3)	Strongly (4)	Very Strongly (5)
*26	WHEN YOUR CHILD DOES WRONG, HOW DO YOU REACT?	____	____	____	____	____

*27 IF YOUR CHILD DOES SOMETHING SERIOUSLY WRONG, WHAT DO YOU DO?
.1 Do Nothing__ .2 Show Hurt__ .3 Counsel__ .4 Scold__ .5 Restrict Privileges__ .6 Reduce Allowance__ .7 Slap or Hit__

*28 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REACT?
.1 Critical__ .2 Indifferent__ .3 Pleased__ .4 Complimentary__ .5 Enthusiastically__

*29 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REWARD HIM?
.1 Do Nothing__ .2 Compliment__ .3 Praise__ .4 Increase Privileges__ .5 Gift or Money__ .6 Caress or Pat__

30 HOW DO YOU AND YOUR SPOUSE WORK TOGETHER ON FAMILY PROBLEMS?
.1 Always Disagree__ .2 Usually Disagree__ .3 Half and Half__ .4 Usually Agree__ .5 Always Agree__

31-32 AT WHAT AGE DO YOU EXPECT YOUR CHILD TO MARRY? (MARK X THROUGH ANSWER)
16 or less 17 18 19 20 21 22 23 24 25 26 27 and Above Never

* 33-34 WHAT WOULD YOU MOST LIKE YOUR CHILD TO DO AS A LIFE WORK?_____

_____

* 35 HOW MUCH EDUCATION DO YOU THINK YOUR CHILD WILL NEED FOR THIS JOB?
High School .1__ Business School .2__ Vocational School .3__ College .4__ Professional School .5__

* 36 HOW MUCH EDUCATION DO YOU FEEL THE PERSON YOUR CHILD MARRIES SHOULD HAVE?
High School .1__ Business School .2__ Vocational School .3__ College .4__ Professional School .5__

		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
	IF YOU WORK, HOW DO YOU FEEL ABOUT YOUR WORK AND SALARY?					
37	.1 Work	____	____	____	____	____
38	.2 Salary	____	____	____	____	____
	HOW DOES YOUR HUSBAND FEEL ABOUT YOUR WORK AND SALARY?					
39	.1 Work	____	____	____	____	____
40	.2 Salary	____	____	____	____	____

CD6

41 HOW DO YOU FEEL ABOUT YOUR CHILD'S CHOICE OF FUTURE OCCUPATION?

Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)
____	____	____	____	____

42 HOW GOOD A WORKER IS YOUR CHILD?

43 HOW WOULD YOU RATE YOUR CHILD AS A STUDENT?

Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
____	____	____	____	____
____	____	____	____	____

* 44 HOW SURE ARE YOU THAT YOUR CHILD WILL SUCCEED IN HIS PLANS AFTER HIGH SCHOOL?
.1 No Confidence__ .2 Very Doubtful__ .3 Somewhat Doubtful__ .4 Fairly Sure__
.5 Absolutely Sure__

* 45-46 WHAT DO YOU THINK YOUR CHILD WILL BE DOING THE FIRST YEAR AFTER GRADUATION FROM HIGH SCHOOL?

.1 Unskilled Labor ____
.2 Semi-Skilled Labor or Farm Worker ____
.3 Skilled worker or foreman ____
.4 Clerical or Sales ____
.5 Small business owner ____
.6 Farm owner or operator ____
.7 Semi-Professional ____
.8 Professional ____
.9 Business School ____
.10 Vocational School ____
.11 Junior College ____
.12 College ____

AFTER YOUR CHILD LEAVES SCHOOL WHAT ARE YOUR PLANS FOR STAYING:

	Leave Immediately	Leave if the Opportunity Arises	Stay a Few More Years	Stay Permanently
47 IN LOGAN COUNTY	.1____	.2____	.3____	.4____
48 IN OKLAHOMA	.1____	.2____	.3____	.4____

49-50 IN WHAT YEAR DID YOU COME TO LOGAN COUNTY?_____
I was born here_____

51-52 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOU?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

53-54 PLEASE INDICATE THE OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD:

.1 Unskilled (odd jobs, common labor)__
.2 Machine or vehicle operator __
.3 Skilled worker (carpenter, etc.) __
.4 Office Worker __
.5 Salesman __
.6 Farm Manager __
.7 Business Manager __
.8 Technician (laboratory ass't, draftsman,etc.)__
.9 Professional (doctor, lawyer, teacher) __
.10 Other Specify_____ __
.11 Housewife __

* 55 PLEASE INDICATE THE MAIN SOURCE OF INCOME FOR YOUR FAMILY:

.1 Welfare (AFDC, Disability, Old Age)___
.2 Pension ___
.3 Salary or Wages ___
.4 Farm Crops ___
.5 Farm Livestock ___
.6 Fees and Commission___
.7 Business Profits ___

* 56 PLEASE INDICATE YOUR CONDITION OF EMPLOYMENT FOR 1967:

.1 Was not seeking employment____
.2 Unemployed ____
.3 Employed irregulary ____
.4 Employed about 6 months____
.5 Employed about 9 months____
.6 Full-time employment ____

CD6

* 57-58 PLEASE INDICATE YOUR TOTAL FAMILY INCOME EITHER BY YEAR (COLUMN 1) OR BY MONTH (COLUMN 2) OR BY WEEK (COLUMN 3):

By Year		By Month		By Week	
Under $1000___	$6000___	Under $ 80___	$500___	Under $ 20___	$115___
About 1000___	7000___	About 80___	580___	About 20___	130___
2000___	8000___	170___	670___	40___	150___
3000___	9000___	250___	750___	60___	170___
4000___	10000___	330___	830___	80___	190___
5000___		420___		100___	

59 PLEASE INDICATE HOW YOU FEEL ABOUT YOUR FAMILY INCOME:
.1 Not nearly enough___ .2 Just enough to get along___ .3 Sufficient___
.4 Ample, allows savings___

60 IF PART OF THE FAMILY'S INCOME IS DERIVED FROM A FARM, INDICATE WHICH OF THE FOLLOWING APPLIES: FAMILY HEAD: .1 Owns, operates farm___ .2 Is farm tenant___ .3 Works on farm for wages___

61 PLEASE INDICATE THE ABILITY OF THE FAMILY TO HELP THE SON OR DAUGHTER ATTEND VOCATIONAL SCHOOL OR COLLEGE AFTER FINISHING HIGH SCHOOL:
.1 Unable to help___ .2 Give small amount of help___ .3 Give considerable help___
.4 Give whatever help needed___

62 INDICATE THE FOODS LISTED BELOW THAT ARE PRODUCED AT HOME FOR FAMILY CONSUMPTION:

.1 Vegetables	_____	.4 Eggs	_____
.2 Milk	_____	.5 Fruit	_____
.3 Meat	_____	.6 None	_____

* 63 WHAT MEALS DID YOUR CHILD EAT AT HOME YESTERDAY?
.1 Breakfast__ .2 Lunch__ .3 Dinner__ .4 Snacks__

* 64 HOW WOULD YOU RATE YOUR CHILD'S APPETITE?
.1 Poor___ .2 Fair___ .3 Good___ .4 Excellent___

HAVE YOU EVER BEEN A MEMBER OF:
65 .1 An adult homemaking class .1 No___ .2 Yes___
66 .2 Farm women's club .1 No___ .2 Yes___

HAVE ANY OF THE FOLLOWING EVER OCCURED:
67 HAVE YOU VISITED THE OFFICE OF LOGAN COUNTY HOME ECONOMIST? .1 No___ .2 Yes___

68 HAS SHE EVER VISITED YOUR HOME? .1 No___ .2 Yes___

69 HAVE YOU EVER VISITED THE OFFICE OF LOGAN COUNTY AGRICULTURAL EXTENSION AGENT? .1 No___ .2 Yes___

70 HAS THE AGRICULTURAL EXTENSION AGENT EVER VISITED YOUR HOME? .1 No___ .2 Yes___

71 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION BY THE GAS OR ELECTRIC COMPANY? .1 No___ .2 Yes___

72 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION GIVEN BY THE LOGAN COUNTY HOME ECONOMIST? .1 No___ .2 Yes___

THANK YOU AGAIN FOR YOUR ASSISTANCE IN THIS RESEARCH.

YOUR INITIALS:_____

APPENDIX C

OCCUPATIONAL RATINGS[1]

Occupation	Score
U. S. Supreme Court Justice	96
Physician	93
State Governor	93
Cabinet member in the federal government	92
Diplomat in the U. S. Foreign Service	92
Mayor of a large city	90
College professor	89
Scientist	89
United States Representative in Congress	89
Banker	88
Government scientist	88
County judge	87
Head of a department in a state government	87
Minister	87
Architect	87
Chemist	86
Dentist	86
Lawyer	86
Member of the board of directors of a large corporation	86
Nuclear physicist	86
Priest	86
Psychologist	85
Civil engineer	84
Airline pilot	83
Artist who paints pictures that are exhibited in galleries	83

[1]Paul K. Hatt and C. C. North in Delbert C. Miller, Handbook of Research Design and Social Measurement (New York: David McKay Co., Inc., 1964), pp. 108-110.

Occupation	Score
Owner of factory that employs about 100 people	82
Accountant for a large business	81
Biologist	81
Musician in a symphony orchestra	81
Author of novels	80
Captain in the regular army	80
Building contractor	79
Economist	79
Instructor in the public schools	79
Public school teacher	78
County agricultural agent	77
Railroad engineer	77
Farm owner and operator	76
Official of an international labor union	75
Radio announcer	75
Newspaper columnist	74
Owner-operator of a printing shop	74
Electrician	73
Trained machinist	73
Welfare worker for a city government	73
Undertaker	72
Reporter on a daily newspaper	71
Manager of a small store in a city	69
Bookkeeper	68
Insurance agent	68
Tenant farmer--one who owns livestock and machinery and manages the farm	68
Traveling salesman for a wholesale concern	68
Playground director	67
Policeman	67
Railroad conductor	67
Mail carrier	66
Carpenter	65
Automobile repairman	63

Occupation	Score
Plumber	63
Garage mechanic	62
Local official of a labor union	62
Owner-operator of a lunch stand	62
Corporal in the regular army	60
Machine operator in a factory	60
Barber	59
Clerk in a store	58
Fisherman who owns his own boat	58
Streetcar motorman	58
Milk routeman	54
Restaurant cook	54
Truck driver	54
Lumberjack	53
Filling station attendant	52
Singer in a nightclub	52
Farmhand	50
Coal miner	49
Taxi driver	49
Railroad section hand	48
Restaurant waiter	48
Dock worker	47
Night watchman	47
Clothes presser in a laundry	46
Soda fountain clerk	45
Bartender	44
Janitor	44
Share cropper--one who owns no livestock or equipment and does not manage farm	40
Garbage collector	35
Street sweeper	34
Shoe shiner	33
AVERAGE	69.8

VITA

Oliver Wendell Robinson

Candidate for the Degree of

Doctor of Education

Thesis: SELECTED SOCIOECONOMIC FACTORS EFFECTING ACADEMIC PERFORMANCE OF PUBLIC AND NONPUBLIC ASSISTANCE STUDENTS IN LOGAN COUNTY

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