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Rural adolescents' perceptions of success.

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RURAL ADOLESCENTS' PERCEPTIONS OF SUCCESS

A Thesis Presented

by

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by
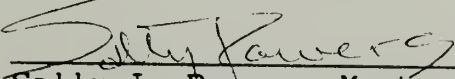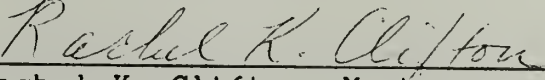
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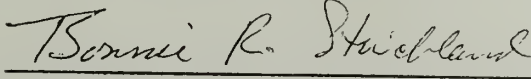Charles E. Clifton, Jr., Chair
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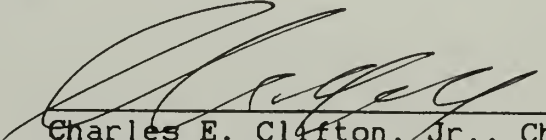## ACKNOWLEDGMENTS

ABSTRACT

RURAL ADOLESCENTS' PERCEPTIONS OF SUCCESS

MAY 1994

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Researchers have traditionally evaluated success
and achievement by examining prescribed constructs and
their relationship to specific behaviors, performance
skills, or cognitive abilities. The adolescents studied
in these investigations were primarily from urban or
metropolitan environments. This investigation attempted
to expand upon existing studies by not only focusing on
a rural, southern high school sample, but also by
allowing the students to generate their own criteria
for defining success.

A 12 category questionnaire, which was developed
for this research project, and the Piers-Harris
Self-Concept Scale for Children were administered to
ninth and twelfth graders at a high school in southern
Alabama. The subject sample was comprised of 245
students, 66% of the ninth and twelfth grade classes.
Of these subjects, 148 were from the ninth grade, and
97 were twelfth graders. Subjects ranged in age from

14-19 years old; 135 were African-American, 92 were Caucasian and 15 were Native Americans.

In their self-generated definitions of success, subjects consistently identified three criteria: accomplishments/recognition, work/career and personal attributes. This was true across all variables of race, gender, age, grade and family income. The most frequently cited component of success, accomplishment/recognition, was described as setting and achieving goals, being their best, working hard and achieving fame. Gender was found to be the most salient of all demographic variables examined. Self-concept scores did not vary significantly from the norms when analyzed by grade, gender and race.

These data provide a profile of rural, southern adolescents, viewed from a socioeconomic and cultural perspective. Utilizing the definitions generated by these adolescents can be valuable in the assessment of their success oriented behaviors. Further investigations of adolescents' perceptions of success can contribute to the development of plans and strategies for parents, educators and counselors to assist adolescents with their strivings for success.

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CHAPTER I

INTRODUCTION

Success is typically equated with attainment of
certain standards or goals such as high grades,
athletic victories, wealth, and/or a percentage of
correct answers on some cognitive task (Duda and
Allison, 1989). Results of such formulations are often
used for the development of "standards of excellence"
or "norms" to which various populations are compared.
When applied to ethnic minority populations, these
norms often result in the conclusion that ethnic
minority groups are below "normal" and therefore lack
motivation to achieve.

McClelland's (1961) theory of achievement
motivation suggests that reactions to failure (as well
as success) are predominantly determined by perceived
task difficulty and either or both of two personality
variables: the motive to succeed and the motive to
avoid failure. He proposed a learned need for
achievement, which is drive-activated by selected
environmental cues. Standards of excellence, personal
responsibility, anticipated success or failure, as well
as uncertainty associated with outcomes, are critical
components of the need for achievement. This
conceptualization of achievement motivation in which
emphasis is on learned inner drives and culturally

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derived personality patterns has resulted in limited attention to situational contexts that may affect achievement. The possibility that achievement may take a variety of forms and be pursued to differing ends has really not been fully explored.

Weiner (1985) suggested that the underlying concept of achievement is defined by attribution theory. Achievement is described with respect to an individual reaching some standard of excellence in a competitive context. The perceived causes of success and failure in achievement contexts are ability, effort, task difficulty, and luck. The most dominant of these causes are ability and effort. Success is ascribed to high ability and hard work, and failure is ascribed to low ability and the absence of trying. Drawing from the writings of Rotter (1966) and Heider (1958), Weiner (1974) proposed a three-dimensional taxonomy that categorizes these causal elements. One element, locus of causality, refers to whether the individual attributes cause to internal (ability) or external (luck) control. The second dimension, stability, refers to those causal elements which are stable (ability, task difficulty) or unstable (luck, effort) over time. The third dimension, controllability, classifies causes according to whether or not they are perceived to be under volitional control. Locus of controllability is assumed to predict

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an individual's affective reactions and the evaluations of others.

Attribution theory assumes that individuals assign a cause for important instances of their behavior and that of others, that this assignment is systematic, and that the particular cause that one attributed to a given event has important consequences for subsequent feelings and behavior. It assumes that individuals make causal judgments concerning success and failure experiences and that these judgments can be categorized according to relevant dimensions influencing expectancy shifts and affective responses. Variations in achievement behavior are held to be determined by an individual's performance expectancy and affective state.

In achievement motivation and attribution theory research, nearly all efforts to explain achievement and success have concentrated on behavior-outcome or cause-effect relationships, reflecting mostly instrumental (task-related) processes. Little attention has been given to behaviors that were not guided by potential outcomes.

When this research was applied to ethnic minorities and lower income families, emphasis was placed on concepts of behavioral deficits, mental disorders, or deficits in the person-environment

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interactions. Research results were often used for policy making in educational and occupational settings.

Prevailing social stereotypes influenced the theory and design of (past) research on family and educational environments (Slaughter-Defoe, Nakagawa, Takanishi, and Johnson 1990). Recent research on the Navajo and other ethnic minority cultures has suggested several conceptual limitations in such comparative attributional analyses of achievement motivation. Duda and Allison (1989) point out the following three problem areas: First, these attributional studies typically do not consider cultural as well as situational variations in achievement motivation from which concepts of success and failure are derived. Second, they tend to overlook the possibility that causal elements vary by culture. Third, the majority of these investigations ignored the possible cultural bias and social stereotyping in classifying attributional ratings according to the viewpoint of the experimenter rather than the subjective interpretations of the subject.

There is growing recognition of the importance of understanding cultural variations of achievement strivings. This shift is due in part to a recognition that an individual's concept of success reflects to some degree the norms and values of the society in which he or she lives, and cannot always be compared

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with other population samples. Another factor that is
influencing this shift is the need to gain a greater
understanding of cultural variables and dispel myths
and stereotypes which have influenced past research and
sociopolitical and educational policy development
regarding ethnic minority populations.

Wiener and Vardi (1990) define culture as a system
of shared values that produces normative pressures on
it's members. Its unique influence on individuals'
motivation is to enhance members' commitment, which
acts jointly with instrumental motivation to influence
individuals' behavior. Instrumental behavior is
defined as a person's beliefs that performing a given
behavior leads to certain consequences and his/her
evaluation of those consequences. Normative pressures
pertain to a person's beliefs of how others expect
him/her to act (subjective norm) and personal moral
standards concerning a behavior.

Wiener and Vardi (1990) suggest that a cultural
system is comprised of four main components: 1)
emphasis on shared values and social expectations
mediate between certain antecedents and behavioral
outcomes in the motivational process; 2) cultural form,
reflected by practices responsible for acquisition,
development, and maintenance of shared values (e.g.
rites and rituals, socialization programs); 3)
commitment of members, which is a direct outcome of the

normative pressures resulting from shared values; and
4) behavioral attributes, such as self-sacrifice,
preoccupation, and persistence, which tend to
characterize behavior of committed individuals.

Maehr and Nichols (1980) suggest that conceptions
of achievement are multidimensional and culturally
dependent. They argue that success and failure are
psychological states and are not always equated with
objective, competitive outcomes. In their view, the
criteria underlying subjective success and failure vary
as a function of social group membership and the
situational variables. They believe that individuals
tend to behave so as to maximize the experience of
success and minimize the experience of failure--as they
(the individuals) define their experiences and identify
the domains that give rise to them. Following this line
of reasoning, then, the personal definitions of success
become a critical variable in understanding
cross-cultural variation in achievement (Duda, 1980).
Fyans, Maehr, Salili, and Desai (1983) point out that
past research has not investigated the personal meaning
of success, failure, and achievement to the achiever.

Most of the literature on adolescents and success
has used academic achievement as the criterion measure
of success. If a student has good grades and does well
in school, he or she is considered successful. Failure
is expressed as the opposite: if a student does poorly

in school, he or she is considered unsuccessful. Yet, we know that success is more than good grades and academic excellence. For example, Haynes, Hamilton-Lee, and Comer, (1988) note that many high school students, who may not do well academically, do achieve social success and derive positive reinforcement from peers, family and community.

Success is more than a combination of motor ability, social rewards, cognitive mastery, and academic achievement. It is probable that the definition of success will vary from culture to culture and depend upon what is valued in the respective cultural context. The arena in which an individual seeks to excel and the degree to which this activity is successful will depend on individual values, aspirations, self-concept, social and cultural values.

Lee (1985) researched factors related to academic and social success of rural, southern, African American adolescents through personal interviews. Students were asked questions concerning their home and family lives, their interests and activities, plans for the future, personal attitudes, values, and self-perceptions. Lee found that this sample of adolescents defined a successful person as "one who persevered, accomplished goals, had strong religious values, provided for their family and helped others". This study highlights the importance of investigating success in a broader

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context which includes not only academic success, but social success and cultural values as well.

Another variable assumed to be related to individual success is self-esteem. Self-esteem as a concept provides a framework to understand an individual's adjustment to the environment. It encompasses an individual's perceptions, feelings, and attitudes which have been shaped by environmental experiences including, but not limited to, success and failure reinforcements and punishments. Personal self-esteem is strongly influenced by relations with family, friends, and community (Haynes, Hamilton-Lee, and Comer, 1988).

Diaz (1984) states that self-esteem implies the maintenance of self-evaluation and indicates whether or not the individual believes him/herself to be capable, significant, successful, and worthy. Feelings of worthiness or worthlessness influence behavior in almost every situation, including success and achievement related behaviors.

Results of previous research on self-esteem of African American and Caucasian adolescents reveal: 1) African American adolescents have higher self-esteem than Caucasian adolescents; 2) girls of both groups demonstrate lower self-esteem than do boys, with Caucasian girls exhibiting the lowest self-esteem

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(Simmons, Brown, Bush, and Blyth, 1978; Hughes and Demo, 1989).

The purpose of this research was to explore the ways a sample of southern, rural adolescents perceive success and to determine relevant variables which correlate with those perceptions of success. Subjects were recruited from the ninth and twelfth grade of a high school in the rural south. These age groups were selected to examine potentially different adolescent perspectives of success. Ninth grade adolescents, 14-15 years of age, are experiencing their first year of high school. Whereas, twelfth grade adolescents, 17-18 years of age, are in their final year, preparing to leave home, start their own families, go to college, etc.

This research will promote greater understanding of the influences of culture on the behavior of rural adolescents from the southeastern U.S., a population seldom studied.

QUESTIONS OF INTEREST

1. How do southern, rural adolescents define success?

2. To what degree do individual perceptions of success relate to demographic variables such as age, race, grade, gender and family income level and to personal expectations and self-esteem?

CHAPTER II

METHOD

Subjects

Subjects were recruited from the high school of a
rural, southern Alabama town with a population of 8,040
(1990 U.S. Census). The total population of the high
school was 737.

The subject sample was comprised of 245 students,
66% of the ninth and twelfth grade classes. Of these
subjects, 148 were from the ninth grade (80 African
American, 54 Caucasian, 13 Native Americans (NA), one
subject did not disclose her/his race; 89 female and 59
male), and 97 were from the twelfth grade (55 African
American, 37 Caucasian, 2 Latino, 2 NA, one subject did
not disclose her/his race; 42 female and 55 male). The
Latino subjects and the subjects who did not identify
her or his race were excluded from the data analysis.

Ages of the subjects ranged from 14 to 19 years.
The ages of ninth grade subjects ranged from 14-16 with
a mean age of 15 years. The ages of twelfth grade
subjects ranged from 17-19 with a mean age of 18 years.
There were no differences by race in the age
distribution for either grade.

Instruments

Participants completed a 12 category survey
developed by the researcher (see Appendix). The

categories included a range of information from the following areas of the subjects' lives: demographic information, attitudes about school, sports, social organizations, attitudes about dating and sex, drug/alcohol use, employment, future expectations, possible jobs, and family support.

Two formats were utilized to assess students' perceptions of success. In the first, subjects were presented with a list of potential elements of success that were assessed according to perceived importance using a four-point Likert Scale. In addition, subjects were provided an open-ended format to respond to the question, "What is your personal definition of success?" Their definitions were categorized by two independent raters; interrater reliability (percent agreement) was calculated at .73. Responses to this question were clustered, then rated, using the following categories:

1. Education (grades, college, graduating. etc.)

2. Personal attributes (friendliness, happiness, pride, self-image, intelligence, likeability, etc.)

3. Financial/personal possessions (wealth, nice car, etc.)

4. Independence (self-supporting, doing what you want to do, etc.)

5. Accomplishments/recognition (making it, being your best, setting goals, achieving goals, fame, working hard, etc.)

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6. Relationships (marriage, children, family, close to/friend, role model, social network, love, etc.)

7. Work/career (prestige, pay, having a job they like, good job, career success, being well-paid, making money, etc.)

8. Health

9. Miscellaneous (abstinence, "just because", sports figure, religion, comedian, kicking ass and taking names, just is, winning games, whatever I want to be, retirement, etc.)

Subjects also completed the Piers-Harris Children's Self-Concept Scale, subtitled "The Way I Feel About Myself" (Piers and Harris, 1984), a brief self-report measure designed to aid in the assessment of self-concept of children and adolescents. Subjects were shown a number of statements describing how some people feel about themselves, and were asked to indicate whether each statement applied to them using dichotomous "yes" or "no" responses. The Piers-Harris focuses on children's conscious self-perceptions, rather than attempting to infer how they feel about themselves from their behaviors or the attributions of others. The term "self-concept" is used interchangeably with the terms, "self-esteem" and "self-regard" in this scale.

The scale has been widely used and has reported test-retest reliability of between .42 (with an eight-month interval) and .96 (with an interval of 3 to 4 weeks). The median test-retest reliability is

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reported to be .73. Validity coefficients ranging between .34 and .73 have been reported (Piers and Harris, 1984).

Procedure

Written permission to conduct this study was requested and granted by the County's School Superintendent. The principal of the high school then scheduled a faculty meeting at which the primary researcher presented the purpose of the study and plans for data collection. English teachers agreed to provide their class times for students to participate in the study.

Students were required to obtain written parental or guardian permission prior to participating in the study. Permission forms were distributed by and returned to the English teachers. These forms were then presented to the researcher.

Student participation was voluntary. They were excused from their English classes, but received no other incentive to participate. Volunteers reported to the school auditorium where the test was administered by the researcher and an assistant. Subjects were seated in groups according to grade. The sizes of the groups ranged from 15 to 61 subjects. The smallest group of 15 was comprised of only ninth grade students; no ninth grade English class was held during that

hour. Students were told verbally and on the written consent form that they were participating in a study of the concept of success and were assured that information would be kept confidential. Students were given the opportunity to ask general questions about the study both before and after administration of the questionnaires.

Two undergraduate research assistants, recruited through the Department of Psychology at the University of Massachusetts, were trained by the primary researcher to code and enter data. Research assistants worked independently on data entry and met for weekly consultations to verify all work which was reviewed for accuracy by the primary researcher. They received course credit for participation.

CHAPTER III

RESULTS

Data Analysis

Responses from the questionnaires were coded for
each subject. Frequency tables were used to create a
profile for each group. All information was correlated
with age, gender, and race to determine the strength of
their relationship using Chi Square analyses.

Sample Demographics and Attitudes

Home and Family Life

Reported family size ranged from 1-14 members,
with a mean of 5.1 and a mode of 4 members (26.6%).
Fifty-seven percent of subjects' parents were married;
17.7% were divorced; 10.5% were never married; 6.9%
were separated and 3.2% were widowed. Of the subjects
who reported that their parents were unmarried, 29%
lived with their mothers; 6.9% had alternative living
arrangements (i.e., with grandparents, aunt, etc.);
6.5% lived equal time with each parent and 4.4% lived
with their fathers. Fifty-three percent of the subjects
who reported that their parents were unmarried did not
respond to this question.

The mean educational level reached by both mothers
and fathers was high school graduate. Nineteen percent
of mothers and 21% of fathers had not completed high

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school. Sixteen percent of the students reported their mothers' education, and 14% reported their fathers' education as vocational school or some college. Approximately 20% reported that their mother and/or father had completed college or attended graduate or professional school.

In reporting family income, 23% of the sample respondants (n=58) indicated that family income was in the $5,001- $20,000 range; 16.1% indicated family income between $20,001 and $40,000 (n=40); 12% reported it was $5,000 or less (n=30); 9.3% indicated that family earnings were between $40,001 and $60,000 (n=23); 5.6% said it was over $60,000 (n=14). Eighty-three subjects (33.5% of the sample) did not respond to the question on income.

One hundred eighty-two students (73.4%) said that their families did not receive public assistance; 43 students (17.3%) affirmed that they did receive it; twenty-three students did not respond to the question.

One hundred seventy-seven subjects (71.4%) described their fathers as currently employed; 177 reported that their mothers were currently employed. Sixty-eight (27.4%) indicated that their mothers were unemployed and 49 (19.9%) indicated that their fathers were unemployed. The response rate for the question relating to mothers' employment was 100%, whereas 10%

of the students did not respond to the inquiry about fathers' employment status.

The majority of students (n=196; 79.1%) identified themselves as Baptist or as belonging to another Protestant denomination; 16 (6.5%) were Catholic; 3 (1.2%) were Jewish: and 33 (13.3%) did not respond. Seventy-seven percent indicated that they attended church services, with over 65% stating they attended more than once a month. In contrast, 8% of the sample reported that they never go to religious services and 22.9% said they go to church 1-10 times annually. This is consistent with subjects' responses that religion is at least "somewhat important" to 82% of the sample.

Students most frequently identified their mothers as the most significant adult influence in their development (37.9%), as well as the most frequent source of emotional support (43.1%). Fathers were cited second as most influential in development (22.2%) and friends were mentioned as the second source of emotional support (22.2%). Most families were portrayed as "very supportive" (63.7%). Only 2.8% of subjects viewed their families as "unsupportive". Sixty-one percent deemed family emotional support to be "very important"; 23.4% felt it to be "somewhat important"; 5.2%, respectively, felt family support to be "somewhat unimportant" or "not at all important".

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Of the 184 students who responded to a question about how satisfied they would be with a job like their fathers' jobs, 66 (26.6%) would be "somewhat satisfied"; 43 (17.3%) would be "completely dissatisfied"; 41 (16.5%) stated they would be "very satisfied" and 34 (13.7%) would be "somewhat dissatisfied". Response to the parallel question regarding degree of perceived satisfaction with a job like their mothers' jobs revealed that 62 (25.0%) would be "completely dissatisfied"; 61 (24.6%) would be "somewhat satisfied", 28 (11.3%) would be "somewhat dissatisfied" and 21 (8.5%) would be "very satisfied".

Attitudes About School

Using a four-point Likert scale, students ranked their reasons for attending school as: 1) "to get into college" (n=155, 63%); 2) "to get a job" (n=153, 62%); 3) "to study and learn" (n=149, 61%); 4) "to please (their) parents" and "to see (their) friends" scored equally (n=112, 46%). One hundred fifty-three (62%) students viewed participation in extracurricular activities, such as sports, band or art as lower priority reasons for coming to school.

Extracurricular Activities

Fifty-five percent of the sample acknowledged participation in school sponsored sports. Eighty-two

percent stated that they were involved in sports
outside of school. An average of 9 hours per week were
devoted to athletic activities.

Seventy-two percent of the students indicated
participation in school-sponsored clubs or activities.
Forty-nine percent participated in clubs or activities
outside of school.

Dating and Sexual Attitudes

One hundred fifty-five (62.5%) of the subjects
reported some dating; seventy-two (29%) stated that
they went out two or more times a week. Sixty-one
percent had a steady boyfriend or girlfriend; and 169
(68.4%) reported having had a sexual experience. Only 6
subjects (2.4%) did not respond when asked if they had
ever had sex. The number of sexual partners ranged from
1 to 30 with an average of 2.2. The mean age for the
first sexual experience was 8.3 years; the mode was 13
years. Ten subjects (4.0%) acknowledged having had
sexual relations with a same sex partner.

One hundred twenty-nine subjects (52%) reportedly
practiced safe sex, while 45 (18.1%) denied using
condoms or other safe sex methods; and 74 (29.8%) did
not respond. Fifty-three subjects (21.4%) stated they
used some form of birth control, whereas 107 (43.1%)
stated they did not use birth control. Five students
(2.0%) disclosed having had a sexually transmitted

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disease; 22 (8.9%) students stated they had at least one child.

Attitudes About Drug/alcohol Use

Ninety-six students (38.7%) acknowledged using controlled substances and alcohol. Alcohol was the substance used most often (36.7%); marijuana ranked second in usage (10.5%). Curiosity accounted for at least 15% of the reasons given to try drugs. Four (1.6%) students acknowledged possible drug addiction and 10 (4.0%) stated they had an alcohol addiction.

Employment

Sixty students (24.2%) were employed part-time; the most frequently cited job was cashier. Of these students, 26 (43.3%) stated they were very satisfied with their present jobs. Eighteen percent (n=11) stated they planned to continue the same type of work after high school; 40% (n=29) said they did not plan to continue and 30% (n=23) were unsure. Subjects worked an average of 11-15 hours per week and earned $4.00 to $20.00 per hour with a mode of $4.00 per hour (n=28).

Future Expectations

Many students expected to graduate from a four year college (n=157, 63.3%), get a full-time job following high school (n=115, 46.4%), or attend

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graduate or professional school (n=107, 43.1%).
Students' responses reflected an expectation that they
were: unlikely to depend on a spouse for most of their
financial support (n=20, 8.1%); unlikely to have
difficulties supporting their families financially
(n=21, 8.5%); unlikely to marry more than once (n=21,
8.5%) or unlikely to get laid off from their jobs
(n=23, 9.3%).

Possible Job Choices

Table 1 (p. 29) presents a list of possible job
choices and the percent of students who selected each
one.

Self-concept

Of the 245 subjects who participated in this
study, 238 completed the Piers-Harris Self-Concept
Scale. Of those subjects 143 were from the ninth grade
and 95 were from the twelfth grade.

The sample mean for the Piers-Harris Self-Concept
Scale was 54.366 with an SD of 11.309. The mean for
ninth graders was 53.655, SD=12.606. The mean for
twelfth graders was 55.337, SD=9.033. The mean score
for females (n=128) was 54.695, SD=10.600. The mean
score for males (n=108) was 53.843, SD=12.179. The mean
score for Caucasian subjects (n=89) was 53.775,
SD=11.482. The mean score for African American subjects

(n=130) was 54.985, SD=10.748. The mean score for
Native American subjects (n=15) was 51.867, SD=15.394.

Success
Forced-choice Criteria

Students' responses to forced-choice inquiry of
their perceptions of their mothers', fathers', as well
as their own criteria for success are presented in
Table 2 (p. 30). These data reveal variations in
criteria rankings as well as differences in the
frequency of criteria selection among the three groups.
Fifty percent or more of the subjects selected 12 of
the 16 items as their mothers' criteria for success.
The five most popular of these criteria were: being
happy; having a good education; having a good job;
family closeness and having enough money. Only five of
the 16 variables were selected by more than 50% of the
subjects as their perceptions of their father's
criteria for success. These items were: having a good
job; having a good education; having enough money;
being happy and being healthy.

More than 50% of the students selected nine of the
16 criteria as their own criteria for success. Their
five most frequently selected criteria were: having a
good job; having a good education; being happy; being
healthy and being independent.

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The majority of the subjects (n=140, 56.7%)
currently perceived themselves as "somewhat
successful"; 28% (n=69) of the subjects perceived
themselves as "very successful"; 19 (7.6%) saw
themselves as "unsuccessful" and 19 (7.6%) saw
themselves as "somewhat unsuccessful".

Students' future projections of success indicated
that most believe they will be "very successful"
(n=159, 64.1%); only 5 (2%) projected a belief that
they will be "somewhat unsuccessful".

After self-identifying a person whom they
considered successful, students were asked to state why
they thought that person was successful. Student
responses were categorized using the definition of
success categories for self-generated responses. The
five most popular responses were: work/career (n=47,
24.7%); personal attributes (n=30, 15.7%);
accomplishments/recognition (n=25, 13.1%); education
(n=24, 12.6%) and relationships (n=21, 11%). Other
response categories were wealth/personal possessions
(n=20, 10.5%); miscellaneous (n=20, 10.5%);
independence (n=4; 1.3%) and health (n=0).

Self-generated Definitions of Success

In self-generated definitions of success (versus
forced-choice selections), responses were clustered
into nine categories. The five most popular categories

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were: accomplishments/recognition (n=78, 26.1%); work/career (n=48, 16.1%); personal attributes (n=45, 15.1%); education (n=32, 10.7%) and wealth/personal possessions (n=30, 10%). Other response categories were relationships (n=28, 9.4%) independence (n=25, 8.4%); miscellaneous (n=9, 3%) and health (n=4, 1.3%). These nine definition clusters were analyzed by age grade, gender, income, race, and self-concept using Chi Square analyses.

Age

Eighty-four percent of ninth grade students were 14 and 15 years of age; the remaining 16% were 16 years of age. Eighty-five percent of twelfth grade students were 17 and 18 years old. The remaining 15% were 19 years old. The responses given by each age group are listed in Table 3 (p. 31). There were no significant relationships between age and any definition of success using Chi Square analyses: (df=6, N=247) education (3.53, p=.74), personal attributes (.01, p=.84), financial (4.02, p=.67), independence (3.8, p=.70), accomplishments/recognition (6.61, p=.36), relationships (5.5, p=.48), work/career (5.3, p=.51), health (4.23, p=.64), miscellaneous (7.2, p=.3).

Grade

Ninth and twelfth grade subjects' responses varied primarily in terms of the number of responses delivered. The mean number of responses for ninth grade students was 1.11 per subject. The mean number of responses for twelfth grade subjects was 2.38 per subject. There were few variations in the definition of success categories between ninth and twelfth grade students, as indicated in Table 3 (p. 31).

Using Chi Square statistics (df=1, N=247), a significant relationship was found between grade and the success criterion of work/career (5.23, p=.022) for twelfth graders' responses. No other variables were significant for all subjects when analyzed by grade alone: education (.25, p=.61), personal attributes (1.12, p=.29), financial (.12, p=.72), independence (3.0, p=.08), accomplishments/recognition (1.2, p=.27), relationships (1.40, p=.24), health (2.1, p=.15) and miscellaneous (.08, p=.76).

Gender

Female and male subjects delivered an average of 1.36 responses and 1.04 responses to this question, respectively. The rankings of the definitional categories by gender are presented in Table 4 (p. 32).

Chi square analyses for subjects by gender (df=1, N=246) were significant for the definitions involving

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education (8.32, p=.003) and accomplishments/
recognition (10.92, p=.002). No other variables were
significant for all subjects when analyzed by gender:
personal attributes (.45, p=.50), financial (1.35,
p=.25), independence (.5, p=.48), relationships (.20,
p=.66), work/career (.61, p=.43), health (1.30, p=.25),
and miscellaneous (3.6, p=.06)

Among ninth grade subjects, there were
significant relationships between gender and the
definition using personal attributes as a measure of
success (4.32, p=.037), as well as definitions using
accomplishments/recognition (8.66, p=.003). More ninth
grade female students selected personal attributes and
accomplishments/recognition as a definition of success
than ninth grade male subjects did. There was a
significant relationship between the selection of
independence (p=.034) and relationships (5.23, p=.022)
as definitions of success for ninth grade, white male
subjects.

Among twelfth grade subjects (n=97), there was a
significant relationship between gender and the
category of education (10.44, p=.001). More females
cited education as a definition of success than did
male subjects, despite the fact that there were more
male subjects than female subjects.

Income

Students' responses given by each income group are listed in Table 5 (p. 33). Chi Square analyses (df=6, N=247) revealed no significant relationships between success categories and self-reported family income levels: education (7.20, p=.30), personal attributes (7.1, p=.31), financial (8.6, p=.2), independence (7.2, p=.3), accomplishments/recognition (4.9, p=.56), relationships (8.2, p=.24), work/career (11.4, p=.08), health (7.5, p=.28), and miscellaneous (10.7, p=.10).

Race

When further examined by race, there were notable differences among the groups. The mean number of responses for African American subjects was 1; Caucasian subjects provided an average of 1.47 responses and Native Americans gave an average of 1.6 responses per subject. As indicated in Table 6 (p. 34), the Caucasian students and the Native American students provided a wide distribution of responses. The African American students, however, concentrated a large percentage of their responses (35%) into one success category (accomplishments/recognition).

Using Chi Square analyses (df=4, N=245), a significant relationship was found between race and the personal attributes category (10.81, p=.029). Significantly fewer African American students

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identified personal attributes as a definition of success than Caucasian or Native American subjects did. No other variables were significant for all subjects when analyzed by race: education (7.07, p=.13), financial (10.8, p=.03), financial (4.3, p=.36), independence (1.8, p=.80), accomplishment/recognition (3, p=.57), relationships (8, p=.10), work/career (6, p=.20), health (.51, p=.97), and miscellaneous (.98, p=.91)

Table 7 (p. 35) provides an overview of the students' self-generated definitions of success by grade, race, and gender.

Self-concept

There were no significant relationships between definitions of success and Piers-Harris Self-Concept scores (N=238): education (.01, p=.83), personal attributes (.01, p=.82), financial (.06, p =.38), independence (.08, p=.21), accomplishments/recognition (.05, p=.41), relationships (.01, p=.84), work/career (.02, p=.77), health (.08, p=.17), and miscellaneous (.04, p=.52).

There were no significant relationships between self-concept scores and grade (.07, p=.26), gender (.04, p=.57), race (.02, .72), age (.09, p=.20), or family income (.03, p=.66).

Table 1

Possible Job Choices
(N=245)

Category	Percent
Business Manager	27.8
Lawyer	25.4
Doctor	24.6
Military Service	24.2
Small Business Owner	19.4
Professional Athlete	18.1
Teacher	16.2
Police/Fire Fighter	12.9
Health Professional	12.5
Human Service Worker	12.1
Skilled Worker	12.1
Performing Artist	12.1
Clerical/Office Staff	10.1
Personal Service	9.3
Sales Clerk	9.3
Clothing/Textiles	7.7
Professional Artist	7.3
Transportation	7.3
Sales Representative	6.9
Farmer	6.9
Food Service	6.0
Factory Worker	5.6
Homemaker	5.6
Health (non-degree)	4.4
Laborer	2.8
Domestic Service	2.4

Table 2

Success Criteria (Forced-Choice Responses)
(N=245)

Success Criteria	Students'	Mothers'	Fathers'
Good Job	81.9*	71.8	62.9
Education	81.5	77.4	59.3
Happiness	80.6	79.4	58.8
Health	72.6	65.0	53.2
Independence	70.2	63.3	46.0
Enough Money	69.8	69.4	58.9
Family Closeness	63.3	69.8	48.0
Physical Appearance	54.5	50.0	37.9
Social Life	52.8	58.9	45.6
Religiosity	49.4	57.3	31.0
Helping Others	47.6	69.4	38.7
Romantic Partner	46.8	30.6	21.8
Influence	45.2	41.1	32.3
Marriage	34.7	39.9	32.7
Parenting	31.9	52.4	41.5
Recognition	30.6	41.5	37.9
Other	3.2	5.2	4.0

* Percent of students selecting each criterion

Table 3

Self-Generated Success Criteria by Age and Grade
(N=245)

Criterion	Age						Grade	
	14 (n=59)	15 (n=64)	16 (n=23)	17 (n=41)	18 (n=43)	19 (n=15)	9th grade	12th grade
Accomplishments/ Recognition	37.3*	34.4	26.1	19.5	39.6	20.0	34.5	27.8
Wealth	18.6	6.3	13.0	12.2	9.3	13.3	12.8	11.3
Personal Attributes	15.3	15.6	13.0	26.8	27.9	20.0	16.2	21.6
Work/Career	15.3	15.6	13.0	26.8	27.9	20.0	14.9	26.8
Relationships	13.6	9.4	----	17.1	14.0	6.7	9.5	14.4
Education	11.8	14.1	8.7	7.3	18.6	20.0	12.2	14.4
Independence	10.2	6.3	8.7	14.6	9.3	20.0	7.4	14.4
Health	1.7	----	----	2.4	4.7	----	0.7	3.1
Miscellaneous	1.7	6.3	----	----	2.3	13.3	3.4	4.1

*Percent of students generating each criterion

Table 4

Self-Generated Success Criteria by Gender
(N=249)

Criterion	Females (n=135)	Males (n=114)
Accomplishments/Recog	40.4 *	21.1
Work/Career	21.4	17.5
Personal Attributes	19.8	16.7
Education	18.3 **	6.1
Relationships	12.2	10.5
Independence	11.4	8.8
Wealth	9.9	14.9
Miscellaneous	1.5	2.6
Health	---	6.1

*   p=.004
** p=.002
Chi Square statistics used

Table 5

Self-Generated Success Criteria by Family Income
(N=165)

Criterion	Reported Family Income					
	$5,000 or less (n=30)	$5,001-10,000 (n=26)	$10,001-20,000 (n=32)	$20,001-40,000 (n=40)	$40,001-60,000 (n=23)	$60,001 or more (n=14)
Independence	20.0*	4.0	20.0	24.0	4.0	8.0
Education	18.8	3.1	18.8	15.6	15.6	6.3
Wealth	13.3	----	13.3	6.7	10.0	10.0
Work/Career	12.5	6.3	8.3	29.2	14.6	4.2
Accomplishments/ Recognition	11.7	11.7	16.9	14.3	6.5	2.6
Relationships	7.1	7.1	21.4	21.4	17.9	----
Personal Attributes	2.2	11.1	15.6	22.2	8.9	8.9
Health	----	----	----	50.0	----	25.0
Miscellaneous	----	11.1	44.4	----	11.1	11.1

*Percent of students generating each criterion

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Table 6

Self-Generated Success Criteria by Race
(N=241)

Criterion	Race		
	African American (n=135)	Caucasian (n=91)	Native American (n=15)
Accomplishments/Recog	35.6	26.4	26.7
Work/Career	14.8	26.6	26.7
Personal Attributes	11.9*	26.4	33.3
Education	9.6	15.4	26.7
Wealth	8.9	16.5	20.0
Independence	8.9	13.2	6.7
Relationships	6.7	17.6	20.0
Miscellaneous	4.4	3.3	-----
Health	1.5	2.2	-----

* p=.029
Chi Square statistics used

Table 7

Self-Generated Success Criteria
by Race, Grade and Gender
(N=245)

| | Ninth Grade | | | | | | Twelfth Grade | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Criterion	African American (n=47)	Caucasian (n=35)	Native American (n=7)	African American (n=35)	Caucasian (n=19)	Native American (n=6)	African American (n=25)	Caucasian (n=16)	Native American (n=0)	African American (n=30)	Caucasian (n=21)	Native American (n=2)
Education	4 (.09)	7 (.20)	2 (.29)	1 (.03)	2 (.11)	2 (.33)	7 (.28)	4 (.25)	0	1 (.03)	0	1 (.05)
Personal Attributes	6 (.12)	10 (.29)	3 (.43)	2 (.06)	2 (.11)	1 (.17)	3 (.12)	4 (.25)	0	5 (.17)	8 (.38)	1 (.05)
Financial	1 (.02)	6 (.17)	2 (.29)	4 (.12)	5 (.26)	1 (.17)	3 (.12)	1 (.06)	0	4 (.13)	3 (.14)	0
Independence	2 (.04)	5 (.15)	1 (.14)	1 (.03)	2 (.11)	0	5 (.20)	2 (.13)	0	4 (.13)	1 (.05)	0
Accomplishments/ Recognition	25 (.53)	12 (.34)	2 (.29)	8 (.24)	2 (.11)	2 (.33)	9 (.36)	5 (.31)	0	6 (.20)	1 (.05)	0
Relationships	3 (.06)	7 (.20)	1 (.14)	1 (.03)	1 (.05)	1 (.17)	1 (.04)	4 (.25)	0	4 (.13)	4 (.19)	1 (.05)
Work/Career	4 (.09)	8 (.22)	2 (.29)	4 (.12)	2 (.11)	2 (.33)	7 (.28)	7 (.44)	0	5 (.17)	7 (.33)	0
Health	0	0	0	1 (.03)	0	0	0	1 (.06)	0	1 (.03)	1 (.05)	0
Miscellaneous	2 (.04)	2 (.06)	0	2 (.06)	1 (.05)	0	0	0	0	2 (.07)	2 (.10)	0
# of responses	47	57	13	24	17	9	35	28	0	32	27	3

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CHAPTER IV

DISCUSSION

This study provided detailed information about a
rural adolescent population from the deep south, a
population which has seldom been examined in the
psychological literature. These data were used to
construct a profile of this population sample that
provides an interesting comparison with 1990 U.S.
Census (U.S. Census Bureau, 1991) reports. For example,
subjects' self-reported average family size of 5.1
members exceeded the Bureau's figure of 3.6 persons per
family. Students stated that slightly more than half
their parents were currently married; government data
indicated that 26% of adults with children less than 18
years old are married. Median family income range
disclosed by the subjects was between $20,000 to
$40,000; the comparable U.S. Census figure was $30,056
per household. Students revealed that their parents'
mean educational attainment was high school graduate;
according to the 1991 Census Report, the median
educational level in the U.S. is slightly above high
school graduate (12.7 years). Thus, it appears that
except for mean family size, the statistics for these
students are congruous with statistics for the general
U.S. population.

This group appeared to be actively engaged in a large number of activities, both in school and outside of it. More than two-thirds of the students reported involvement with sports, clubs, and other social activities, amounting to an average weekly commitment of 9 hours. In addition, 24% of the subjects had part-time jobs and worked 11-15 hours per week.

These subjects also dated frequently and apparently engaged often in sexual activities. More than half the group reported some dating and involvement with a steady boyfriend or girlfriend. There was no indication that the younger students differed significantly from the older students in these numbers; nor were there differences by sex. Almost as many 15 year old students were dating as were 18 year old students; as many girls were dating as boys.

The information about the frequency of sexual activities reported by these students was troubling. Nearly seventy percent reported having had a sexual experience and two percent reported having had a sexually transmitted disease. Twenty-two of the students reported having at least one child. The mean age reported as marking the beginning of sexual experience was 8 years old. The exact meaning of this information is clouded, however, by the lack of specificity in the inquiry. The subjects were not asked to define "sexual experience". Consequently, they could

be referring to something other than sexual
intercourse, i.e., masturbation, sexual awakenings,
kissing, etc.

Ten students disclosed that they had had sexual
experiences with a same sex partner. This information
is congruent with findings by Cohen and Cohen (1989)
who reported that in a national survey of adolescents,
10% reported engaging in same sex sexual activity.

Alcohol was cited as the number one recreational
drug of choice. Marijuana was mentioned as the second
most frequently abused drug. Of the 96 subjects who
acknowledged they had used any form of drugs, 91 stated
that they had tried an alcoholic beverage. Only 14
students stated possible drug or alcohol addiction.
These figures about addiction are lower than the Census
Bureau's estimate of 17% prevalence among the U.S.
adolescent population (Public Health Service, 1992).

These subjects reported that their mothers, more
than their fathers or their peers, provided the most
significant influences on their development and were
their primary sources of emotional support. In
responding to whether or not they themselves would be
satisfied with working at the same jobs as their
mothers, however, the majority of students said they
would not. This may be due to the fact that the jobs
held by most of their mothers were primarily low in pay
and status. A greater percentage of students reported

that they would be satisfied with employment similar to those of their fathers, although there was an even split between satisfaction and dissatisfaction.

The mean sample score of 54.37 on the Piers-Harris Children's Self-Concept Scale was within 1 SD of the standardized population norm (51.84) for this instrument, which is based on a sample of 1,183 children from grades 4 through 12 in the public school system of a small Pennsylvania town.

Students' views of what constitutes success reflect minor variations from what they perceive as their parents' criteria. In rating the 16 categories that were presented as options, students selected the same choices for their own as well as their perceptions of parental criteria for success although they ranked them differently. The seven most popular responses were: happiness, education, a good job, family closeness, enough money, health and independence.

In their self-generated definitions of success, subjects' responses were consistently categorized by three criteria. This was true across all variables of race, gender, age, grade and family income. These three criteria were: accomplishments/recognition, work/career and personal attributes.

The health category was the least popular of the students' self-generated responses. In contrast, this category was ranked fourth among students when they

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used the forced-choice format. Students also perceived this response category as an important criterion for their parents' perceptions of success. One might speculate that issues of health are not a definition of success in self-generated responses because it is not easily controlled by the subject; one is either healthy or not healthy. It may also be reflective of the feelings of invulnerability often expressed by adolescents who thus may not be concerned with health related issues, whether they relate to success or not.

Data analysis of perceptions of success by age and family income revealed no significant relationships. However, when these categories were analyzed by grade, gender, and race, there were several significant findings. Overall, gender appeared to be the most salient of these demographic variables.

Twelfth grade students selected work/career definitions of success significantly more often than ninth grade students did. Concerns about employment are perhaps more relevant to twelfth graders and reflect their awareness of their changing status as they near graduation. Twelfth grade females put education as an important criterion of success significantly more often than the males did. This may be in reaction to unequal pressure exerted on young men to earn money.

The responses of ninth grade students differed significantly by gender and race. Definition of success

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categories independence and relationships were selected
significantly more often by ninth grade, white males.
Ninth grade white male subjects' preference for the
categories of relationships and independence as
definitions of success appears to be contradictory.
Yet, upon closer examination, it might be explained as
an example of the transition these young adolescents
are making from boyhood, marked by their relationships
with family and peers, to the more socially validated
identity of autonomous male.

Ninth grade females, on the other hand, believed
that personal attributes and accomplishments/
recognition were more important definitions of success.
This suggests that these young women are in the process
of internalizing predominant societal values, which
emphasize personal characteristics and altruism as a
goal for women.

When definitions of success were considered by
gender, female subjects placed significantly higher
value on education and accomplishments/recognition.
Again, this may be due to the unequal pressure exerted
on males to earn money.

There was only one significant difference in
definitions of success between racial groups. Native
American students more often selected the personal
attributes category than either the African American or
Caucasian students. This information is consistent with

Duda and Allison's (1989) finding that success or failure could be equated with personal characteristics in a group of Native Americans.

Male subjects gave fewer responses per student than female subjects. African American subjects gave fewer responses per student than Caucasian and Native American students. These results may reflect differences in communication styles. Kochman (1981) suggests that African American students tend to give fewer and less elaborative responses than Caucasian students.

A notable discrepancy was found between subjects' criteria for success when comparing forced-choice responses and self-generated responses. Recognition by others was the least popular choice among forced-choice responses, but it was the most popular category for self-generated definitions of success. One possible reason for this discrepancy is that although recognition is of primary importance to these adolescents, it may not be socially acceptable for them to state this in a straightforward manner.

Since these data are based on self-report, we must be cautious in interpreting them. The researcher was impressed, however, with the subjects' willingness to respond to a variety of issues, which ranged from the mundane to very personal and private disclosures. The seriousness with which subjects communicated

information about their lives and beliefs provides a basis for speculating that they answered in a bona fide manner.

In this survey, the researcher did not examine student behaviors, performance or cognitive constructs. Instead, students' own responses were used to build a profile of their views of success. This approach represents a departure from many other research studies, in that what is deemed normative is constructed by the student, rather than by the researcher. A plethora of new data, based on students' self-report, has therefore been generated on and by a population that has seldom been studied. These findings have implications for providing greater understanding of adolescents' motivational and behavioral strategies.

Future researchers will be able to build on these data and examine a number of psychosocial variables' possible relationships to definitions of success, such as accomplishments/recognition, personal attributes and work/career. Questions of interest might ask: What constitutes "recognition"?; From whom is recognition sought (peers, family, others)? or What might adolescents do to receive recognition?

Answers to these and similar questions may permit further investigations into how beliefs are internalized and acted on during adolescent development. This, in turn, can provide ways in which

parents, educators and counselors may be guided in their attempts to assist adolescents in setting and achieving their goals.

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PERCEPTIONS OF SUCCESS SURVEY

I appreciate your participating in this study and hope you will find this questionnaire both interesting and fun! The following pages contain a variety of questions about your activities, interests, likes, future plans, etc. I am interested in your opinion about these matters. Please read and answer each item carefully.

ID CODE _____

BACKGROUND INFORMATION

1. Age _____

2. Sex: _____ Female _____ Male

3. Which of the following ethnic groups are you a member of?

____ White, Caucasian   ____ Latino, Hispanic-American
____ Black, African-American   ____ Native American
____ Asian   ____ Other _____

4. What is the highest level of education your parents received? (For each parent, check one in each column.)

Mother		Father
_____	grade school	_____
_____	some high school	_____
_____	high school graduate	_____
_____	vocational school	_____
_____	some college	_____
_____	college graduate	_____
_____	some graduate school	_____
_____	professional school	_____

5. My parents are:

_____ a. Married
_____ b. Never married
_____ c. Divorced
_____ d. Widowed
_____ e. Separated
_____ f. Other (Please be specific)

_____

If your parents <u>are married</u> to each other, skip to
QUESTION 7.

If your parents are <u>DIVORCED, SEPARATED, REMARRIED, OR NEVER
MARRIED</u>, continue here.

6. Which parent do you live with?

    _____ a. Mother
    _____ b. Father
    _____ c. Both (about equal time with each parent)
    _____ d. Other arrangement (specify)
    _____

7. How many people are in your family?
    Write the appropriate numbers in the blanks.

_____ Mother	_____ Father
_____ Stepmother	_____ Stepfather
_____ Sisters	_____ Brothers
_____ Stepsisters	_____ Stepbrothers
_____ Children (yours)	

8. How many people live in your home? If you live in more
than one household, list them separately.

Household
  1   2

Household
  1   2

Household 1	2		Household 1	2	
_____	_____	brothers	_____	_____	sisters
_____	_____	uncles	_____	_____	aunts
_____	_____	niece	_____	_____	nephews
_____	_____	grandmothers	_____	_____	grandfathers
_____	_____	stepparents	_____	_____	other relatives
_____	_____	your children	_____	_____	non-relatives

9. About how much is your current family income each year?

(If you live with only one of your parents, only give the
income for the parent that you live with. Include all
sources of income.)

    _____ a. $ 5,000 or less
    _____ b. $ 5,001 to $10,000
    _____ c. $10,001 to $20,000
    _____ d. $20,001 to $40,000
    _____ e. $40,001 to $60,000
    _____ f. $60,001 or more

10. Does your family receive public assistance?
    _____ Yes   _____ No

11. My father is employed now.   ___ yes   ___ no

    (IF NO, SKIP TO QUESTION 14)

12. If yes, what is his occupation?

13. How satisfied would I be with a job like my father's?
    (circle the number)

not at all satisfied	somewhat dissatisfied	somewhat satisfied	very satisfied
1	2	3	4

NOW SKIP TO QUESTION 17

14. Has your father ever worked?   _____ Yes   _____ No

    (IF NO, SKIP TO QUESTION 17)

15. If yes, what was his occupation the last time he worked?

16. How satisfied would I be with a job like my father's most recent job? (circle the number)

not at all satisfied	somewhat unsatisfied	somewhat satisfied	very satisfied
1	2	3	4

ALL STUDENTS CONTINUE HERE

17. My mother is employed now
    _____ yes   _____ no

    (IF NO, SKIP TO QUESTION 20)

18. If yes, what is her occupation?

19. How satisfied would I be with a job like my mother's? (circle the number)

not at all satisfied	somewhat dissatisfied	somewhat satisfied	very satisfied
1	2	3	4

NOW SKIP TO QUESTION 23

20. Has your mother ever worked?   _____ yes   _____ no

(IF NO, SKIP TO THE NEXT SECTION, QUESTION 23)

21. If yes, what was her occupation when she worked?

22. How satisfied would I be with a job like my mother's most recent job? (circle the number)

not at all satisfied	somewhat dissatisfied	somewhat satisfied	very satisfied
1	2	3	4

ALL STUDENTS CONTINUE HERE

23. The following questions ask about how important certain things are to your parents. Please rate each using the following scale:

not at all important	somewhat unimportant	somewhat important	very important
1	2	3	4

HOW IMPORTANT IS IT TO YOUR PARENTS THAT:

_____ a. you be employed regularly when you finish school?

_____ b. you do well in school?

_____ c. you go to college after high school?

_____ d. you be popular?

_____ e. you be good at sports?

_____ f. you marry and have a family?

_____ g. you have a successful career?

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RELIGION

24. Do you attend church services?
    _____ yes   _____ no

25. What religion do you belong to?
    _____ Jewish
    _____ Catholic
    _____ Protestant (specify) _____
    _____ other (specify) _____

26. How often do you attend religious services or other
    church activities?
    _____ a. 1 to 2 days a week
    _____ b. 3 to 4 times a week
    _____ c. once a month
    _____ d. once a year
    _____ e. 2 to 10 times a year
    _____ f. never

27. How important is religion in your life?

    very   somewhat   somewhat   very
    unimportant   unimportant   important   important
    1_____2_____3_____4

ATTITUDES ABOUT SCHOOL

Below is a list of reasons why many students come to school.
Using the scale below, please indicate how important each
reason is to you by placing a number next to the statement.

    not at all   somewhat   somewhat   very
    important   unimportant   important   important
    1_____2_____3_____4

28. _____ to see my friends there.
29. _____ to participate in activities, like band or art.
30. _____ to play sports.
31. _____ to get a job.
32. _____ to get into college.
33. _____ to please my parents.
34. _____ to study and to learn

35. My grades are mostly

    _____ A's   _____ B's   _____ C's   _____ D's or F's

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SPORTS

36. Do you compete in any of the following school teams outside of gym class?

(Check all that apply)

_____Baseball
_____Tennis
_____Softball
_____Cheerleading
_____Football
_____Track/Cross
          Country
_____Other (specify):

_____Volleyball
_____Swimming/Diving
_____Basketball
_____Golf
_____Wrestling

37. Do you participate in any of the following sports outside of school?

(Check all that apply)

_____Baseball
_____Gymnastics
_____Basketball
_____Soccer
_____Skate Boarding
_____Riflery
_____Football
_____Hockey
_____Wrestling
_____Racquetball
_____Hunting
_____Aerobics
_____Dance class
_____Bowling
_____Other (specify)

_____Volleyball
_____Softball
_____Roller skating
_____Swimming
_____Archery
_____Skateboarding
_____Golf
_____Horseback riding
_____Tennis
_____Hiking
_____Fishing
_____Weight lifting
_____Martial arts
_____None

38. On the average, how many hours a week do you spend on athletic activities?
          _____ hours

SOCIAL ORGANIZATIONS

39. Do you participate in any of the following activities or clubs at school? (Check all that apply)

___Student government
___Band, Orchestra or Chorus
___Debate team   ___Science club
___Peer counseling   ___Math Club
___Pep club, Boosters, or Cheerleader   ___Art
___Career related club   ___Drama
___Yearbook, school newspaper   ___Computer club
___other (specify)   ___FFA/FHA
                                        ___S.A.D.D.

40. Do you participate in any of the following clubs or activities outside of school?

___Athletic/recreational club
___Scouts/Girls or Boys Clubs   ___Pop or rock band
___Junior Achievement   ___4-H
___Church group   ___Political campaign
___Other (specify)   ___Volunteer/service

41. Do you have any other hobbies or interests that you spend a lot of time on?
        ___yes   ___no

42. If yes, please specify:

DATING and SEXUAL ATTITUDES

43. Do you go out on dates? ___yes   ___ no

    If yes, how often:
    ___ a. once a week
    ___ b. two or more times a week
    ___ c. once a month
    ___ d. other (specify)

44. Do you have a special girlfriend or boyfriend?
        ___yes   ___ no

45. Have you ever had sex?
        ___yes ___no

51

IF YES, PLEASE CONTINUE, IF NO, GO ON TO
QUESTION 54.

46. Do/did you practice safe sex? (use a condom or other method)   ___ Yes   ___ No

47. Do you use birth control?
    ___yes   ___no.
    If yes, what method?

48. How many sexual partners have you had?

    _____

49. Have any of these partners been the same sex as you?
    ____ yes   ____no

50. How old were you when you first had sex?
    _____ years old

51. Have you ever had a sexually transmitted disease?
    (Such as gonorrhea, syphilis, etc.)
    ____ yes   ____ no

52. Do you have any children?
    ____ Yes   ____ No

53. If yes, how many ____ and what is the age of your child or children?

    _____ months/years.   _____ months/years

ATTITUDE TOWARDS DRUGS/ALCOHOL USE

54. Have you ever used drugs?
    _____yes _____no

55. IF YES, CHECK ALL THAT APPLY. IF NO, SKIP TO
    QUESTION# 59.

    _____ a. glue
    _____ b. speed
    _____ c. marijuana
    _____ d. cocaine or crack
    _____ e. heroin
    _____ f. LSD
    _____ g. alcohol
    _____ h. other (specify)_____

56. Why did you try drugs? (check all that apply)

    _____ a. I was curious.
    _____ b. My friends wanted me to.
    _____ c. To feel like an adult.
    _____ d. I thought it would be fun.
    _____ e. Other (specify)

57. How often do you use

    Drugs?   Alcohol?
    _____   a. I did it only once   _____
    _____   b. once a week   _____
    _____   c. more than once a week   _____
    _____   d. once a month   _____

58. Do you feel that you are addicted to

    Drugs?   Alcohol?
    _____yes   _____ yes
    _____no   _____ no

EMPLOYMENT

59. Do you currently have a regular paying part-time job?
     _____yes   _____no

IF YOU CURRENTLY HAVE A JOB PLEASE CONTINUE. IF YOU DO NOT
HAVE A JOB, SKIP TO QUESTION 66.

60. What type of job do you have? If you have more than one
job, please answer these questions about <u>the job that you
work at most hours each week</u>. (check only one)

          _____ a. restaurant worker
          _____ b. cashier
          _____ c. office worker
          _____ d. manual labor
          _____ e. factory worker
          _____ f. farming
          _____ g. skilled crafts or labor
          _____ h. baby sitter
          _____ i. technical work
          _____ j. other (specify) _____

61. What kind of work do you do at your job?

62. All things considered, how satisfied are you with your
present job?

     completely   somewhat   somewhat   very
     dissatisfied   dissatisfied   satisfied   satisfied
         1   2   3   4

63. Do you plan to continue this type of work after you
finish high school?
     _____yes   _____no   _____unsure

64. In an average week, how many hours do you spend working
at this job?

___1-5   ___6-10   ___11-15   ___16-20   ___21-25   ___26+

65. How much do you make an hour?
     $_____._____/hour

54

POSSIBLE JOBS

Imagine you are getting ready to start working and are
choosing the job or career you will be in for several years.

From the list below, choose three (3) possible jobs or
careers <u>that you will most likely enter</u> (not what you would
like to enter) by placing a check next to that career.

66. ____Business manager or administrator
67. ____Clerical or office worker
68. ____Clothing/textiles worker
69. ____Doctor (physician, dentist, psychiatrist, etc.)
70. ____Domestic service

71. ____Factory worker
72. ____Farm owner, manager
73. ____Full-time homemaker
74. ____Food service
75. ____Health paraprofessional (non-degree)

76. ____Health Professional (registered nurse, physical
        therapist, etc))
77. ____Human Service (social worker or counselor)
78. ____Laborer (janitor, sanitation worker, farm worker)
79. ____Lawyer
80. ____Military service

81. ____Owner of a small business
82. ____Performing artist (singer, dancer, designer, etc.)
83. ____Personal service (barber, beautician, etc.)
84. ____Police, fire, or rescue service
85. ____Professional artist

86. ____Professional athlete
87. ____Sales clerk in a retail store
88. ____Sales representative
89. ____Skilled worker (carpenter, mechanic, electrician,
        etc.)
90. ____Teacher
91. ____Transportation (bus, cab, or truck driver, pilot)
92. ____Other (please specify)

FUTURE EXPECTATIONS

Using this scale, indicate how you feel by placing a number in the space next to the statement.

very unlikely	somewhat unlikely	somewhat likely	very likely
1	2	3	4

When you think about your future, how likely do you think each of the following will be:

93. _____ I will get technical or vocational training right after high school

94. _____ I will go into the military right after high school

95. _____ I will graduate from a two-year community college

96. _____ I will graduate from a four-year college

97. _____ I will attend graduate or professional school

98. _____ I will get a full time job right after high school

99. _____ I will get married within 2 years after high school

100. _____ I will be laid off from my job

101. _____ I will get divorced

102. _____ I will marry more than once

103. _____ I will have difficulty supporting my family financially

104. _____ I will depend on my spouse to provide most of my support

105. _____ other (please specify)

_____

_____

_____

_____

106. The most significant adult who has influenced my growing up is my: (Check only one)
_____ a. Father
_____ b. Mother
_____ c. Grandparent
_____ d. Sibling
_____ e. Teacher
_____ f. Clergy
_____ g. Friend
_____ h. Mentor (role model)
_____ i. Other (specify)

107. My greatest source of emotional support is my: (check only one)
_____ a. Father
_____ b. Mother
_____ c. Grandparent
_____ d. Sibling
_____ e. Teacher
_____ f. Clergy
_____ g. Friend
_____ h. Mentor (role model)
_____ i. Other (specify)

108. My family is: (circle the number)

unsupportive	somewhat unsupportive	somewhat supportive	very supportive
1	2	3	4

109. How important is your family's emotional support to you? (circle the number)

unimportant	somewhat unimportant	somewhat important	very important
1	2	3	4

110. Which of the following criteria best describe how your parents define success? For each parent, select all that apply by placing a check in the blank.

Your
mother

Your
father

____	a. Recognition, fame, respect	____
____	b. Being a parent	____
____	c. Having enough money	____
____	d. Helping others	____
____	e. Physical appearance	____
____	f. Being happy	____
____	g. Being independent	____
____	h. Having a good education	____
____	i. Being religious	____
____	J. Being close to my family	____
____	K. Having a romantic relationship	____
____	l. Having a good job	____
____	m. Being able to influence others	____
____	n. Being married	____
____	o. Having friends and a social life	____
____	p. Having good health and/or being physically fit	____
____	q. Other_____	____

111. Using the scale below, indicate how important each issue is for your own success by placing a number on each line.

not at all important	somewhat unimportant	somewhat important	very important
1	2	3	4

_____ a. Recognition, fame, respect

_____ b. Being a parent

_____ c. Having enough money

_____ d. Helping others

_____ e. Physical appearance

_____ f. Being Happy

_____ g. Being independent

_____ h. Having a good education

_____ i. Being religious

_____ j. Being close to my family

_____ k. Having a romantic relationship

_____ l. Having a good job

_____ m. Being able to influence others

_____ n. Being married

_____ o. Having friends and a social life

_____ p. Having good health and/or being physically fit

_____ q. Other (specify)

112. What is your personal definition of <u>success</u>?

113. What is your personal definition of <u>failure</u>?

114. How successful do you feel you are right now?

Unsuccessful	somewhat unsuccessful	somewhat successful	very successful
1	2	3	4

115. As an adult, how successful do you think you will be?

Unsuccessful	somewhat unsuccessful	somewhat successful	very successful
1	2	3	4

116. Who is the smartest person you know personally?
(give name and relationship)

117. What makes you consider that person smart?

118. Who is the most successful person you know personally?
(give name and relationship)

119. What makes you consider that person successful?

120. What have you accomplished that you are most proud of?

121. What have you attempted that you feel that you have failed at?

122. Have you received any awards or recognitions for any accomplishments? (like newspaper articles, trophies or plaques, hold an office in a club, etc.) Please list.

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