



7-1986

Instrumentation for Assessing Changes Over Time in Career Projections and Attainments of Low- Income Youth

University of Tennessee Agricultural Experiment Station

S. M. Shoffner

G. W. Peterson

Follow this and additional works at: http://trace.tennessee.edu/utk_agresreport

 Part of the [Agriculture Commons](#)

Recommended Citation

University of Tennessee Agricultural Experiment Station; Shoffner, S. M.; and Peterson, G. W., "Instrumentation for Assessing Changes Over Time in Career Projections and Attainments of Low-Income Youth" (1986). *Research Reports*.
http://trace.tennessee.edu/utk_agresreport/73

The publications in this collection represent the historical publishing record of the UT Agricultural Experiment Station and do not necessarily reflect current scientific knowledge or recommendations. Current information about UT Ag Research can be found at the [UT Ag Research website](#). This Report is brought to you for free and open access by the AgResearch at Trace: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Research Reports by an authorized administrator of Trace: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

S
54.15
7402

Instrumentation for Assessing Changes Over Time in Career Projections and Attainments of Low-Income Youth



AGE-VET. MED. LIBRARY
OCT 10 1986
UNIV. OF TENN.

*S. M. Shoffner
G. W. Peterson*

Instrumentation for Assessing Changes Over Time
in
Career Projections and Attainments of Low-Income Youth

S. M. Shoffner and G. W. Peterson

The University of Tennessee
Agricultural Experiment Station
Knoxville, TN 37901

Acknowledgments

Appreciation is expressed to the members of the technical committees (S-63 and S-126) who were responsible for developing and field testing the survey forms used in three phases of the longitudinal study. Their names are listed by contributing state projects in this monograph. Special recognition and our sincere thanks go to our colleagues who over the years contributed to the various stages of the longitudinal project from its inception. A. Lee Coleman, Professor Emeritus, University of Kentucky, Kathryn S. Powell, Professor Emeritus, Winthrop College, South Carolina, and Lois E. Southworth, University of Tennessee were members of the regional committee who developed the instruments used in the first phase of this research. Their meaningful guidance during the first two projects (S-63 and S-126) has been reflected throughout the duration of the effort. Encouragement and administrative support to develop this research into a longitudinal study were provided by K. R. Keller and E. N. Boyd, North Carolina and Virginia Agricultural Experiment Stations, who served as administrative advisers. We appreciate the advice and encouragement Thomas J. Whatley, Tennessee Agricultural Experiment Station, gave us about preparing this document of instruments. The cooperation of the research participants who answered several waves of these questionnaires is gratefully acknowledged.

Several graduate students and staff at the University of North Carolina at Greensboro and the University of Tennessee made substantial contributions in the editing and technical aspects of developing and publishing this manuscript. Our thanks go to Martha A. Morgan, Elizabeth B. Robertson, Rachael R. Rocamora, Marveen R. Robinson, and Robert de Gregory.

CONTRIBUTING STATES AND PRINCIPAL LEADERS

Project S-126

Career Projections and Attainments of Low-Income Youth: Changes Over Time

Administrative Adviser

E. N. Boyd
Virginia Agricultural Experiment Station

ALABAMA

Alabama A & M University, Home Economics and Rural Sociology
Virginia Caples*
Gerald C. Wheelock

KENTUCKY

University of Kentucky, Department of Sociology
A. Lee Coleman (Retired 1979)
William F. Kenkel*

MICHIGAN (Addendum to Southern Regional Project)

Michigan State University, College of Human Ecology, Department of Family
and Child Ecology
Lawrence A. Schiamberg*

MISSISSIPPI

Alcorn State University, Department of Research, Extension and Applied
Sciences
Charles J. D. Tillman*
Addine Bates Woods

NORTH CAROLINA

University of North Carolina at Greensboro, School of Home Economics,
Department of Child Development and Family Relations
Sarah M. Shoffner*
North Carolina State University, Raleigh, Department of Statistics
Charles H. Proctor

SOUTH CAROLINA

Winthrop College, School of Consumer Science and Allied Professions
Neil R. Covington*

TENNESSEE

University of Tennessee, College of Human Ecology, Department of Child and
Family Studies
Lois E. Southworth (Retired 1982)
Gary W. Peterson*

VIRGINIA

Virginia Polytechnic Institute and State University, College of Human
Resources, Department of Family and Child Development
Shirley C. Farrier*

*official (voting) member

Preface

The instruments described in this publication were developed through the regional research mechanism which provided us the opportunity to follow population samples from several geographic sections of the Southern Region. This approach permitted a much larger sample and allowed the collection of much more important data than would have been possible otherwise. The three projects in which these instruments were used were conducted in seven Southern states over a ten-year period. The first project (S-63), "Influences on Occupational Goals of Young People From Three Subcultures in the South," was the baseline study. Data were obtained in 1969 from 1,503 fifth- and sixth-grade children (aged 11-13 years) and their mothers in three low-income subcultures--rural white Appalachians, rural blacks, and inner-city urban blacks--plus a small sample of poor urban whites in one state.

In 1975, six years after the baseline study, the youth (now aged 16 to 19 years and typically in the last two years of high school) and a subsample of the mothers were again interviewed. This time we reached about three-fourths of the original sample in six of the seven states. During this phase new samples of fifth- and sixth-graders in the same or comparable schools were obtained. The 1975 phase was an interim project in preparation for the next regional effort which provided the longitudinal focus. In 1979 a follow-up was initiated through project S-126, "Career Projections and Attainments of Low-Income Youth: Changes Over Time," in which an attempt was made through a mailed survey to recontact all the members of the 1969 baseline sample. A total of 544 questionnaires was secured.

The longitudinal nature of the data base means that the educational and occupational information gathered on the same children at grade-school age, high school age, and young adulthood can be used to trace the developmental transition of youth and how this related to their initial achievements in the world beyond high school. This is one of the few longitudinal data bases that includes information from roughly equal numbers of males and females, blacks and whites, which were collected over a ten-year period beginning when members of the sample were at an unusually early age in comparison to the typical studies of the 1960's. It provides extensive opportunities for the longitudinal study of the developmental goal attainment process of low-income youth.

A companion to this publication of instruments is the Southern Cooperative Series Bulletin No. 320, *On the Way to Adulthood: Changes and Continuities in the Life Plans of Low-Income Southern Youth* (Copies are available in university libraries and from the participating Agricultural Experiment Stations.) It reports findings from three phases of the longitudinal project. Numerous journal and station publications based on pooled regional data or individual station data will be forthcoming. These publications will be based on data collected with the instruments included in this monograph and upon methods outlined in the bulletin. Therefore, the two publications were planned to serve as references for future investigations from the longitudinal data base.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
CONTRIBUTING STATES AND PRINCIPAL LEADERS.	iii
PREFACE	iv
TABLE OF CONTENTS.	v
INTRODUCTION	1
DESCRIPTION OF THE INSTRUMENTS	3
COMPONENTS OF THE INSTRUMENTS.	3
Occupational and Educational Aspirations and Expectations	3
Significant Others.	9
Academic and Achievement Motivation	9
Self-Concept.	10
Child's Perception of Mother's Degree of Communication and Independence Training.	10
Mother's Behavior as Perceived by the Child	11
Intelligence Quotient	11
Parental Values--Characteristics of Children Valued	12
Mother's Achievement Value Orientation.	12
Alienation or Anomie.	12
Locus of Control.	13
Family Background and Social Participation.	13
Work Experience and and Job and Salary History.	13
Job Search Patterns and Barriers.	13
Importance of Job Aspects and Job Satisfaction.	14
Educational Attainment and Barriers to Aspired Level.	14
Educational Satisfaction and Encouragement from Parents	14

Table of Contents, continued

COMPONENTS OF INSTRUMENTS, continued

Life Satisfaction	15
Residential Preferences and Satisfaction/Household Composition	15
Attitudes and Significant Others about Married Women's Employment	15
Marriage/Children	15
Supplemental Questions for Youth Not-in-School	16
REFERENCES	17

APPENDIXES

A. Survey of Student Plans for Work and School (Baseline Phase, 1969).	19
B. Mother's Survey of Occupational and Educational Goals for Children (Baseline Phase, 1969)	27
C. Survey of Youth Plans for the Future (Follow-Up Form, 1975). .	33
D. Survey of Mother's Occupational and Educational Goals for Children (Follow-Up Form, 1975)	43
E. Ten-Year Follow-Up Survey of Young People (1979)	47

INTRODUCTION

The following discussion is a brief descriptive overview of the components of the original 1969 questionnaire and the variables added for the 1975 high school follow-up and the 1979 phase. Next, the origins of the items in the research literature, their contribution to this longitudinal study, and adaptations to their wording or administration will be discussed.

Phase One, 1969

Two questionnaires were used in 1969. One, the "Survey of Student Plans for Work and School" included questions relating to educational and occupational aspirations and expectations, academic and achievement motivation, independence training, self-concept, and the child's perception of the mother's behavior. The other, "Mother's Survey of Occupational and Educational Goals for Children", included questions on educational and occupational aspirations and expectations in terms of what the mother desired for her child, achievement values, anomia, and characteristics that the mother valued most in her child.

Phase Two, 1975

When the 1969 sample was reinterviewed in 1975, the following baseline variables were remeasured: household composition, how often respondent thought about future job, occupational aspirations, occupational expectations, ways heard about job of choice, education thought required for job choice, persons talked with about future jobs, educational aspirations, educational expectations, how likely to get preferred job, persons talked with about how far to go in school, perception of how far parents want youth to go in school, whether talked about dropping out, academic interest scale, whose advice about future plans is most important, parents' occupation, and sources of family income.

In addition, items measuring the following variables, not asked in 1969, were included in the high school age follow-up: locus of control; present marriage and children status; plans for marriage and children; influences on marriage and family plans; ideal age of marriage; residential preferences for the future (size of place, area of the country or world); perceived impediments to getting preferred job; how likely to be able to get preferred job; how long have been thinking about preferred job; other job choices considered recently (besides present first choice); characteristics valued in a job; work experience; current high school grades and grade average (if still in school); attitude toward married women working; reasons for and present attitude about dropping out of school (those no longer in school), how occupied and present plans if a school dropout.

The mother's schedule used in 1975 was almost identical to that of 1969. However, it was only administered in four of the states to a subsample of the original mothers.

Phase Three, 1979

The 1979 longitudinal instrument included items on locus of control and self-concept; significant others important to the respondent regarding jobs or education and personal or family matters; life trajectories formed from questions about the subject's activities from 1975 to 1979; job experience classified by year; employment records including weeks unemployed and main reason for unemployment; sources of income with main source identified and approximate amounts of income received; existing living situation and satisfaction with it including place living and its closeness to where respondent grew up; marital status and year married, age married, and number of children; satisfaction with community size, living arrangements, quality of housing, and life satisfaction; overall marital happiness; job search patterns including various methods for seeking a job; job satisfaction including satisfaction with different things about the job, the job as a whole, with money, and satisfaction with their work experience considering all jobs as a whole; educational attainment encouraged by parents, satisfaction with educational attainment and with parts of high school education, and self-satisfaction in taking advantage of what school offered; barriers to job attainment such as the things perceived as keeping them from getting the jobs they wanted; barriers to educational attainment such as those things that kept them from getting the desired schooling; and occupational aspirations and expectations.

Description of the Instruments

The initial questionnaire, pretested and revised by the participating states, was administered in 1969 in classrooms by two-person teams. In 1975 similar procedures were followed, combined with instructions on how to follow-up those students who were no longer in school and/or who had left the community. In 1979, a mail questionnaire procedure was used. Five survey forms and a supplement were used for the three phases of the longitudinal study:

1. Survey of Student Plans for Work and School (Baseline Phase, 1969) (see Appendix A)
2. Mother's Survey of Occupational and Educational Goals for Children (Baseline Phase, 1969) (see Appendix B)
3. Survey of Youth Plans for the Future (Follow-up Form, 1975) (This included supplemental questions for youth not in school) (see Appendix C)
4. Survey of Mother's Occupational and Educational Goals for Children (Follow-up Form, 1975) (see Appendix D)
5. Ten-Year Follow-Up Survey of Young People (1979) (see Appendix E)

The "Survey of Student Plans for Work and School" (for fifth and sixth graders) included questions relating to educational and occupational aspirations and expectations, academic (Elder, 1962) and achievement motivation (Weiner, in McClelland et al., 1953), independence training (Elder, 1962), self-concept (Lipsett, 1958), and the child's perception of the mother's behavior (Bronfenbrenner, 1960; Siegelman, 1965, 1966). The interview form, "Mother's Survey of Occupational and Educational Goals for Children", included questions on educational and occupational aspirations and expectations in terms of what the mother desired for her child, achievement values (Rosen, 1964), anomia (Srole's Scale, in Bonjean, 1967), and characteristics that the mother valued most in her child (Kohn, 1969). The other three forms used in 1975 and 1979 repeated items from the first two forms and included additional items appropriate to the age group being surveyed. Table 1 is used to summarize the components of the six survey forms and to show the groups of questions asked during the various time periods.

Components of the Instruments

The components of the various instruments will be discussed briefly in terms of their original appearance in the literature, their planned contributions to the study, and any adaptations to their wording or administration that were introduced. The sections describing the instruments are arranged in the same order as they are presented in Table 1.

Occupational and Educational Aspirations and Expectations

The occupational plans of grade school youth (1969) were measured by two questions. The first read: "If you could choose any job you wanted, what kind of job would you really like to have when you grow up?" Responses to this question were defined as occupational aspirations. A

Table 1. Summary of Instrument Variables Measured by Items for Three Phases of the Longitudinal Study

Instrument Variables	Baseline 1969		Youth Follow-up 1975		10 Year Follow-up 1979
	Children(1)	Mothers(2)	Youth(3) ^a	Mothers(4) (subsample)	Young Adults(5)
Aspirations and Expectations (OCC) (ED) (MOC) (MED)					
Occupational	8,9,10	2a,3	4-6,8	2a,3	33,34
Educational	13-14	5,6	12,13	5,6	35,36
Likelihood of Attainment		2b,c		2b	
Perceived Barriers to Attainment			9(a-1)		
Things Important about Job			10(a-g)		
Significant Others for Jobs	11,12	1	7	1	37a
for Education	15,16,17,18	4	14-17	4	37a
for Future Plans			29		
for Age at Marriage			33		
for Fertility Plans			34		
for Personal and Family Matters					37b
Academic Motivation	19-24,31,32 37,40		18-27		
and Achievement Motivation	25-30,33-36 38-39,41-44				

(table continues)

Instrument Variables	Baseline 1969		Youth Follow-up 1975		10 Year Follow-up 1979
	Children(1)	Mothers(2)	Youth(3) ^a	Mothers(4) (subsample)	Young Adults(5)
Self-Concept	95-116				57(a-g)
Child's Report of Mother's Communication (Independence Training)	45-49				
Mother's Behavior as Perceived by the Child (Loving, Demanding, Punishing)	50-94				
Intellectual ability	*				
Parental Values (Characteristics of Children that Mothers Value)		29(1-16)			
Achievement Value Orientation		17,19,21 23,25-28		15,17,19 21,23-26	46,48,50,52 54-56
Alienation or Anomie		16,18,20 22,24		14,16,18 20,22	45,47,49,51 53
Locus of Control			37-47		
Demographic and Family Background	1-7	30-36	1-3 48-53	27-31	1-3
Family Social Participation		7-15		7-13	
Self-Reported High School Grades			28		

*additional instrument, Otis-Lennon Mental Ability Test

(table continues)

Instrument Variables	Baseline 1969		Youth Follow-up 1975		10 Year Follow-up 1979
	Children(1)	Mothers(2)	Youth(3) ^a	Mothers(4) (subsample)	Young Adults(5)
Schooling, Work, and Salary History					7(a-j)
Jobs Held					8
Unemployment, Reason					9,10
Income Self, Spouse Sources					11,12, 13
Job Search Patterns					14(a-o)
Barriers to Desired Job					15(a-p)
Importance of Job Aspects					
Work Experience			11		
Job Satisfaction					
Individual Aspects					20(a-j)
With Job Overall, Money, Work Experience					21,22 23
Present, Future					24a,b
Educational Attainment					16,18
Still in School					17
Barriers to Aspired Level					19(a-o)

(table continues)

Instrument Variables	Baseline 1969		Youth Follow-up 1975		10 Year Follow-up 1979
	Children(1)	Mothers(2)	Youth(3) ^a	Mothers(4) (subsample)	Young Adults(5)
Educational Satisfaction					
With Attainment					25
Individual Aspects					26(a-j)
With Education Overall, Own Performance					27 28
Educational Encouragement from Parents					29
Life Satisfaction					
Past, Present, Future					32(a-c)
With Outcomes, Critical Events					42,43
Residential Preference					
Area, Type (Present, Future)			30a,b		1,2 40,41
Satisfaction					31(a-d)
Household Composition					
Attitude about Married Women Employed Outside Home			35		44
Significant Others for these Attitudes			36		

(table continues)

Instrument Variables	Baseline 1969		Youth Follow-up 1975		10 Year Follow-up 1979
	Children(1)	Mothers(2)	Youth(3) ^a	Mothers(4) (subsample)	Young Adults(5)
Marriage/Children					
Predicted/Actual Age of Marriage			31		5,38
Present Status			31		4
Marital Happiness					30
Number Children (have and desire)			32		6,39
Supplemental Questions for Youth Not-in-School^b					
School Dropout, Status			1		
Reasons			2		
Age Quit School			3		
Grade Finished, When Quit			3a,b		
Person(s) Consulted			4		
Activities Since Dropping Out					
Actual, General and Specific Aspects			5 5(1-5)		
Desired Plans If Not Actual			6 6a		
Other Information about Plans			7		

Note. Item numbers from the questionnaires appear in the column indicating the phase in which data were collected.

^aAspirations are listed first in the sequence followed by expectations.

^bInformation about youth not in school.

second question asked: "What kind of job do you think you really will have when you grow up?" Responses to this question constituted the operational definition of occupational expectations. In 1975 and 1979 the same questions were posed; however, "when you grow up" was changed to "in the future" in 1979.

The job choices for both occupational aspirations and expectations were given a double digit occupational prestige score. This scale, ranging from 20-100, measures the relative prestige of occupations. This measure was developed by NORC (National Opinion Research Center) using a national sample of respondents who were asked to judge 90 occupations according to a five point scale with values from 20 = poor to 100 = excellent (Reiss, 1961). Occupational choices were also categorized according to the nine-point Census classification system, which ranges from professional-technical (1) to laborer (9). Occupational Plans, OCC, is a composite measure constructed by using the mean score obtained from combining responses about occupational aspirations and expectations. This measure was intended to reflect a balance between individuals' dreams and sense of reality with respect to their occupational futures.

The educational plans of grade school children were measured by two questions. "How far would you like to go in school?" measured educational aspirations. "How far do you think you will really go in school?" measured educational expectations. The responses were coded in categories ranging from finish 8th grade to finish college and beyond with various intermediate combinations including trade schools, junior or community colleges, etc. Educational attainment was a measure of the educational level reached by the respondents as of 1979.

Significant Others

Three items were used to identify the significant others (SOs) who influenced the occupational plans of the low-income youth. During each of the three data collection phases respondents put a check by each person who had talked to them and was important for advice about their job plans. Possible SO choices for these items included "mother", "father", "older sibling", "other relatives", "teachers", "peers", "someone else" and "no one". In the 1979 early adulthood phase "spouse" was added. Two items included only in the high school (1975) data collection phase made possible the identification of SOs for marriage and fertility plans. Youth were asked to identify who had something to do with their ideas about when they should marry and how many children they would like to have.

Academic and Achievement Motivation

"Academic liking" was the variable representing a combination of items on academic and achievement motivation. Five of the academic motivation items had been used by Elder (1962). A sixth item was added by the regional committee to assess willingness to attend school if allowed to have one's way. The scale included such items as: "I am interested in my school work", "I really try to get good grades", and "I study or read at home". The Likert-type responses for each item ranged from always to never. Items to measure achievement motivation were used to ascertain the child's overall motivation in contrast or in addition to his motivation to achieve academically. Although Smith (1969) reported using a similar type

of measurement, studies using Weiner's (in McClelland, 1953) 20-item scale (copy obtained from Bernard Weiner, the originator) were not available in 1969. The items were factor analyzed and the six items determined to be conceptually consistent in measuring academic motivation were combined with four achievement motivation items to make one score which was titled Academic Liking (AC).

Self-Concept

The scale used to measure self-concept, developed and reported by Lipsitt (1958), consisted of 22 descriptive words or phrases which the respondents checked according to how well they believed the items described the way they felt about themselves. Before choosing the Lipsett scale it was pretested along with other instruments; these other instruments proved too difficult for the target population. Because the Lipsett items had been used successfully by other researchers with 5th and 6th graders, it was the one selected. Some items were slightly modified or amplified as an aid to a child's understanding (parenthetical descriptions were added to 10 items) and the item "brave" was omitted.

In 1975 self-concept was not measured; however in 1979 rather than use the 22 Lipsett items designed for grade school children, only 7 items were used. These had been used successfully in the National Longitudinal Study of the High School Class of 1972 (National Center for Education Statistics, 1978). Respondents read the statements and checked either "agree strongly", "agree", "disagree", or "disagree strongly".

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

This five-item scale was adapted from questions used by Elder (1962) with junior and senior high students. Elder stated that a Guttman scale analysis indicated that the responses should be dichotomized and thus scored 0 and 1. Because it was believed that the question and some of the responses to be checked were too complicated for 5th and 6th graders, items were pretested extensively. Pretest analysis led the committee to change questions and response modes to be more consistent with the type used on the Bronfenbrenner scale (Devereux, et al., 1962) because it was assumed the sample children could follow that format more easily. This example shows how items were changed:

Original Elder item:

When you don't know exactly why your mother is going to punish or discipline you, will she explain the reason to you? (Always, almost always, usually, sometimes, very seldom)

Changes used:

When she punishes me she tells me why, if I don't know. (Always, most of the time, sometimes, hardly ever, never)

Four of the five questions dealt with use of explanation, reasoning, and "talking about". Elder labeled these items "independence training" based on the reasoning that the more a mother explains, reasons, and talks about decisions with her child, the more likely it is that the child is being prepared for the responsibilities of adult life. Other investigators

(Winterbottom, 1958; Chance, 1965; Coopersmith, 1967) have used this term with other connotations and different questions. Therefore, a more operational definition for the five items was "degree of verbalization" or "degree of communication". The acronym COM was used to emphasize this element of verbalization.

Mother's Behavior as Perceived by the Child

The 45-item Bronfenbrenner Parent Behavior Questionnaire (Devereux, et al., 1962) was used to assess the mother-child relationship as perceived by the child. In many studies longer instruments have been used, but the regional committee thought that the Bronfenbrenner instrument was sufficient, since aspects of mother-child relationships was only one of many such aspects being explored. Analysis indicated some strong interitem relationships, so the instrument appears to have been a good choice.

Devereux, Bronfenbrenner, and Suci (1962) published the first report on the use of these 45 questions; and Devereux, Bronfenbrenner, and Rodgers (1969) published a second cross-cultural study based on its use. Siegelman (1965, 1966) reported the factor analysis on which components used in this study were based. The instrument is described briefly in Johnson and Bonmarito (1971).

Siegelman's three factors (Loving, Demanding, Punishing) were used in the present analyses. Originally there were fifteen clusters of three items each. A factor analysis of the responses of the 1412 children involved in this study showed essentially the same three groupings as Siegelman had found. Siegelman (1965) defined the three factors as follows:

Factor I: "Loving" depicts a parent who is readily available for counsel, support, and assistance. This parent enjoys being with his child, praises him, is affectionate, concerned, and has confidence in him.

Factor II: "Punishment" shows the greatest amount of consistency on the scale factor loadings. This factor characterizes a parent who often uses physical and nonphysical punishment with little concern for the feelings and needs of his child, and frequently for no apparent reason. Although rejection or hostility by the parent is not explicitly noted in the items, it is strongly suggested.

Factor III: A controlling, demanding, protecting, and intrusive parent is depicted in "Demanding". This parent insists on high achievement, explains to his child why he must be punished when such discipline is necessary, and becomes emotionally upset and distant when the child misbehaves.

Intelligence Quotient

The 1967 edition of the Otis-Lennon Mental Ability Test, Elementary II level, Form J, was used to measure subjects' IQ. Otis and Lennon reported validity coefficients ranging from .60 to .80.

During pretesting sessions of the Otis-Lennon test with children the same ages as the survey children, answer sheets suitable for machine

scoring were used. Based on that experience it was determined that individual test booklets would be easier for the children to use. The test was administered and scored according to instructions in the manual.

In this test DIQ means "Deviation IQ" based on comparison with chronological age of the standardized group. A chart in the manual shows percentiles and stanines along with the following range of scores: 128 and above (4%) Superior; 112-127 (19%) Above Average; 88-111 (54%) Average; 72-87 (19%) Below Average; 71 and below (4%) Low. In this project the child's DIQ score was used in helping decide whether the child understood the other instruments adequately enough to have their data retained in the study. The score itself was used as the study's measure of mental ability.

Parental Values--Characteristics of Children Valued

The mother was presented 16 brief statements concerning characteristics of children; she was asked to select the three that she thought were the most important for a child her own child's age. In a factor analysis of the items one of the factors, CHA, was defined as "Mother wants her child to have character". Another factor, OUT, was defined as "Mother emphasized an outgoing child". These two variables are based on Kohn's Parental Values scale (Kohn, 1969).

Mother's Achievement Value Orientation

Items measuring mother's achievement value orientation were compiled and modified from various sources, primarily Rosen (1964). In the questionnaire they were interspersed with the Srole anomia statements (Bonjean, 1967). "Disagree" was the appropriate achievement value response. Rosen (1964) used nine achievement items in a study in which both the mother and the her son (age range from 7 to 14) were asked the questions. In a pretest of these items with 5th and 6th graders in a classroom setting, it was found that the items were too difficult for the children to comprehend and answer reliably; therefore, the items were used only in the questionnaire for mothers. Achievement Value Orientation is a scale of seven of Rosen's nine items determined to be conceptually consistent through a factor analysis procedure. The young adults responded to these items in the 10-year follow-up to assess the degree to which a respondent agreed or disagreed with a series of statements representing beliefs about what is necessary to be occupationally successful in today's world. "A good son would try to live near his parents even if it means giving up a good job in another part of the country" is an example of an item used in this scale.

Alienation or Anomie

The anomie items were modified from Leo Srole's Anomia Scale as described by Bonjean (1967). The wording in some statements was revised in an attempt to make the items easier for the mothers to comprehend; however, even after revision the items still seemed difficult to administer. These items were interspersed among the mother's achievement value items. The appropriate anomic response by the mother on these items was "agree". The project statistician used the scoring method described in Miller and Butler (1966) as a reference.

Locus of Control

A modified, shortened version (11 items) of Rotter's Internal-External Locus of Control scale (Rotter, 1966) was used in 1975. For each item, respondents chose one of two statements that best described their views. Example items: (41) "What happens to me is my own doing," or "Sometimes I feel that I don't have enough control over the direction my life is taking"; and (42) "When I make plans, I am almost certain that I can make them work," or "It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow".

Family Background and Social Participation

Family Background is composite socioeconomic status based on the breadwinner's occupation, the level of education of the respondent's mother and father, and a six-item measure of social participation (voter registration and voting behavior, church attendance, memberships in organizations, frequency of watching news on television and reading the newspaper).

Work Experience and Job and Salary History

Work experience in 1975 represented the extent to which the youth had summer fulltime jobs, parttime jobs (summer or through the year), full-time other than just summer work, and nonpaying work such as volunteer activities. If respondents had had more than one kind of experience, they listed those done most often, next most often, etc. In 1979, seven items provided information on job and salary history. For each year between 1975 and 1979, the respondent checked items listed that described the things they were doing during the 5-year interval in 10 categories. These included schooling (high school, graduate or professional, vocational or academic courses at two- or four-year colleges); full, part-time or self-employment; active duty in the Armed forces; homemaker; unemployment for various reasons; and working without pay (such as parents, relative, others, etc.) Other items assessed the following: name of job or type of work; reasons for unemployment; and amount of money made and sources of that income.

Job Search Patterns and Barriers

Respondents checked either "often", "sometimes" or "never" for the methods they had used from 1975-1979 in looking for or getting jobs. The 14 categories included such methods as state and private employment agencies, community action or welfare groups, media sources, telephoning and visiting places without knowing of availability, asked by employer to work, union registration, social networks (parents, relatives, friends, teachers), school or college placement service, and application for government jobs or military service.

Barriers to the attainment of desired jobs were listed in 16 categories and respondents checked how much ("very much", "some", "very little") those things kept them from getting the jobs they really wanted. In 1975, respondents checked how much they thought eight of the barriers might keep them from getting the jobs they would really like. These items included not enough money for schooling desired, lack of job information and good job opportunities, race, sex, intellectual ability, schools attended, and not wanting to move away from family and friends. In 1979, these areas

were added: lack of the chance to develop leadership qualities, lack of parental interest and encouragement, scarcity in the amount of good jobs, no accessible vocational/technical schools, no personal contacts, effort required to find the right job, interference of family responsibilities, and anything else the respondent may have perceived as a barrier.

Importance of Job Aspects and Job Satisfaction

In 1975 the youth were asked to pick the job they would most like to have and to select "extremely important", "important", or "not very important" in response to seven items describing aspects of that job. Items included such aspects as offers chance to make a lot of money, gives a chance to be an important person, gives steady employment, etc. In 1979, three additional items (in a location liked, gives amount of physical work liked, and gives chance to use mind) were included and the list was used to measure job satisfaction. The response modes were "very satisfied", "somewhat satisfied", "dissatisfied", and "not important to me". Respondents also indicated their degree of satisfaction with their job as a whole, the amount of money they were making, and their work experience as a whole since being out of school.

A final measure of job satisfaction used the Cantril Ladder Technique (Cantril, 1965). A picture of a ladder was shown in the questionnaire booklet with the directions that the top of the ladder represented the "best possible job for you in the long run", and the bottom represented the worst possible job. The question asked: "At what step on the ladder would you put your present or usual job and the job you think you will have five years from now?"

Educational Attainment and Barriers to Aspired Level

Educational attainment (1979) was assessed by how far the respondent had gone in school. The response modes used were the same as those used in earlier phases when the question asked how far the person wanted or expected to go in school. The respondents was also asked to list all education or training they had had in addition to the level of attainment checked, such as short courses, on-the-job training, etc.

The checklist for determining barriers to educational attainment included the same items as those used for the question on job barriers, in reference to education or training rather than jobs (Refer to the previous section about job search patterns and barriers.). Respondents checked how much the barriers kept them from getting the education or training they wanted.

Educational Satisfaction and Encouragement from Parents

Satisfaction with education was measured with four items including satisfaction with how far they had gone in school as well as satisfaction with their overall high school education and how they had taken advantage of what their high school offered. A checklist allowed the respondent to indicate degree of satisfaction or dissatisfaction with various aspects of their high school experience. These components ranged from the school's offerings in basic academic subjects, vocational and technical programs, elective courses, and practical work experiences to quality of the

teachers, educational/vocational counseling, attention to individual needs, and provisions for extra-curricular activities, equipment and library/media resources. In another item the respondents indicated how much education their parents had encouraged them to get when they were growing up. Possible responses ranged from urgings to finish high school and go beyond to expressions of the advantages of going to work or never saying much about the topic at all.

Life Satisfaction

Life satisfaction (1979) was measured using the Cantril Ladder Technique (Cantril, 1965). A picture of a ladder was drawn in the questionnaire booklet with the directions that the top of the ladder represented the best possible life and the bottom represented the worst possible life. The respondents were then asked where on the nine rungs of the ladder they stood at the present time. Similar questions asked them to evaluate where they stood in the past (five years ago) and in the future (five years from now). Respondents were also asked to think back to 1975 and their life plans at that time, and to indicate if things were working out better, about the same or worse than they had hoped. A final question asked if any major happenings in their life, or their family's life, had caused them to change their educational or job plans in an important way.

Residential Preference and Satisfaction/Household Composition

In 1975, residential preference questions asked the youth where they would really like to live in the future. Responses included such areas as in or very near their home community, somewhere else in the state, in another state, in a different part of the USA, or in some other country. Respondents also indicated whether they would rather live in the country, in a town, or in a city. In 1979, two similar questions documented their present situation and another two ascertained their preferences for the future regarding where and in what size community they would want to live. Another question assessed how satisfied they were with aspects of their living situation--closeness to where they grew up, community size, quality of their housing, and their living arrangement (alone, with others, etc.). Household composition was determined through responses to a checklist of people with whom the respondent lived.

Attitudes and Significant Others about Married Women's Employment

In 1975 and 1979 respondents checked the one statement that came closest to describing their thoughts about what a married woman should do about working outside the home. In addition in 1975 the youth were asked to check all the people who influenced their ideas about married women working outside the home.

Marriage/Children

In 1975 and 1979 if respondents had not already married they were asked to indicate their predicted age at time of marriage. Both marital status and actual age of marriage were recorded in 1979. During both phases, the respondents were asked how many children they desired and how many they had, if any. Marital happiness was assessed in 1979; response categories ranged from "very happy" to "unhappy".

Supplemental Questions for Youth Not-in-School

Youth who were not in school in 1975 were contacted individually. They answered the full questionnaire plus a supplement which included items about the following: whether they had quit school for good or would probably go back, main reasons (and additional reasons) for dropping out of school, age and grade finished when quit school, and those with whom they talked before making up their minds to quit. Another series of questions asked what they were doing at the time of the interview regarding job searching, taking special training, helping others with their work, or other things. They also responded to an open-end question about what they would like to be doing and how different that was from what they were actually doing or had planned to do. An additional open-end question asked for anything they had in mind about their plans that might be helpful to those interested in how young people think about their future.

References

- Bonjean, C. M. (1967). Sociological measurement. San Francisco: Chandler.
- Bronfenbrenner, U. (1960). Some familiar antecedents of responsibility and leadership in adolescents. In L. Petrullo, & B. M. Bass (Eds.), Leadership and interpersonal behavior. New York: Holt Rinehart & Winston, 1969.
- Cantril, H. (1965). The pattern of human concepts. New Brunswick, NJ: Rutgers University Press.
- Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: W. H. Freeman and Co.
- Devereux, E. C., Bronfenbrenner, U., & Suci, G. J. (1962). Patterns of parent behavior in America and West Germany: A cross-national comparison. International Social Science Journal, 14, 488-506.
- Elder, G. H. (1962). Adolescent achievement and mobility aspirations. Chapel Hill, NC: Institute for Research in Social Science.
- Johnson, O. G., & Bonmarito, J. W. (1971). Tests and measurement in child development. San Francisco: Jossey-Bass.
- Kluckhohn, F. (1950). Dominant and substitute profiles of cultural orientations. Social Forces, 28, 376-393.
- Kohn, M. (1969). Class and conformity: A study in values. Homewood, IL: The Dorsey Press.
- Lipsett, L. P. (1958). A self-concept scale for children and its relationship to the children's form of the manifest anxiety scale. Child Development, 29, 463-472.
- Miller, C. R., & Butler, E. W. (1966). Anomia and eunomia: A methodological evaluation of Srole's Anomia Scale. American Sociological Review, 31, 400-406.
- McClelland, D. C., Atkinson, J. W., Clark, A., & Lowell, E. (1953). The achievement motive. New York: Appleton-Century Crofts.
- National Center for Education Statistics, U.S. Department of Health, Education and Welfare. (1978). National longitudinal study of the high school class of 1972. Research Triangle Park, NC: Research Triangle Institute (RTI).
- Otis, A., & Lennon, R. (1967). Otis-Lennon mental ability test, elementary II level. New York: Harcourt, Brace, and World, Inc.
- Otis, A., & Lennon, R. (1969). Otis-Lennon technical handbook. New York: Harcourt, Brace, and World, Inc.
- Reiss, A. J. (1961). Occupations and social status. New York: The Free Press.

- Rosen, B. C. (1964). Social class and the child's perception of the parent. Child Development, 35, 1147-1153.
- Rotter, J. B. (1966). Generalized expectations for internal versus external control of reinforcement. Psychological Monograph: General and Applied, 80, 1-28.
- Siegelman, M. (1965). Evaluation of Bronfenbrenner's questionnaire for children concerning parental behavior. Child Development, 36, 163.
- Siegelman, M. (1966). Loving and punishing parental behavior and introversion tendencies in sons. Child Development, 37, 986.
- Smith, P. (Ed.). (1969). Achievement-related motives in children. New York: Russell Sage Foundation.
- Southern Regional Technical Committee, S-114. Recontact schedule for 1979 follow-up. Personal communication with committee chairperson.
- Winterbottom, M. (1958). The relation of need for achievement to learning experiences in independence and mastery. In J. W. Atkinson (Ed.), Motives in fantasy, action, and society. Princeton, NJ: Van Nostrand.

Appendix A*

Survey of Student Plans for Work and School (Baseline Phase, 1969)

*The questionnaires in appendixes A through D have been reformatted for inclusion in this publication and do not appear as they were printed for use in the surveys. Phrases which name the variables being measured and the source of the scale or items are printed in a script style type. The ten-year follow-up survey form in Appendix E, however, has been reproduced as it appeared in the survey booklet which was designed to be folded and inserted into a business reply envelope.

11. Put a check by each of the people who have talked with you about the kind of job you might have when you grow up? (You may check more than one.) 29 _____
 30 _____
 31 _____
 32 _____
 33 _____
 34 _____
 35 _____
 36 _____
 37 _____
 38 _____
- _____ 1. mother
 _____ 2. father
 _____ 3. older brother and sister
 _____ 4. another relative
 _____ 5. teacher
 _____ 6. preacher
 _____ 7. adult friend or neighbor
 _____ 8. other kids
 _____ 9. other (Who? _____)
 _____ 10. no one
12. Whose advice is most important to you about your future plans? (check only one) 39 _____
 (Response categories same as item 11)
13. If you had your choice, how far would you like to go in school? 40 _____
 _____ 1. 8th grade
 _____ 2. 1 or 2 years of high school
 _____ 3. go to a trade school instead of finishing high school
 _____ 4. finish high school
 _____ 5. finish high school and go to a trade school
 _____ 6. 1 or 2 years of college
 _____ 7. finish college
14. How far do you think you really will go in school? 41 _____
 (Response categories same as item 13)
15. Put a check by each of the people who have talked with you about how far you should go in school.
 (Response categories same as item 11) 42 _____
 43 _____
 44 _____
 45 _____
 46 _____
 47 _____
 48 _____
 49 _____
 50 _____
 51 _____
16. How far do you think your parents would like you to go in school? 52 _____
 (Response categories same as item 13)
17. How do your parents feel about your finishing high school? 53 _____
 _____ 1. they insist I finish
 _____ 2. they would rather I finish
 _____ 3. they don't care
 _____ 4. they would rather I didn't finish
 _____ 5. they won't let me finish

ITEM 18

(Talking with parents about education)

18. Have you ever talked with your parents about dropping out before finishing high school? 54 _____
 _____ 1. yes, a lot
 _____ 2. yes, a little
 _____ 3. no

ITEMS 19-24

(Elder -- Academic Motivation)

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

19. I am interested in my school work 55 _____
____ 1. always
____ 2. most of the time
____ 3. sometimes
____ 4. hardly ever
____ 5. never
20. I really try to get good grades 56 _____
(Response categories same as item 19)
21. I study or read at home 57 _____
____ 1. about every day
____ 2. two or three times a week
____ 3. about once a week
____ 4. hardly ever
____ 5. never
22. When the teacher gives us homework, I finish it 58 _____
(Response categories same as item 19 for items, 22, 23, and 24)
23. When I get a grade I don't like, I try hard to do better 59 _____
24. If I had my way about coming to school, I would come 60 _____

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

ITEMS 25-44

(Weiner -- Achievement Motivation)

25. I prefer 61 _____
____ 1. working with others
____ 2. working by myself
26. I prefer jobs 62 _____
____ 1. that I might not be able to do
____ 2. which I'm sure I can do
27. I would rather learn 63 _____
____ 1. fun games
____ 2. games where I would learn something
28. I prefer a game 64 _____
____ 1. where I'm better than anyone else
____ 2. where everyone is about the same
29. I would rather 65 _____
____ 1. play a team game
____ 2. play against just one other person
30. I would rather 66 _____
____ 1. wait one or two years and have my parents buy me one big present
____ 2. have them buy me several smaller presents over the same period of time
31. When I am sick, I would rather 67 _____
____ 1. rest and relax
____ 2. try to do my school work

32. I 68 _____
 _____ 1. like giving reports before the class
 _____ 2. don't like giving reports before the class
33. Before a class test I am 69 _____
 _____ 1. often nervous
 _____ 2. hardly ever nervous
34. When I am playing in a game or sport I am 70 _____
 _____ 1. more interested in having fun than in winning
 _____ 2. more interested in winning
35. When I am sure I can do a job 71 _____
 _____ 1. I enjoy doing it more
 _____ 2. I become bored
36. When I play a game 72 _____
 _____ 1. I hate to lose
 _____ 2. I love to win
37. After summer vacation I am 73 _____
 _____ 1. glad to get back to school
 _____ 2. not glad to get back to school
38. I talk in class (answer questions or discuss) 74 _____
 _____ 1. less than other students
 _____ 2. more than other students
39. I enjoy sports more when I play against 75 _____
 _____ 1. one other player
 _____ 2. several other players
40. If I were getting better from a serious illness I would like to 76 _____
 _____ 1. spend my time learning how to do something
 _____ 2. relax
41. I like playing a game when I am 77 _____
 _____ 1. as good as my playmate
 _____ 2. much better than my playmate
42. I prefer classes in which 78 _____
 _____ 1. the students were all as good as one another at the work
 _____ 2. I was better than almost all the others
43. When I do things to help at home, I prefer to 79 _____
 _____ 1. do usual things I know I can do
 _____ 2. do things that are hard and I'm not sure I can do
44. I would choose as work-partners 80 _____
 _____ 1. other children who do well in school
 _____ 2. other children who are friendly

END CARD 1

IV. **MOTHERS AND CHILDREN.** The following questions are about different ways that mothers act toward their children. Read each statement as I read and check the answer which you think is most like your mother.

ITEMS 45-49

(Elder Scale)

(Child's Perception of Mother's Degree of Communication and Independence Training)

BEGIN CARD 2

45. When she punishes me she tells me why, if I don't know 19 _____
 _____ 1. always
 _____ 2. most of the time
 _____ 3. sometimes
 _____ 4. hardly ever
 _____ 5. never

46. When she decides things or makes rules for me, she tells me why. 20 _____
 (Response categories same as item 45)
47. When I do something she doesn't like she talks to me and explains or reasons with me, instead of punishing me. 21 _____
 (Response categories same as item 45)
48. Does she let you decide things for yourself more than she did a year or two ago? 22 _____
 _____ 1. much more
 _____ 2. a little more
 _____ 3. about the same
 _____ 4. a little less
 _____ 5. much less
49. How are most things decided between you and your Mother? 23 _____
 _____ 1. she just tells me what to do
 _____ 2. we talk about it, but she usually does the deciding
 _____ 3. we talk about it, but I usually get to do what I want
 _____ 4. I can do what I want no matter what she thinks

ITEMS 50-94

(Bronfenbrenner Parent Behavior Questionnaire)

(Mother's Behavior as Perceived by the Child) (Loving, demanding, and punishing)

50. I can talk to her about anything 24 _____
 _____ 1. always
 _____ 2. most of the time
 _____ 3. sometimes
 _____ 4. hardly ever
 _____ 5. never
51. When I go someplace for the first time, she comes with me to make sure that everything goes well. 25 _____
 (Response categories same as item 50 for items 51-74)
52. She says that I have to get her permission first when I want to go somewhere or play with my friends 26 _____
53. She makes me work hard on everything I do 27 _____
54. I can talk her into most anything 28 _____
55. She is fair when she punishes me 29 _____
56. She seems to be upset and unhappy when I do not behave myself 30 _____
57. She is happy to be with me 31 _____
58. She makes me feel good and helps me when I have troubles 32 _____
59. She worries and is afraid that I cannot take care of myself 33 _____
60. She wants to know exactly how I spend my money when I want to buy some little thing for myself 34 _____
61. She tells me that I have to do better than other children 35 _____
62. She lets me off easy when I am bad 36 _____
63. When I have to do something for her she explains why 37 _____
64. She makes me feel ashamed when I am bad 38 _____
65. She says nice things about me to other people 39 _____
66. I feel that she is there for me when I need her 40 _____

67. She tells me I can't roam or wander around because something might happen to me 41 _____
68. She tells me exactly when I should be home 42 _____
69. She tells me that I must get very good grades in school 43 _____
70. She finds it hard to punish me 44 _____
71. When she punishes me, she explains why 45 _____
72. She tells me, "I don't want to have anything to do with you," when I do not behave myself 46 _____
73. My mother is very good to me 47 _____
74. She says nice things to me when I do something good 48 _____
75. She punishes me by sending me out of the room 49 _____
- _____ 1. almost every day
- _____ 2. about once a week
- _____ 3. about once a month
- _____ 4. only once or twice a year
- _____ 5. never
76. She teaches me things I want to learn 50 _____
(Response categories same as item 75 for items 76-94)
77. She tells me that other children behave better than I do 51 _____
78. She slaps me 52 _____
79. She punishes me by making me do extra work 53 _____
80. She goes on pleasant walks and trips with me 54 _____
81. She wants me to run errands or do favors for her 55 _____
82. She punishes me by not letting me play with other children 56 _____
83. She helps me with my hobbies or things I like to do 57 _____
84. She pesters me and keeps telling me to do things 58 _____
85. She spansks or hits me 59 _____
86. She punishes me by not letting me do things I really enjoy 60 _____
87. She enjoys talking to me 61 _____
88. She wants me to keep my own things in good order 62 _____
89. She punishes me by sending me to bed early 63 _____
90. She helps me with my school work when I do not understand something 64 _____
91. She tells me I am bad and yells at me 65 _____
92. She says she will spank or hit me if I am bad 66 _____
93. She punishes me by taking my favorite things away 67 _____
94. She wants me to help around the house or yard 68 _____

END CARD 2

ITEMS 95-116

(Lipsitt Self-Concept Scale)

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

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

BEGIN CARD 3

- | | |
|--|----------|
| 95. I am friendly | 19 _____ |
| _____ 1. not at all | |
| _____ 2. not very often | |
| _____ 3. some of the time | |
| _____ 4. most of the time | |
| _____ 5. all of the time | |
| 96. I am happy | 20 _____ |
| (Response categories same as item 95 for items 96-116) | |
| 97. I am kind | 21 _____ |
| 98. I am brave (bold, courageous) | 22 _____ |
| 99. I am honest (truthful) | 23 _____ |
| 100. I am likeable (I am somebody that others like) | 24 _____ |
| 101. I am trusted (people have faith or confidence in me) | 25 _____ |
| 102. I am good | 26 _____ |
| 103. I am proud | 27 _____ |
| 104. I am lazy | 28 _____ |
| 105. I am loyal (faithful, can be depended on) | 29 _____ |
| 106. I am cooperative (I work well with others) | 30 _____ |
| 107. I am cheerful | 31 _____ |
| 108. I am thoughtful ((think of others' needs) | 32 _____ |
| 109. I am popular (liked by most people) | 33 _____ |
| 110. I am courteous | 34 _____ |
| 111. I am jealous (envious, hurt because others have something you don't have) | 35 _____ |
| 112. I am obedient (dutiful, I do as I am told) | 36 _____ |
| 113. I am polite | 37 _____ |
| 114. I am bashful (shy) | 38 _____ |
| 115. I am clean | 39 _____ |
| 116. I am helpful (lend a hand, aid) | 40 _____ |

Appendix B

**Mother's Survey of Occupational and Educational Goals for Children
(Baseline Phase, 1969)**

BASELINE PHASE
MOTHER'S SURVEY OF OCCUPATIONAL AND EDUCATIONAL
GOALS FOR CHILDREN

CARD 4

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

1 _____
2 _____
3 _____
4 _____

* * * * *

Name _____ Date _____

Address or location _____

Telephone number _____

Name of Child _____

5 _____

School _____

6 _____

Grade _____ County _____

7 _____

ITEMS 1-6 Occupational Aspirations and Expectations for the Child

(Talking with child about future job)

1. Have you ever talked with (name, survey child) about the kind of job he (she)
might have when he (she) grows up? _____
- ____ 1. yes, a lot
____ 2. yes, a little
____ 3. no

8 _____
9 _____
10 _____

(Occupational Aspiration)

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

11 _____
12 _____

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

- ____ 1. very likely
____ 2. pretty likely
____ 3. not so likely
____ 4. not at all likely
____ 5. don't know

13 _____
14 _____
15 _____

- c. Why do you think that?

16 _____

(Occupational Expectation)

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

17 _____
18 _____

(Talking with child about education)

4. Have you ever talked with _____ about how far he (she)
should go in school?

- ____ 1. yes, a lot
____ 2. yes, a little
____ 3. no

19 _____
20 _____
21 _____

(Educational Aspiration)

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

- ____ 1. 8th grade
____ 2. 1 or 2 years of high school
____ 3. go to a trade school instead of finishing high school
____ 4. finish high school
____ 5. finish high school and go to a trade school
____ 6. 1 or 2 years of college
____ 7. finish college

22 _____

(Educational Expectations)

6. (HAND RESPONDENT CARD AND READ WITH HER.) How far do you think _____ 23 _____
really will go in school?
(Response categories same as item 5)

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

ITEMS 7-15, EXPOSURE TO LARGER SOCIETY

7. Does anyone in your family take or read any daily newspapers regularly? 24 _____
____ 1. yes (name or place published _____)
____ 2. no
8. How often does someone in the family listen to a news program on the radio or TV? 25 _____
____ 1. every day
____ 2. 2 or 3 times a week
____ 3. once a week
____ 4. seldom or never
9. About how many hours a day, on the average, do you watch TV (all kinds of programs) 26 _____
____ 1. none
____ 2. no more than an hour (IF ANSWER IS "DON'T KNOW," ASK:
____ 3. 1 or 2 hours How many programs did you watch yesterday?)
____ 4. 3, 4, or 5 hours
____ 5. more than 5 hours
10. How much time does _____ watch TV on a school day? 27 _____
(Response categories same as item 9)
11. Do you belong to a church or attend regularly 28 _____
____ 1. belong and attend regularly
____ 2. belong but don't attend regularly
____ 3. don't belong but attend regularly
____ 4. don't belong and don't attend regularly
12. Are you a member of any clubs or organizations, such as the Homemakers Club, 29 _____
social club, the PTA, a church related organization, etc.?
____ 1. yes, one or more
____ 2. none
13. Are you registered to vote? 30 _____
____ 1. yes
____ 2. no
14. Have you voted in any election or primary during the past two years? 31 _____
____ 1. yes
____ 2. no
15. Do you happen to know who _____ is? 32 _____
____ 1. correctly identified the governor
____ 2. did not know

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

ITEMS 16, 18, 20, 22, & 24 (role - Anomia Scale) (Mothers Anomia or Alienation)

ITEMS 17, 19, 21, 23, 25, & 27 (Rosen--Mother's Achievement Value Orientation)

16. Nowadays, a person has to live pretty much for today and let tomorrow take care 33 _____
of itself.
____ 1. agree
____ 2. disagree
____ 3. undecided
17. All a man should want out of life is steady work that is not too hard with 34 _____
enough pay to afford a nice car and a home.
(Response categories same as item 16 for items 17-28)
18. In spite of what some people say, the life of the average person is getting 35 _____
worse, not better.
19. When a person is born, the success he is going to have is already in the cards, 36 _____
so he might just as well accept it and not fight against it.
20. These days a person doesn't really know whom he can count on. 37 _____

21. The secret of happiness is not expecting too much out of life and being content with what comes your way. 38 _____
22. It's hardly fair to bring children into the world with the way things look for the future. 39 _____
23. Nothing is worth the sacrifice of moving away from one's parents. 40 _____
24. There's little use in writing to public officials because often they aren't really interested in the problems of the average person. 41 _____
25. A good son would try to live near his parents even if it means giving up a good job in another part of the country. 42 _____
26. Planning only makes a person unhappy since your plans hardly ever work out anyway. 43 _____
27. Nowadays with world conditions the way they are the wise person lives for today and lets tomorrow take care of itself. 44 _____
28. People like me don't have much of a chance to be successful in life 45 _____

ITEM 29

(Kohn -- Parental Values Scale)

(Characteristics of children that mothers value)

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

- | | |
|--|----------|
| _____ 1. that he (she) gets along well with other children | 46 _____ |
| _____ 2. that he (she) has good manners | 47 _____ |
| _____ 3. that he (she) tries hard to succeed | 48 _____ |
| _____ 4. that he (she) is neat and clean | 49 _____ |
| _____ 5. that he (she) is liked by adults | 50 _____ |
| _____ 6. that he (she) acts in a serious way | 51 _____ |
| _____ 7. that he (she) is able to defend himself (herself) | 52 _____ |
| _____ 8. that he (she) has self-control | 53 _____ |
| _____ 9. that he (she) is affectionate | 54 _____ |
| _____ 10. that he (she) is happy | 55 _____ |
| _____ 11. that he (she) obeys his (her) parents well | 56 _____ |
| _____ 12. that he (she) is honest | 57 _____ |
| _____ 13. that he (she) is dependable | 58 _____ |
| _____ 14. that he (she) is considerate of others | 59 _____ |
| _____ 15. that he (she) is interested in why and how things happen | 60 _____ |
| _____ 16. that he (she) is a good student | 61 _____ |

ITEMS 30-31

(Occupation of Parents)

30. a. What kind of work does your husband do? (GET AS SPECIFIC A DESCRIPTION AS POSSIBLE) 62 _____
- _____ 1. no husband
- _____ 2. unemployed (DESCRIBE USUAL WORK)
- _____ 63 _____
- _____ 64 _____
- b. If the husband's (or respondent's) occupation is farmer, classify his farm operation as one of the following: 65 _____
- _____ 1. "Gentleman farmer" or landowner who does not directly supervise his operations
- _____ 2. Large landowner who supervises some of his operations
- _____ 3. Farm operator with one or more regular paid laborers; farm manager
- _____ 4. Small farm owner-operator with no regular paid laborer
- _____ 5. Tenant operator with no regular paid laborer; hired foreman
- _____ 6. Sharecropper or regular paid laborer
- _____ 7. Migrant worker, day laborer or squatter

31. a. Do you have a job? 66 _____
 1. no, housewife only
 2. yes. How many hours a week _____
 3. usually work but unemployed now
 (DESCRIBE USUAL WORK BELOW)

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

67 _____
68 _____
69 _____
70 _____
71 _____

END OF CARD 4

CARD 5

ITEMS 32-33

(Residence Status of Parents)

32. a. Have you ever lived outside this county? 10 _____
 1. yes
 2. no

b. If yes, have you lived: (Check all that apply) 11 _____
 1. in an adjoining county? 12 _____
 2. some place else in this state? 13 _____
 3. in an adjoining state? 14 _____
 4. in another southern state, not adjoining? 15 _____
 5. some place else?

c. (OMIT FOR URBAN AREAS) Have you ever lived in a city (25,000 or more)? 16 _____
 1. yes
 2. no

d. (OMIT FOR RURAL AREAS) Have you ever lived in the country or in a small town (less than 2,500)? 17 _____
 1. yes
 2. no

33. a. Has your husband ever lived outside this county? 18 _____
 1. yes
 2. no

b. If yes, has he lived (Check all that apply) 19 _____
 1. in an adjoining county? 20 _____
 2. some place else in this state? 21 _____

c. (OMIT FOR URBAN AREAS) Has he ever lived in a city (25,000 or more)? 22 _____
 1. yes 23 _____
 2. no 24 _____

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

ITEMS 34-35

(Sources of Family Income)

34. What are the main sources of your family's income? Do you or your husband get any income from the following sources? (CHECK ALL THAT APPLY)
- 1. salary or wages from employment or work (wife or husband) 26 _____
 - 2. profits or fees from operating a farm, business or profession (wife or husband) 27 _____
 - 3. rents from property you own or interest on savings or investments 28 _____
 - 4. board money or contributions from others who live in the household 29 _____
 - 5. money from children or relatives not in the household, including allotments from children in military service 30 _____
 - 6. Social Security or other pensions 31 _____
 - 7. government welfare (surplus foods, food stamps, Aid to Dependent Children, etc.) 32 _____
 - 8. unemployment compensation 33 _____
 - 9. gifts or private relief 34 _____
 - 10. other (specify _____) 35 _____
35. (OMIT IF ONLY ONE SOURCE WAS LISTED IN QUESTION 34). From which of the sources I just read do you get the most income? From which do you get the second most income? (Enter the number from above)
- 1. most income 36 _____
 - 2. second most income 37 _____

- 38 _____
- 39 _____
- 40 _____
- 41 _____
- 42 _____
- 43 _____
- 44 _____
- 45 _____

END OF CARD 5

ITEM 36

(Family Composition)

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

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

Appendix C

**Survey of youth Plans for the Future (Follow-Up Form, 1975)
(This included supplemental questions for youth not in school)**

SURVEY OF YOUTH PLANS FOR THE FUTURE

Items 1-3 Background Information

1. Name _____ 1 _____
 State _____ County _____ 2 _____
 School _____ Present Grade _____ 3 _____
 Check here if not now enrolled in school _____ Last Grade finished _____ 4 _____
 Are you: Are you:
2. a. _____ 1. Male b. _____ 1. Black 5 _____
 _____ 2. Female _____ 2. White 6 _____
 _____ 3. Other (What are you? _____) 7 _____
3. a. Your address (give road or street and number, or what it is near.
 If you live in the country, give rural route, box number, what community
 you live in, and how to get to your house.) _____ 8 _____
 Telephone _____
- b. What is your father's name (or stepfather or foster father)? 9 _____

 Give his address if different from yours. _____ 10 _____
 Telephone _____
 Check here if no father, stepfather or foster father _____
- c. What is your mother's name (or stepmother or foster mother)?

 Give her address if different from yours. _____
 Telephone _____
 Check here if no mother, stepmother or foster mother _____ 11 _____
- d. Who do you live with? (Check one or more)
 _____ 1. both parents
 _____ 2. father (or stepfather, foster father)
 _____ 3. mother (or stepmother, foster mother)
 _____ 4. your wife or husband
 _____ 5. someone else (tell who and what kin) _____

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

Items 4-6 Occupational Aspirations and Expectations

4. Have you ever thought about what kind of job you might have in the future? 12 _____
 _____ 1. yes a lot _____ 2. yes, a little _____ 3. no
 13-38
 Punch
 actual
 job choice
5. a. If you could choose any job you wanted, what kind of job would you really
 like to have in the future? (Describe clearly what you would do.) 39 _____
 40 _____
 41 _____
 42 _____
- b. How far do you have to go in school to get that kind of job? 43 _____
 _____ 1. finish 8th grade
 _____ 2. finish 8th grade and go to a grade or vocational school
 _____ 3. finish high school
 _____ 4. finish high school and go to a trade or vocational school
 _____ 5. finish college
 _____ 6. go beyond college (graduate or professional school)
 _____ 7. don't know

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

- 1. Someone in my family has that kind of job. 44 _____
- 2. Someone else I know has that kind of job. 45 _____
- 3. I heard about it in school. 46 _____
- 4. I read about it in a book. 47 _____
- 5. I read about it in a newspaper or magazine. 48 _____
- 6. I heard about it on television or radio. 49 _____
- 7. I saw it in the movies. 50 _____
- 8. Someone told me about it. 51 _____
- 9. I heard about it in some other way. 52 _____

(How? _____)

d. How long have you thought that you would really like to leave that kind of job? 53 _____

- 1. Since I was a child
- 2. For several years
- 3. Only recently
- 4. I have not really thought about it much before today.

e. How likely do you think it is that you will be able to get that kind of job? 54 _____

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

55-80
Punch
actual
job choice
End Card 7
Begin Card 8

Significant Others

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

- 1. mother
- 2. father
- 3. brother or sister
- 4. another relative
- 5. teacher
- 6. preacher
- 7. adult friend or neighbor
- 8. classmate or other young friend
- 9. someone else. (Who? _____)
- 10. no one

10 _____
11 _____
12- _____
13 _____

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

- | | | |
|---|--|----------|
| <input type="checkbox"/> 01. Fireman or policeman | <input type="checkbox"/> 11. Race car driver | 24 _____ |
| <input type="checkbox"/> 02. Teacher | <input type="checkbox"/> 12. Housewife only | 25 _____ |
| <input type="checkbox"/> 03. Athlete | <input type="checkbox"/> 13. Farmer | 26 _____ |
| <input type="checkbox"/> 04. Nurse | <input type="checkbox"/> 14. Maid | 27 _____ |
| <input type="checkbox"/> 05. Doctor | <input type="checkbox"/> 15. Pilot | 28 _____ |
| <input type="checkbox"/> 06. Secretary | <input type="checkbox"/> 16. Seamstress | 29 _____ |
| <input type="checkbox"/> 07. Mechanic | <input type="checkbox"/> 17. Carpenter | 30 _____ |
| <input type="checkbox"/> 08. Beautician | <input type="checkbox"/> 18. Airline stewardness | 31 _____ |
| <input type="checkbox"/> 09. Truck driver | <input type="checkbox"/> 19. Artist | 32 _____ |
| <input type="checkbox"/> 10. Factory worker | <input type="checkbox"/> 20. Something else | 33 _____ |
| | (What job? _____) | 34 _____ |
| | | 35 _____ |
| | | 36 _____ |
| | | 37 _____ |
| | | 38 _____ |
| | | 39 _____ |
| | | 40 _____ |
| | | 41 _____ |
| | | 42 _____ |
| | | 43 _____ |

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

	<u>Very Much</u>	<u>Some</u>	<u>Very Little</u>	
a. Not enough money to go to college	_____3.	_____2.	_____1.	44 _____
b. Lack of information about jobs	_____3.	_____2.	_____1.	45 _____
c. My race	_____3.	_____2.	_____1.	46 _____
d. My sex	_____3.	_____2.	_____1.	47 _____
e. Don't want to move away from friends and family	_____3.	_____2.	_____1.	48 _____
f. Not smart enough	_____3.	_____2.	_____1.	49 _____
g. The schools I have gone to	_____3.	_____2.	_____1.	50 _____
h. Lack of good job opportunities around here	_____3.	_____2.	_____1.	51 _____
i. Something else (Tell what it is: _____)	_____3.	_____2.	_____1.	52 _____

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

	<u>Extremely Important</u>	<u>Important</u>	<u>Not very Important</u>	
a. Offers you the chance to make a lot of money	_____3.	_____2.	_____1.	53 _____
b. Gives you a chance to become an important person	_____3.	_____2.	_____1.	54 _____
c. Offers a chance for exciting and interesting work	_____3.	_____2.	_____1.	55 _____
d. Gives you steady employment	_____3.	_____2.	_____1.	56 _____
e. Gives you a chance to help other people	_____3.	_____2.	_____1.	57 _____
f. Gives you a chance to be your own boss	_____3.	_____2.	_____1.	58 _____
g. Something else (Tell what it is: _____)	_____3.	_____2.	_____1.	59 _____

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

- | | |
|---|----------|
| _____ 1. Summer job, full-time | 60 _____ |
| _____ 2. Part-time job (Summer or through the year) | 61 _____ |
| _____ 3. Full-time job other than just summer work | 62 _____ |
| _____ 4. No regular work experience | 63 _____ |

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

End Card 8
Begin Card 9
10-29
Punch actual
job choice

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

30-54
Punch actual
job choice

Items 12-17 Educational Aspirations and Expectations

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

- | | |
|---|----------|
| _____ 1. 8th grade | 55 _____ |
| _____ 2. 1 or 2 years of high school | |
| _____ 3. go to a trade or vocational school <u>instead of</u> finishing high school | |
| _____ 4. finish high school | |
| _____ 5. finish high school <u>and</u> go to a trade or vocational school | |
| _____ 6. 1 or 2 years of college | |
| _____ 7. finish college (4 years) | |
| _____ 8. Beyond college (graduate or professional school) | |

13. How far do you think you really will go in school? 56 _____

- _____ 1. I have already quit school for good (what was the highest grade you finished? _____)
- _____ 2. 1 or 2 years of high school
- _____ 3. go to a trade or vocational school instead of finishing high school
- _____ 4. finish high school
- _____ 5. finish high school and go to a trade or vocational school
- _____ 6. 1 or 2 years of college
- _____ 7. finish college (4 years)
- _____ 8. Beyond college (graduate or professional school)

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

- _____ 1. mother 57 _____
- _____ 2. father 58 _____
- _____ 3. brother or sister 59 _____
- _____ 4. another relative 60 _____
- _____ 5. teacher 61 _____
- _____ 6. preacher 62 _____
- _____ 7. adult friend or neighbor 63 _____
- _____ 8. classmate or other young friend 64 _____
- _____ 9. someone else (Who? _____) 65 _____
- _____ 10. no one 66 _____

15. How far do you think your parents would like you to go in school? 67 _____
(Response categories same as item 12)

16. How do your parents feel about your finishing high school? 68 _____

- _____ 1. they insist I finish
- _____ 2. they would rather I finish
- _____ 3. they don't care
- _____ 4. they would rather I did not finish
- _____ 5. they won't let me finish

(Talking with parents about education)

17. Have you ever talked to your parents about dropping out before finishing high school? 69 _____

- _____ 1. yes, a lot
- _____ 2. yes, a little
- _____ 3. no

END CARD 9

Now I have some questions on how you feel about school. Read each statement as I read it and check one answer that best tells how you feel. If you have already quit school, answer for how you felt when you were in school. BEGIN CARD 10

Items 18-23 (Academic Motivation)

18. I am interested in my school work. 10 _____

- _____ 1. always
- _____ 2. most of the time
- _____ 3. sometimes
- _____ 4. hardly ever
- _____ 5. never

19. I really try to get good grades. 11 _____

(Response categories same as item 18)

20. I study or read at home 12 _____

- _____ 1. almost every day
- _____ 2. two or three times a week
- _____ 3. about once a week
- _____ 4. hardly ever
- _____ 5. never

21. When the teacher gives us homework, I finish it. 13 _____

(Response categories same as item 18)

22. When I get a grade I don't like, I try hard to do better. 14 _____
(Response categories same as item 18)

23. If I had my own about coming to school, I would come 15 _____
(Response categories same as item 18)

(Items 24-27 (Achievement Motivation))

24. When I am sick, I would rather 16 _____
____ 1. rest and relax
____ 2. try to do my school work

25. 17 _____
____ 1. like giving reports before the class
____ 2. don't like giving reports before the class

26. After summer vacation I am 18 _____
____ 1. glad to get back to school
____ 2. not glad to get back to school

27. If I were getting better from a serious illness I would like to 19 _____
____ 1. spend my time learning how to do something ____ 2. relax

28. a. What kind of grades have you been making this year? 20 _____
____ 1. mostly A's (90-100) ____ 3. mostly C's (70-79)
____ 2. mostly B's (80-89) ____ 4. mostly D's and F's (below 70)

b. Check here _____ if not in school.

c. About what is your overall high school grade average? 21 _____
____ 1. A (between 90 and 100) ____ 3. C (between 70 and 79)
____ 2. B (between 80 and 89) ____ 4. D or F (below 70)

(Significant Others)

29. Whose advise is most important to you about your future plans? (check only one.) 22 _____
____ 1. mother ____ 6. preacher
____ 2. father ____ 7. adult friend or neighbor
____ 3. brother or sister ____ 8. classmates or other young friends
____ 4. another relative ____ 9. someone else (Who? _____)
____ 5. teacher ____ 10. no one
____ 6.

(Residence)

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

30. If you had your choice, where would you really like to live in the future? 23 _____

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

- ____ 1. In this community or very near here
____ 2. Somewhere else in this state (Where? _____)
____ 3. In another state near here (Which one? _____)
____ 4. In a different part of the USA (What state or area _____)
____ 5. In some other country (Which one? _____)

b. Would you rather live in the country, in a town, or in a city? (Check one) 24 _____

- ____ 1. In the country or a small town
____ 2. In a big town or small city (Which one? _____)
____ 3. In a very big city or its suburbs (Which city? _____)

31. How old do you think you will be when you get married? _____ 25 _____

- ____ 1. Check here if you are already married or have been married 26 _____
____ 2. Check here if you don't think you will every marry 27 _____

32. a. Do you have any children? _____ 1. no _____ 2. no 28 _____
 b. In all, how many children would you like to have? _____ 29 _____

(Significant Others)

33. Have any of the following people influenced your ideas about how old a person should be when he or she gets married? (Check all that have influenced you.)
 (Response categories same as item 29) 30 _____
 31 _____
 32 _____
 33 _____
 34 _____
 35 _____
 36 _____
 37 _____
 38 _____
 39 _____

34. Have any of the following people influenced your ideas about how many children you would like to have? (Check all that have influenced you.)
 (Response categories same as item 29) 40 _____
 41 _____
 42 _____
 43 _____
 44 _____
 45 _____
 46 _____
 47 _____
 48 _____
 49 _____

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

Items 37-47 (Locus of Control)

37. Check one of these two statements: 61 _____
 _____ 1. Many of the unhappy things in people's lives are partly due to bad luck
 _____ 2. People's misfortunes result from the mistakes they make.
38. Check one of these two statements: 62 _____
 _____ 1. In the long run, people get the respect they deserve in this world.
 _____ 2. Unfortunately, an individual's worth often passes unrecognized, no matter how hard he tries.
39. Check one of these two statements: 63 _____
 _____ 1. Without the right breaks, one cannot be an effective leader.
 _____ 2. Capable people who fail to become leaders have not taken advantage of their opportunities.
40. Check one of these two statements: 64 _____
 _____ 1. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
 _____ 2. Getting a good job depends mainly on being in the right place at the right time.
41. Check one of these statements: 65 _____
 _____ 1. What happens to me is my own doing.
 _____ 2. Sometimes I feel that I don't have enough control over the direction my life is taking.

42. Check one of these two statements: 66 _____
 _____ 1. When I make plans, I am almost certain that I can make them work.
 _____ 2. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
43. Check one of these two statements: 67 _____
 _____ 1. In my case, getting what I want has little or nothing to do with luck.
 _____ 2. Many times we might just as well decide what do do by flipping a coin.
44. Check one of these two statements: 68 _____
 _____ 1. Who gets to be boss often depends on who was lucky enough to be in the right place first.
 _____ 2. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
45. Check one of these two statements: 69 _____
 _____ 1. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 _____ 2. There is really no such thing as "luck."
46. Check one of these two statements: 70 _____
 _____ 1. In the long run, the bad things that happen to use are balanced by the good ones.
 _____ 2. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
47. Check one of these two statements: 71 _____
 _____ 1. Many times I feel that I have little influence over the things that happen to me.
 _____ 2. It is impossible for me to believe that chance or luck plays an important role in my life.

Now we have a few questions about your family:

BEGIN CARD B

48. What kind of work does your father (stepfather, foster father) do? 10 _____
 (GIVE AS SPECIFIC A DESCRIPTION AS POSSIBLE--Describe clearly what he does in his main job.) 11 _____
 Check here _____ if retired or not working, then give usual or former work.

 (describe type of work here) 12 _____
 _____ Don't know, or don't have a father, stepfather or foster father. 13 _____
49. Does your mother (stepmother, foster mother) work? 14 _____
 _____ 1. No, housewife only 15 _____
 _____ 2. yes, part-time work only 16 _____
 _____ 3. yes. If yes, what kind of work does she do? (GIVE A SPECIFIC A DESCRIPTION AS POSSIBLE--Describe clearly what she does in her main job.) 17 _____
 _____ 4. Usually work, but out-of-job now
 _____ 5. Don't know, or don't have a mother, stepmother or foster mother.
50. If your father's or mother's occupation (above) is farmer, which one of the following best describes the kind of farming or farm work he or she does: (check one) 18 _____
 _____ 1. Landowner who mainly gets (his) (her) income from renting land to others and doesn't do much actual operation of the farm (himself) (herself)
 _____ 2. Farm operator with one or more regular paid laborers.
 _____ 3. Farm manager (paid salary to operate farm for someone else).
 _____ 4. Small farm owner-operator with no regular paid laborers.
 _____ 5. Tenant operator with no regular paid help, or hired foreman.
 _____ 6. Sharecroppers or regular paid laborer.

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

- | | |
|--|----------|
| <input type="checkbox"/> 1. Salary or wages from employment or work | 19 _____ |
| <input type="checkbox"/> 2. Profit or fees from operating a farm, business or profession | 20 _____ |
| <input type="checkbox"/> 3. Rents from property owned or interest on savings and investments | 21 _____ |
| <input type="checkbox"/> 4. Board money or contributions from others who live in the household | 22 _____ |
| <input type="checkbox"/> 5. Money from children or relatives not in the household | 23 _____ |
| <input type="checkbox"/> 6. Social Security or other pensions | 24 _____ |
| <input type="checkbox"/> 7. Government welfare, (food stamps, Aid to Dependent Children, etc.) | 25 _____ |
| <input type="checkbox"/> 8. Unemployment compensation | 26 _____ |
| <input type="checkbox"/> 9. Gifts or private relief | 27 _____ |
| <input type="checkbox"/> 10. Other (Tell what _____) | 28 _____ |

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

- | | | |
|---|--|----------|
| <input type="checkbox"/> 1. most income | <input type="checkbox"/> 2. second most income | 29 _____ |
| | | 30 _____ |

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

(number)

31 _____

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

1. Name _____
Address _____

2. Name _____
Address _____

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

Name _____ County _____ State _____

- | | |
|---|----------|
| | 1 _____ |
| | 2 _____ |
| | 3 _____ |
| | 4 _____ |
| | 5 _____ |
| 1. Do you think you have quit school for good or that you are only staying out for a while? | 6 _____ |
| | 7 _____ |
| ___ 1. I have quit for good | |
| ___ 2. I am out of a while and will probably go back | |
| ___ 3. I may take some special training somewhere else | 8 _____ |
| ___ 4. What kind? _____ | 9 _____ |
| Where? _____ | 10 _____ |
| 2. a. What was your main reason for dropping out of school? _____ | 11 _____ |
| b. If there are other reasons, what were they? _____ | 12 _____ |
| 3. How old were you when you quit school? _____ a. What grade had you finished _____ | 13 _____ |
| b. If you started the next grade, about when did you quit? ___ Fall ___ Winter | 14 _____ |
| ___ Spring | 15 _____ |
| | 16 _____ |
| 4. Did you talk to anyone about leaving school before you made up your mind?
(Check each one you talked to.) | 17 _____ |
| | 18 _____ |
| ___ 1. mother | 19 _____ |
| ___ 2. father | 20 _____ |
| ___ 3. older brother or sister | 21 _____ |
| ___ 4. another relative | 22 _____ |
| ___ 5. teacher | 23 _____ |
| ___ 6. preacher | 24 _____ |
| ___ 7. adult friend or neighbor | 25 _____ |
| ___ 8. classmates or other young friend | |
| ___ 9. other (Who? _____) | |
| ___ 10. no one | |
| 5. What are you doing now?--working for pay, looking for work, taking training, helping parents or relatives, or what? | |
| ___ 1. Employed at a paying job. a. Where? _____ | 26 _____ |
| b. What kind of work? _____ | 27 _____ |
| c. How long would you like to stay in this work? | 28 _____ |
| ___ As long as I can | 29 _____ |
| ___ Just for a while | |
| ___ No longer than I have to | |
| d. Anything else you would like to explain about how you feel about this job? _____ | 30 _____ |
| ___ 2. Looking for work. a. Any special kind? | 31 _____ |
| ___ 3. Taking special training. a. Where? _____ | 32 _____ |
| b. What kind? _____ | 33 _____ |
| c. Do you plan to continue this training until finished ___ Yes ___ No | 34 _____ |
| d. Anything else you would like to explain about the training? _____ | 35 _____ |
| | 36 _____ |
| | 37 _____ |
| | 38 _____ |
| ___ 4. Helping parents or relatives with their work. | 39 _____ |
| a. What kind of work? _____ | 40 _____ |
| b. Do you plan to continue doing this? ___ Yes ___ No | 41 _____ |
| c. Anything else you would like to explain about this help you are giving? _____ | |
| ___ 5. Doing something else. a. Where? _____ | 42 _____ |
| b. What? _____ | 43 _____ |
| c. Do you plan to continue doing this? ___ Yes ___ No | 44 _____ |
| d. Anything else you would like to explain about this? _____ | 45 _____ |
| | 46 _____ |
| 6. What would you like to be doing now? _____ | 47 _____ |
| | 48 _____ |
| a. If this is different from what you are doing, are you making any plans to try to do what you would like to be doing? ___ Yes ___ No | 49 _____ |
| b. If you answered yes, please explain more about your plans. _____ | 50 _____ |
| 7. Please add anything else you have in mind about your plans that might be helpful to those interested in how young people think about their future. (Use the back of the page if you wish). | |

Appendix D

**Survey of Mother's Occupational and Educational Goals for Children
(Follow-up Form, 1975)**

SURVEY OF MOTHERS' OCCUPATIONAL AND EDUCATIONAL GOALS
FOR CHILDREN

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

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

* * * * *

Name of respondent _____	Date _____	1 _____
Address or location _____		2 _____
Telephone number _____		3 _____
Name of son or daughter _____		4 _____
School or former school _____		5 _____
Present or last grade _____	County _____ State _____	6 _____
Black _____ White _____ Other (What are you? _____)		7 _____
		8 _____
		9 _____
1. Have you ever talked with (Name of child) about the kind of job (he)(she) might have in the future? _____	1. Yes, a lot; _____ 2. Yes, a little; _____ 3. No _____	10 _____
2. a. If you could choose any job, what kind of job would you <u>most like</u> (Name of child) to have in the future _____		11 _____
		12-36 Punch alphabetic characters
b. How likely do you think it is that _____ will be able to get a job?		37 _____
_____ 1. Very likely _____ 4. Not at all likely		38 _____
_____ 2. Pretty likely _____ 5. Don't know		39 _____
_____ 3. Not so likely		40 _____
		41 _____
		42-66 Punch alphabetic characters
3. What kind of job do you think (Name of child) really will have in the future? _____		67 _____
4. Have you ever talked with _____ about how far (he)(she) should go in school? _____	1. Yes, a lot; _____ 2. Yes a little; _____ 3. No _____	68 _____
		69 _____
		70 _____
5. (HAND RESPONDENT CARD AND READ WITH HER.) If you had your choice, how far would you like (Name of child) to go in school?		71 _____
_____ 1. 8th grade		
_____ 2. 1 or 2 years of high school		
_____ 3. Go to a trade or vocational school <u>instead</u> of finishing high school		
_____ 4. Finish high school		
_____ 5. Finish high school <u>and</u> go to trade or vocational school		
_____ 6. 1 or 2 years of college		
_____ 7. Finish college (4 years)		
_____ 8. Beyond college (graduate or professional)		
6. (HAND RESPONDENT CARD AND READ WITH HER.) How far do you think (Name of child) really will go in school?		72 _____
(Response categories same as Item 5).		
Now, I will ask you some questions about some things you do.		73 _____
7. Does anyone in your family take or read any daily newspapers regularly?		
_____ 1. Yes (name or place published) _____ 2. No		

8. How often does someone in the family listen to a news program on the radio or TV? 74 _____
 _____1. every day _____3. once a week
 _____2. 2 or 3 times a week _____4. seldom or never
9. Do you belong to a church or attend regularly? 75 _____
 _____1. belong and attend regularly
 _____2. belong but don't attend regularly
 _____3. don't belong but attend regularly
 _____4. don't belong and don't attend regularly
10. Are you a member of any clubs or organizations, such as the Homemakers Club, a social club, the PTA, a church related organization, etc.? 76 _____
 _____1. yes, one or more _____2. none
11. Are you registered to vote? _____1. yes _____2. no 77 _____
12. Have you voted in any election or primary during the past two years? 78 _____
 _____1. yes _____2. no
13. Do you happen to know who (name of governor of state) is? 79 _____
 _____1. correctly identified the governor? _____2. Did not know
- END OF CARD D
- (HAND RESPONDENT CARD). This card contains a list of statements that some people agree with and some don't. I'll read each of them over slowly with you, and you tell me if you agree or disagree with it. (DON'T SUGGEST UNDECIDED AS ANSWER BUT RECORD IT IF TRULY UNDECIDED).
14. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself. _____1. agree; _____2. disagree; _____3. undecided 11 _____
 The response categories for items 15-26 were all the same as for item 14.
15. All a man should want out of life is steady work that is not too hard with enough pay to afford a nice car and a home. 12 _____
 (Responses same as item 14.)
16. In spite of what people say, the life of the average person is getting worse not better. 13 _____
17. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it. 14 _____
18. These days a person doesn't really know whom he can count on. 15 _____
19. The secret of happiness is not expecting too much out of life and being content with what comes your way. 16 _____
20. It's hardly fair to bring children into the world with the way things look for the future. 17 _____
21. Nothing is worth the sacrifice of moving away from one's parents. 18 _____
22. There's little use in writing to public officials because often they aren't really interested in the problems of the average person. 19 _____
23. A good son would try to live near his parents even if it means giving up a good job in another part of the country. 20 _____
24. Planning only makes a person unhappy since your plans hardly ever work out anyway. 21 _____
25. Nowadays with world conditions the way they are the wise person lives for today and lets tomorrow take care of itself. 22 _____
26. People like me don't have much of a chance to be successful in life. 23 _____

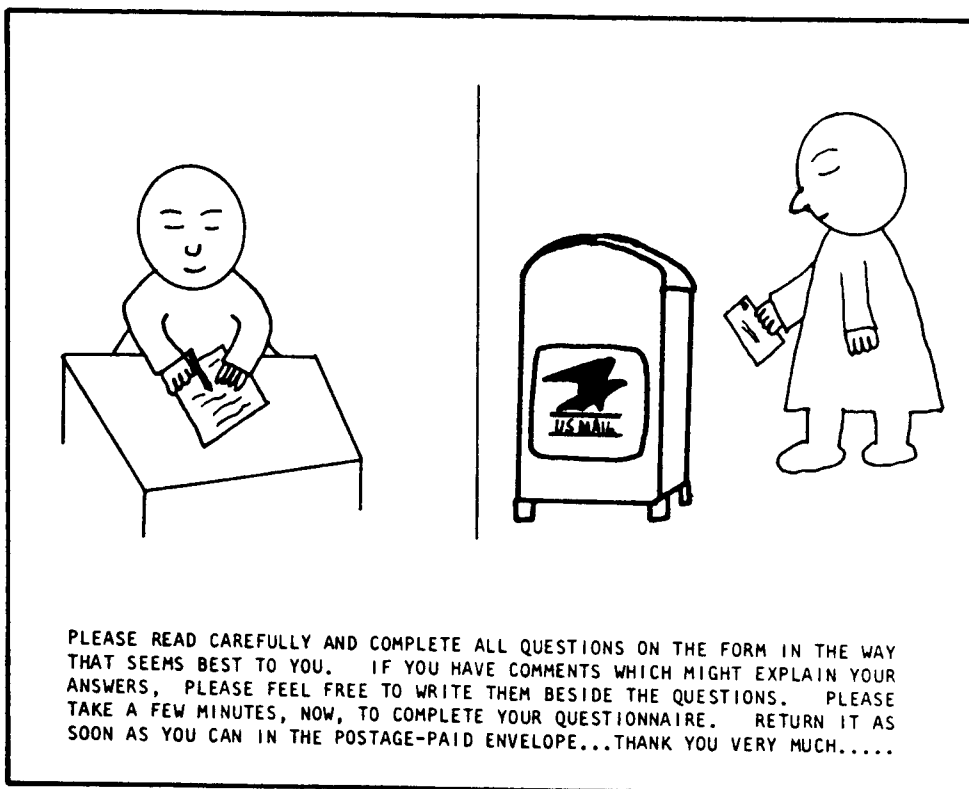
27. a. What kind of work does your husband do? (GET AS SPECIFIC A DESCRIPTION AS POSSIBLE--DESCRIBE CLEARLY WHAT HE DOES IN HIS MAIN JOB.) 24 _____
- _____ 1. no husband 25 _____
- _____ 2. unemployed or retired (DESCRIBE USUAL OR LAST WORK) _____ 26 _____
- _____ 27 _____
- b. If husband's (or respondent's) occupation is farmer, classify him as one of the following: 28 _____
- _____ 1. Landowner who mainly gets his income from renting land to others and doesn't do much actual operation of the farm himself.
- _____ 2. Farm operator with one or more regular paid laborers.
- _____ 3. Farm manager (paid a salary to operate farm for someone else.)
- _____ 4. Small farm owner-operator with no regular paid laborers.
- _____ 5. Tenant operator with no regular paid help, or hired foreman.
- _____ 6. Sharecropper or regular paid laborer.
- _____ 7. Migrant worker, day laborer, or squatter.
28. a. Do you have a job? 29 _____
- _____ 1. no, housewife only 30 _____
- _____ 2. yes. How many hours a week? _____ 31 _____
- _____ 3. usually work but unemployed or retired now 32 _____
- b. What kind of work do you do? (GET SPECIFIC DESCRIPTION--DESCRIBE CLEARLY WHAT KIND OF WORK SHE DOES IN HER MAIN JOB.) (if farmer, ask 27b.)
29. What are the main sources of your family's income? Do any members of your family get any income from the following sources? (CHECK ALL THAT APPLY)
- _____ 1. salary or wages from employment or work 33 _____
- _____ 2. profits or fees from operating a farm, business or profession 34 _____
- _____ 3. rents from property you own or interest on savings or investments 35 _____
- _____ 4. board money or contributions from others who live in the household 36 _____
- _____ 5. money from children or relatives not in the household, including allotments from children in military service 37 _____
- _____ 6. Social Security or other pensions 38 _____
- _____ 7. government welfare, (food stamps, Aid to Dependent Children, etc.) 39 _____
- _____ 8. unemployment compensation 40 _____
- _____ 9. gifts or private relief 41 _____
- _____ 10. other (specify _____) 42 _____
30. (OMIT IF ONLY ONE SOURCE WAS LISTED IN QUESTION 29). From which of the sources I just read does your family get the most income? From which one do you get the second most income? (Enter the number from above)
- _____ 1. most income 43 _____
- _____ 2. second most income 44 _____
31. In all, how many people live in your household including yourself? Include persons considered members of the family or household who are temporarily away or who sleep in another building if they eat with you, but don't include persons who have a separate apartment and cook separately.) (Number) _____ 45 _____

Appendix E

Ten-Year Follow-Up Survey of Young People (1979)

TEN-YEAR FOLLOW-UP SURVEY OF YOUNG PEOPLE

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



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

TEN-YEAR FOLLOW-UP SURVEY OF YOUNG PEOPLE

CASE CODE _____
1975
NAME _____

COUNTY _____
1969
SCHOOL _____

YOUR PRESENT SITUATION

1. Do you now live in the country, in a town, or in a city?
- ___ 1. In the open country or a small town (under 10,000 people)
 - ___ 2. In a big town or small city (10,000-49,999 people)
 - ___ 3. In a big city or its suburbs (50,000 and up)
 - ___ 4. In the country near a big city or its suburbs (50,000 and up)
2. How close are you living now to where you were living when you were growing up and going to school?
- ___ 1. In the same community or very near
 - ___ 2. In the same state, but a different community
 - ___ 3. In a nearby state
 - ___ 4. In a different part of the USA
3. With whom do you now live?
- ___ 1. By myself (or by myself with children)
 - ___ 2. With my parents
 - ___ 3. With my husband or wife
 - ___ 4. With parents and husband or wife
 - ___ 5. With other relatives
 - ___ 6. With person(s) not related to me (in house, apartment house, dormitory, rooming house, the Armed Forces, etc.)
4. Are you presently ___ 1. Single (never married)
___ 2. Married
___ 3. Divorced or separated
___ 4. Widowed
5. When were you (first) married?
- Month _____ Year _____
- How old were you? _____
- Check (✓) here if never married.
6. How many children do you have? _____

SSF S-63/S-126
Follow-up, 1979, p. 1

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

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

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

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

1975 _____

1976 _____

1977 _____

1978 _____

Present (now), 1979 _____

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

weeks

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

- 1. The job I had was discontinued.
- 2. I was fired.
- 3. I quit my job to look for a better job.
- 4. I quit because I didn't like the job I had.
- 5. I quit for personal or family reasons.
- 6. I quit for other reasons.
- 7. I did not find work when school ended.
- 8. I've never had a regular job.

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

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

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

- 1. Salary or wages from employment or work
- 2. Profit or fees from operating a farm, business or profession
- 3. Rents from property owned or interest on savings and investments
- 4. Money from parents or relatives
- 5. Social Security or other pensions
- 6. Government welfare (food stamps, Aid to Dependent Children, etc.)
- 7. Unemployment compensation
- 8. Gifts or private relief (scholarships, fellowships, or other financial aid for schooling)
- 9. Other (tell what) _____

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

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

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

Check here if the question does not apply to you.

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

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

Check here if the question does not apply to you.

16. How far have you gone in school?

- 1. left before finishing 8th grade
- 2. finished 8th grade
- 3. finished 8th grade and went to a trade or vocational/technical school
- 4. some high school
- 5. finished high school
- 6. finished high school and went to a trade or vocational/technical school or business college
- 7. started college but have not finished
- 8. finished junior or community college (2 years)
- 9. finished college (4 years)
- 0. went beyond college (graduate or professional school)

17. Are you still in school?

- 1. no
- 2. yes

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

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

Check (✓) one box after each reason.

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

Check here if the question does not apply to you.

YOUR SATISFACTION WITH WORK

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

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

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

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

Check here if the question does not apply to you.

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

- 1. very satisfied
- 2. somewhat satisfied
- 3. somewhat dissatisfied
- 4. very dissatisfied

Check here if the question does not apply to you.

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

- 1. very satisfied
- 2. somewhat satisfied
- 3. somewhat dissatisfied
- 4. very dissatisfied

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

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

- 1. very satisfied
- 2. somewhat satisfied
- 3. somewhat dissatisfied
- 4. very dissatisfied

Check here if the question does not apply to you.

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

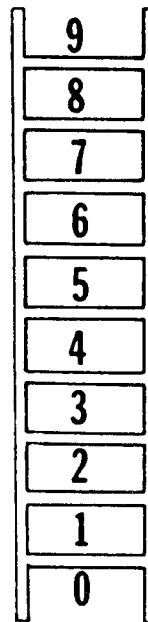
At what step on the ladder would you say you are at the present time?

STEP NUMBER

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

STEP NUMBER

BEST POSSIBLE JOB
IN THE LONG RUN



WORST POSSIBLE JOB
IN THE LONG RUN

YOUR SATISFACTION WITH EDUCATION

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

- 1. very satisfied
- 2. somewhat satisfied
- 3. somewhat dissatisfied
- 4. very dissatisfied

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

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

Check here if the question does not apply to you.

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

- 1. very satisfied
- 2. somewhat satisfied
- 3. somewhat dissatisfied
- 4. very dissatisfied

Check here if the question does not apply to you.

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

- ___ 1. very satisfied
- ___ 2. somewhat satisfied
- ___ 3. somewhat dissatisfied
- ___ 4. very dissatisfied

Check here if the question does not apply to you.

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

- ___ 1. They urged me to finish high school.
- ___ 2. They urged me to go beyond high school.
- ___ 3. They never said much about it.
- ___ 4. They felt that I would be better off going to work.

YOUR SATISFACTION WITH OTHER THINGS

30. If you are married, answer this question.

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

- ___ 1. very happy
- ___ 2. a little happier than average
- ___ 3. just about average
- ___ 4. not too happy
- ___ 5. unhappy

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

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

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

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

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

STEP NUMBER

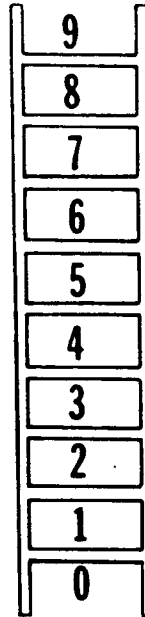
b. At what step on the ladder would you say you were five (5) years ago?

STEP NUMBER

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

STEP NUMBER

BEST POSSIBLE LIFE
FOR YOU



WORST POSSIBLE LIFE
FOR YOU

YOUR GOALS FOR THE FUTURE

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

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

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

- 1. go to a trade or vocational/technical school
- 2. finish high school
- 3. finish high school and go to a trade or vocational/technical school or business college
- 4. finish high school and go to college
- 5. finish college (4 years)
- 6. go beyond college (graduate or professional school)
- 7. take short courses or training
- 8. don't really want any further education or training

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

- 1. go to a trade or vocational/technical school
- 2. finish high school
- 3. finish high school and go to a trade or vocational/technical school or business college
- 4. finish high school and go to college
- 5. finish college (4 years)
- 6. go beyond college (graduate or professional school)
- 7. take short courses or training
- 8. don't think I will get any further education or training

37. Whose advice is most helpful to you?

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

- 1. wife or husband
- 2. boyfriend or girlfriend
- 3. mother
- 4. father
- 5. brother or sister
- 6. other relative
- 7. friends
- 8. teacher or counselor
- 9. someone else

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

- 1. wife or husband
- 2. boyfriend or girlfriend
- 3. mother
- 4. father
- 5. brother or sister
- 6. other relative
- 7. friends
- 8. teacher or counselor
- 9. someone else

p. 14

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

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

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

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

- ___ 1. none
- ___ 2. 1 or 2
- ___ 3. 3 or 4
- ___ 4. 5 or more

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

- ___ 1. my present community or very nearby
- ___ 2. somewhere else in the state
- ___ 3. another state near here
- ___ 4. a different part of the USA
- ___ 5. some other country

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

- ___ 1. in the open country or a small town (under 10,000 people)
- ___ 2. in a big town or small city (10,000-49,999 people)
- ___ 3. in a big city or its suburbs (50,000 and up)
- ___ 4. in the country near a big city or its suburbs (50,000 and up)

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

- ___ 1. better than I had hoped
- ___ 2. about the same as I had hoped
- ___ 3. worse than I had hoped

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

- ___ 1. no
- ___ 2. yes--if you can, tell what it was and how it changed your plans.

YOUR OPINIONS

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

44. What do you think a married woman should do about working outside the home? Check (✓) the one that comes closest to what you think.
- 1. She shouldn't work at all unless her husband is not able to work.
 - 2. She should work only if she has no children or all the children are in high school.
 - 3. It is all right for her to work, as long as her children are in school.
 - 4. It is all right for her to work, as long as she has a good child care arrangement.
 - 5. The children are the husband's as much as hers; she should be able to work if she wants to.
45. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.
- 1. agree
 - 2. disagree
46. All a man should want out of life is steady work that is not too hard and enough pay to afford a nice car and home.
- 1. agree
 - 2. disagree
47. In spite of what some people say, the life of the average person is getting worse not better.
- 1. agree
 - 2. disagree
48. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.
- 1. agree
 - 2. disagree
49. These days a person doesn't really know whom he can count on.
- 1. agree
 - 2. disagree
50. The secret of happiness is not expecting too much out of life and being content with what comes your way.
- 1. agree
 - 2. disagree
51. It's hardly fair to bring children into the world with the way things look for the future.
- 1. agree
 - 2. disagree

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

- 1. agree
- 2. disagree

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

- 1. agree
- 2. disagree

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

- 1. agree
- 2. disagree

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

- 1. agree
- 2. disagree

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

- 1. agree
- 2. disagree

57. How do you feel about each of the following statements? Check (✓) one box beside each statement.

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. I take a positive attitude toward myself				
b. Good luck is more important than hard work for success				
c. I feel I am a person of worth, on an equal plane with others . .				
d. I am able to do things as well as most other people				
e. Every time I try to get ahead, something or somebody stops me . .				
f. People who accept their condition in life are happier than those who try to change things				
g. On the whole, I'm satisfied with myself				

We may want to get in touch with you again in the future. To help us do so, we would appreciate your filling in the information below. This information will be kept in confidence and will only be used for future survey purposes.

Please give your name, address, and telephone number. (Give the name you go by now.)

Name _____
(First) (Middle) (Last) (Spouse's name, if you are married)

Address _____

City State Zip Code

Telephone Number _____

Please give the names and addresses of two people who will always know where you are or where you have moved. If possible, include one person other than your parents, and someone who does not live with you.

1. Name _____
Address _____

City State Zip Code

2. Name _____
Address _____

City State Zip Code

If there is anything else you would like to say, please write it here.

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR WORK ON THE STUDY

p. 18