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PERSONAL, FAMILY, AND SOCIAL CHARACTERISTICS OF SOUTHERN LOW-
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CONGRUENCE TYPE

The University of North Carolina at Greensboro

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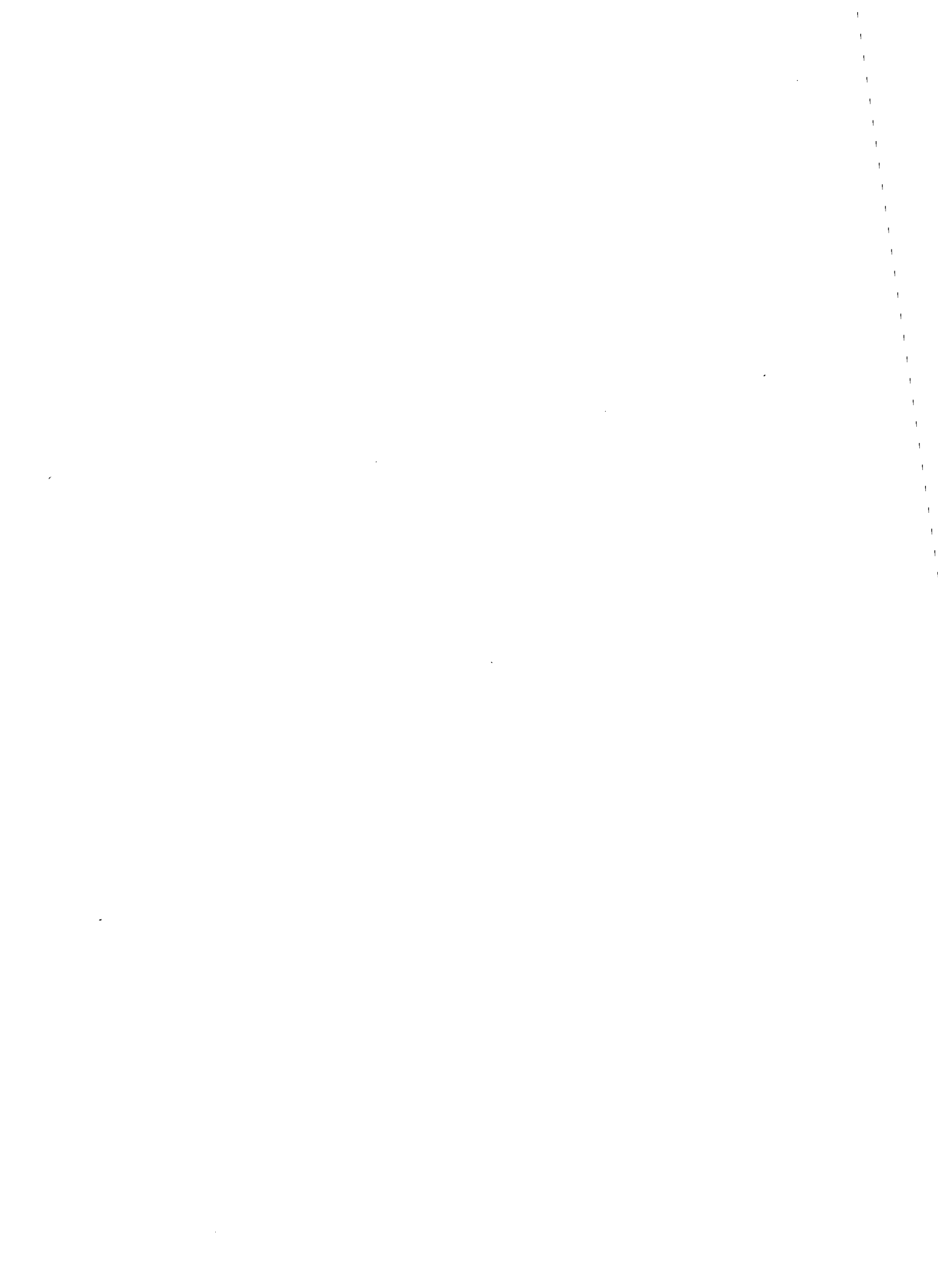
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PERSONAL, FAMILY, AND SOCIAL CHARACTERISTICS
OF SOUTHERN LOW-INCOME YOUNG ADULTS
BY OCCUPATIONAL STATUS/STATUS CONGRUENCE TYPE

by

Judith C. Boyd

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

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1984

Approved by


Dissertation Adviser

APPROVAL PAGE

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This study involved the development and evaluation of a conceptual model integrating an occupational congruence perspective with one of occupational status attainment. A classification system was constructed to serve as an operational representation of the occupational status/status-congruence model. This conceptual perspective was translated into a three dimensional typology based on three categories of occupational status and two dichotomized variables representing internal (or psychological) occupational congruence and external (or structural) occupational congruence.

Subjects for the study consisted of 544 Southern low-income young adults who had been followed over a period of ten years. Data were collected in 1969, 1975, and 1979, during time periods which corresponded to the preadolescent, adolescent and young adult developmental periods of the sample members' development. Information was also obtained from the mothers of sample members in 1969.

The study involved post-hoc descriptive analysis using an inductive approach to substantive theory development. A 3 X 2 X 2 typology was developed according to high, moderate, and low occupational status, internal occupational congruence and incongruence, and external occupational congruence and incongruence. This typology resulted in nine

viable profiles (out of a possible total of twelve) which were elaborated and examined for distinctiveness using personal, family, social and environmental variables.

The process of assessment of the influences of status/-status-congruence components involved taking each category, or level, of each component variable separately and comparing it with all other levels of the remaining component variables, including other categories of the variable being examined, with respect to the personal, family, and social descriptors. Comparisons using multiple and combined components of the model were also made. Conclusions were drawn from these comparisons, and some propositions offered, about the nature of the association between occupational status/status congruence, and its components, and the personal, family, social or environmental characteristics under study.

The findings of the study suggest the usefulness of using the combined variable components of the status/status congruence model in the study of the relationship between occupational influence and life conditions. More particularly, the direct association of life and job satisfaction with occupational status was called into question, since high levels of life and job satisfaction were found at all status levels, but not for all profiles. Attitudinal congruence about occupation appears to have had greater influence on satisfaction, for this sample, than did occupational status level.

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Appreciation is expressed to members of the advisory committee, Dr. Sarah M. Shoffner, Chairperson, Dr. Rebecca M. Smith, Dr. Hyman Rodman, Dr. Barbara Clawson, and Dr. William A. Powers, for their assistance with this project. Special appreciation is expressed to Dr. Sarah M. Shoffner for her guidance and moral support throughout the duration of the author's graduate studies.

Acknowledgment is made to the members of the S-126 Southern Regional Research Committee for the use of the data base. Special acknowledgment is made to the young adults who have participated in this longitudinal study and provided the information in 1969, 1975, and 1979 which served as the basis for this study.

Most special appreciation is expressed to my research partner and dear friend, Cindy Farris, who has been my collaborator in the conceptualization and design of the project of which this study is a part. Cindy's supportive presence, her excellent ideas, and clear thinking have been invaluable to the eventual completion of this effort.

Finally, my loving appreciation is expressed to my five children Scott, Lisa, Amy, Frances, and Marian for their patience and support throughout the duration of my graduate

school career. My deepest gratitude and love goes to my husband, John, without whose support and encouragement, my graduate study would not have begun, and without whose endurance in continuing to do double duty, both at work and at home, the process would never have been completed.

PREFACE

Sections of this dissertation are part of a collaborative effort with M. Cynthia Farris, whose dissertation title is: Internal/External Occupational Status Congruence and Life/Job Satisfaction of Southern Low-Income Young Adults. Both this dissertation and the Farris dissertation utilized the same data base and had their conceptual origin in a number of collaborative research efforts cited within the text. Portions of Chapter I, describing the nature of the project; portions of Chapter II, the review of the literature; and of Chapter III, including descriptions of the sample, sampling methods, and data collection procedures, were written jointly and appear in this dissertation, as well as the Farris dissertation. Instruments used for data collection in 1969, 1975, and 1979, from which the variables used in this study were taken can be obtained from Dr. Sarah M. Shoffner, School of Home Economics, The University of North Carolina at Greensboro, Greensboro, North Carolina, 27412.

The author has served as a research assistant to the S-126 project. During her tenure, she was involved in data collection and analysis for a 1978 cohort study of fifth and sixth graders from low-income families in North Carolina,

utilizing the 1969 questionnaire. She also assisted in the development of the questionnaires for the 1979 wave of data collection, and later participated in the tracking procedures and data collection process in the mail survey. In 1983, she also co-authored "Life Conditions at Young Adulthood", a chapter for the final regional bulletin for Project S-126.

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CHAPTER I

INTRODUCTION

The overall purpose of this research was to develop, explicate, and evaluate a conceptual model integrating status attainment and cognitive dissonance perspectives with respect to occupational choice and occupational development among Southern low-income young adults. An alternative conceptual perspective to the traditional status attainment model was proposed in an effort to account for the complexity introduced by the additional issues of internal and external occupational status congruence.

A classification system was developed to serve as an operational representation of the occupational status/status-congruence model. For example, it was anticipated that high occupational status goals combined with high congruence between occupational aspirations and expectations would be associated with high optimism toward present life circumstances. Likewise, it was anticipated that low goals combined with low congruence would be accompanied by lower assessments of current life conditions. This conceptual perspective was translated into a three-dimensional typology based on three categories of occupational status and two dichotomized congruence variables. Implications for future qualitative research based on occupational status/status-congruence types were examined.

This research is an extension of the Farris (1984) study which examined the relationship of occupational congruence to life and job satisfaction. In the present study, the concept of occupational congruence was extended by combining it with occupational status. It was hypothesized that evidence of the utility of this combination could be inferred if distinct profiles, constructed according to status/status-congruence types emerged from the organization and combination of information covering a wide variety of personal, family, and social descriptors collected over the course of this longitudinal study.

The data base used in this study came from Southern Regional Research Projects 63 and 126, cooperative efforts among the Agricultural Experiment Stations in six Southern states to study longitudinally the occupational and educational goals of low-income youth. This data base forms an aggregate of information resulting from an investigation, over a period of ten years, of the occupational choice process of a group of low-income, Southern youth and the impact of this process on their evaluation of their life circumstances as young adults. Data were collected in 1969, 1975 and 1979, during time periods which corresponded to the preadolescent, adolescent, and young adult developmental periods of the sample members' development.

The general concept of status encompasses many aspects relating to occupation including aspirations, expectations,

and achievement. Status is determined through two major avenues: ascription and achievement. Ascribed status is conferred by family membership at birth. Status is achieved through a dynamic and ongoing process that begins in early childhood in the academic setting, and continues throughout an individual's life. A person's occupation is a major component in determining his or her achieved status. Viewing status quantitatively, it can be assumed that persons of higher socioeconomic origins begin with "more" status than those of lower socioeconomic birth origins. If we assume the ascendancy of status as a major component of the good life, then the lower the birth origin, the higher must be the achieved status in order to attain a quality of life equal to that of an individual with higher ascribed status.

This study explored whether there are other aspects of the occupational choice process that are of greater or equal importance to overall life quality than occupational status. One of the primary thrusts of this project was to question the logical outcome of the line of reasoning that implies that lower origins predispose one to a lower overall quality of life than do higher origins. This conclusion suggests that it is unlikely that many individuals are able to overcome the deficit created by their ascribed status through achievement. Because the population under study was of low-income origins and was thus of lower-than-average ascribed status, it was hypothesized that maintaining

congruence between achieved and ascribed status was at least of equal importance to some individuals as was rising above ascribed status.

Status not only has social meaning but also individual meaning. For this sample, the individual meaning assigned to occupational status was conceptualized by desired and expected occupational outcomes. Another concept under investigation in this study was the discrepancy between the occupational status an individual desired and the occupational status he or she actually expected to attain. Maintaining congruence, whether it be socially, by balancing achieved and ascribed statuses, or personally, by balancing one's aspirations with one's expectations, may be a key status dimension influencing an individual's evaluation of his or her life conditions.

The presence of societal pressure toward occupational status attainment, as a reflection of cultural values in the United States, was one of the major assumptions underlying the theoretical perspective cited in the baseline research report for Southern Regional Research Projects 63 and 126 (Butler & Baird, 1974). Furthermore, the long-range objective of these projects directly linked the attainment of a higher quality of life with educational and occupational achievement (Coleman, 1974).

Some preliminary findings from the following ARS Projects, provided evidence that status-attainment theory

alone may not adequately explain variation in life or occupational satisfaction. In a comparison of the occupational aspirations and expectations of these youth over the three assessment periods outlined above, the sample was found to have consistently high aspirations and successively diminishing expectations (Farris, Boyd & Shoffner, 1983). In a subsequent study, it was found that, despite the increasing gap between occupational aspirations and expectations, the young adults evaluated their futures much more optimistically than they viewed their present circumstances (Boyd, Farris & Shoffner, 1983). On superficial evaluation, these findings, placed in juxtaposition, appear contradictory to a simplistic explanation of the assumed strong positive correspondence between occupational status and life satisfaction. The alternative explanation of lower satisfaction levels as evidence of strain accompanying a situation of cognitive dissonance does not appear immediately applicable either.

As a result of these findings, an exploration was made, in the Farris study, of the influence of the gap between what these young people desired and what they expected to achieve on their evaluations of their current life situations. The present study investigated whether a conceptual perspective, within the cognitive dissonance framework, would yield a more complete explanation of the relationship

of occupation to a variety of personal, family and social aspects of life.

The potential discrepancy between occupational aspirations and expectations formed the conceptual basis for what is termed "internal occupational congruence" in this study. In research-based studies of status incongruence or status inconsistency, it is possible to conceptualize a number of different dimensions on which one could be "status inconsistent". Status inconsistency has been commonly defined as occurring when an individual occupies different positions on two or more status indicators (Baer, Eitzen, Duprey, Thompson & Cole, 1976; Hartman, 1974; Reissman, 1967). There is a precedent, however, for the study of status congruence based on differing positions within the same status dimension (Nelson, 1973). In fact, the use of different indicators poses a difficult measurement problem (Hornung, 1980). "Occupation" was the main status indicator of interest in this study and the discrepancy in desires versus expectations represented a potential for attitudinal dissonance within that one dimension.

Occupational status has usually been studied as a structural variable rather than one based on attitudes or preferences. Structural incongruence in achieved occupational status would occur if a person occupied an occupational status position differing from that of his or her ascribed status based on the occupational position held by

the head of household in his/her family of origin (Work in America, 1972). This structural occupational inconsistency is referred to in this study as "external occupational incongruence".

Because the potential exists for multiple assessments of occupational congruence based on external and internal factors, there are likely to be a variety of outcomes in individual perspectives about life and work. For example, it is not inconceivable that an individual might have relatively high regard for how things are going in his or her life based on external indicators (high external status congruence) and at the same time have a lower assessment of his or her occupational situation based on unfulfilled aspirations (low internal occupational status congruence). The combination of occupational status with internal (or psychological) and external (or structural) congruency aspects of occupation constituted the basis of the status/-status-congruence typology. The investigation of descriptors of personal, family and social experiences in relation to status/status congruence type formed the major focus of this study.

Importance of the Study

The present study has the potential of providing an important conceptual addition to the literature on occupational development and occupational choice. Within the literature, the major emphasis has been and continues to be

on occupational status and achievement as the primary occupational determinants assumed to be related to an individual's quality of life. This study was an attempt to demonstrate the importance of occupational status congruence as a significant issue, both subjectively and objectively. Validation of the importance of occupational status would necessitate a new look at occupational study, particularly studies of individuals with low-income family backgrounds. Since the longitudinal study from which the data are taken is still in progress, the present study results may provide some important guidance in future research design choices.

CHAPTER II

REVIEW OF THE LITERATURE

The development of a conceptual model of occupational status/status congruence by integrating status attainment and cognitive dissonance perspectives, and the application of that model to personal, family and social experience was the focus of this research. Included in this chapter will be a review of cognitive dissonance theory as well as pertinent literature related to status inconsistency and occupational status attainment.

Cognitive Dissonance Theory

The broad category of balance theories encompasses a wide variety of proposals which are based on the general assertion that inconsistent cognitions arouse an uncomfortable psychological state which in turn leads to behaviors directed toward achieving consistency, a psychologically pleasant state. Of all balance or consistency theories, Festinger's Theory of Cognitive Dissonance is the most extensive in scope dealing with behavior in general, both social and nonsocial. Cognitive dissonance theory also remains the most widely tested, questioned, applied, modified and accepted among the balance theories (Shaw & Costanzo, 1970).

The core of cognitive dissonance theory, much to the distress of some of its critics, appears deceptively simple

(Chapanis & Chapanis, 1964; Shaw and Costanzo, 1970; and Wicklund & Brehm, 1976). Dissonance theory posits that the existence of inconsistency between cognitive elements is psychologically uncomfortable and that the individual is motivated to reduce any dissonance or to achieve consonance (Staw, 1974). The results of pressure to reduce dissonance or to avoid increases in dissonance are manifested by changes in cognitions, behavior changes, and selective exposure to new information and opinions (Shaw & Costanzo, 1970).

Dissonance and consonance were used by Festinger (1957) to refer to relations which exist between pairs of elements. A cognition or cognitive element is any bit of knowledge a person has about him or herself or the environment. These cognitive elements may be very specific pieces of information or they may be very general concepts and relations. They may fall on a continuum ranging from quite firm and clear to being vague (Wicklund & Brehm, 1976).

Relations between cognitive elements are classified as irrelevant, consonant or dissonant. An irrelevant relation exists between two cognitive elements if they have nothing to do with one another, that is, one cognitive element implies nothing about the other. If cognitions are related in such a way that one does imply something about the other, the relation between them is both relevant and either consonant or dissonant (Shaw and Costanzo, 1970). The

relationship between two elements is consonant if one implies the other in some psychological sense (having cognition A implies having cognition B). The relationship between two elements is dissonant if, when the two are considered alone, the obverse of one would follow from the other.

The amount of dissonance experienced is a direct function of how important cognitions are to the individual. Two elements that are of little consequence to the individual are not likely to arouse much dissonance regardless of how much inconsistency exists between them. Conversely, two very important elements are likely to arouse considerable dissonance.

Dissonant cognitions can be reduced in three ways: (a) by eliminating or reducing the importance of a cognitive element, (b) by changing an environmental cognitive element, or (c) by adding new cognitive elements. Cognitive dissonance theory does not assert that a person will be successful in reducing dissonance, simply that the existence of dissonance will motivate a person to reduce it (Wicklund & Brehm, 1976). The theory also does not propose that an individual is more prone to use one mode of reduction versus another or that they systematically try all methods of dissonance reduction. One weakness of the theory is that it does not provide a way of predicting which method of dissonance reduction might be most appropriately chosen under a

given set of circumstances (Shaw & Costanzo, 1970).

Implications of the Theory

According to Festinger (1957), cognitive dissonance theory has implications for many specific situations. However, there appear to be three major ways in which dissonance is generated: (a) choices between alternatives, or decisions, (b) forced compliance, and (c) exposure to information. Nearly all of the research related to dissonance theory can be subsumed within these three areas (Shaw and Costanzo, 1970; Wicklund & Brehm, 1976).

Decisions. Dissonance is seen as an inevitable consequence of decision, and is based on the idea that an individual must be faced with a conflict situation before a decision must be made; that is, a decision between two polar alternatives, one that is completely good and one that is all bad, cannot be construed to be a decision. A choice between two alternatives creates dissonance to the extent that the alternatives are about equal in attractiveness and to the extent that the options involved offer different sets of consequences. When an alternative is selected, the positive aspects of the choice and the negative aspects of the rejected alternative are consonant with the cognition of choice. Conversely, the negative aspects of choice and the positive aspects of the rejected alternative are dissonant with the cognition of choice. Since the resulting dissonance can be reduced by increasing the consonant cognitions

and minimizing the dissonant cognitions, it is expected that the perceived attractiveness of the chosen alternative will increase and the perceived attractiveness of the rejected alternative will decrease.

Forced compliance. Forced choice involves the use of force to induce a person to engage in a behavior which they have evaluated, based on prior experience, as negative. The source of the dissonance is the individual's awareness that he or she has acted publicly in a manner that is inconsistent with personal private opinion. The magnitude of dissonance is a function of the importance of private opinions and the magnitude of the rewards or punishments. The magnitude of the dissonance increases as the reward decreases. Dissonance can be reduced either by change of private opinion or by increasing the reward or punishment.

Included within the area of forced compliance is the idea that playing a role counter to one's beliefs may be an example of forced compliance. In this case overt behavior is contrary to personal attitudes. The theory predicts that the individual will eventually change opinions to bring them into agreement with the role he or she has played.

Exposure to information. Dissonance results in selective exposure to information. A person who is experiencing dissonance will be motivated to seek consonance-producing information and to avoid exposure to dissonance-producing

information. Festinger hypothesized a curvilinear relationship between the amount of activity involved in information seeking and the degree of dissonance. In a situation of little or no dissonance, an individual will neither seek consonant nor avoid dissonant information. Moderate amounts of dissonance lead to maximum information seeking or avoidance behavior. Finally, there is a decrease in information seeking behavior with near maximum dissonance levels. In instances of extreme dissonance an individual may actually seek dissonance increasing information in order to increase dissonance to an intolerable level that will eventually force a change in some aspect of the situation and reduce dissonance (Shaw & Costanzo, 1970).

Critics of dissonance theory focus on two aspects of the research that have accompanied its development. First, the experimental manipulations are so complex and the crucial variables are so confounded that no valid conclusions can be drawn from the data. Second, a number of fundamental methodological inadequacies in the analysis of the results, for example, rejection of cases and faulty statistical analysis of data, have permeated studies and have negated the validity of findings (Shaw & Costanzo, 1970).

Generally supportive evidence exists for the reevaluation of alternatives following a choice, and for the justification of previously unsuitable behavior in forced

compliance studies. Evidence involving the effects of punishment and of choice in forced compliance studies was inconclusive, and the evidence regarding selective exposure to information failed to support the cognitive dissonance perspective. For an exhaustive review of the voluminous research related to cognitive dissonance theory the reader may refer to Chapanis and Chapanis (1964), and Freedman and Sears (1965).

Aronson (1968) argued that dissonance theory as advanced by Festinger was remiss on a number of key issues in its exclusion of a number of crucial variables. Dissonance theory on the surface appears to assume that all people respond in the same way to dissonance and that no one has much tolerance for it. Aronson suggested that this may not be the case; that, in fact, dissonance not only can be tolerated but also, that individuals differ in the degree to which it can be tolerated. Following Aronson's lead, Orpen (1974) has continued to suggest that dissonance theory does not give sufficient weight to individual differences in degree of tolerance of dissonance.

Further, Aronson suggested that Festinger misplaced the source of dissonance which should properly be identified as the relation between cognitions and an individual's self-concept. Aronson asserted that individuals typically regard themselves as sensible and that knowledge that they have acted in a nonsensible manner is inconsistent with this

self-image. For Aronson, expectancy plays an important part in the production of dissonance. Individuals expect that they will behave in certain ways and behavior that deviates from that expectancy creates dissonance. In a similar vein, Bramel (1969) suggested that dissonance arises when (a) individuals encounter information which disconfirm expectations and/or when (b) individuals discover that they have chosen incompetently or immorally.

Status Congruence

The concept of status inconsistency, although having prominence in social stratification literature (Geschwender, 1967), has been under increasing methodological and theoretical scrutiny (House & Harkins, 1975). Traditionally, status inconsistency is defined as the occupying of disparate ranks on various dimensions of status; that is, an individual's position on one social hierarchy does not match his or her position on another (Baer et al., 1976; Hartman, 1974; Reissman, 1967).

Historically, the study of the phenomenon of status inconsistency can be traced theoretically to the Weberian notion that status is multidimensional and methodologically to Lenski's work related to status crystallization (Baer et al., 1976). Social scientists have been interested in social status and status inconsistency as both dependent and independent variables. Accepting the multidimensional nature of status, that any given individual may be ranked

in many different systems of stratification, the traditional approach of study, as reflected in the early works of Weber (1953), Parsons (1949) and Lenski (1954), has focused on examining the relationships that exist between these disparate systems or dimensions, as well as second order relationships with numerous other social and psychological variables.

More recent approaches, such as Lenski's later work on status crystallization, have attempted to specify the consequences of an individual occupying differential statuses along various dimensions by utilizing an index of differential ranking as a major independent variable. Lenski (1954) related an index of status crystallization to an individual's political attitudes. Lenski used four status systems or hierarchies (income, occupation, education, and race or ethnic position), and computed an index of what he termed crystallization across these four dimensions for a sample of 749 individuals. An individual occupying a similar position across dimensions was labelled as highly crystallized. An individual who occupied positions differentially, regardless of the pattern, was labelled as being low crystallized. Lenski then related this index to expressed political attitudes and behaviors, finding persons experiencing low crystallization across status ranks as being prone to liberal attitudes and behaviors directed toward social change. Goffman (1957) found similar results using

an index comprised of income, education, and occupational prestige. He noted from his study that individuals experiencing high discrepancy between their statuses on the various hierarchies were prone to be advocates of social change.

Benoit-Smullyan (1944) asserted that inconsistency across status positions has consequences for behavior and that there is a tendency for a person's positions in one status hierarchy to match his or her position on another. Similarly, Hughes (1945) speculated that inconsistency results in a kind of marginality where an individual is confronted with conflicting expectations and ambiguity in social relationships.

Adams (1953), like Lenski, focused on the dissatisfaction and frustration of individuals in incongruent positions and the consequences of these feelings for small groups with members who considered themselves inappropriately placed within the group. Adams computed an index of status congruence for members of air crews using age, military rank, amount of air time, and education as rank dimensions. Adams' findings suggested that groups whose members were consistent or congruent across measures were happier, more productive, and shared greater degrees of intimacy. Similar findings for members of small discussion groups were reported by Exline and Ziller (1959).

Of particular interest to this study is an unpublished research note by Kleiner, Parker and Taylor of the University of Michigan, reported by Sampson (1963). Kleiner et al. hypothesized a relationship between aspiration and achievement, measured by educational rank and occupational rank, and the incidence of mental illness. They found that an increased incidence of mental illness was associated with high levels of discrepancy between individuals' aspiration levels and their achievement levels.

The implication drawn from these early works is that status consistency, congruence or equilibrium is the desired, pleasant, and most nondisruptive state, both for the individual and for the group (Sampson, 1963). Theoretically, status inconsistency is assumed to have consequences for the individual, attitudinally and behaviorally, as a result of the dissonance created by differential status rankings (Baer et al., 1976).

Three theories of status inconsistency have been the focus of discussion and research over the past two decades: Zaleznick's Theory of Social Certitude, Homans' Theory of Distributive Justice, and Sampson's Principle of Expectancy Congruence. The Theory of Social Certitude (Zaleznick, Christenson, & Roethlisberger, 1958) and Sampson's (1963) Principle of Expectancy congruence are extremely similar. The major difference is that the latter is stated within the framework of a more general dissonance theory, while the

former stands alone.

Stated briefly, the essence of each theory is the assumption that each status position is accompanied by a set of behavioral expectations regarding both the behavior of the occupant of the status position as well as expectations about the behaviors of all persons with whom interaction takes place. Each individual normally occupies several status positions and possesses several sets of behavioral expectations which either reinforce or contradict one another. When a set of expectations conflict with one another, a condition of social certitude does not exist and anxiety is produced for all concerned. Zaleznick et al. and Sampson asserted that when social certitude does not exist, social relations are hampered and unsatisfying, setting in motion forces tending toward the creation of status consistency which will, in turn, diminish anxiety.

Despite extensive attention, status inconsistency has proven to be a problematic variable, and results from past studies exploring inconsistency effects have, at best, been mixed (Baer et al., 1967; Hornung, 1980; House & Harkins, 1975; Jackson & Curtis, 1972). Several studies have found little or no evidence of inconsistency effects (Lauman & Segal, 1971; Olsen & Tully, 1972; Treiman, 1966). For example, a study by Parker (1963) failed to support the assumption that status inconsistency produces stress. Similar results were reported by House and Harkins (1975)

who were unable to verify stress as the result of status inconsistency when controlling for age.

Jackson and Curtis (1972) in assessing past research suggested that evidence regarding status inconsistency effects has been inconclusive for at least three reasons. First, most studies have used only one form, or very limited forms, of inconsistency and may have missed a crucial index of inconsistency which may have impacted specific samples. Often, research has related inconsistency to a small number of dependent variables. However, there is no reason, according to Jackson and Curtis, to expect that inconsistency should affect every aspect of human attitudes and behaviors. Research failing to find inconsistency effects may have failed to focus on the correct variables. Finally, Jackson and Curtis cited the problem of limited sample size which seems to characterize many of the studies they reviewed.

Hornung (1980), evaluating previous research related to status inconsistency, identified a number of issues related to conceptualization and measurement. First, he suggested that earlier works have been characterized by simplifications in the conceptualization and measurement of inconsistency which have served to attenuate the correlation between inconsistency and the dependent variable or variables under study.

The most basic problems, Hornung further suggests, are related to two assumptions that underlie much of the research in the area of status inconsistency. The first assumption that Hornung finds problematic is that each of the multiple statuses occupied by a person gives rise to symmetric expectations about his or her attributes. The second assumption questioned by Hornung is that statuses which are occupied concurrently are equally ranked in their respective consequences, that is, that each status is equally important in controlling expectations or that each status is equally central to an individual's identity. Both assumptions negate the possibility of individual variation in the evaluation and impact of status rankings and inconsistencies.

Offering another criticism, Blalock (1967) suggested that the manipulation of the objective measure of status inconsistency, as defined in most studies, failed to determine how much actual effect on the dependent variable was the result of status inconsistency. Blalock stressed that there are too many unknowns in trying to separate the effects of status inconsistency from the effects of individual status variables to give much credence to findings that report inconsistency effects (Baer et al., 1976).

Although some researchers have concluded that problems related to methodological issues and the subsequent conflicting findings are unresolvable (Blalock, 1967; Kelly &

Chambliss, 1966; Mitchell, 1964), others have offered alternatives for the resolution of these methodological difficulties in the study of status inconsistency. House and Harkins (1975), for example, in a study of men of various ages, demonstrated that status inconsistency has significant explanatory power when it is specified clearly under what conditions specific discrepancies involving particular status dimensions are prone to be stressful.

Nelson (1973) suggested that future research should examine the differential consequences of both objective and subjective inconsistency. He also proposed a four-part typology classifying individuals on the basis of objective/subjective consistency measures. Baer et al. (1976), applying Nelson's two suggestions to a sample of 234 graduates of a Western university, found differences between consistent and inconsistent, confirming the importance of status inconsistency as an explanatory variable.

Baer et al. concluded that when interested in the effects of status inconsistency, logic demands that the respondents' perceptions of their own situations are vital and that a subjective measure of inconsistency should be incorporated into any analysis. The use of subjective measures, Baer et al. contended, minimizes the criticism that objective status inconsistency studies are unable to determine whether the effects are due to status inconsistencies or the effect of occupying a specific status position.

It has been suggested that theories of status consistency are intertwined with and not simply parallel to theories of cognitive consistency (Geschwender, 1967; Hornung, 1980; Hornung & McCullough 1977; House & Harkins, 1975). It is their contention that future empirical studies of status inconsistency should take cognitive dissonance into account.

Geschwender (1967) attempted to explain findings of earlier research within the framework of Festinger's theory of cognitive dissonance. He cited, as the major weakness of earlier status inconsistency works, the use of inconsistency as a structural characteristic predicting behavioral consequences without an explicitly stated social-psychological theory of motivation to account for predictions.

Geschwender combined tenets from cognitive dissonance theory with Sampson's (1963) assumption that each status position carries with it expectations regarding behavior that should be demonstrated by the occupant of a status position or the behavior that should be directed toward them. Congruent sets of expectations facilitate the development of satisfying patterns of social interaction while incongruent sets impede the development of satisfying social interaction. As a result, status inconsistency leads to the development of cognitive dissonance. Attempts to deal with inconsistency represent behavioral attempts to reduce dissonance. It was Geschwender's contention that the use of

dissonance theory with specific theories of status inconsistency may enable explanation of the empirical consequences of status inconsistency which have been observed and to predict others not yet observed.

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Occupational Status

In this section, the review of literature will briefly highlight the traditional approach to the study of the occupational choice process, that is, the use of attained status as a singular, dependent variable. Of interest also is the use of attitudinal variables such as occupational

aspirations and expectations and their influence on the occupational choice process.

A conceptual distinction was made between occupational aspirations and expectations by Kuvlesky and Bealer (1966), who established what they considered to be an accurate definition of occupational choice. Occupational choice was considered to reflect an individual's aspirations or preferences concerning work statuses whereas expectations signified the individual's anticipated attainment in reference to a particular occupational goal.

Ginzberg et al. (1951) and Super (1953) have proposed theories of occupational choice which focus on the choice process within the context of an individual's development. Both theories proposed that, in relation to occupational choice, an individual moves through three stages: fantasy, tentativeness, and realism, that correspond with the life stages of preadolescence, adolescence and adulthood. Ginzberg et al. specified four major areas which influence occupational choice: (a) social and economic, (b) educational, (c) emotional needs and desires, and (d) individual values.

In contrast to Ginzberg's and Super's emphases on social-psychological factors, Blau and Duncan (1967) focused on structural variables such as race, sex, and economic circumstances which are considered outside the realm of an individual's control. Using path analysis, Blau and Duncan

proposed a causal ordering of variables to be used as a means of predicting occupational attainment for a sample of adult males. Their causal ordering of variables placed the father's education and father's occupation first followed by the respondent's education and the respondent's first job. The dependent measure employed was the respondent's occupation in 1962. Although Blau and Duncan's model did account for 40 percent of the variance in occupational attainment, the real significance of their work was the attempt in establishing causal linkages between variables. Later efforts to strengthen this model have emphasized the inclusion of social-psychological variables, in addition to providing stronger theoretical support to explain relationships between variables (Sewell, Haller & Portes, 1969).

The work of Sewell et al. in developing the Wisconsin Status Attainment Model is perhaps the most noted attempt to enhance the pioneering work of Blau and Duncan (Turner, 1983). According to this model, an individual's psychological makeup is developed in structured settings. An individual's actions are the result of cognitive and motivational orientations developed in fixed, or structural, settings, as well as in response to present situations.

An underlying assumption in this model is that both social-psychological and structural factors influence individual assessment of personal abilities and the potential influence that significant others may have. An individual's

assessment of his or her own abilities as well as the influence of significant others impact the level of educational and occupational aspirations. In addition to focusing on occupational attainment, the Wisconsin Model is also concerned with educational attainment. The particular levels of aspirations chosen influence the level of educational attainment which, in turn, influence occupational attainment.

In an earlier study utilizing the data base common to the present study, Farris, Boyd and Shoffner (1983) examined how well specific structural variables and social-psychological variables served to explain the occupational aspirations and expectations of the 544 young adults studied in this research during their preadolescent, adolescent and young adult years. These periods approximated the developmental stages of the occupational choice process as identified by Ginzberg and his associates. Initially, status projection scores were examined to assess the salience of Ginzberg's theory, that is, that movement from the fantasy to the realism stages of occupational development would be accompanied by decreased status projection scores as well as a divergence, and then convergence between occupational aspirations and expectations. Then the influence of academic motivation and educational plans on the occupational aspirations, expectations and plans of preadolescent and adolescent youth in the sample was evaluated after the

effects of sex, race, IQ and family background were accounted for by preordered multiple regression. A final step was completed by analysis of the sample at young adulthood.

Over the course of the three time periods, occupational aspirations declined, but only slightly. At the same time, occupational expectations also declined substantially for each time period. One would expect that a convergence between aspirations and expectations would occur, by the young adult period. Instead, however, for this sample of rural young adults of low-income origins, the largest gap between occupational aspirations and expectations was evident in their young adult period.

The explanatory models tested by the Farris et al. (1983) study were constructed from an inference drawn from Ginzberg's theory to the effect that increased movement toward realism would be accompanied by increased explanatory power of structural and social-psychological variables with respect to occupational plans. This inference was not validated by the study. There was, as anticipated, a substantial increase in the model's explanatory power between 1969 and 1975, paralleling the transition from the fantasy stage of preadolescence to the tentative stage of late adolescence. The explanatory power actually diminished when this sample's responses were compared between 1975 and 1979, the tentative and realism stages of occupational development. Even though this study was conducted when the sample had not

reached mature adulthood, the model's explanatory ability should have increased from the first to the second time period, and from the second to the third time period.

Further study was suggested in order to identify other variables influencing the occupational plans of these young adults. Variables, potentially influential at this period of development, possibly a transitional period between adolescence and adulthood, might be those which contributed to the divergence evidenced in the gap between occupational aspirations and expectations. The present study is an attempt to extend the earlier work by an in-depth exploration of this gap, or occupational attitudinal inconsistency, both in terms of its relationship to preceding attitudes and situations during childhood and adolescence, and to accompanying beliefs and life conditions at young adulthood.

Research Questions

The following research questions were evaluated in this study:

1. Will distinct profiles, based on occupational status/status-congruence types, emerge from the systematic organization and combination of a variety of personal, family, and social descriptors?

2. Are there some descriptors that appear to have greater importance than others in determining profile distinctiveness?

3. What inferences can be made on the basis of these profiles about the relationships between occupational characteristics (internal occupational congruence, external occupational congruence, and occupational status level) and the personal, family, and social characteristics of Southern young adults from low-income family backgrounds?

CHAPTER III
METHODS AND PROCEDURES

Research Design

This study utilized post-hoc descriptive analyses of an existing longitudinal data base consisting of information collected during three waves over a period of ten years. A 3 X 2 X 2 typology, based on the dimensions of occupational status, internal occupational congruence, and external occupational congruence, was constructed as a Model of Occupational Influence. This typology was used in an attempt to isolate and differentiate the effects of the three components of occupational influence on personal, family and social descriptors.

In this study an attempt was made to contribute to a substantive theory of occupational influence. According to Chafetz (1978), the process of theory development involves two interrelated processes, deductive logic and inductive logic. Deductive logic proceeds from the abstract or general level to one which is specific or concrete, while inductive logic moves from the specific or concrete to the general or abstract. The development of theory involves movement back and forth between the two processes. Substantive theories, which are closely tied to empirical reality, usually begin with a series of findings from which is induced a general explanation. Deduction is then used to

retranslate explanations into statements which are amenable to research.

The methodological approach used in this project utilized inductive, deductive and finally inductive logical processes. Beginning with research findings, speculation was made about interconnecting occupational influences, followed by application of the model to the study respondents, and finally, postulates were formulated about the influences of the model's components on occupational development.

Sampling Procedure

A stratified cluster purposive sampling procedure was utilized by each state in the regional project in an attempt to obtain a sample representative of the specific subcultural characteristics desired: Southern, low-income, rural and urban, black and white young people. First, sample communities were selected from rural and urban areas in seven Southeastern states (Alabama, Kentucky, Mississippi, North Carolina, South Carolina, and Virginia). Rural subjects were selected who attended schools in counties or towns with populations of 2500 or less. Urban subjects were selected from schools in cities of 50,000 or more population. Only economically depressed areas characterized by high unemployment and high levels of poverty were selected.

Stratification was accomplished through the selection of specific subpopulations (low-income, rural and urban, black and white). The cluster sample was drawn by selecting

schools and then administering questionnaires to entire populations of fifth and sixth graders in those schools.

The purposive nature of the sampling procedure was justified by the Southern Regional Project S-63 in order to accomplish a first wave objective, that of comparing the occupational goals of young people from three Southern subcultures (Hall, 1979). Proctor (1974), the project statistician, explained the rationale for treating the above described sampling procedure as though it were random in order to meet requirements for statistical analysis as follows:

"A stratified sample design usually leads to greater internal diversity than a random sample, while clustering leads to the opposite. One could say that, in balance, the variance formulas for a simple random sample should thus be realistic." (p.61)

Description of Respondents

Respondents for this study consisted of 544 young adults, ages 21-22, from whom completed questionnaires were obtained during the third phase of data collection of the Southern Regional Research Project S-126. These young adults were originally selected from rural and urban low income subpopulations in the following six Southern states: Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Of this 544, there were 91 black males, 97 black females, 150 white males, and 206 white females.

At the first contact, or baseline phase, data were collected from 1412 mother-child pairs. This study included only those subjects who were able to be recontacted and assessed both in 1975 and in 1979, a total of 544.

Nonrespondents

Over the course of this longitudinal effort there were inevitable losses of information due to subject attrition, that is, losses of subjects due to the inability to obtain completed questionnaires from original subjects either in 1975 or in 1979. Turner (1983), whose study utilized the same data base as the present study, compared nonrespondents to respondents on several variables, assessed in 1969, to determine if there were significant differences between the study respondents and those who had been not been retained. Although no differences were found in occupational aspirations or expectations, academic motivation, educational goals and significant other's influence, there were significant differences in family background and mental ability. Respondents' mean IQ score (91.85) was 6.8 points higher than nonrespondents' mean IQ score (85.05) ($p < .01$). In a similar direction, respondents' mean family background score (133.56) was 5.7 points higher than nonrespondents' mean family background score (127.82) ($p < .01$). Therefore, caution must be exercised in making inferences from this study sample to the population of Southern low-income young adults because there are some differences in these respondents and

those in the original sample.

Data Collection Procedures

Assessments for the first two phases of this panel study were made using questionnaires administered at school, in 1969, to entire classrooms of fifth and sixth graders, and in 1975, to the same young people who were then in eleventh and twelfth grades. Location procedures were used to find those who had dropped out of school by 1975. Mothers of the fifth and sixth graders were interviewed in their homes. In 1979, a mail questionnaire method was used to recontact the original sample, who were, by then, 21 to 22 years of age.

Questionnaire construction and revision were completed by the regional committee jointly for all questionnaires. Pretesting, interviewer training, and questionnaire administration procedures were designed and conducted to insure uniformity in data collection procedures across all states. Coding procedures were designed by the committee and coding was completed by each state. Subsamples were drawn and audits were made to assess coding accuracy. For each phase, coding of occupational aspirations and expectations was checked for uniformity, and in 1979, this coding was completed at the University of North Carolina at Greensboro.

Description of Variables

Due to the large number of variables in this study, operational definitions have been omitted from this section

except for the following variables which are components of occupational status/status-congruence types: internal occupational congruence, external occupational congruence, occupational attainment, and expected occupational status. Other variables to be utilized for descriptive purposes will be presented in outline form. For presentation, both here and in data analysis, variables were organized according to three classifications: personal, family and social. Utilizing the classification schemes suggested by a number of theorists and researchers in the area of occupational development (Kuvlesky & Bealer, 1966; Slocum, 1966), categories were subdivided into structural and social-psychological subclassifications.

Internal Occupational Congruence

Internal occupational congruence is a dichotomous variable based on the presence or absence of discrepancy between occupational aspiration scores and occupational expectation scores. To measure aspirations, young adult respondents were asked: "If you could choose any job you wanted, what kind of job would you really like to have in the future?" To measure expectations, they were asked: "What kind of job do you think you really will have in the future?" For both questions, they were prompted to describe clearly what they wanted to do and what they thought they would do. The responses to both items were coded according to nine Bureau of the Census categories of occupational

prestige. These categories are as follows: (a) professional, technical, and kindred workers; (b) farmers (owners and tenants) and farm managers; (c) managers, officials, and proprietors except farm; (d) clerical, sales, and kindred workers; (e) craftsmen, foremen, and kindred workers; (f) operatives and kindred workers; (g) service and private household workers; (h) farm laborers and foremen; (i) laborers. These categories were collapsed and recoded into three status levels: high (a,b,c), moderate (d,e,f), and low (g,h,i).

Using 1979 data, respondents were classified as internally congruent with respect to occupational status if their aspired and expected occupational status levels, evaluated as low, moderate and high, were identical. If their occupational status evaluations were discrepant, they were classified as status incongruent.

External Occupational Congruence

The variable of external occupational congruence is based on a comparison between the occupational status score of the head of household in the respondent's family of origin and his/her own expected occupational status score. The head of household scores utilized were obtained in the 1975 data collection phase by asking respondents, who were then 17 and 18 years of age, to describe their fathers' occupation. These occupational scores were coded using the nine Bureau of the Census categories of occupational prestige. In

the case of single-parent families, mothers' occupational status scores were used.

The respondent's occupational status was measured by the job he or she expected to eventually have as assessed in 1979. This measure was believed to reflect a more accurate comparison measure of structural occupational congruence than would the respondents' occupational attainment level at age 21 to 22. At this stage of young adulthood, many are often either still in school or in some form of vocational training, and do not have an occupational status that would be a reflection of their current or future career paths. Dichotomous categories were used to determine external occupational incongruence in the same manner as were used for determining internal occupational congruence.

Occupational Status

This measure represents an assessment of the respondents' occupational status attainment at later adult years. The same method of operationalization utilized when "occupational status" was a component of external occupational congruence, was used when "occupational status" served as a singular measure of occupational status attainment. This variable was categorized according to Census codes and subclassified as high, moderate, and low.

Personal, Family and Social Descriptors

An outline of variables used to describe personal, family and social characteristics is presented below:

Personal Characteristics

Structural:

- subculture
- sex
- income information, including respondent's own income,
spouse's income, and primary income source
- education
 - present educational status
 - attainment at young adulthood
 - high school grade average
- mental ability (Otis Lennon, measured in 1969)
- occupation
 - attainment for each year since 1975
 - unemployment history (1978)
 - main reason unemployed
 - job search methods
 - activities since 1975

Social-psychological:

- self-esteem (5th-6th grade)
- locus of control (high school)
- self-concept (young adult)
- anomie scale (young adult)
- locus of control (young adult)
- life satisfaction
 - Cantril ladders (present, past, future)
 - assessment of life plans
- education
 - early attitudes
 - aspirations and expectations
 - academic motivation
 - high school attitudes
 - aspirations and expectations
 - academic motivation
 - young adult attitudes
 - aspirations and expectations
 - satisfaction
 - own attainment
 - overall high school education
 - own efforts in high school
 - aspects of high school education
- occupation
 - early attitudes
 - aspirations and expectations
 - high school attitudes
 - aspirations and expectations
 - own occupational prediction
 - stability of occupational aspirations

beliefs about women working
 important aspects of desired job
 young adult attitudes
 aspirations and expectations
 satisfaction
 overall job satisfaction
 present job
 income
 Cantril ladders (present, future)
 aspects of present job
 barriers to occupational attainment
 barriers to educational attainment

Family Characteristics

Structural:

father's occupation
 mother's occupation
 father's education
 mother's education
 social participation scale (parent's)
 household size (high school)
 living arrangements
 marriage
 anticipated age at marriage (1975)
 age at marriage (1979)
 desired age at marriage (1979)
 marital status, measured at high school and young
 adulthood
 marriage intentions
 children
 preferred number of children (1975, 1979)
 number of (1979)

Social-psychological:

early parental influences
 education
 mother's educational aspirations for child
 mother's educational expectations for child
 child's perception of parent's educational
 aspirations
 child's perception of parent's educational
 expectations
 dropping out of school discussed with parent
 occupation
 mother's occupational aspirations for child
 mother's occupational expectations for child
 mother's occupational prediction for child
 mother reported talking to child about job

- parenting
 - parenting styles
 - loving
 - punishing
 - highly punishing
 - controlling
 - reasoning
 - actively involved
 - malleable
 - instills responsibility
 - demanding
 - independence training scale
- parent attitudes
 - achievement value orientation
 - alienation
 - familism
- high school influences
 - perceived parental educational aspirations
 - perceived parental educational expectations
 - reported talking to parents about dropping out of school
- young adult influences
 - perceived parental educational expectations

Social and Environmental Characteristics

Structural:

- location of residence
- community size

Social-psychological:

- residential preferences (1975, 1979)
 - preferred residential locale
 - preferred community size
- residential satisfaction (1979)
 - residential locale
 - community size
 - living arrangements
 - quality of housing
- early significant other influences
 - others talked with about education
 - others talked with about occupation
 - most important influence about future job
- high school significant other influences
 - others talked with about education
 - others talked with about occupation
 - most important influence about future plans
- young adult significant other influences
 - advice most helpful about jobs
 - advice most helpful about family matters

Analysis Procedures

Because this study was descriptive in nature, and no formal hypotheses were tested, statistical procedures appropriate for use in descriptive research were employed. Profiles were constructed utilizing frequency distributions of descriptors which were then organized and summarized, separately, within each type. Profiles were examined for distinctiveness by comparing profile characteristics with those of the total population. A variable by variable comparison between types was not undertaken as a primary method of determining typological distinctiveness.

The following procedures were used to formulate profiles, summarize descriptive information, and analyze results:

1. Construction of a typology based on occupational status, internal occupational congruence, and external occupational congruence.
2. Examination of the frequency distribution of the occupational status/status-congruence types.
3. Determination of viability of profile types based on cell sizes.
4. For each viable type (profile), an examination for distinctiveness using a variable by variable comparison with the study population.
5. When appropriate, the utilization of statistical comparisons between profile mean scores and population mean

scores as a method of testing for profile distinctiveness.

6. An examination of variables within each profile for meaningful patterns of cohesion.

7. Summarization of each profile's distinct features, and predominant behavioral and structural patterns.

8. Inferential comparisons between profiles based on profile components (occupational status, internal occupational congruence, and external occupational congruence) for the purpose of speculating about specific occupational determinants of differences and/or trends within profiles.

9. Formulation of propositions about typological component influences on profile distinctiveness.

CHAPTER IV

RESULTS

In this chapter, the development of the typology based on occupational status, internal occupational congruence, and external occupational congruence will be presented and elaborated on the basis of personal, social and family descriptors collected over the course of this longitudinal study. Three types, or profiles, one from each level of occupational status, are described in detail and comparisons with the entire group are made when there are apparent differences between the profile being examined and the group as a whole. The remainder of the profiles are summarized according to their distinctive features and predominant behavioral and structural patterns. These profile summaries form the basis for inferential comparisons, which are made in the following chapter, about profiles and clusters of profiles based on profile components. Outlines of these summaries are supplied in Appendix A. Descriptions of the profiles which are not presented in detail here may be obtained from the Department of Child Development and Family Relations, School of Home Economics, University of North Carolina at Greensboro, Greensboro, North Carolina, 27412.

Occupational Status/Status-Congruence Types

The cross classification of the three major variables under study, occupational status, internal occupational

congruence and external occupational congruence resulted in a 3 X 2 X 2 typology presented in Table 1. There are twelve occupational status/status-congruence types within which individuals in this study hypothetically could have been classified. Each type has an occupational status indicator as well as two indicators of occupational congruence. As has been previously defined, internal occupational congruence refers to similarity in occupational aspirations and expectations, and external occupational congruence occurs when there is similarity in ascribed and achieved occupational status levels. Internal occupational incongruence and external occupational incongruence occur when there are discrepancies between occupational aspiration and expectation levels, or between ascribed and achieved status levels.

For this sample, nine viable profiles emerged (Table 2). Although there were no empty cells, there were three profiles for which there were five or fewer members. These were not considered to have enough cases to make a useful contribution to the model and therefore were eliminated from the analysis. Of the 544 respondents for whom data were assessed, there were 257 individuals for whom complete information required for profile composition was available. This reduction in sample size was considerable, but for the purposes of model building rather than hypothesis testing, it is doubtful that there was any substantial devaluation of the information obtained.

TABLE 1

Occupational Status/Status-Congruence Types

		INTERNAL STATUS CONGRUENCE			
		Congruence	Incongruence		
O C C U P A T I O N A L S T A T U S L E V E L	H I G H	Congruence	I High status Internal Congruence External Congruence	II High status Internal Incongruence External Congruence	
			Incongruence	III High status Internal Congruence External Incongruence	IV High status Internal Incongruence External Incongruence
				M O D E R A T E	Congruence
	Incongruence	VII Moderate Status Internal Congruence External Incongruence			
		L O W	Congruence		
				Incongruence	XI Low Status Internal Congruence External Incongruence

Table 2
Frequency Distribution
of Occupational Status/Status-Congruence Profiles

Profile	Frequency	Percent
I	31	12.1
II	1	.4
III	69	26.8
IV	1	.4
V	29	11.3
VI	28	10.9
VII	18	7.0
VIII	11	4.3
IX	5	1.9
X	13	5.1
XI	18	7.0
XII	33	12.8
Total	257	100.0

The profile with the most constituents was Profile III (69 members) followed by Profiles XII and I with 33 and 31 members respectively. These profiles represented extremes with respect to the variable of occupational status in that Profile I and III members were expected to achieve high occupational status, whereas Profile XII members were expected to have low occupational status. The composition of the remaining profiles ranged from 11 to 29 members with four profiles in the moderate occupational status levels and two in the low occupational status levels. The three profiles which were eliminated were Profiles II, IV, and IX. Because it is not likely that individuals would want lower status positions than they actually expected to attain, a condition for membership in Profiles II and IV, it was not surprising that they were not viable. There is no logical reason for the non-viability of Profile IX, and one would expect that this profile would be viable with a larger sample size.

The remainder of this chapter consists of detailed profile descriptions of Profiles I, V, and XII followed by summaries of each of the nine viable profiles. These descriptions are organized according to personal, family and environmental characteristics, which are further subdivided into structural and social-psychological attributes. Structural attributes are defined as those which are demographic indicators and other nonattitudinal descriptors. Social-psychological characteristics reflect attitudes and opinions

rather than conditions or circumstances.

Information regarding these variables is provided for each of the three profiles separately along with comparable information about the total population. The reader may presume that the descriptive information about each profile does not substantially differ from similar information about the total population unless differences are highlighted in the text. Every variable contained in the tables accompanying profile descriptions is not discussed in the text. When information is excluded, it may be assumed that the information was not considered to be distinctive from population indicators or to enhance other profile descriptors. The term "population", used in this and subsequent chapters, refers to the total composition of the profiles. It can be reasoned that each individual profile is a purposive sample drawn from this larger group, the purposive nature of the sample being determined by the component occupational characteristics.

PROFILE I

Personal Characteristics

Structural Aspects

The young adults in Profile I had high occupational status prediction scores combined with evidence of both internal and external occupational congruence. That is, these young men and women aspired to and expected that they

would attain high status level jobs. Further, their parents' occupational status, as an ascribed status indicator, was consistent with their own high expected occupational status.

Personal characteristics, structural in nature, are summarized in Tables 3-7. Profile I consisted of 31 individuals, 16 males and 15 females (Table 3). Most of Profile I was represented by a white rural subculture. Two-thirds of this group were earning less than \$700 per month in comparison to about three-fourths of the total population. About half of Profile I were married and 86 percent of their spouses had incomes which were fairly evenly distributed among the income categories assessed. The primary income source for most of these young men and women was salary or wages, but parents or relatives provided more substantial financial support for this group than was usual in this population.

Educational information. Almost half of this group reported being in school in 1979 as opposed to only one-fifth of the total group (Table 4). In general, this group had a higher educational attainment level than did the population as a whole. About seventy percent of Profile I, compared with 45.4 percent of the population, had education beyond the high school level. More than fifty percent of those who had graduated from high school had at least some college. Contrary to expectations, this group, with high

Table 3
Profile I
Personal Characteristics: Structural

Characteristic	N	%	% of Total N
Subculture			
Black Urban	3	9.7	16.0
Black Rural	2	6.5	9.0
White Rural	26	83.9	75.0
Total	31		(N=256)
Sex			
Male	16	51.6	46.9
Female	15	48.4	53.1
Total	31		(N=256)
Own Income (Monthly)			
None	2	7.4	6.4
Less than \$300	5	18.5	9.9
\$300-\$499	6	22.2	25.3
\$500-\$699	5	18.5	33.9
\$700-\$999	4	14.8	14.2
\$1000-\$1499	4	14.8	8.6
\$1500 or more	1	3.7	1.7
Total	27		(N=233)
Spouses' Income (Monthly)			
None	2	14.3	12.0
Less than \$300	1	7.1	1.9
\$300-\$499	3	21.4	19.4
\$500-\$699	2	14.3	25.9
\$700-\$999	3	21.4	23.1
\$1000-\$1499	3	21.4	13.0
\$1500 or more	0	0.0	4.6
Total	14		(N=108)
Primary Income Source			
Salary or wages	21	70.0	81.5
Profits-farm/business	0	0.0	2.5
Rent, interest/dividends	0	0.0	.4
Parents or relatives	5	16.7	6.2
Social security/pensions	1	3.3	.8
Government welfare	0	0.0	2.1
Unemployment benefits	0	0.0	.4
Gifts or private relief	2	6.7	4.1
Other	1	3.3	2.1

Table 4
 Profile I
 Personal Characteristics: Structural (Continued)
 Educational Information

Characteristic	N	%	% Total
Present Educational Status			
In school	13	46.4	19.1
Not in school	15	53.6	80.9
Total	28		
Education Level			
Less than 8th grade	2	6.7	1.2
Finished 8th grade	0	0.0	2.0
8th grade/trade school	0	0.0	.4
Some high school	2	6.7	13.7
Finished high school	5	16.7	37.5
Vocational school	6	20.0	14.1
Some college	11	36.7	21.1
Finished 2-year college	2	6.7	5.9
Finished college	1	3.3	2.7
Graduate school	1	3.3	1.6
Total	30		(N=256)
High School Grade Point			
D or F	0	0.0	5.4
C	11	35.5	35.0
B	13	41.9	39.7
A	7	22.6	19.8
Total	31		(N=257)

occupational aspirations and expectations, reported having high school grades which differed very little from that of the general population, receiving mostly B's and C's. The mean IQ for members of this profile was significantly higher than that of the population, 99.77 compared with 95.45 ($t=1.7$) (Table 5).

Occupational information. A slight upward trend in occupational attainment patterns can be discerned by examining occupational status levels reported for each of the five years from 1975 to 1979. The mean attainment score of 3.96 for 1979 not only differed considerably from the total mean of 5.66 but also provided some empirical validation for the prediction that this group will eventually attain occupations rated within the highest three census categories described earlier.

Unemployment information was collected for the year 1978. Although 30.1 percent of the total population reported being unemployed in 1978, only 19.4 percent of this profile reported being out of work during this period. The main reasons for being unemployed along with the methods used by respondents to search for jobs are summarized in Table 6. The most frequently reported way these young people sought work was through their own efforts by telephoning and making personal contact with potential employers.

Respondents were asked to identify, from a series of educational and occupational activities, those areas in

Table 5
Profile I
Personal Characteristics: Structural (Continued)
Mental Ability and Employment History

Characteristic	Mean	Std Dev	Mean of Total
IQ	99.77 (N=31)	13.86	95.45 (N=256)
Occupational Attainment (Census Categories)			
1975	5.84 (N=19)	2.12	6.00 (N=136)
1976	5.95 (N=22)	2.42	5.93 (N=183)
1977	5.85 (N=26)	2.69	5.98 (N=212)
1978	5.08 (N=25)	2.75	5.95 (N=216)
1979	3.96 (N=24)	2.26	5.66 (N=203)
Weeks Unemployed (1978)	12.67 (N=6)	8.29	17.51 (N=79)

Table 6
Profile I
Personal Characteristics: Structural (Continued)
Occupational Information

Main Reason Unemployed (1978)	N	%	% Total
Job discontinued	3	9.7	9.3
Fired	0	0.0	.4
Quit to look for better job	0	0.0	4.3
Quit-didn't like job I had	0	0.0	3.5
Quit for personal or family reasons	0	0.0	3.4
Quit for other reasons	2	6.5	5.4
Didn't find work after school ended	1	3.2	2.3
Never had a regular job	3	9.7	8.6

Job Search Methods Used	N	Often		N	Sometimes	
		%	% Tot		%	% Tot
State employment office	2	6.5	8.6	5	16.1	28.0
Private employment agency	0	0.0	1.6	0	0.0	4.3
Community action or welfare groups	1	3.2	4.3	3	9.7	7.0
Newspaper, TV or radio advertisements	3	9.7	17.9	8	25.8	25.3
Telephoned/went around on my own	12	38.7	40.5	5	16.1	19.8
Employer contacted me	3	9.7	8.6	9	29.0	22.6
Union registration	0	0.0	1.9	0	0.0	3.1
Parents or relatives	6	19.4	17.5	5	16.1	28.0
Friends	4	12.9	16.7	6	19.4	30.4
Teachers or school counselors	1	3.2	8.2	7	22.6	16.3
School or college placement service	4	12.9	7.0	4	12.9	7.8
Applied for government job	2	6.5	5.1	5	16.1	10.9
Applied for military service	1	3.2	3.5	0	0.0	1.9

Profile I Total (N=31)

Total for all Profiles (N=257)

which they were involved for each year from 1975 to 1979 (Table 7). This group differed notably from the entire group in two respects. First, more of them had attended college during these years. In 1977, 54.8 percent of Profile I members who had graduated from high school, had attended college as opposed to 22.6 percent of the population. Second, fewer of the young adults in Profile I reported being homemakers than was typical for the population during each of these years.

Social-Psychological Aspects

A summary of information reflecting the attitudes of respondents about a wide variety of social-psychological characteristics are presented for Profile I in Tables 8-13. Included in this summary of Profile I young adults will be their attitudes about themselves, about the world and life in general, as well as specific views they had about their educational and occupational careers.

As fifth and sixth graders, Profile I children evidenced moderately high self esteem as reflected in a mean score of 85.13 (Table 8). As young adults, the mean self concept score of Profile I members was significantly higher than that of the total population ($t=2.1$). Locus of control measures, both in 1969 and in 1979, indicated a tendency toward internal rather than external directedness. In 1979, the tendency towards internal control was significantly greater for Profile I than for the total group ($t=4.0$).

Table 7

Profile I

Personal Characteristics: Structural (Continued)

Educational/Occupational Activities

Activities	1975			1976			1977		
	N	%	% Tot	N	%	% Tot	N	%	% Tot
In high school	25	80.6	76.3	14	45.2	40.9	2	6.5	3.9
Employed	15	48.4	49.4	19	61.3	66.5	22	71.0	71.6
In college	5	16.1	9.3	12	38.7	20.2	17	54.8	22.6
In graduate school	3	9.7	1.9	2	6.5	4.7	3	9.7	5.1
Vocational school	4	12.9	13.2	6	19.4	15.6	4	12.9	10.9
In Armed Forces	1	3.2	1.6	1	3.2	3.5	1	3.2	4.3
Homemaker	1	3.2	14.4	2	6.5	17.9	4	12.9	21.0
Unemployed	1	3.2	3.5	3	9.7	4.3	2	6.5	7.8
Volunteer labor	3	9.7	7.8	2	6.5	7.0	2	6.5	6.2

Activities	1978			1979		
	N	%	%	N	%	%
In high school	3	9.7	2.7	2	6.5	1.9
Employed	21	67.7	72.8	19	61.3	66.9
In college	15	48.4	18.7	12	38.7	15.6
In graduate school	1	3.2	4.7	1	3.2	4.7
Vocational school	2	6.5	8.9	0	0.0	3.5
In Armed Forces	2	6.5	4.3	1	3.2	3.9
Homemaker	6	19.4	22.9	6	19.4	23.7
Unemployed	2	6.5	9.3	2	6.5	9.3
Volunteer labor	3	9.7	6.6	3	9.7	6.2

Profile I Total (N=31)

Total for all Profiles (N=257)

Table 8
Profile I
Personal Characteristics: Social-Psychological

Characteristic	Mean	Std Dev	Tot Mean
Self-Esteem (1969) (Range: 21-105)	85.13 (N=31)	8.67	85.04 (N=256)
Locus of Control (1975) (Range: 11-22, internal-external)	14.87 (N=31)	2.33	14.67 (N=257)
Self-Concept (1979) (Range: 4-16)	13.58 (N=31)	2.00	12.84 (N=253)
Anomie (1979) (Range: 5-10)	6.87 (N=31)	1.96	7.38 (N=256)
Locus of Control (1979) (Range: 4-12, internal-external)	5.48 (N=31)	1.34	6.45 (N=253)
Present Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	6.40 (N=30)	1.59	5.85 (N=248)
Past Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	4.53 (N=30)	2.18	4.33 (N=248)
Future Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	8.07 (N=30)	1.31	7.88 (N=244)
<hr/>			
Assessment of Life Plans	N	%	% Total
<hr/>			
Better than anticipated	15	50.0	39.8
Same as anticipated	13	43.3	41.4
Worse than anticipated	2	6.7	18.7

Profile I Total (N=31)

Anomie scores, which were used to assess a sense of personal alienation, were relatively low.

Life satisfaction. Respondents ranked their perceptions of their present life circumstances on a scale from 0 to 9 on the Cantril ladder with 0 representing the worst possible life for them and 9 representing the best possible life for them. They were then asked to evaluate their past life situations and to anticipate the future in the same manner. The majority of Profile I respondents, similarly to the larger population, considered that their present life circumstances were an improvement over the past and looked to their future lives with optimism. The mean score for each assessment period was higher for Profile I than was the mean scores of the population, and their evaluation of their present lives was significantly higher than that of the total group ($t=1.9$).

These young adults were asked to reflect about the plans and ambitions they had when they were in high school and to evaluate the current status of those plans. Half of Profile I respondents assessed their life plans as having worked out better than they had anticipated as compared with 39.8 percent of the total group. Fewer, 6.7 percent compared to 18.7 percent, thought that their situations had been worse than they had anticipated.

Educational attitudes. Attitudes about education were assessed for all three time periods with the most detailed

information being solicited in 1979 (Tables 9 and 10). Educational plans were measured by asking the respondents to indicate how much education they wanted and how much education they thought they actually would attain. For both 1969 and 1975, educational aspirations and expectations were significantly higher for those in Profile I than they were for the total population ($t=2.3$, $t=2.6$, $t=2.5$, $t=2.0$). The differences between the educational aspirations and expectations for those in Profile I, when compared with the population in general, were most striking in 1979. Over sixty percent of Profile I compared with 37 percent of the total group wanted to finish college or attend graduate school. More than twice as many in Profile I (54.8%) than those in the population (25.6%) expected to achieve this goal.

Profile I members were moderately satisfied with their current level of educational attainment and with their overall high school experience (Table 10). In contrast to the total group, they were significantly more satisfied with the advantage they took of the opportunities offered in high school ($t=4.8$). In evaluating specific aspects of their high school experiences, Profile I members were less likely than the total group to be satisfied with vocational counseling and the practical work experience offered to them than they were with the other aspects assessed. Overall, moderately low levels of satisfaction were expressed with the specific areas of their high school programs assessed.

Table 9

Profile I

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Education	Mean (N=31)	Std Dev	Tot Mean (N=256)
Early Attitudes (1969)			
Educational Aspirations (Range: 8-14)	13.67	1.39	13.09
Educational Expectations (Range: 8-14)	13.22	1.20	12.67
Academic Motivation (Range: 6-30)	27.03	3.21	27.25
High School Attitudes			
Educational Aspirations (Range: 8-14)	13.32	1.49	12.64
Educational Expectations (Range: 8-14)	12.54	1.85	11.85
Academic Motivation (Range: 6-30)	25.42	3.48	24.71
Young Adult Attitudes			
	N (31)	%	% Total (256)
Educational Aspirations			
Vocational school	5	16.1	19.9
Finish high school	0	0.0	4.3
High school and vocational school	1	3.2	6.3
Go to college	0	0.0	2.7
Finish college	6	19.4	14.1
Graduate school	13	41.9	23.0
Short courses or other training	3	9.7	18.0
No further education	3	9.7	11.7
Educational Expectations			
Vocational school	3	9.7	10.2
Finish high school	1	3.2	5.5
High school and vocational school	0	0.0	3.9
Go to college	0	0.0	1.2
Finish college	8	25.8	12.2
Graduate school	9	29.0	13.4
Short courses or other training	4	12.9	22.4
No further education	6	19.4	31.1

Table 10

Profile I

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Education

Educational Attitude	Mean	Std Dev	Tot Mean
Satisfaction with Level of Educational Attainment (Range: 1-4)	2.90	.94	2.90
Satisfaction with Overall High School Experience (Range: 1-4)	2.90	.79	3.07
Satisfaction with Advantage Taken of Opportunities Offered in High School (Range: 1-4)	3.48	.57	2.98
Satisfaction with Aspects of HS Experiences (Range: 1-4)			
Basic academic subjects	3.13	.76	3.23
Practical work experience offered	2.37	.79	2.52
Vocational/technical programs offered	2.65	.98	2.73
Electives offered	2.64	.95	2.70
Vocational counseling	2.25	1.11	2.50
Attention to individual needs	2.58	1.15	2.62
Quality of teachers	2.87	.86	2.91
Extra-curricular activities available	2.97	.79	3.10
Library/media resources	2.52	.95	2.94

Profile I Total (N=31)

Total for all Profiles (N=257)

Members of this group were more likely to be satisfied with basic academic subjects than they were with any other aspect of their high school program.

Occupational attitudes. As was the case with education, information about occupational attitudes was collected during all three periods of investigation. In 1969, the youngsters in Profile I had fairly evenly matched occupational aspirations and expectations (Table 11). Mean scores were at the high end of the range of the occupational status scale for both, 2.47 and 2.69. In 1979, the information collected from the sample as young adults, was similar to that found in 1969, with aspirations and expectations closely aligned yet were even higher on the occupational status scale than they were in 1969, 1.61 and 1.52. In 1975, however, while aspirations were virtually unchanged (2.37), expectations dropped almost a full point (3.65).

The comparison of the aspirations and expectations of Profile I members with those of the population as a whole revealed only slight and inconsistent differences in 1969 and 1975; however the 1979 figures showed a highly significant departure between Profile I members' responses and those of the total population ($t=9.0$, $t=18.9$). The aspirations and expectations of the general population declined while those of Profile I members rose toward the highest end of the occupational status scale.

Table 11
Profile I

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Occupation	Mean	Std Dev	Tot Mean
Early Attitudes			
Occupational Aspirations (Range: 1-9)	2.47	2.22	2.77
Occupational Expectations (Range: 1-9)	2.69	2.25	2.27
High School Attitudes			
Occupational Aspirations (Range: 1-9)	2.37	2.01	3.01
Occupational Expectations (Range: 1-9)	3.65	2.61	4.26
Occupational Prediction (Range: 1-4)	3.10	.79	2.88
Stability of Occupational Aspirations (Range: 1-4)	2.74	.73	2.34
Beliefs about Women Working (Range: 1-4)	2.81	.95	3.00
Importance of Aspects of Desired Job (Range: 1-3)			
Money	2.23	.50	2.19
Chance for importance	1.97	.71	1.79
Exciting/interesting	2.42	.56	2.53
Steady employment	2.32	.65	2.49
Chance to help others	2.55	.57	2.42
Chance to be own boss	1.97	.84	1.85
Young Adult Attitudes			
Occupational Aspirations (Range: 1-9)	1.61	.92	3.12
Occupational Expectations (Range: 1-9)	1.52	.85	4.45

Profile I Total (N=31)
Total for all Profiles (N=257)

While in high school, the respondents were asked to predict the likelihood that they would attain the jobs they wanted. On a scale from one to four, Profile I members were somewhat more confident of their success than were the total group. The stability of occupational aspirations was assessed by asking these high school students how long they had thought about their desired jobs. With higher scores indicating higher stability, Profile I members responded that they had been thinking about the jobs they wanted significantly longer than was typical for the total population ($t=3.1$).

Liberality in beliefs about married women working outside the home was also assessed during the high school years. The mean score for Profile I members is indicative that most of them had the opinion that it is all right for a mother to work as long as her children are in school or she has a good sitter.

Respondents in 1975 were asked to evaluate a list of six items with respect to the relative importance of each item to them in their future work. As high school students, Profile I members ranked work that gave them a chance to help others and that was interesting and exciting as most important to them. These aspects of importance were followed by an interest in work that was steady. In 1979, respondents were asked, as young adults, to indicate their satisfaction with a number of aspects of their current jobs

(Table 12). Profile I young adults were more likely to be satisfied with the fact that their work provided steady employment, as well as the location of their work, the amount of mental challenge offered by their jobs, and the opportunity for work that was exciting and interesting. Respondents from this profile expressed higher levels of satisfaction with more aspects of their current jobs than did the population as a whole.

The young men and women surveyed were asked to assess their satisfaction with their overall work experience since leaving school as well as their satisfaction with their current jobs and incomes. Profile I members ranked their overall work experience moderately, their satisfaction with their current jobs more highly, and indicated that they were somewhat dissatisfied with their current incomes. When asked to rank their current job satisfaction, using the Cantril ladder, Profile I members evaluated their current jobs at a moderately low level, and using the same scale, expressed optimism about their future jobs. This optimism about their future work was significantly higher than that expressed by the population as a whole ($t=2.3$).

Barriers to education and occupation. In 1975, students were asked to evaluate a list of items and to identify those things which they perceived as barriers to attaining the jobs they really wanted (Table 13). In 1979, the list was expanded, and a second list related to educational

Table 12

Profile I

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Occupation

Occupational Attitudes	Mean	Std Dev	Tot Mean
Satisfaction with Overall Work Experience (Range: 1-4)	3.05	.76	2.99
Satisfaction with Present Job (Range: 1-4)	3.24	1.00	3.10
Satisfaction with Current Income (1979) (Range: 1-4)	2.52	1.08	2.53
Present Job Satisfaction Cantril Ladder (Range: 0-9)	4.30	2.07	4.61
Anticipated Job Satisfaction, Cantril Ladder (Range: 0-9)	7.68	1.28	7.15
Satisfaction with Aspects of Current Job (1979) (Range: 1-4)			
Money	2.70	1.17	2.62
Chance for importance	2.68	1.16	2.61
Exciting/interesting	3.48	.93	2.89
Steady employment	3.74	.45	3.37
Location	3.67	.73	3.16
Chance to help others	3.05	1.00	2.86
Chance to be own boss	2.60	1.27	2.48
Amount of physical work	2.95	1.10	2.81
Amount of mental challenge	3.55	.91	3.01

Profile I Total (N=31)

Total for all Profiles (N=257)

Table 13

Profile I

Personal Characteristics: Social-Psychological (Continued)

Barriers to Occupational Attainment

Barriers	Mean	Std Dev	Tot Mean
Barriers to Occupational Attainment (1975) (Range: 1-3)			
Money for training	1.81	.65	1.81
Information	1.52	.57	1.62
Race	1.06	.36	1.18
Sex	1.13	.43	1.11
Not wanting to move	1.48	.68	1.61
Intelligence	1.32	.48	1.42
Schools attended	1.39	.56	1.37
Job opportunities	2.06	.77	2.13
Barriers to Occupational Attainment (1979)			
Money for training	1.42	.79	1.69
Information	1.31	.48	1.54
Race	1.08	.28	1.17
Sex	1.00	.00	1.13
Not wanting to move	1.25	.62	1.49
Intelligence	1.00	.00	1.27
Schools attended	1.25	.45	2.00
Job opportunities	1.92	.86	2.03
Leadership training	1.42	.67	1.39
Parental interest	1.58	.79	1.22
Scarcity of jobs in USA	1.54	.78	1.70
No technical schools	1.08	.28	1.32
Not knowing right people	1.31	.63	1.61
Effort needed	1.08	.29	1.23
Family responsibilities	1.08	.29	1.48
Profile I Total (N=31)			
Total for all Profiles (N=257)			

opportunities was developed (Table 14). In 1975, the lack of job opportunities and the lack of money for training were most frequently cited as obstacles to obtaining the jobs these young adults wanted. In 1979, only one area, the lack of job opportunities, was frequently considered as a barrier to occupational attainment. In assessing educational barriers in 1979, the young adults in Profile I most often cited money as a hindrance to educational attainment.

Family Characteristics (Structural)

In this section demographic information about respondents' families is presented (Table 15). Included is data about their families of origin, their present families, and their anticipated families.

The fathers and mothers of Profile I members had significantly higher occupational status rankings than those of the population as a whole ($t=21.2$, $t=2.0$). In addition, the educational levels of both fathers and mothers were significantly higher for Profile I than for the total group ($t=3.0$, $t=2.0$).

An assessment of family social participation was made in the 1969 contact with mothers of the respondents. Items in this scale included information about the following areas: reading of daily newspapers, listening to or watching a news program on radio or television, belonging to or attending church, membership in clubs or organizations, voter registration, voting behavior, and knowledge of the

Table 14

Profile I

Personal Characteristics: Social-Psychological (Continued)
 Barriers to Educational Attainment

Barriers to Educational Attainment (1979) (Range: 1-3)	Mean	Std Dev	Mean of Total
Money for training	2.00	1.00	1.91
Information	1.14	.36	1.48
Race	1.00	.00	1.09
Sex	1.15	.55	1.05
Not wanting to move	1.23	.60	1.41
Intelligence	1.08	.28	1.24
Schools attended	1.46	.66	1.27
Job training	1.62	.87	1.66
Leadership training	1.38	.51	1.39
Parental interest	1.62	.77	1.21
No technical schools	1.00	.00	1.33
Not knowing right people	1.23	.44	1.40
Effort needed	1.00	.00	1.25
Family responsibilities	1.57	.85	1.56

Profile I Total (N=31)
 Total for all Profiles (N=257)

Table 15
Profile I
Family Characteristics: Structural

Characteristic	Mean (N=31)	Std Dev	Tot Mean (N=257)
Fathers' Occupation (Range: 1-9) (N=31)	2.23	.80	5.32
Mothers' Occupation (Range: 1-9) (N=14)	4.71	2.30	5.97
Fathers' Education	10.90	3.52	8.97
Mothers' Education	10.45	2.84	9.41
Social Participation (1969) (Range: 6-22)	14.55	3.25	13.32
Household Size (1975)	5.10	1.54	5.00
Anticipated Age at Marriage (1975)	23.16	6.01	22.70
Age at Marriage (1979) (N=15)	19.07	1.58	18.68 (N=139)
Desired Age at Marriage (1979)	24.50	1.22	25.43
Desired Number of Children (1975)	2.90	1.22	2.36
Desired Number of Children (1979)	2.21	.56	2.18
Number of Children (1979) (N=5)	1.40	.55	1.34

Characteristic	N (N=31)	%	% Total (N=257)
Living Arrangements (1979)			
Alone (or alone with children)	6	19.4	9.3
With parents	5	16.1	33.9
With my spouse	14	45.2	43.2
With parents and spouse	0	0.0	2.3
With other relatives	1	3.2	3.1
With other non-relatives	5	16.1	8.2
Marital Status (1975)			
Married	1	3.2	13.2
Not married	30	96.8	86.4
Marital Status (1979)			
Single (never married)	16	51.6	46.3
Married	14	45.2	46.7
Divorced or separated	1	3.2	7.0
Intentions to Remain Single (1979)	1	3.3	5.9

name of the state's governor. Profile I families evidenced moderate levels of social participation while the families of the population, in general, had slightly, though significantly, lower scores ($t=2.1$).

An assessment of household size was made during the 1975 phase of data collection. Profile I members indicated they lived in households with an average number of five persons. In 1979, as young adults, 45.2 percent of Profile I members were living with their spouses. More members than was typical of the population lived alone or with nonrelatives, and fewer lived with their parents.

In 1975, when respondents were 17 and 18 years of age, only one member (3.2 percent) of Profile I was married while 13.2 percent of the total group were married at that time. However, by 1979, when they were ages 21 and 22, about 45 percent of those in Profile I and in the total group were married. The average age at marriage was 19.1 years. Among those who remained single, the desired age to marry was reported in 1975 to be 23.16, and in 1979, 24.5. The number of children desired in 1975 was 2.9, and by 1979, was slightly lower at 2.21. Five of Profile I members reported having children in 1979.

Family Characteristics (Social-Psychological)

Family influences related to education and occupation as well as parenting styles and parental value orientations are summarized in Tables 16-18. Mothers' attitudes were

measured directly in 1969, whereas indirect assessments were made of parental attitudes during the two later waves of data collection.

Early Parental Influences

Educational influences. Mothers had high educational aspirations and only slightly lower educational expectations for their children (Table 16). Fifth and sixth graders' perceptions of their parents' educational aspirations for them were slightly higher than those actually reported by their mothers. In comparing Profile I children with the population, Profile I children's perceptions about their parents' educational aspirations for them were significantly higher than were the perceptions of the total population ($t=3.4$). Over half of the children in Profile I reported that they believed that their parents would insist they finish high school and the remainder believed that their parents would rather they did so (Table 17). Only one of these youngsters in Profile I reported having discussed dropping out of school with his or her parents.

Occupational influences. The mean scores representing occupational aspirations and expectations of mothers for their children were similar to the pattern of responses reported for education; that is, they had very high occupational aspirations and only slightly lower occupational expectations (Table 16). In both cases, the estimates of mothers of Profile I children were significantly above those

Table 16
Profile I
Family Characteristics: Social-Psychological

Early Parental Influences	Mean (N=31)	Std Dev	Tot Mean (N=257)
Educational			
Educational aspirations of parent for child (Range: 8-14)	13.36	1.28	13.04
Educational expectations of parent for child (Range: 8-14)	12.71	1.27	12.32
Child's perception of parent's educational aspirations (Range: 8-14)	13.77	.76	13.30
Occupation			
Occupational aspirations of parent for child (Range:1-9)	1.22	.70	1.93
Occupational expectations of parent for child (Range:1-9)	2.17	1.70	2.86
Parenting Styles (Bronfenbrenner revised)			
Loving (Range:8-40)	36.03	3.47	35.76
Funishing (7-35)	15.42	6.77	16.29
Highly Funishing (4-20)	10.87	4.07	10.76
Controlling (5-25)	20.58	2.84	20.38
Reasoning (3-15)	10.29	2.25	10.35
Actively involved (4-20)	18.87	3.89	19.06
Malleable (3-15)	8.00	2.80	8.52
Instills responsibility (3-15)	13.84	1.13	13.67
Demanding (2-10)	3.68	1.64	4.33
Independence Training (Range:4-20)	16.19	2.95	16.47
Parental Attitudes			
Achievement value-orien- tation (6-12)	10.52	1.72	9.92
Alienation (5-10)	7.13	1.59	7.36
Familism (2-4)	2.16	.45	2.31

Table 17

Profile I

Family Characteristics: Social-Psychological (Continued)

Early Parental Influences

Parental Influences (1969)	N (N=31)	%	% Total (N=257)
Educational Influences			
Child's Perception of Parent's Educational Expectations			
Insist I finish	18	58.1	58.6
Rather I finish	13	41.9	40.2
Don't care	0	0.0	.4
Rather I didn't finish	0	0.0	.4
Won't let me finish	0	0.0	.4
Dropping Out Discussed With Parents			
Yes, a lot	1	3.2	2.0
Yes, a little	0	0.0	7.4
No	30	96.8	90.6
Occupational Influences			
Mother's Prediction of Occupational Success			
Very likely	14	45.2	31.3
Fretty likely	5	16.1	27.3
Not so likely	6	19.4	12.5
Not at all likely	1	3.2	3.5
Don't know	5	16.1	25.4
Mother Reported Talking About Job to Child			
Yes, a lot	11	35.5	22.7
Yes, a little	11	35.5	40.2
No	9	29.0	37.1

for the total population ($t=6.0$, $t=2.3$). Mothers were asked to predict the likelihood that their children would attain the jobs they would choose for them. Many more Profile I mothers were optimistic about their children's occupational prospects than were the mothers of the total group (Table 17). In addition, more of these mothers reported having talked to their children about their future occupations.

Parenting styles. As fifth and sixth graders, the sample members responded to items (originally developed by Bronfenbrenner 1960) about their relationships with their mothers (Table 16). Three parenting styles are commonly associated with these items: loving, demanding, and punishing. Six additional scales were identified using factor analytic procedures of these items with the present study sample: highly punishing, controlling, reasoning, actively involved, malleable, and responsibility instilling. Profile I members reported that their mothers were highly loving, actively involved, and emphasizing of responsibility. They also had moderately high mean scores on the controlling scale, and moderate scores on the malleable and reasoning scales. These mothers were not seen by their children as demanding, or as being highly punishing. The demanding scale was the only scale in which a statistical difference was noted between the parenting styles reported by Profile I members and the total group. Profile I mothers were reported to be less demanding than those of the entire population ($t=2.2$).

Independence training was assessed in 1969 utilizing a four-item scale developed by Elder (1962). Moderately high levels of independence training practices were identified for Profile I and for the entire population.

Parental attitudes. Three scales were identified using a group of items assessing mothers' attitudes about areas reflecting achievement value orientation, alienation, and familism. Mothers of Profile I children were found to have significantly higher achievement orientations than were found for the total population ($t=1.9$), and significantly lower levels of familism ($t=1.8$), that is, the view that family considerations take precedence over other personal priorities including occupational priorities. Moderately low alienation scores were noted. Alienation items reflected views about life and world conditions, and the degree to which an individual can affect his or her own destiny.

High School Influences

When asked to report the level of educational aspirations they believed their parents had for them, significantly more of the adolescents in Profile I reported that their parents wanted them to continue beyond high school than was typical in the population ($t=2.5$) (Table 18). When asked to evaluate their parents' educational expectations for them, 67.7 percent of the members of Profile I reported that they thought their parents would insist that they finish their high school educations. This belief not only reflected a

Table 18

Profile I

Family Characteristics: Social-Psychological (Continued)

High School and Young Adult Influences

Parental Influences	Mean (N=31)	Std Dev	Tot Mean (N=257)
<u>High School Influences</u>			
Perceived Parental Educational Aspirations (Range: 8-15)	13.55	1.34	12.95
<hr/>			
Parental Influences	N	%	% Total
<hr/>			
Perceived Parental Educational Expectations			
Insist I finish	21	67.7	58.8
Rather I finish	10	32.3	40.1
Don't care	0	0.0	.8
Rather I didn't finish	0	0.0	0.0
Won't let me finish	0	0.0	.4
Dropping Out Discussed With Parents			
Yes, a lot	1	3.2	8.2
Yes, a little	3	9.7	16.7
No	27	87.1	75.1
<u>Young Adult Influences</u>			
Perceived Parental Educational Expectations			
Urged me to finish high school	8	25.8	36.2
Urged me to go beyond high school	21	67.7	53.1
Never said much	2	6.5	9.4
Wanted me to go to work	0	0.0	1.2

higher percentage than was reported for the total population, but was an increase over their own 1969 perceptions. By this time, four of the 31 members of Profile I had talked with their parents about dropping out of school. This number is still substantially lower than that for the entire population.

Young Adult Influences

As young adults, the respondents were asked once again to indicate what they thought their parents' educational expectations were for them. More than two-thirds of Profile I young adults reported that their parents urged them to go beyond high school, in comparison to about half of the total population.

Social and Environmental Characteristics (Structural)

While the majority of the young adults of both Profile I and the population as a whole indicated that their current residential locale was the open country or a small town, twenty five percent of the members of Profile I, as opposed to only 14.2 percent of the entire population, indicated that they were living in a big city or its suburbs (Table 19). In 1979, while 70.6 percent of the population indicated that they were currently living close to home, only 48.4 percent of Profile I young adults indicated likewise. Forty-five percent of this group, as opposed to only 24.7 percent of the population, had chosen to live in the same state, but in a community different than their home towns.

Table 19

Profile I

Social and Environmental Characteristics

Structural	N (N=31)	%	% Total (N=257)
Residential Locale (1979)			
Open country/small town	17	54.8	67.7
Big town/small city	6	19.4	15.0
Big city/suburbs	8	25.8	14.2
Country near big city	0	0.0	3.1
Closeness of Present Residence to Childhood Home			
Same community	15	48.4	70.6
Same state, different community	14	45.2	24.7
Nearby state	2	6.5	3.1
Different part of USA	0	0.0	1.6
Social-Psychological			
	N	1975 % % Total	1979 N % % Total
Preferred Residential Area			
Same community	15	48.4 59.5	13 43.3 62.8
Same state, different community	5	16.1 12.1	7 23.3 11.6
Nearby state	3	9.7 9.3	4 13.3 8.8
Different part of USA	7	22.6 17.1	3 10.0 14.0
Some other country	1	3.2 1.9	3 10.0 2.8
Preferred Community Size			
Open country/small town	22	71.0 74.3	19 63.3 66.0
Big town/small city	5	16.1 14.8	1 3.3 11.7
Big city/suburbs	4	14.3 10.9	7 23.3 12.1
Country near big city		(Not asked in 1975)	3 10.0 10.1
Residential Satisfaction (1979) (Range: 1-4)			
	Mean (N=31)	Std Dev	Tot Mean (N=257)
Satisfaction with Closeness of Current Residence to Childhood Home	3.35	.88	3.45
Satisfaction with Size of Current Home Community	3.33	.76	3.43
Satisfaction with Current Living Arrangement	3.37	1.03	3.42
Satisfaction with Quality of Current Housing	3.50	.73	3.33

Environmental Characteristics (Social-Psychological)

The pattern of differences between Profile I and the population, which were identified for current residential settings, emerged when examining information about residential preferences with respect to the location of the community in which they would like to live. These differences did not hold true, however, when comparing their preferences about community size with those of the population. Fewer Profile I young adults, compared with the entire group, wanted to live in the same community in which they had grown up. These differences were consistent across the two periods, 1975 and 1979, although the discrepancies between Profile I responses and those of the general population increased over time. Despite a stated preference by many of the individuals in Profile I to live elsewhere if given the opportunity, when asked to indicate their views about the size of community they preferred, more than two-thirds, both in 1975 and in 1979, wanted to remain living in the open country or in a small town.

In evaluating their satisfaction with present aspects of their living situations, residential locale, size of their current home communities, the quality of their housing as well as their living arrangements, the group expressed moderately high levels of satisfaction. Ratings for each of these areas were at least 3.3 or above on a four-point scale with four representing the highest degree of satisfaction.

Significant Other Influences

Early influences. In 1969, the fifth and sixth graders were asked to indicate who influenced their thinking about education and occupation (Table 20). They were also asked to identify the person who most influenced their thoughts about future jobs. Parents were most often cited as significant influences, with mothers being cited more often than fathers. Mothers were considered most often as the single most important influence about future jobs.

High school influences. Parents were once again most often cited in 1975 as primary influences regarding education and occupation. During this time period the relative impact of parental influence equalized between the mothers and fathers of Profile I adolescents, but the same gap remained for the total population. Fathers were cited more often than others by Profile I members as an important influence for them in matters related to future job considerations. For the total group, mothers remained the most important influence in this area. As would be expected, the sphere of those seen as significant influences widened in 1975 over that evidenced in 1969. Teachers, peers, adult friends, siblings, and other relatives were frequently cited as important but were rarely identified as most important.

Young adult influences. As young adults, the influence of parents continued to prevail with fathers being the most often cited significant other in relation to occupational

Table 20

Profile I

Social and Environmental Characteristics (Continued)

Significant Other Influences

Significant Others (1969)	Education			Occupation			Most Important Influence About Future Job		
	N (N=31)	%	% Total (N=257)	N	%	% Total	N	%	% Total
Mother	23	74.2	84.8	17	54.8	63.7	14	45.2	51.6
Father	21	67.7	73.0	12	38.7	54.3	13	41.9	39.5
Older sibling	7	22.6	21.9	8	25.8	25.0	3	9.7	3.9
Another relative	7	22.6	25.0	7	22.6	25.8	0	0.0	.8
Teacher	6	19.4	18.4	5	16.1	14.5	0	0.0	1.6
Preacher	1	3.2	2.7	1	3.2	2.0	0	0.0	0.0
Adult friend	6	19.4	14.1	8	25.8	21.1	1	3.2	.8
Peers	3	9.7	14.1	8	25.8	33.2	0	0.0	2.0
Someone else	0	0.0	2.7	0	0.0	2.3	0	0.0	0.0
No one	4	12.9	5.9	7	22.6	9.4			Not asked

Significant Others (1975)	Education			Occupation			Most Important Influence About Future Job		
	N	%	% Total	N	%	% Total	N	%	% Total
Mother	27	87.1	85.6	26	83.9	68.9	7	22.6	37.0
Father	25	80.6	71.2	25	80.6	57.6	11	35.5	24.1
Older sibling	16	51.6	45.5	14	45.2	37.7	4	12.9	5.8
Another relative	16	51.6	48.6	10	32.3	41.6	0	0.0	4.3
Teacher	20	64.5	53.7	17	54.8	48.2	0	0.0	3.9
Preacher	4	12.9	7.4	2	6.5	7.0	2	6.5	1.2
Adult friend	17	54.8	39.3	13	41.9	42.8	1	3.2	.8
Peers	18	58.1	51.4	16	51.6	53.7	1	3.2	.8
Someone else	4	12.9	14.0	7	22.6	16.7	0	0.0	10.1
No one	1	3.2	4.3	2	6.5	6.2	5	16.1	12.1

Significant Others (1979)	Occupation			Advice about Personal or Family Matters		
	N	%	% Total	N	%	% Total
Spouse	15	48.4	42.2	14	45.2	42.6
Boy/girlfriend	8	25.8	17.6	9	29.0	21.1
Mother	20	64.5	65.2	19	61.3	65.2
Father	23	74.2	58.4	17	54.8	52.0
Brother	9	29.0	30.9	15	48.4	39.8
Sister	4	12.9	15.2	6	19.4	16.8
Another relative	9	29.0	32.4	10	32.3	34.8
Teacher/counselor	10	32.3	21.1	4	12.9	5.5
Someone else	4	12.9	13.4	3	9.7	9.4

considerations for Profile I members while mothers continued to be most frequently cited for the population as a whole. The advice of mothers was most often sought in personal or family matters for Profile I as well as for the total group. Brothers were noted as being influential more often than sisters. The influence of spouses, in relation to other significant individuals, is most likely an under-representation of their actual influence. In fact, the same number of Profile I members who said they were married, cited their spouses as important influences both in occupational and personal matters.

PROFILE V

Personal Characteristics

Structural Aspects

There were 29 members of the Profile V group who predicted moderate occupational status for themselves and who were occupationally congruent, both internally and externally. These young adults both aspired and expected to attain moderate status level jobs, and came from families in which the head of household had a moderate status level job. Most were rural white, with only two members in each of the other two subcultural classifications (Table 21). Fifty-five percent of this group were females and 44.8 percent were males.

Current income for Profile V members was not evenly distributed among the categories surveyed. The majority, 64

Table 21

Profile V

Personal Characteristics: Structural

Characteristic	N	%	% of Total N
Subculture			
Black Urban	2	6.9	16.0
Black Rural	2	6.9	9.0
White Rural	25	86.2	75.0
Total	29		(N=256)
Sex			
Male	13	44.8	46.9
Female	16	55.2	53.1
Total	29		(N=256)
Own Income (Monthly)			
None	2	8.0	6.4
Less than \$300	0	0.0	9.9
\$300-\$499	2	8.0	25.3
\$500-\$699	16	64.0	33.9
\$700-\$999	5	20.0	14.2
\$1000-\$1499	0	0.0	8.6
\$1500 or more	0	0.0	1.7
Total	25		(N=233)
Spouses' Income (Monthly)			
None	4	20.0	12.0
Less than \$300	0	0.0	1.9
\$300-\$499	3	15.0	19.4
\$500-\$699	6	30.0	25.9
\$700-\$999	3	15.0	23.1
\$1000-\$1499	1	5.0	13.0
\$1500 or more	3	15.0	4.6
Total	20		(N=108)
Primary Income Source			
Salary or wages	29	100.0	81.5
Profits-farm/business	0	0.0	2.5
Rent, interest/dividends	0	0.0	.4
Parents or relatives	0	0.0	6.2
Social security/pensions	0	0.0	.8
Government welfare	0	0.0	2.1
Unemployment benefits	0	0.0	.4
Gifts or private relief	0	0.0	4.1
Other	0	0.0	2.1
Total	29		(N=243)

percent, reported earning between \$500-\$699 per month. Whereas the income reported for spouses was fairly evenly distributed among the nine categories, there were some notable departures from the total group: 20 percent, in comparison to 12 percent of the total group, reported no income from their spouses, and 15 percent, compared with 4.6 percent, indicated their spouses were earning \$1500 or more per month. The entire Profile V sample reported that their major source of income was salary or wages.

Educational information. In general, this group had a lower educational attainment level than the population as a whole (Table 22). In 1979, only 7.1 percent of the members of Profile V were still in school versus 19.1 percent of the entire population. Whereas more than half finished high school, fewer members of this group than was typical for the population pursued post-secondary education. Over half reported high school grade points of C or below as opposed to 40 percent of the entire population. The mean IQ for members of this Profile was 95.0 (Table 23).

Occupational information. A slight upward trend in occupational attainment patterns can be noted in examination of the occupational status levels reported for each of the five years from 1975 to 1979. In 1978, seven of the 28 members of Profile V were unemployed for an average of 13.14 weeks. The primary reason given for unemployment was that the job held was discontinued (Table 24). The most frequently reported method of seeking work was by contacting

Table 22
 Profile V
 Personal Characteristics: Structural (Continued)
 Educational Information

Characteristic	N	%	% of Total N
Present Educational Status			
In school	2	7.1	19.1
Not in school	26	92.9	80.9
Total	28		
Education Level Attained			
Less than 8th grade	0	0.0	1.2
Finished 8th grade	1	3.4	2.0
8th grade/trade school	0	0.0	.4
Some high school	4	13.8	13.7
Finished high school	16	55.2	37.5
Vocational school	4	13.8	14.1
Some college	2	6.9	21.1
Finished 2-year college	2	6.9	5.9
Finished college	0	0.0	2.7
Graduate school	0	0.0	1.6
Total	29		(N=256)
High School Grade Point			
D or F	2	6.9	5.4
C	15	51.7	35.0
B	6	20.7	39.7
A	6	20.7	19.8
Total	29		(N=257)

Table 23
 Profile V
 Personal Characteristics: Structural (Continued)
 Mental Ability and Employment History

Characteristic	Mean	Std Dev	Mean of Total
IQ	95.00 (N=29)	12.22	95.45 (N=256)
Occupational Attainment (Census Categories)			
1975	6.33 (N=15)	1.50	6.00 (N=136)
1976	5.52 (N=23)	1.47	5.93 (N=183)
1977	5.67 (N=27)	1.69	5.98 (N=212)
1978	5.50 (N=28)	1.62	5.95 (N=216)
1979	5.42 (N=26)	1.58	5.66 (N=203)
Weeks Unemployed (1978)	13.14 (N=7)	10.40	17.51 (N=79)

Table 24

Profile V

Personal Characteristics: Structural (Continued)

Occupational Information

Main Reason Unemployed (1978)	N	%	% Total
Job discontinued	3	10.3	9.3
Fired	0	0.0	.4
Quit to look for better job	0	0.0	4.3
Quit-didn't like job I had	0	0.0	3.5
Quit for personal or family reasons	2	6.9	3.4
Quit for other reasons	1	3.4	5.4
Didn't find work after school ended	1	3.4	2.3
Never had a regular job	1	3.4	6.6

Job Search Methods Used	N	Often		N	Sometimes	
		%	% Tot		%	% Tot
State employment office	2	6.9	8.6	7	24.1	28.0
Private employment agency	0	0.0	1.6	1	3.4	4.3
Community action or welfare groups	1	3.4	4.3	0	0.0	7.0
Newspaper, TV or radio advertisements	4	13.8	17.9	6	20.7	25.3
Telephoned/went around on my own	13	44.8	40.5	7	24.1	19.8
Employer contacted me	1	3.4	8.6	5	17.2	22.6
Union registration	2	6.9	1.9	0	0.0	3.1
Parents or relatives	9	31.0	17.5	6	20.7	28.0
Friends	11	37.9	16.7	9	31.0	30.4
Teachers or school counselors	1	3.4	8.2	4	13.8	16.3
School or college placement service	2	6.9	7.0	1	3.4	7.8
Applied for government job	1	3.4	5.1	3	10.3	10.9
Applied for military service	0	0.0	3.5	0	0.0	1.9

Profile V Total (N=29)

Total for all Profiles (N=257)

employers directly. More Profile V members than was typical used friends and family members in their search for employment. The summary of educational and occupational activities for 1975 to 1979, (Table 25) revealed that these young people were not very different from the total population with the single exception that fewer were in college during these years.

Social-Psychological Aspects

As fifth and sixth graders, Profile V youngsters had a relatively high mean self esteem score. As young adults, they had a moderate mean level self concept score (Table 26). Locus of control measures, both in 1969 and 1979, indicated a tendency toward internal rather than external directedness. Anomie scores were slightly higher than the mid-range.

Life satisfaction. Using the Cantril ladder, Profile V respondents indicated a significantly higher level of present life satisfaction than did the population ($t=2.4$). This assessment was higher than their evaluations of their past lives, and lower than their anticipated futures, a pattern which is reflected in the population. Fewer Profile V members, than members of the total group, indicated that their life plans had worked out worse than they had anticipated. The remainder of the members of Profile V were evenly divided in assessing their plans as either better or the same as anticipated.

Table 25

Profile V

Personal Characteristics: Structural (Continued)

Educational/Occupational Activities

Activities	1975			1976			1977		
	N	%	% Tot	N	%	% Tot	N	%	% Tot
In high school	27	93.1	76.3	14	48.3	40.9	1	3.4	3.9
Employed	13	44.8	49.4	20	69.0	66.5	22	75.8	71.6
In college	1	3.4	9.3	3	10.3	20.2	3	10.3	22.6
In graduate school	0	0.0	1.9	0	0.0	4.7	0	0.0	5.1
Vocational school	4	13.8	13.2	6	20.7	15.6	2	6.9	10.9
In Armed Forces	0	0.0	1.6	0	0.0	3.5	0	0.0	4.3
Homemaker	3	10.3	14.4	7	24.1	17.9	7	24.1	21.0
Unemployed	1	3.4	3.5	1	3.4	4.3	3	10.3	7.8
Volunteer labor	2	6.9	7.8	1	3.4	7.0	0	0.0	6.2

Activities	1978			1979		
	N	%	%	N	%	%
In high school	1	3.4	2.7	1	3.4	1.9
Employed	23	79.3	72.8	19	65.5	66.9
In college	1	3.4	18.7	2	6.9	15.6
In graduate school	1	3.4	4.7	0	0.0	4.7
Vocational school	2	6.9	8.9	0	0.0	3.5
In Armed Forces	1	3.4	4.3	1	3.4	3.9
Homemaker	8	27.6	22.9	8	27.6	23.7
Unemployed	2	6.9	9.3	2	6.9	9.3
Volunteer labor	1	3.4	6.6	2	6.9	6.2

Profile V Total (N=29)

Total for all Profiles (N=257)

Table 26

Profile V

Personal Characteristics: Social-Psychological

Characteristic	Mean	Std Dev	Tot Mean
Self Esteem (1969) (Range: 21-105)	83.76 (N=29)	8.90	85.04 (N=256)
Locus of Control (1975) (Range: 11-22, internal-external)	14.55 (N=29)	1.45	14.67 (N=257)
Self Concept (1979) (Range: 4-16)	12.76 (N=29)	2.54	12.84 (N=253)
Anomie (1979) (Range: 5-10)	7.72 (N=29)	1.96	7.38 (N=256)
Locus of Control (1979) (Range: 4-12, internal-external)	6.66 (N=29)	1.59	6.45 (N=253)
Present Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	6.52 (N=29)	1.53	5.85 (N=248)
Past Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	4.55 (N=29)	2.11	4.33 (N=248)
Future Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	8.04 (N=28)	1.20	7.88 (N=244)
Assessment of Life Plans	N	%	% Total
Better than anticipated	12	42.9	39.8
Same as anticipated	13	46.4	41.4
Worse than anticipated	3	10.7	18.7

Profile V Total (N=29)

Total for all Profiles (N=257)

Educational attitudes. Both educational aspirations and expectations of Profile V members were lower in 1969 than those of the total group, and by 1975, they were significantly lower than were those of the population ($t=2.3$, $t=2.9$) (Table 27). As young adults, more Profile V members than others anticipated going to high school and vocational school rather than college. This pattern was reflected in their expectations as well. Almost half of this profile indicated in 1979, that they did not expect to receive any further education. Academic motivation declined between grade school and high school for this group.

Profile V members were more satisfied with all aspects of their educational careers than was the population as a whole (Table 28). They were significantly more satisfied with the level of their own educational attainment ($t=1.9$) than was the population. In assessing the specific aspects of their high school experiences, the highest levels of satisfaction were expressed in relation to the basic academic subjects and extra-curricular activities offered by their schools.

Occupational attitudes. As fifth and sixth graders, the occupational aspirations and expectations of Profile V members were higher than were those of the population, and in the case of aspirations, significantly higher ($t=2.1$) (Table 29). However, by 1975, as 17 and 18 year olds, both their aspirations and expectations were significantly lower

Table 27

Profile V

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Education (256)	Mean (N=29)	Std Dev	Mean of Total
<hr/>			
Early Attitudes (1969)			
Educational Aspirations (Range: 8-14)	12.96	1.27	13.09
Educational Expectations (Range: 8-14)	12.38	1.42	12.67
Academic Motivation (Range: 6-30)	27.34	2.18	27.25
High School Attitudes			
Educational Aspirations (Range: 8-14)	12.03	1.40	12.64
Educational Expectations (Range: 8-14)	11.14	1.33	11.85
Academic Motivation (Range: 6-30)	24.89	3.47	24.71
<hr/>			
Young Adult Attitudes	N (29)	%	% Total (256)
<hr/>			
Educational Aspirations			
Vocational school	7	24.1	19.9
Finish high school	1	3.4	4.3
High school and vocational school	3	10.3	6.3
Go to college	1	3.4	2.7
Finish college	4	13.8	14.1
Graduate school	0	0.0	23.0
Short courses or other training	8	27.6	18.0
No further education	5	17.2	11.7
Educational Expectations			
Vocational school	2	6.9	10.2
Finish high school	1	3.4	5.5
High school and vocational school	3	10.3	3.9
Go to college	1	3.4	1.2
Finish college	0	0.0	12.2
Graduate school	0	0.0	13.4
Short courses or other training	8	27.6	22.4
No further education	14	48.3	31.1

Table 28

Profile V

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Education

Educational Attitudes	Mean	Std Dev	Tot Mean
Satisfaction with Level of Educational Attainment (Range: 1-4)	3.21	.88	2.90
Satisfaction with Overall High School Experience (Range: 1-4)	3.18	.72	3.07
Satisfaction with Advantage Taken of Opportunities Offered in High School (Range: 1-4)	3.07	.77	2.98
Satisfaction with Aspects of HS Experiences (Range: 1-4)			
Basic academic subjects	3.30	.72	3.23
Practical work experience offered	2.73	1.00	2.52
Vocational/technical programs offered	2.92	1.02	2.72
Electives offered	2.68	.99	2.70
Vocational counseling	2.76	1.01	2.50
Attention to individual needs	2.59	.93	2.62
Quality of teachers	3.00	.75	2.91
Extra-curricular activities available	3.23	.82	3.10
Library/media resources	3.04	.81	2.94

Profile V Total (N=29)

Total for all Profiles (N=257)

Table 29

Profile V

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Occupation	Mean	Std Dev	Tot Mean
Early Attitudes			
Occupational Aspirations (Range: 1-9)	2.07	1.84	2.77
Occupational Expectations (Range: 1-9)	2.88	2.16	3.27
High School Attitudes			
Occupational Aspirations (Range: 1-9)	3.93	2.07	3.01
Occupational Expectations (Range: 1-9)	5.77	2.14	4.26
Occupational Prediction (Range: 1-4)	3.00	.71	2.88
Stability of Occupational Aspirations (Range: 1-4)	2.66	.77	2.34
Beliefs about Women Working (Range: 1-4)	2.83	1.00	3.00
Importance of Aspects of Desired Job (Range: 1-3)			
Money	2.38	.49	2.19
Chance for importance	1.62	.78	1.79
Exciting/interesting	2.38	.56	2.53
Steady employment	2.45	.63	2.49
Chance to help others	2.03	.68	2.42
Chance to be own boss	1.69	.66	1.85
Young Adult Attitudes			
Occupational Aspirations (Range: 1-9)	4.66	.77	3.12
Occupational Expectations (Range: 1-9)	4.86	.88	4.45

Profile V Total (N=29)

Total for all Profiles (N=257)

than were those of the population ($t=2.4$, $t=3.8$). This significantly lower level of aspirations and expectations was retained in 1979 ($t=10.8$, $t=2.5$). It is noteworthy that the gap between the occupational aspiration and expectation scores of Profile V members, which was present in 1969 and 1975, virtually disappeared in 1979. Profile V young adults both aspired and expected to attain moderate occupational status level jobs.

In 1975, Profile V members indicated that they had been thinking about their future jobs for a significantly longer time than had the total group ($t=2.2$). They also expressed optimism about their chances of getting the jobs they wanted. Moderate liberality in beliefs about married women working were also expressed by this group.

As high school students, more Profile V members rated steady employment as a priority in their future jobs than other aspects. The next most frequently rated job priorities were the chance to make money and work that was interesting and exciting. In 1979, highest satisfaction levels were expressed about the steady employment provided by their jobs (Table 30). This finding is an indication that members of Profile V were able to achieve their most important priority. High satisfaction levels were also expressed with the location of their jobs as well as the amount of physical labor required in their jobs.

In assessing their overall work experiences since high school, as well as their satisfaction with their present

Table 30

Profile V

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Occupation

Occupational Attitudes	Mean	Std Dev	Tot Mean
Satisfaction with Overall Work Experience (Range: 1-4)	3.19	.79	2.99
Satisfaction with Present Job (Range: 1-4)	3.33	.55	3.10
Satisfaction with Current Income (1979) (Range: 1-4)	2.81	.62	2.53
Present Job Satisfaction Cantril Ladder (Range: 0-9)	5.64	1.85	4.61
Anticipated Job Satisfac- tion, Cantril Ladder (Range: 0-9)	7.41	1.42	7.15
Satisfaction with Aspects of Current Job (1979) (Range: 1-4)			
Money	2.76	.93	2.62
Chance for importance	2.68	.90	2.61
Exciting/interesting	3.04	.98	2.89
Steady employment	3.73	.45	3.37
Location	3.29	.86	3.16
Chance to help others	2.92	1.06	2.86
Chance to be own boss	2.57	1.16	2.48
Amount of physical work	3.12	.86	2.81
Amount of mental challenge	3.04	.98	3.01

Profile V Total (N=29)

Total for all Profiles (N=257)

jobs and incomes. Profile V members expressed moderately high levels of satisfaction. They were significantly more satisfied with their present jobs and incomes than was the population ($t=2.3$, $t=2.4$). Although Profile V members expressed only moderate satisfaction with their present jobs, using the Cantril ladder, their evaluations of their current jobs were still significantly higher than those of the population ($t=3.0$). Members of Profile V expressed moderately high levels of optimism about their future jobs.

Barriers to education and occupation. The lack of job opportunities and money for training were most often cited as barriers to occupational attainment by Profile V members, in 1975, when the majority of them were still in high school (Table 31). In 1979, they again most frequently rated the lack of job opportunities, in addition to not wanting to move, and not knowing the right people, as barriers to their occupational attainment. In 1979, the lack of money for training, the lack of job training opportunities, and not wanting to move, were the most often cited barriers to educational attainment (Table 32).

Family Characteristics (Structural)

Both the fathers and the mothers of Profile V members had lower mean occupational status scores than the population mean scores, with the mothers' scores being significantly lower ($t=2.0$) (Table 33). Both parents' educational attainment levels were slightly less than those of the

Table 31

Profile V

Personal Characteristics: Social-Psychological (Continued)

Barriers to Occupational Attainment

Barriers	Mean	Std Dev	Tot Mean
Barriers to Occupational Attainment (1975) (Range: 1-3)			
Money for training	1.93	.70	1.81
Information	1.62	.68	1.62
Race	1.10	.31	1.18
Sex	1.07	.26	1.11
Not wanting to move	1.59	.73	1.61
Intelligence	1.55	.57	1.42
Schools attended	1.55	.69	1.37
Job opportunities	2.10	.77	2.13
Barriers to Occupational Attainment (1979)			
Money for training	1.50	.63	1.69
Information	1.47	.52	1.54
Race	1.19	.54	1.17
Sex	1.13	.50	1.13
Not wanting to move	1.80	.68	1.49
Intelligence	1.29	.69	1.27
Schools attended	1.13	.35	2.00
Job opportunities	1.87	.74	2.03
Leadership training	1.20	.41	1.39
Parental interest	1.18	.39	1.22
Scarcity of jobs in USA	2.00	.71	1.70
No technical schools	1.31	.48	1.32
Not knowing right people	1.75	.87	1.61
Effort needed	1.31	.60	1.23
Family responsibilities	1.47	.74	1.48

Profile V Total (N=29)

Total for all Profiles (N=257)

Table 32

Profile V

Personal Characteristics: Social-Psychological (Continued)

Barriers to Educational Attainment

Barriers to Educational Attainment (1979) (Range: 1-3)	Mean	Std Dev	Mean of Total
Money for training	1.71	.85	1.91
Information	1.33	.49	1.48
Race	1.00	.00	1.09
Sex	1.00	.00	1.05
Not wanting to move	1.56	.73	1.41
Intelligence	1.19	.54	1.24
Schools attended	1.25	.58	1.27
Job training	1.60	.63	1.66
Leadership training	1.35	.70	1.39
Parental interest	1.07	.26	1.21
No technical schools	1.27	.59	1.33
Not knowing right people	1.20	.56	1.40
Effort needed	1.40	.51	1.25
Family responsibilities	1.40	.63	1.56

Profile V Total (N=29)

Total for all Profiles (N=257)

Table 33

Profile V

Family Characteristics: Structural

Characteristic	Mean (N=29)	Std Dev	Tot Mean (N=257)
Fathers' Occupation (Range: 1-9) (N=29)	5.48	.69	5.32
Mothers' Occupation (Range: 1-9) (N=12)	6.58	1.62	5.97
Fathers' Education	8.66	2.61	8.97
Mothers' Education	9.21	2.08	9.41
Social Participation (1969) (Range:6-22)	13.38	2.88	13.32
Household Size (1975)	5.04	1.68	5.00
Anticipated Age at Marriage (1975)	22.14	3.41	22.70
Age at Marriage (1979) (N=22)	18.59	1.40	18.68 (N=139)
Desired Age at Marriage (1979)	26.67	2.88	25.43
Desired Number of Children (1975)	2.14	1.09	2.36
Desired Number of Children (1979)	2.19	.48	2.18
Number of Children (1979) (N=12)	1.33	.49	1.34

Characteristic	N (N=29)	%	% Total (N=257)
Living Arrangements (1979)			
Alone (or alone with children)	0	0.0	9.3
With parents	6	20.7	33.9
With my spouse	20	69.0	43.2
With parents and spouse	2	6.9	2.3
With other relatives	0	0.0	3.1
With other non-relatives	1	3.4	8.2
Marital Status (1975)			
Married	2	6.9	13.2
Not married	27	93.1	86.4
Marital Status (1979)			
Single (never married)	7	24.1	46.3
Married	22	75.9	46.7
Divorced or separated	0	0.0	7.0
Intentions to Remain Single (1979)	1	3.4	5.9

population. The 1969 assessment of family social participation indicated moderate levels of such participation among Profile V families. In 1975, Profile V members reported that they lived in households averaging about five persons.

More (69 percent) of the members of this group indicated that they were living with their spouses than did the total population (43.2 percent). Fewer Profile V members, than in the total group, reported that, as young adults, they were living with their parents. None of this group reported that they were living alone, compared with 9.3 percent of the population.

Only two members of Profile V were married in 1975, but by 1979, 22 or 75.9 percent of this group had married whereas only 46.7 percent of the population were married by that time. The average age at marriage was 18.59 years, while the anticipated age at marriage, in 1975, had been 22.14, and the desired age at marriage, in 1979, was 26.67. The desired number of children, in both 1975 and 1979, was slightly more than two.

Family Characteristics (Social-Psychological)

Early Parental Influences

Educational and occupational influences. Mothers' educational expectations for their children, measured in 1969, were slightly lower than their aspirations (Table 34). It is noteworthy that the children in Profile V thought their parents had higher educational aspirations for them than reported by their mothers. Similar to the total

Table 34

Profile V

Family Characteristics: Social-Psychological

Early Parental Influences	Mean (N=29)	Std Dev	Tot Mean (N=257)
Educational			
Educational aspirations of parent for child (Range: 8-14)	13.07	1.25	13.04
Educational expectations of parent for child (Range: 8-14)	12.07	1.39	12.32
Child's perception of parent's educational aspirations (Range: 8-14)	13.21	1.26	13.30
Occupation			
Occupational aspirations of parent for child (Range:1-9)	1.81	1.44	1.92
Occupational expectations of parent for child (Range:1-9)	3.00	2.34	2.86
Parenting Styles (Bronfenbrenner revised)			
Loving (Range:8-40)	34.83	4.18	35.76
Punishing (7-35)	16.97	5.75	16.29
Highly Punishing (4-20)	12.00	3.71	10.76
Controlling (5-25)	20.21	3.44	20.38
Reasoning (3-15)	10.03	2.28	10.35
Actively involved (4-20)	18.69	4.09	19.06
Malleable (3-15)	8.24	2.47	8.52
Instills responsibility (3-15)	13.07	2.39	13.67
Demanding (2-10)	4.24	1.72	4.33
Independence Training (Range:4-20)	15.69	2.35	16.47
Parental Attitudes			
Achievement value-orient- ation (6-12)	9.66	2.00	9.92
Alienation (5-10)	7.79	1.56	7.36
Familism (2-4)	2.40	.67	2.31

population, the majority of the children in Profile V perceived their parents as insisting that they finish high school (Table 35). Only two reported discussing dropping out of school at all with their parents.

The same pattern of lower expectations than aspirations was found for assessments of mothers' attitudes about their children's occupational futures (Table 34). More mothers of Profile V children predicted that their children would not be likely to attain their desired occupational levels than mothers in the larger population (Table 35). About three-fourths of this group reported as fifth and sixth graders that they had talked about their future jobs with their parents.

Parenting styles and attitudes. The mean of the highly punishing scale for parenting styles of Profile V children was significantly higher than that for the total group ($t=1.8$) (Table 34). These children reported parenting styles that were loving, moderately punishing, controlling, moderately reasoning, actively involved, undemanding, and highly instilling of responsibility.

Although the independence training mean scores for this group were above the mid-range, they were significantly lower than those of the total group ($t=1.8$). Achievement value orientation scores were in the moderate range, as were scores on the alienation scale. Familism mean scores were at the lower end of the range.

Table 35

Profile V

Family Characteristics: Social-Psychological (Continued)

Early Parental Influences

Parental Influences	N (N=29)	%	% Total (N=257)
Educational Influences			
Child's Perception of Parent's Educational Expectations			
Insist I finish	18	62.1	58.6
Rather I finish	9	31.0	40.2
Don't care	1	3.4	.4
Rather I didn't finish	1	3.4	.4
Won't let me finish	0	0.0	.4
Dropping Out Discussed With Parents			
Yes, a lot	0	0.0	2.0
Yes, a little	2	6.9	7.4
No	27	93.1	90.6
Occupational Influences			
Mother's Prediction of Occupational Success			
Very likely	8	27.6	31.3
Pretty likely	8	27.6	27.3
Not so likely	7	24.1	12.5
Not at all likely	0	0.0	3.5
Don't know	6	20.7	25.4
Mother Reported Talking About Job to Child			
Yes, a lot	6	20.7	22.7
Yes, a little	15	51.7	40.2
No	8	27.6	37.1

High School and Young Adult Influences

The perceptions of Profile V in 1975, about their parents' educational aspirations for them, were somewhat lower than those they reported in 1969 (Table 36). All of this group indicated that their parents either insisted that they finish high school (69 percent) or preferred that they do so (31 percent). By 1975, about one-fourth of Profile V reported having discussed dropping out of school with their parents.

As young adults, fewer respondents from this profile reported that they thought their parents wanted them to pursue postsecondary education than was typical of the population. Consistent with the 1969 and 1975 reported perceptions, more members of this group reported that their parents urged them to finish high school than did the total group, but fewer of these young adults reported that their parents urged them to go beyond high school.

Social and Environmental Characteristics (Structural)

In 1979, 86.2 percent of Profile V members reported living in the open country or small towns, and 89.7 percent were living in the same community in which they had grown up (Table 37). In both instances, these percentages are 20 percent higher than is typical for the population.

Environmental Characteristics (Social-Psychological)

The preference for living in the open country or a small town, reported in both 1975 and 1979, follows actual

Table 36

Profile V

Family Characteristics: Social-Psychological (Continued)
 High School and Young Adult Influences

Parental Influences	Mean (N=29)	Std Dev	Tot Mean (N=257)
<u>High School Influences</u>			
Perceived Parental Educational Aspirations (Range: 8-15)	12.76	1.09	12.95
<hr/>			
Parental Influences	N	%	% Total
<hr/>			
Perceived Parental Educational Expectations			
Insist I finish	20	69.0	58.8
Rather I finish	9	31.0	40.1
Don't care	0	0.0	.8
Rather I didn't finish	0	0.0	0.0
Won't let me finish	0	0.0	.4
Dropping Out Discussed With Parents			
Yes, a lot	1	3.4	8.2
Yes, a little	6	20.7	16.7
No	22	75.9	75.1
<u>Young Adult Influences</u>			
Perceived Parental Educational Expectations			
Urged me to finish high school	14	48.3	36.2
Urged me to go beyond high school	14	48.3	53.1
Never said much	1	3.4	9.4
Wanted me to go to work	0	0.0	1.2

Table 37

Profile V

Social and Environmental Characteristics

Structural	N (N=29)	%	% Total (N=257)			
Residential Locale (1979)						
Open country/small town	25	86.2	67.7			
Big town/small city	2	6.9	15.0			
Big city/suburbs	1	3.4	14.2			
Country near big city	1	3.4	3.1			
Closeness of Present Residence to Childhood Home						
Same community	26	89.7	70.6			
Same state, different community	3	10.3	24.7			
Nearby state	0	0.0	3.1			
Different part of USA	0	0.0	1.6			
Social-Psychological						
	N	% 1975	% Total	N	% 1979	% Total
Preferred Residential Area						
Same community	19	65.5	59.5	24	85.7	62.8
Same state, different community	5	17.2	12.1	0	0.0	11.6
Nearby state	3	10.3	9.3	2	7.1	8.8
Different part of USA	2	6.9	17.1	1	3.6	14.0
Some other country	0	0.0	1.9	1	3.6	2.8
Preferred Community Size						
Open country/small town	26	89.7	74.3	24	88.9	66.0
Big town/small city	1	3.4	14.8	3	11.1	11.7
Big city/suburbs	2	6.9	10.9	0	0.0	12.1
Country near big city	(Not asked in 1975)			0	0.0	10.1
Residential Satisfaction						
(1979) (Range: 1-4)	Mean (N=29)		Std Dev		Tot Mean (N=257)	
Satisfaction with Closeness of Current Residence to Childhood Home	3.79		.41		3.45	
Satisfaction with Size of Current Home Community	3.74		.45		3.43	
Satisfaction with Current Living Arrangement	3.70		.54		3.42	
Satisfaction with Quality of Current Housing	3.46		.86		3.33	

residential patterns almost identically. In 1979, a higher percentage of this group indicated preferences for living in the same community in which they had grown up than had so expressed in 1975, again matching the profile's actual residential patterns.

Profile V members were significantly more satisfied, than was typical of the population, with the closeness of their current residence to their childhood homes ($t=4.5$), with the size of their current home communities ($t=3.7$), and with their current living arrangements ($t=2.8$). This group also expressed a moderately high satisfaction with the quality of their current housing.

Significant Other Influences

Early influences. In 1969, the Profile V fifth and sixth graders more frequently considered their mothers, more than any other individual, to be a source of influence regarding education (Table 38). The only other important educational influence in these youngsters' lives appears to have been their fathers. In relation to occupation, Profile V children considered their parents to be equally influential with fathers mentioned slightly more often than mothers as the most important influence about their future jobs.

High school influences. Significant others in relation to education in 1975, follow the pattern established in 1969, with mothers being cited most often, followed by fathers. Fathers' influence with respect to occupation

Table 38

Profile V

Social and Environmental Characteristics (Continued)

Significant Other Influences

Significant Others (1969)	Education			Occupation			Most Important Influence About Future Job		
	N (N=29)	%	% Total (N=257)	N	%	% Total	N	%	% Total
Mother	27	93.1	84.8	18	62.1	63.7	13	44.8	51.6
Father	20	69.0	73.0	18	62.1	54.3	15	51.7	39.5
Older sibling	3	10.3	21.9	8	27.6	25.0	0	0.0	3.9
Another relative	5	17.2	25.0	5	17.2	25.8	0	0.0	.8
Teacher	4	13.8	18.4	3	10.3	14.5	0	0.0	1.6
Preacher	0	0.0	2.7	0	0.0	2.0	0	0.0	0.0
Adult friend	1	3.4	14.1	3	10.3	21.1	0	0.0	.8
Peers	2	6.9	14.1	6	20.7	33.2	1	3.4	2.0
Someone else	1	3.4	2.7	1	3.4	2.3	0	0.0	0.0
No one	0	0.0	5.9	1	3.4	9.4	Not asked		

Significant Others (1975)	Education			Occupation			Most Important Influence About Future Job		
	N	%	% Total	N	%	% Total	N	%	% Total
Mother	26	89.7	85.6	22	75.9	68.9	17	58.6	37.0
Father	20	69.0	71.2	16	55.2	57.6	5	17.2	24.1
Older sibling	12	41.4	45.5	11	37.9	37.7	0	0.0	5.8
Another relative	15	51.7	48.6	10	34.5	41.6	0	0.0	4.3
Teacher	13	44.8	53.7	14	48.3	48.2	2	6.9	3.9
Preacher	1	3.4	7.4	0	0.0	7.0	0	0.0	1.2
Adult friend	10	34.5	39.3	13	44.8	42.8	0	0.0	.8
Peers	14	48.3	51.4	15	51.7	53.7	0	0.0	.8
Someone else	0	0.0	14.0	4	13.8	16.7	2	6.9	10.1
No one	0	0.0	4.3	1	3.4	6.2	3	10.3	12.1

Significant Others (1979)	Occupation			Advice about Personal or Family Matters		
	N	%	% Total	N	%	% Total
Spouse	20	69.0	42.2	21	72.4	42.6
Boy/girlfriend	1	3.4	17.6	4	13.8	21.1
Mother	20	69.0	65.2	19	65.5	65.2
Father	16	55.2	58.4	14	48.3	52.0
Brother	7	24.1	30.9	11	37.9	39.8
Sister	3	10.3	15.2	5	17.2	16.8
Another relative	12	41.4	32.4	11	37.9	34.8
Teacher/counselor	3	10.3	21.1	0	0.0	5.5
Someone else	5	17.2	13.4	1	3.4	9.4

declined from 1969 to 1975. Fewer fathers, 55 percent as compared with 62 percent, were cited as being important in future job considerations and only 17 percent compared with 51.7 percent were identified by profile members as the most important influence about their future jobs. Mothers gained in importance in relation to occupational issues in 1975.

Young adult influences. Spouses were cited more often by this group than by the population as being influential in occupational and family matters. The influence of parents for Profile I members continued to be important, and in the case of fathers, even increased between 1975 and 1979.

PROFILE XII

Personal Characteristics

Structural Aspects

There were 33 members of Profile XII who expected to have low occupational status, and who were occupationally incongruent both internally and externally. Members of this group came from families of moderate or high occupational status, and had occupational aspirations which were higher than their occupational expectations. Most of Profile XII was represented by a white, rural subculture (Table 39).

Over half of the members of Profile XII earned less than \$500 per month, and 86.6 percent earned less than \$700 per month. Almost 60 percent of the 12 spouses of Profile XII members were earning less than \$700 per month. The primary income source for this profile was salary or wages.

Table 39
Profile XII
Personal Characteristics: Structural

Characteristic	N	%	% Total
Subculture			
Black Urban	3	9.1	16.0
Black Rural	1	3.0	9.0
White Rural	29	87.9	75.0
Total	33		(N=256)
Sex			
Male	17	51.5	46.9
Female	16	48.5	53.1
Total	33		(N=256)
Own Income (Monthly)			
None	2	6.7	6.4
Less than \$300	4	13.3	9.9
\$300-\$499	11	36.7	25.3
\$500-\$699	9	30.0	33.9
\$700-\$999	2	6.7	14.2
\$1000-\$1499	2	6.7	8.6
\$1500 or more	0	0.0	1.7
Total	30		(N=233)
Spouses' Income (Monthly)			
None	1	8.3	12.0
Less than \$300	0	0.0	1.9
\$300-\$499	2	16.7	19.4
\$500-\$699	4	33.3	25.9
\$700-\$999	3	25.0	23.1
\$1000-\$1499	2	16.7	13.0
\$1500 or more	0	0.0	4.6
Total	12		(N=108)
Primary Income Source			
Salary or wages	28	87.5	81.5
Profits-farm/business	1	3.1	2.5
Rent, interest/dividends	1	3.1	.4
Parents or relatives	1	3.1	6.2
Social security/pensions	0	0.0	.8
Government welfare	0	0.0	2.1
Unemployment benefits	0	0.0	.4
Gifts or private relief	0	0.0	4.1
Other	1	3.1	2.1
Total	32		(N=243)

Educational information. In 1979, 32 of the 33 members of Profile XII were no longer in school (Table 40). The majority of this profile, 60.6 percent, had completed high school and an additional 15.2 percent had attended college. Generally, Profile XII members had a lower educational attainment level than the population as a whole. Almost 85 percent of these individuals had grade point averages in the B or C range. The mean IQ for Profile XII was 94.2 (Table 41).

Occupational information. For the period between 1975 and 1979, for each year successively, the occupational status attainment mean scores declined. For the years 1977 through 1979, the attainment scores for Profile XII were significantly lower than those for the entire population ($t=2.2$, $t=1.9$, $t=2.3$). In 1978, 11 members of this profile reported being unemployed for an average of 21.6 weeks. The main reasons cited for unemployment was quitting because they did not like the jobs they had, or quitting to look for a better job (Table 42). By far the most frequently used job search method for this group was individual contacting of employers.

In 1975, the summary of educational and occupational activities indicated that most of this group were either still in high school or employed (Table 43). In 1976, 45.5 percent of this group were still in school and 75.8 percent were employed. In the last three years surveyed, 1977-1979,

Table 40
Profile XII
Personal Characteristics: Structural (Continued)
Educational Information

Characteristic	N	%	% Total
Present Educational Status			
In school	1	3.0	19.1
Not in school	32	97.0	80.9
Total	33		
Education Level Attained			
Less than 8th grade	1	3.0	1.2
Finished 8th grade	1	3.0	2.0
8th grade/trade school	0	0.0	.4
Some high school	6	18.2	13.7
Finished high school	20	60.6	37.5
Vocational school	0	0.0	14.1
Some college	3	9.1	21.1
Finished 2-year college	2	6.1	5.9
Finished college	0	0.0	2.7
Graduate school	0	0.0	1.6
Total	33		(N=256)
High School Grade Point			
D or F	1	3.0	5.4
C	14	42.4	35.0
B	14	42.4	39.7
A	4	12.1	19.8
Total	33		(N=257)G

Table 41
 Profile XII
 Personal Characteristics: Structural (Continued)
 Mental Ability and Employment History

Characteristic	Mean	Std Dev	Tot Mean
IQ	94.24 (N=33)	10.88	95.45 (N=256)
Occupational Attainment (Census Categories)			
1975	6.43 (N=14)	2.38	6.00 (N=136)
1976	6.52 (N=25)	2.37	5.93 (N=183)
1977	6.89 (N=28)	2.20	5.98 (N=212)
1978	7.89 (N=27)	5.27	5.95 (N=216)
1979	8.29 (N=24)	5.63	5.66 (N=203)
Weeks Unemployed (1978)	21.64 (N=11)	17.39	17.51 (N=79)

Table 42

Profile XII

Personal Characteristics: Structural (Continued)

Occupational Information

Main Reason Unemployed (1978)	N	%	% Total
Job discontinued	2	6.1	9.3
Fired	0	0.0	.4
Quit to look for better job	3	9.1	4.3
Quit-didn't like job I had	4	12.1	3.5
Quit for personal or family reasons	1	3.0	3.4
Quit for other reasons	0	0.0	5.4
Didn't find work after school ended	0	0.0	2.3
Never had a regular job	1	3.0	8.6

Job Search Methods Used	N	Often		Sometimes		
		%	% Tot	N	%	% Tot
State employment office	1	3.0	8.6	11	33.3	28.0
Private employment agency	0	0.0	1.6	1	3.0	4.3
Community action or welfare groups	1	3.0	4.3	3	9.1	7.0
Newspaper, TV or radio advertisements	5	15.2	17.9	7	21.2	25.3
Telephoned/went around on my own	20	60.6	40.5	4	12.1	19.8
Employer contacted me	2	6.1	8.6	6	18.2	22.6
Union registration	0	0.0	1.9	1	3.0	3.1
Parents or relatives	4	12.1	17.5	5	15.2	28.0
Friends	7	21.2	16.7	14	42.4	30.4
Teachers or school counselors	1	3.0	8.2	6	18.2	16.3
School or college placement service	0	0.0	7.0	2	6.1	7.8
Applied for government job	1	3.0	5.1	2	6.1	10.9
Applied for military service	1	3.0	1.9	1	3.0	1.9

Profile XII Total (N=33)

Total for all Profiles (N=257)

Table 43

Profile XII

Personal Characteristics: Structural (Continued)

Educational/Occupational Activities

Activities	1975			1976			1977		
	N	%	% Tot	N	%	% Tot	N	%	% Tot
In high school	24	72.7	76.3	15	45.5	40.9	1	3.0	3.9
Employed	16	48.5	49.4	25	75.8	66.5	25	75.8	71.6
In college	1	3.0	9.3	2	6.1	20.2	3	9.1	22.6
In graduate school	0	0.0	1.9	1	3.0	4.7	1	3.0	5.1
Vocational school	1	3.0	13.2	1	3.0	15.6	1	3.0	10.9
In Armed Forces	0	0.0	1.6	0	0.0	3.5	1	3.0	4.3
Homemaker	5	15.2	14.4	6	18.2	17.9	9	27.3	21.0
Unemployed	1	3.0	3.5	1	3.0	4.3	1	3.0	7.8
Volunteer labor	1	3.0	7.8	2	6.1	7.0	4	12.1	6.2

Activities	1978			1979		
	N	%	% Tot	N	%	% Tot
In high school	1	3.0	2.7	0	0.0	1.9
Employed	26	78.8	72.8	21	63.6	66.9
In college	1	3.0	18.7	1	3.0	15.6
In graduate school	0	0.0	4.7	0	0.0	4.7
Vocational school	0	0.0	8.9	0	0.0	3.5
In Armed Forces	0	0.0	4.3	0	0.0	3.9
Homemaker	7	21.2	22.9	7	21.2	23.7
Unemployed	2	6.1	9.3	6	18.2	9.3
Volunteer labor	3	9.1	6.6	3	9.1	6.2

Profile XII Total (N=33)

Total for all Profiles (N=257)

most of the members of Profile XII were employed with very few still attending school.

Social-Psychological Characteristics

As fifth and sixth graders, Profile XII members had moderately high self-esteem (Table 44). The mean self-concept score reported in 1979 was significantly lower than that of the population ($t=2.9$). In both 1975 and 1979, locus of control measures indicated a tendency toward external directedness. In 1975, this tendency toward external locus of control was significantly different from that of the population as a whole ($t=2.2$).

Life satisfaction. Profile XII members evaluated their present life satisfaction on a slightly higher level than their past life satisfaction. Their anticipated future life satisfaction was higher than their evaluations of either the past or present, but was significantly lower than that of the population as a whole ($t=2.6$). Almost 44 percent of this group thought that their life plans had worked out worse than they had anticipated in comparison to about 19 percent of the population who evaluated their life plans in the same manner. The remaining profile members were evenly split in viewing their life plans as having been better than anticipated or the same.

Educational attitudes. Both the educational aspirations and expectations of Profile XII members were lower in 1975, than had been reported in 1969 (Table 45). In 1975,

Table 44

Profile XII

Personal Characteristics: Social-Psychological

Characteristic	Mean	Std Dev	Tot Mean
Self Esteem (1969) (Range: 21-105)	85.30 (N=33)	8.75	85.04 (N=256)
Locus of Control (1975) (Range: 11-22, internal-external)	15.48 (N=33)	2.09	14.67 (N=257)
Self Concept (1979) (Range: 4-16)	12.03 (N=32)	1.60	12.84 (N=253)
Anomie (1979) (Range: 5-10)	7.67 (N=33)	1.85	7.38 (N=256)
Locus of Control (1979) (Range: 4-12, internal-external)	6.91 (N=32)	1.70	6.45 (N=253)
Present Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	5.47 (N=30)	1.91	5.85 (N=248)
Past Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	4.39 (N=31)	2.58	4.33 (N=248)
Future Life Satisfaction Cantril Ladder (1979) (Range: 0-9)	7.13 (N=30)	1.57	7.88 (N=244)
Assessment of Life Plans	N	%	% Total
Better than anticipated	9	28.1	39.8
Same as anticipated	9	28.1	41.4
Worse than anticipated	14	43.8	18.7

Profile XII Total (N=33)

Total for all Profiles (N=257)

Table 45

Profile XII

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Education	Mean (N=33)	Std Dev	Tot Mean (T=256)
Early Attitudes (1969)			
Educational Aspirations (Range: 8-14)	12.97	1.26	13.09
Educational Expectations (Range: 8-14)	12.42	1.35	12.67
Academic Motivation (Range: 6-30)	27.55	2.77	27.25
High School Attitudes			
Educational Aspirations (Range: 8-14)	12.21	1.59	12.64
Educational Expectations (Range: 8-14)	11.21	1.63	11.85
Academic Motivation (Range: 6-30)	23.91	4.01	24.71
Young Adult Attitudes			
	N (33)	%	% Total (256)
Educational Aspirations			
Vocational school	9	27.3	19.9
Finish high school	3	9.1	4.3
High school and vocational school	3	9.1	6.3
Go to college	0	0.0	2.7
Finish college	3	9.1	14.1
Graduate school	3	9.1	23.0
Short courses or other training	6	18.2	18.0
No further education	6	18.2	11.7
Educational Expectations			
Vocational school	4	12.5	10.2
Finish high school	3	9.4	5.5
High school and vocational school	1	3.1	3.9
Go to college	0	0.0	1.2
Finish college	4	12.5	12.2
Graduate school	0	0.0	13.4
Short courses or other training	3	9.4	22.4
No further education	17	53.1	31.1

the mean level of their expectations was significantly below that of the population ($t=2.3$). In young adulthood, 27.3 percent of Profile XII men and women indicated that they wanted to go to vocational school, and an additional 23.3 percent wanted to graduate from high school and receive postsecondary education either in a vocational setting or in college. Of this group, 18.2 percent aspired to no further education. However, only 12.5 percent of the members of Profile XII actually expected to attend vocational school, and an additional 15.6 percent indicated they expected to receive some postsecondary education. Of the remaining members, 53.1 percent expected to receive no further education. Overall, the amount of further education expected by Profile XII members was lower than that of the population.

Profile XII members were significantly more dissatisfied with the level of education they had attained, and the advantage they had taken of the opportunities offered by their high schools, than was typical of the population ($t=1.9$, $t=2.0$) (Table 46). They expressed moderate satisfaction with their overall high school experiences. They also expressed moderate levels of satisfaction with the following aspects of their high school programs: basic academic subjects, the quality of teachers, extra-curricular activities, as well as library and media resources.

Table 46

Profile XII

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Education

Educational Attitudes	Mean	Std Dev	Tot Mean
Satisfaction with Level of Educational Attainment (Range: 1-4)	2.61	.86	2.90
Satisfaction with Overall High School Experience (Range: 1-4)	3.13	.73	3.07
Satisfaction with Advantage Taken of Opportunities Offered in High School (Range: 1-4)	2.67	.88	2.98
Satisfaction with Aspects of HS Experiences (Range: 1-4)			
Basic academic subjects	3.30	.84	3.23
Practical work experience offered	2.57	.94	2.52
Vocational/technical programs offered	2.67	.96	2.72
Electives offered	2.77	1.01	2.70
Vocational counseling	2.53	.86	2.50
Attention to individual needs	2.57	.97	2.62
Quality of teachers	3.00	.83	2.91
Extra-curricular activities available	3.10	.88	3.10
Library/media resources	3.11	.92	2.94

Profile XII Total (N=33)

Total for all Profiles (N=257)

Occupational attitudes. The occupational aspirations of Profile XII children were significantly lower than those of the population ($t=2.1$) (Table 47). Their occupational expectations were closely aligned with their aspirations, 3.5 compared with 3.8. In 1975, both their occupational aspirations (4.1) and expectations (5.3) were significantly lower than was typical of the larger group ($t=2.4$, $t=2.3$). For this profile, at young adulthood, the gap between occupational aspirations (3.2) and expectations (8.2) was striking. At this time period, the expectation level was significantly lower than that of the population as a whole ($t=21.8$).

As high school students, Profile XII members considered the following aspects most important for their future jobs: jobs that offered steady employment, jobs that were interesting and exciting, and jobs that offered the chance to help others. In 1979, when satisfaction of aspects of their current jobs was assessed, members of this group expressed the highest levels of satisfaction with the opportunity for steady employment offered by their jobs and with the location of their work place (Table 48).

Profile XII members were less satisfied with all of the aspects relating to their jobs than were the total population. They were significantly less satisfied with their overall work experiences, and with their present jobs than was the total group ($t=1.8$, $t=2.1$). The assessments of

Table 47
Profile XII

Personal Characteristics: Social-Psychological (Continued)

Attitudes about Occupation	Mean	Std Dev	Tot Mean
Early Attitudes			
Occupational Aspirations (Range: 1-9)	3.78	2.79	2.77
Occupational Expectations (Range: 1-9)	3.53	3.03	3.27
High School Attitudes			
Occupational Aspirations (Range: 1-9)	4.06	2.56	3.01
Occupational Expectations (Range: 1-9)	5.30	2.57	4.26
Occupational Prediction (Range: 1-4)	2.82	.95	2.88
Stability of Occupa- tional Aspirations (Range: 1-4)	2.48	.80	2.34
Beliefs about Women Working (Range: 1-4)	3.12	.93	3.00
Importance of Aspects of Desired Job (Range: 1-3)			
Money	2.12	.70	2.19
Chance for importance	1.73	.72	1.79
Exciting/interesting	2.45	.62	2.53
Steady employment	2.55	.62	2.49
Chance to help others	2.36	.59	2.42
Chance to be own boss	1.79	.82	1.85
Young Adult Attitudes			
Occupational Aspirations (Range: 1-9)	3.21	2.12	3.12
Occupational Expectations (Range: 1-9)	8.21	.99	4.45

Profile XII Total (N=33)
Total for all Profiles (N=257)

Table 48

Profile XII

Personal Characteristics: Social-Psychological (Continued)

Satisfaction with Occupation

Occupational Attitudes	Mean	Std Dev	Tot Mean
Satisfaction with Overall Work Experience (Range: 1-4)	2.76	.74	2.99
Satisfaction with Present Job (Range: 1-4)	2.73	1.00	3.10
Satisfaction with Current Income (1979) (Range: 1-4)	2.28	.96	2.53
Present Job Satisfaction Cantril Ladder (Range: 0-9)	4.09	2.26	4.61
Anticipated Job Satisfac- tion, Cantril Ladder (Range: 0-9)	5.59	2.01	7.15
Satisfaction with Aspects of Current Job (1979) (Range: 1-4)			
Money	2.34	1.23	2.62
Chance for importance	2.14	1.03	2.61
Exciting/interesting	2.28	1.25	2.89
Steady employment	3.14	1.89	3.37
Location	3.07	1.16	3.16
Chance to help others	2.48	1.27	2.86
Chance to be own boss	2.21	1.15	2.48
Amount of physical work	2.66	1.04	2.81
Amount of mental challenge	2.19	1.27	3.01

Profile XII Total (N=33)

Total for all Profiles (N=257)

present and anticipated job satisfaction, using the Cantril ladder, were both lower for this group than for the total group, with anticipated satisfaction level being significantly lower ($t=4.5$). It is notable that the anticipated level of satisfaction five years hence (5.6) was not much different for this group than was their present level of satisfaction (4.1).

Barriers to education and occupation. The lack of job opportunities and the lack of money for training were the most frequently cited barriers to occupational attainment both in 1975, and in 1979 (Table 49). Additional barriers, added in 1979, included family responsibilities, the lack of information about jobs, and the lack of leadership training opportunities. Frequently cited barriers to educational attainment, assessed only in 1979, included the lack of money for job training as well as the lack of job training opportunities (Table 50). Additional areas seen as barriers to educational attainment included family responsibilities, the lack of leadership training opportunities, and not knowing the right people.

Family Characteristics (Structural)

The mean occupational status scores of both fathers and mothers of Profile XII members were in the moderate occupational status range (Table 51). The mean educational level of fathers (8.3 years) was significantly lower than the level for the population as a whole ($t=1.9$). The mean

Table 49

Profile XII

Personal Characteristics: Social-Psychological (Continued)

Barriers to Occupational Attainment

Barriers	Mean	Std Dev	Tot Mean
Barriers to Occupational Attainment (1975) (Range: 1-3)			
Money for training	1.85	.80	1.81
Information	1.58	.61	1.62
Race	1.06	.24	1.18
Sex	1.12	.33	1.11
Not wanting to move	1.67	.74	1.61
Intelligence	1.58	.61	1.42
Schools attended	1.33	.65	1.37
Job opportunities	2.30	.73	2.13
Barriers to Occupational Attainment (1979)			
Money for training	1.91	.85	1.69
Information	1.81	.57	1.54
Race	1.18	.39	1.17
Sex	1.25	.53	1.13
Not wanting to move	1.52	.67	1.49
Intelligence	1.44	.65	1.27
Schools attended	1.35	.65	2.00
Job opportunities	2.08	.81	2.03
Leadership training	1.74	.75	1.39
Parental interest	1.38	.71	1.22
Scarcity of jobs in USA	1.67	.87	1.70
No technical schools	1.52	.67	1.32
Not knowing right people	1.67	.82	1.61
Effort needed	1.30	.56	1.23
Family responsibilities	1.82	.91	1.48

Profile XII Total (N=33)

Total for all Profiles (N=257)

Table 50

Profile XII

Personal Characteristics: Social-Psychological (Continued)

Barriers to Educational Attainment

Barriers to Educational Attainment (1979) (Range: 1-3)	Mean	Std Dev	Mean of Total
Money for training	2.09	.87	1.91
Information	1.59	.67	1.48
Race	1.14	.36	1.09
Sex	1.15	.37	1.05
Not wanting to move	1.26	.45	1.41
Intelligence	1.29	.56	1.24
Schools attended	1.37	.68	1.27
Job training	2.14	.77	1.66
Leadership training	1.73	.77	1.39
Parental interest	1.24	.54	1.21
No technical schools	1.62	.74	1.33
Not knowing right people	1.71	.78	1.40
Effort needed	1.21	.42	1.25
Family responsibilities	1.80	.89	1.56

Profile XII Total (N=33)

Total for all Profiles (N=257)

Table 51
Profile XII
Family Characteristics: Structural

Characteristic	Mean (N=33)	Std Dev	Tot Mean (N=257)
Fathers' Occupation (Range: 1-9) (N=33)	5.15	1.23	5.32
Mothers' Occupation (Range: 1-9) (N=22)	5.77	1.80	5.97
Fathers' Education	8.33	1.98	8.97
Mothers' Education	9.09	2.05	9.41
Social Participation (1969) (Range:6-22)	11.88	3.22	13.32
Household Size (1975)	4.73	1.57	5.00
Anticipated Age at Marriage (1975)	23.12	4.67	22.70
Age at Marriage (1979) (N=20)	18.50	1.79	18.68 (N=139)
Desired Age at Marriage (1979) (N=11)	26.45	8.20	25.43
Desired Number of Children (1975)	1.48	.94	2.36
Desired Number of Children (1979)	2.00	.37	2.18
Number of Children (1979) (N=15)	1.27	.46	1.34

Characteristic	N (N=33)	%	% Total (N=257)
Living Arrangements (1979)			
Alone (or alone with children)	4	12.1	9.3
With parents	12	36.4	33.9
With my spouse	15	45.5	43.2
With parents and spouse	0	0.0	2.3
With other relatives	0	0.0	3.1
With other nonrelatives	2	6.1	8.2
Marital Status (1975)			
Married	5	15.2	13.2
Not married	28	84.8	86.4
Marital Status (1979)			
Single (never married)	13	39.4	46.3
Married	16	48.5	46.7
Divorced or separated	4	12.1	7.0
Intentions to Remain Single (1979)	1	3.0	5.9

educational attainment level of mothers was 9.1. The social participation level of Profile XII families was significantly lower than that of families in this population. The average household size of this profile was 4.7 members in 1975.

Almost half of Profile XII members were living with their spouses and 36.4 percent were living with their parents in 1979. The remaining members were either living alone or with nonrelatives. In 1975, five members of this group (15.2 percent) were married; by 1979, 16 (48.5 percent) were married, and four (12.1 percent) were divorced or separated. The average age of marriage was 18.5 years whereas the desired age of marriage for those who were not married was 26.5 years. The members of this group, in both 1975 and 1979, indicated a preference for significantly fewer children than was typical for the population ($t=5.4$, $t=2.8$). By 1979, 15 members of Profile XII reported having children.

Family Characteristics (Social-Psychological)

Early Parental Influences

Educational and occupational influences. Mothers of Profile XII children wanted their children to attain education beyond the high school level (Table 52). They expected that their children would at least graduate from high school. Profile XII children had accurate perceptions of their mothers' educational aspirations for them. More than

Table 52
Profile XII
Family Characteristics: Social-Psychological

Early Parental Influences	Mean (N=33)	Std Dev	Tot Mean (N=257)
Educational			
Educational aspirations of parent for child (Range: 8-14)	13.09	1.55	13.04
Educational expectations of parent for child (Range: 8-14)	12.09	1.31	12.32
Child's perception of parent's educational aspirations (Range: 8-14)	13.06	1.37	13.30
Occupation			
Occupational aspirations of parent for child (Range:1-9)	2.33	2.08	1.98
Occupational expectations of parent for child (Range:1-9)	3.17	2.94	2.86
Parenting Styles (Bronfenbrenner revised)			
Loving (Range:8-40)	35.78	4.04	35.76
Punishing (7-35)	17.33	6.25	16.29
Highly Punishing (4-20)	12.70	3.59	10.76
Controlling (5-25)	20.97	3.19	20.38
Reasoning (3-15)	10.42	2.21	10.35
Actively involved (4-20)	19.45	3.95	19.06
Malleable (3-15)	8.91	2.08	8.52
Instills responsibility (3-15)	13.52	1.62	13.67
Demanding (2-10)	4.79	2.26	4.33
Independence Training (Range:4-20)	16.61	1.85	16.47
Parental Attitudes			
Achievement value orien- tation (6-12)	9.48	1.77	9.92
Alienation (5-10)	7.39	1.46	7.36
Familism (2-4)	2.41	.66	2.31

half of Profile XII children (51.5 percent) thought that their parents would insist that they finish high school, while the remaining children (48.5 percent) believed that their parents would rather they finished high school (Table 53).

The occupational aspirations of Profile XII mothers for their children were in the high range of occupational status categories and their expectations were only slightly lower (Table 52). About one-fourth of these mothers predicted that their children would be very likely to attain the job they wanted and 30.3 percent thought that they would be somewhat likely to do so (Table 53). However, over half of them indicated that they had not talked with their children about their future jobs.

Parenting styles. Mothers of Profile XII children were perceived by their children as being highly punishing significantly more often than were mothers in the population ($t=3.1$) (Table 53). Mothers in this group were perceived as loving, controlling, reasoning, actively involved, undemanding, and as promoting responsibility.

High School and Young Adult Influences

The perceptions of Profile XII members, in 1975, of their parents' educational aspirations for them were significantly lower than those of the population ($t=3.0$) (Table 54). Fewer Profile XII adolescents than those of the population, 33.3 percent compared with 58.8 percent, thought

Table 53

Profile XII

Family Characteristics: Social-Psychological (Continued)

Early Parental Influences

Parental Influences (1969)	N (N=33)	%	% Total (N=257)
Educational Influences			
Child's Perception of Parent's Educational Expectations			
Insist I finish	17	51.5	58.6
Rather I finish	16	48.5	40.2
Don't care	0	0.0	.4
Rather I didn't finish	0	0.0	.4
Won't let me finish	0	0.0	.4
Dropping Out Discussed With Parents			
Yes, a lot	1	3.0	2.0
Yes, a little	4	12.1	7.4
No	28	84.8	90.6
Occupational Influences			
Mother's Prediction of Occupational Success			
Very likely	8	24.2	31.3
Pretty likely	10	30.3	27.3
Not so likely	3	9.1	12.5
Not at all likely	1	3.0	3.5
Don't know	11	33.3	25.4
Mother Reported Talking About Job to Child			
Yes, a lot	7	21.2	22.7
Yes, a little	9	27.3	40.2
No	17	51.5	37.1

Table 54

Profile XII

Family Characteristics: Social-Psychological (Continued)

High School and Young Adult Influences

Parental Influences	Mean (N=33)	Std Dev	Tot Mean (N=257)
<u>High School Influences</u>			
Perceived Parental Educational Aspirations (Range: 8-15)	12.21	1.41	12.95
<hr/>			
Parental Influences	N	%	% Total
<u>Perceived Parental Educational Expectations</u>			
Insist I finish	11	33.3	58.8
Rather I finish	22	66.7	40.1
Don't care	0	0.0	.8
Rather I didn't finish	0	0.0	0.0
Won't let me finish	0	0.0	.4
<u>Dropping Out Discussed With Parents</u>			
Yes, a lot	3	9.1	8.2
Yes, a little	11	33.3	16.7
No	19	57.6	75.1
<u>Young Adult Influences</u>			
<u>Perceived Parental Educational Expectations</u>			
Urged me to finish high school	16	48.5	36.2
Urged me to go beyond high school	14	42.4	53.1
Never said much	2	6.1	9.4
Wanted me to go to work	1	3.0	1.2

their parents would insist that they finish high school. This finding also represented a reversal of their own 1969 perceptions. By 1979, substantially more, 42 percent, of these adolescents had discussed with their parents the possibility of dropping out of high school than had reported doing so in 1969. The proportion of Profile XII who discussed dropping out of school was higher than that of the entire population. As young adults, Profile XII members reported that 48.5 percent of their parents had urged them to finish high school and 42.4 percent had urged them to go beyond high school.

Social and Environmental Characteristics (Structural)

Among Profile XII young adults, 81.8 percent indicated that they were living in open country or small towns (Table 55). At the same time, 84.8 percent reported that their current residences were in the same community as the homes they had grown up in as children.

Environmental Characteristics (Social-Psychological)

In 1975, and in 1979, the majority of Profile XII respondents expressed a preference for living in the same community in which they had grown up. An even greater number, both in 1975, and in 1979, preferred to live in open country or in a small town. Profile XII members were, in general, well satisfied with the closeness of their current residences to their childhood homes, with the size of their current home communities, and with the quality of their

Table 55
Profile XII
Social and Environmental Characteristics

Structural	N (N=33)	%	% Total (N=257)			
Residential Locale (1979)						
Open country/small town	27	81.8	67.7			
Big town/small city	2	6.1	15.0			
Big city/suburbs	4	12.1	14.2			
Country near big city	0	0.0	3.1			
Closeness of Present Residence to Childhood Home						
Same community	28	84.8	70.6			
Same state, different community	5	15.2	24.7			
Nearby state	0	0.0	3.1			
Different part of USA	0	0.0	1.6			
<hr/>						
Social-Psychological		1975		1979		
	N	%	% Total	N	%	% Total
Preferred Residential Area						
Same community	23	69.7	59.5	24	75.0	62.8
Same state, different community	4	12.1	12.1	4	12.5	11.6
Nearby state	4	12.1	9.3	1	3.1	8.8
Different part of USA	2	6.1	17.1	3	9.4	14.0
Some other country	0	0.0	1.9	0	0.0	2.8
Preferred Community Size						
Open country/small town	28	84.8	74.3	28	87.5	66.0
Big town/small city	4	12.1	14.8	2	6.3	11.7
Big city/suburbs	1	3.0	10.9	2	6.3	12.1
Country near big city	(Not asked in 1975)			0	0.0	10.1
<hr/>						
Residential Satisfaction (1979) (Range: 1-4)	Mean (N=33)	Std Dev	Tot Mean (N=257)			
Satisfaction with Closeness of Current Residence to Childhood Home	3.48	.77	3.45			
Satisfaction with Size of Current Home Community	3.42	.85	3.43			
Satisfaction with Current Living Arrangement	3.71	.46	3.42			
Satisfaction with Quality of Current Housing	3.33	.66	3.33			

housing. They were highly satisfied with their current living arrangements, significantly more so than was the population in general ($t=3.6$).

Significant Other Influences.

Early influences. In 1969, mothers were most frequently cited as a significant influence with regard to both educational and occupational issues (Table 56). Fathers were cited next often as a source of influence and advice. Mothers were identified as being the most influential person regarding future jobs.

High school influences. The pattern of parental influence established in 1969, continued to be evident in 1975 for both education and occupation. Teachers and other relatives were also frequently cited as important in educational matters. For occupational concerns, peers and teachers assumed positions of influence in the adolescent years.

Young adult influences. Mothers and fathers continued to be the most significant of others during young adulthood. Along with parents, spouses were cited as influential both in occupational and personal and family matters.

PROFILE SUMMARIES

Profile I Summary

Structural Characteristics

This group of young adults was expected to have high occupational status and was internally and externally occupationally congruent. Profile I members had relatively

Table 56
Profile XII
Social and Environmental Characteristics (Continued)

Significant Other Influences

Significant Others (1969)	Education			Occupation			Most Important Influence About Future Job		
	N (N=33)	%	% Total (N=257)	N	%	% Total	N	%	% Total
Mother	32	97.0	84.8	22	66.7	63.7	20	60.6	51.6
Father	24	72.7	73.0	20	60.6	54.3	12	36.4	39.5
Older sibling	5	15.2	21.9	4	12.1	25.0	0	0.0	3.9
Another relative	9	27.3	25.0	7	21.2	25.8	0	0.0	.8
Teacher	5	15.2	18.4	4	12.1	14.5	1	3.0	1.6
Preacher	0	0.0	2.7	1	3.0	2.0	0	0.0	0.0
Adult friend	5	15.2	14.1	5	15.2	21.1	0	0.0	.8
Peers	4	12.1	14.1	14	42.4	33.2	0	0.0	2.0
Someone else	1	3.0	2.7	0	0.0	2.3	0	0.0	0.0
No one	0	0.0	5.9	4	12.1	9.4	Not asked		

Significant Others (1975)	Education			Occupation			Most Important Influence About Future Job		
	N	%	% Total	N	%	% Total	N	%	% Total
Mother	29	87.9	85.6	20	60.6	68.9	15	45.5	37.0
Father	23	69.7	71.2	17	51.5	57.6	5	15.2	24.1
Older sibling	12	36.4	45.5	10	30.3	37.7	1	3.0	5.8
Another relative	15	45.5	48.6	12	36.4	41.6	1	3.0	4.3
Teacher	19	57.6	53.7	16	48.5	48.2	0	0.0	3.9
Preacher	2	6.1	7.4	1	3.0	7.0	0	0.0	1.2
Adult friend	8	24.2	39.3	10	30.3	42.8	1	3.0	.8
Peers	13	39.4	51.4	16	48.5	53.7	0	0.0	.8
Someone else	4	12.1	14.0	3	9.1	16.7	3	9.1	10.1
No one	1	3.0	4.3	3	9.1	6.2	7	21.2	12.1

Significant Others (1979)	Occupation			Advice about Personal or Family Matters		
	N	%	% Total	N	%	% Total
Spouse	13	39.4	42.2	12	36.4	42.6
Boy/girlfriend	5	15.2	17.6	6	18.2	21.1
Mother	22	66.7	65.2	24	72.7	65.2
Father	16	48.5	58.4	20	60.6	52.0
Brother	6	18.2	30.9	12	36.4	39.8
Sister	4	12.1	15.2	5	15.2	16.8
Another relative	8	24.2	32.4	13	39.4	34.8
Teacher/counselor	3	9.1	21.1	0	0.0	5.5
Someone else	5	15.2	13.4	2	6.1	9.4

high income but some were financially dependent on family members. Many were still in school as young adults pursuing some form of postsecondary education. Few of the women in this group reported being homemakers between 1975 and 1977. This group, whose IQ was higher than the population, had a low rate of unemployment in 1978, and by 1979 had attained relatively high occupational status.

About half of Profile I members had moved away from their home communities and were no longer living in rural areas. A pattern of independence in living arrangements was typical of this group. The family background of this profile was distinguished by moderately high levels of social participation and by parents who had higher levels of educational and occupational attainment than parents of the population.

Social-Psychological Characteristics

Personal attitudes. This group had higher self concept scores and were more internally directed than the population. They were generally optimistic about their present lives, and specifically optimistic about their future occupational prospects. Profile I members had consistently high educational and occupational aspirations and expectations.

Family attitudes. Mothers of Profile I members had high occupational aspirations and expectations for their children and were confident about their children's prospects for success. As parents they put less emphasis on family

loyalties and more emphasis on individual achievement. They were actively involved in the occupational choice process of their children. They were perceived by their children as being demanding parents, and as having high educational and occupational aspirations and expectations for them. This perception of high parental aspirations and expectations persisted into high school and young adulthood.

Social and environmental influences. The majority of Profile I members preferred not to live in their home communities, and yet the majority still preferred open country or small-town settings. Both in high school and as young adults, fathers of this group were considered to be the most significant occupational influence.

Profile III Summary

Structural Characteristics

High expected occupational status, internal occupational congruence, and external occupational incongruence characterized this profile. Members of this group were receiving substantial income from spouses, and as a group, had some financial dependency on gifts or private relief. Many were still in school as young adults, and evidenced relatively high educational and occupational attainment levels. For the period, 1975 through 1979, few of the women in Profile III reported being housewives.

A pattern of dependence in living arrangements was characteristic of this group; that is, as young adults, many

were still living with their parents or other relatives, and few were living on their own. This pattern of dependence may have been due to the fact that fewer of this group were married than was typical of the population. The family background of this group was distinguished by relatively high social participation. Mothers of Profile III members had somewhat higher educational attainment levels, and fathers had somewhat lower occupational attainment levels, than did mothers and fathers of the total group.

Social-Psychological Characteristics

Personal attitudes. This group tended to have internal locus of control and high self-concepts. Although they had persistently high educational and occupational aspirations and expectations, their evaluations of their present lives were lower than those of the total group. However, they were very optimistic about their future occupational prospects. Members of this group tended to have liberal beliefs about married women working outside the home.

Family attitudes. In 1969, mothers of Profile III members expressed high educational expectations for their children. In 1975, members of this group thought their parents had high educational aspirations for them. Parents' earlier high educational expectations were reflected in the young adults' perceptions about their parents' educational attitudes in 1979. With the exception of attitudes about education, the family attitudinal influences for this group

were remarkably similar to those of the population.

Social and environmental influences. More than half of Profile III members expressed a preference for living in a location different from their home town communities, but the majority wanted to continue living in rural settings. Mothers and fathers were reported by this group to be equally important as significant others with respect to occupation during grade school and high school years.

Profile V Summary

Structural Characteristics

Profile V members were expected to have moderate occupational status and were internally and externally occupationally congruent. This group reported relatively high income levels which were exclusively from salary or wages. The majority of this group had graduated from high school, and few were attending postsecondary educational institutions in 1979. While in school, this group had lower grades generally than were reported by the population. In 1978, Profile V members had a low rate of unemployment. More members of this group used friends and relatives as resources in looking for work than was typical of the population.

As young adults, more members of this group were married, and were still living in their home communities, in rural areas, than were members of the population. The only distinguishing feature of this profile's family background was the occupational status of their mothers which was lower

than was typical of the total group.

Social-Psychological Characteristics

Personal attitudes. Profile V members had lower educational and occupational aspirations and expectations than did the population during all three assessment periods. This group was more satisfied with their own educational attainment, had higher stability of occupational aspirations, were more satisfied with their current incomes, and had higher levels of life and job satisfaction than was typical of the population.

Family attitudes. Very few family influences were unique to this profile. Mothers expressed less confidence in their children's prospects for success than did mothers in the population. However, many mothers in this profile reported talking to their children about their future jobs. Lower scores on the independence training scale were evident for this group than for the population.

Social and environmental influences. More members of Profile V not only preferred to live in their home communities, in rural settings, but also were more satisfied with aspects of their living arrangements than were members of the population. During preadolescent years, fathers were the most often cited source of occupational influence, whereas in high school, mothers were seen as most influential. As young adults, the advice of mothers and spouses about jobs was considered most helpful.

Profile VI Summary

Structural Characteristics

Moderate occupational status, internal occupational incongruence, and external occupational congruence characterized this profile. The majority of this group were females, who were earning less than was typical of the total group. They had lower educational attainment levels and were not likely to be in school as young adults. The educational emphasis of this group was toward vocational training rather than college. More members of this group were married and were homemakers during the years from 1975 to 1977; more were also employed during the period from 1975 to 1979, than were members of the population.

Both fathers and mothers of Profile VI members had lower occupational status rankings than did parents in the total group. Families of this profile had low levels of social participation.

Social-Psychological Characteristics

Personal attitudes. As children, Profile VI members had a lower mean self-esteem score, and, as adults, they had more externally directed locus of control scores than did the population. This group had persistently low educational and occupational expectations. Their educational aspirations were markedly lower than the population during their high school and young adult years. This group indicated a higher stability of occupational aspirations than did the

population as a whole.

Family attitudes. Mothers of Profile VI children expressed less confidence in the eventual occupational success of their children than did mothers in the population. Mothers' scores on the alienation scale were higher for this group than was typical of mothers in the population. Children in this group perceived their mothers as less controlling than did children in the population. As young adults, their perceptions of their parents' educational expectations for them were lower than those of the total group.

Social and environmental influences. In 1969, mothers were considered by members of this group to be their most important occupational influence. By 1975, their fathers were reported to have assumed this role, and in 1979, their spouses had done so.

Profile VII Summary

Structural Characteristics

This group of young adults were predicted to have moderate occupational status. They were internally occupationally congruent and externally occupationally incongruent. Profile VII members had lower income and were more financially dependent on family members than was typical for the population. This group had lower educational attainment levels, lower grades, and were less likely to have remained in school during the period between 1975 and 1979 than the total group. The occupational status attainment levels of

Profile VII members fluctuated very little between 1975 and 1979. This group had a low unemployment rate in 1978, and were likely to use family members to search for work rather than independent means.

More members of this group were still living in their home communities than was typical for the population as a whole. There was a pattern of dependence on family members shown by this group with respect to their living arrangements. The fathers of Profile VII members had occupational status scores which fluctuated widely, as was evidenced by the high standard deviation from the mean and the determination of external incongruence among members of this profile. Some members of this profile had fathers whose occupational status scores were higher than their expected status levels, while others had fathers whose occupational status scores were lower. Families of Profile VII members had higher social participation scores than were found in the population.

Social-Psychological Characteristics

Personal attitudes. Members of this group had more optimistic views about how their life plans had worked out, had higher satisfaction with their own levels of educational attainment, higher stability of occupational aspirations, higher satisfaction with their current incomes and higher optimism about their future job satisfaction than did the population. A pattern of lower educational aspirations and

expectations was present within this profile. Their occupational aspirations and expectations were similar to those of the population except for lower aspirations reported in 1979.

Family attitudes. Whereas mothers' achievement value orientation scores were higher for Profile VII than for the total group, fewer of them reported talking to their children about their future jobs than did mothers in the population. Children's perceptions about their mothers were that they were more demanding, but that they had lower educational expectations for them than were reported by the children in the population. Most Profile VII members thought that their parents expected them to finish high school, but fewer, than was typical for the population, thought that their parents wanted them to go beyond high school.

Social and environmental influences. Both in 1975, and in 1979, more Profile VII members expressed preferences for living in their home town communities than was true for the population. Fathers were reported more important as educational and occupational influences in the lives of Profile VII members in 1969, and in 1979, than was characteristic of the population. Mothers were more influential regarding future jobs than was typical for the total group during the high school years.

Profile VIII Summary

Structural Characteristics

Moderate occupational status, and internal and external occupational incongruence were the occupational component characteristics of Profile VIII. With one exception, Profile VIII members were female. They had lower incomes, lower educational attainment levels, higher grades, and higher occupational status attainment levels between 1976 and 1979 than did the population. Although none were in school in 1979, more members of this group had attended vocational schools during previous years than was typical of the total group.

More members of this group were living in rural areas than were members of the population. There were no family characteristics which distinguished this group from the total population.

Social-Psychological Characteristics

Personal attitudes. Profile VIII members had lower self concept scores as well as lower satisfaction with their own educational attainment than was characteristic for the population as a whole. Along with higher present job satisfaction, Profile VIII members expressed higher present life satisfaction and higher optimism about their future lives than did the population. However, their assessment of their present lives was so high that there was a limited range available for future increases in satisfaction levels.

As young adults, Profile VIII members had lower educational expectations for themselves than did the population. Barriers, which were viewed as limiting their educational attainment levels were: the shortage of money for training, the unavailability of information about jobs, the lack of job training available, the lack of technical schools in the area, and not knowing the right people. As children, this group had high occupational aspirations and expectations, but as young adults, they retained only their high occupational aspirations. Barriers to occupational attainment, more often cited by this group than by the population, were: the lack of money for training, the limited number of job opportunities, and the unavailability of technical schools.

Family attitudes. Mothers of Profile VIII children expressed higher confidence in their children's likely success than did the mothers in the population. Children in this group perceived their mothers as more loving than did the population. In 1975, Profile VIII members perceived their parents as having lower educational aspirations for them, and in 1979, as having lower educational expectations for them than was characteristic among the population.

Social and environmental influences. Most members of this group preferred to live in rural areas, and in their home town communities. Mothers were the only important occupational influence cited in both 1969 and 1975. Young

adult influences were parallel to those found for the total group.

Profile X Summary

Structural Characteristics

This group was characterized by low occupational status combined with internal occupational incongruence and external occupational congruence. The majority of Profile X members were female. They had low income levels with a higher percentage, than was typical of the population, reporting receiving public welfare. This group had lower educational attainment levels, lower grades, and, with the exception of 1978, lower occupational status attainment than the population. There was a downward trend in occupational status attainment levels for this group during the years 1975 to 1979. Fewer were in school, more were married, and more were homemakers during these years than was characteristic of the population.

A pattern of independence in living arrangements was evidenced by this group in which fewer members lived in their home communities, or in rural settings, than was typical for the population. Fathers and mothers of Profile X members had lower occupational status levels than parents of the population as a whole. Fathers also had lower educational attainment levels than were found for fathers of the population generally. Families of Profile X members had low levels of social participation.

Social-Psychological Characteristics

Profile X members had a lower self concept and a more pessimistic view of how their life plans had worked out than was true of the population. Members of this group had lower satisfaction with their own levels of educational attainment, lower satisfaction with the advantage they took of the opportunities offered by their high schools, lower satisfaction with their overall work experience, and lower confidence in their own future occupational attainment than did members of the population. Lower educational and occupational expectations were more characteristic of this group than of the total group. The lack of leadership training and the personal effort needed to succeed were seen by this group as barriers to both educational and occupational attainment. Not knowing the right people was also cited by this group as a barrier to educational attainment more often than it was by members of the total group.

Family attitudes. Mothers of Profile X members expressed lower educational and occupational aspirations for their children than did mothers in the population. In addition, Profile X mothers had lower occupational expectations for their children, had talked less to their children about their future jobs, and had lower confidence in the likely success of their children than was characteristic of mothers in the total group. In contrast, Profile X children had higher perceptions of their parents' educational aspirations

for them than did the children in the total population. By high school, and young adulthood, however, Profile X members perceived their parents as having lower educational expectations for them than did the group as a whole. More members of this profile had talked with their parents about the possibility of dropping out of high school than was typical of the entire group.

Social and environmental influences. Preferences were expressed by members of this profile for living in rural areas. A higher percentage of members of this group than in the population also expressed the preference for living in communities different from their home communities. Profile X members expressed lower satisfaction with the size of their current home communities than did the population. During high school years, there was evidence of reduced parental influence about occupation atypical of what was occurring in the population as a whole.

Profile XI Summary

Structural Characteristics

Profile XI members were predicted to have low occupational status attainment levels and were also characterized by internal occupational congruence and external occupational incongruence. The composition of Profile XI was mostly female. Educationally, Profile XI had slightly lower attainment levels than levels found in the population as a whole. Occupationally, this group also had lower status

attainment levels than did the population in the years from 1977 to 1979. More members of this group reported being homemakers from 1975 to 1979, and had married at younger ages, than was typical for the population. Profile XI members evidenced a pattern of independence in their living arrangements with more of them living alone, or with non-relatives than was characteristic for the population as a whole.

The family background of this profile was distinguished only by the lower occupational status levels of both parents in comparison to those of the parents in the larger population. Families of Profile XI also had lower levels of social participation than did families in the total group.

Social-Psychological Characteristics

Personal attitudes. Profile XI members had a more optimistic view of how their life plans had worked out, higher satisfaction with their overall high school experience, and higher satisfaction with their present jobs than was typical of the population. This group had a higher stability of occupational aspirations and more conservative beliefs about married women working than was found among the population. As young adults, this group had lower occupational aspirations and expectations than did the total group. Barriers to occupational and educational attainment, which were identified by this group, included lack of leadership training and family responsibilities.

Family attitudes. Mothers of Profile XI children had lower educational expectations for their children and, at the same time, had higher occupational aspirations for them than did mothers in the total group. Mothers in this profile also had lower confidence in the likelihood of occupational success of their children than their counterparts held for the population as a whole. Children perceived their mothers as more loving and more malleable than children in the population perceived their mothers. As young adults, Profile XI members viewed their parents as having lower educational expectations for them than parents in the population held for their children.

Social and environmental influences. Most of Profile XI young adults preferred to live in the open country or small towns, and in their home communities. In high school, there was no predominant source of influence with respect to occupation or education.

Profile XII Summary

Structural Characteristics

Low occupational status, and internal and external occupational incongruence were occupational characteristics of Profile XII. These young adults had low incomes, low educational attainment levels, and low, as well as declining, occupational status levels between 1975 and 1979.

This group evidenced a pattern of independence in their living arrangements, although the majority were living in

their home town communities, in rural areas. Families of Profile XII members had low levels of social participation. Fathers of members of this group had lower educational attainment levels than was typical of the total group.

Social-Psychological Characteristics

Personal attitudes. Profile XII members had lower self-concept scores and more external locus of control orientations than did members of the population. They were more pessimistic about their future lives, and about how their life plans had worked out, than was characteristic of the population. Members of this group were less satisfied with their own educational attainment levels, their own efforts in high school, their present jobs, and their overall work experience than were members of the total group. Profile XII members were also pessimistic about their future job satisfaction. This group had lower educational expectations in high school, and by young adulthood, had lower educational aspirations and expectations than the group as a whole. A pattern of lower than typical occupational aspirations and expectations was present in responses from this group across all time periods assessed. The following items were cited by Profile XII members as barriers to educational and occupational attainment: unavailability of job training and leadership training, inadequate information about jobs, not knowing the right people, and family responsibilities.

Family attitudes. Fewer mothers of Profile XII children reported talking to their children about their future jobs than did mothers in the total group. Profile XII youngsters viewed their mothers as more highly punishing than did the population as a whole. Both in high school and at young adulthood, Profile XII members perceived their parents as having low educational expectations for them. During 1975, they also perceived their parents as having low educational aspirations for them.

Social and environmental influences. Both in 1975, and in 1979, Profile XII members expressed preferences for living in their home communities and in a rural setting. During the course of all three assessment periods, mothers were cited as the most influential individual about both educational and occupational issues.

CHAPTER V
SUMMARY, DISCUSSION, AND CONCLUSIONS

SUMMARY OF THE STUDY

The overall purpose of this study was to develop and evaluate a conceptual model integrating occupational status with an occupational congruence perspective. A 3 X 2 X 2 typology was developed and elaborated according to occupational status, internal occupational congruence, and external occupational congruence. This typology formed the basis for the nine profile descriptions using personal, family, social, and environmental variables.

The data for this study came from Southern Regional Research Projects 63 and 126, cooperative efforts among the Agricultural Experiment Stations in six Southern states. Data were gathered over a period of ten years, in three waves of collection, in 1969, 1975, and 1979. The sampling procedure was a stratified, cluster technique which yielded a purposive sample of 544 young adults, from whom questionnaires had been obtained for each of the three time periods. This study involved post-hoc descriptive analyses utilizing an inductive approach to substantive theory development.

DISCUSSION

In this section, comparisons are introduced which form the basis for further inferences about the component variables of occupational status/status-congruence in relation to

individual profiles, and in relation to a more general model of occupational influence. Finally, propositions are offered about the association of occupational status, internal occupational congruence, and external occupational congruence with a variety of personal, family and social characteristics.

In an attempt to determine the contributions of component variables to the distinctive features of each profile, multidimensional comparisons of profiles according to levels of the component variables are presented, followed by comparisons of profiles taking two components together. An example of a comparison within levels of one component is to compare profiles, whose members have high occupational status, with each other in order to determine similarities that may be related specifically to the status dimension. Another example of the same kind of comparison is that of profiles that have internal congruence which are examined together to isolate relationships occurring in conjunction with this characteristic (internal occupational congruence). An example of comparisons, taking two components together, using the variables of status and internal congruence, is to compare profiles who have moderate status and internal occupational congruence as component characteristics with those who have moderate status and who are internally incongruent in order to assess the potential contribution of internal congruence within one level of status. This method

has parallels in multivariate models which utilize control variables. In this case, status is the control variable.

Comparisons of Profiles by Components
of Status/Status-Congruence Typology

Occupational Status

High occupational status. Profiles I and III have high occupational status as a common variable component. Items selected as characteristic of both profiles were those aspects which had emerged as having mean scores statistically different from those of the population, or where percentages were so substantially different from the population that practical significance was inferred. Reference can be made to the tables in Chapter IV for specific mean scores and percentages on aspects selected.

There were 23 aspects in which Profiles I and III shared similarities. Seven of these aspects were structural and the remaining 16 were social-psychological. Before discussing commonalities between these two profiles, it should be noted that they shared a component variable similarity in addition to that of status, that of internal congruence. Thus, the similarities between the two profiles may have been due to shared occupational status levels or to the fact that they were both internally congruent with respect to occupation, or the similarities may have been due to both of these factors together. It was not possible to isolate the sources of similarity because there were no

Profiles II and IV with which to compare those who had high occupational status and internal incongruence as well as internal congruence.

More members of both Profiles I and III were in school as young adults, and had pursued postsecondary education such as junior college, college, or graduate school than had members of the population as a whole. Overall levels of educational attainment were higher for these profiles than they were for the total group. Both of these profiles had higher occupational status level jobs in 1979, than did the population. There were fewer homemakers in Profiles I and III than there were in the total group. Members in these profiles came from families with higher levels of social participation, and had mothers with higher educational attainment levels than did members of the population as a whole.

Profile I and III members had higher self-concept scores as well as more internal locus of control orientations than did the total group. Both groups had higher educational aspirations and expectations in 1975, and in 1979, and higher occupational aspirations and expectations as young adults than did the population. They both had higher occupational aspirations in high school as well as higher stability of occupational aspirations than did the

group as a whole. They shared another similarity in distinctively higher evaluations of their future job satisfaction. Both Profile I and III members perceived their parents as having higher educational aspirations for them in 1975, and as having higher educational expectations for them in 1979, than did members of the population.

More members of these two profiles preferred to live in communities different from those in which they had grown up, and, although most preferred to live in rural areas, more than was typical, in both groups, preferred to live in large cities or suburbs. The extraordinary importance of fathers as significant influences in occupational considerations during high school was a final shared feature common to both Profile I and III.

Moderate occupational status. There were four profiles that shared the common component of moderate occupational status: Profiles V, VI, VII, and VIII. They had only four aspects common to all of them; two were structural characteristics and two were social-psychological. Fewer members of these profiles were in school as young adults, and generally, they had lower educational attainment levels than did members of the population. As young adults, members of these profiles had lower educational expectations than did the population as a whole. Finally, more individuals from

these profiles preferred to live in their home town communities than was typical of the total group.

Low occupational status. Profiles X, XI and XII shared the common component of low occupational status. Common to all of them were five structural characteristics and four social-psychological characteristics. Members of these profiles had lower educational attainment generally, and for the years 1977 and 1979, had lower occupational attainment levels than did the population. Fathers of the members of these profiles had lower occupational status, and their families had lower levels of social participation than was typical in the population. The final structural characteristic which was common to all of these profiles was the pattern of independence in their living arrangements. Fewer members of these three groups were living with family members or relatives than was characteristic of the population.

In young adulthood, the members of these profiles not only expected to have low levels of educational attainment, but perceived their parents as having low educational expectations for them as well. In citing barriers to occupational attainment, all three groups identified the lack of leadership training as a hindrance to their success. Finally, more members of Profile X, XI and XII indicated a preference for living in open country or small towns than was typical of the population.

Internal Occupational Congruence

Congruence. There were five profiles which shared the component of internal occupational congruence: Profiles I, III, V, VII and XI. There was only one aspect in which there was similarity across all of these profiles, that of higher occupational satisfaction than was present in the population in general. There was no single item measuring occupational satisfaction that was consistently higher across these profiles, but for each profile there were one or more items related to occupational satisfaction in which response were significantly higher than those of the population.

Incongruence. There were four profiles which shared the component of internal occupational incongruence: Profiles VI, VIII, X and XII. There were seven characteristics common to all four profiles; three were structural and four were social-psychological. Fewer members of these profiles, than was characteristic of the population, were in school in 1979. Members of these groups had lower levels of educational attainment, as well as lower income levels, than were reported by the population as a whole. A pattern of lower self-evaluation was prevalent in these four profiles, with members of Profile VI having lower self-esteem scores, and the remaining profiles, VII, X and XII, having lower self-concept scores than were typical of the population. As young adults, members of these profiles not only had lower

educational expectations for themselves but also had lower perceptions about their parents' educational expectations for them than did the total group. For all of these profiles, in 1969, mothers were identified more often as the most important influence related to occupational concerns than had been identified by the total group.

External Occupational Congruence

Congruence. Profiles I, V, VI and X all had the component of external occupational congruence. There were only two aspects, one structural and one social-psychological, that these groups had in common. Members of these four profiles had lower unemployment rates, in 1978, than had been recorded for the population as a whole. These profiles were also characterized by a higher stability of occupational aspirations than was typical for the population.

Incongruence. Four Profiles, III, VII, VIII and XII, shared the common component of external occupational incongruence. They were no personal, family, or social characteristics common to all four of these profiles.

Occupational Congruence

Congruence. Profiles I and V shared both internal and external occupational congruence. Since these two profiles did not have similar occupational status levels, it is more likely that differences may be attributed to the shared components of occupational congruence. These profiles had

six aspects in common, two of which were structural, and four which were social-psychological. Members of these profiles had higher income levels and lower rates of unemployment, in 1978, than did the total group. Profile I and V members had higher present life satisfaction and higher evaluations of their current jobs than was typical of the population. They also had been thinking about the jobs they wanted longer than was characteristic of the group as a whole. More members of these two groups preferred to live in rural areas than did the population.

Incongruence. Profiles VIII and XII had both internal and external occupational incongruence. They shared 14 similar characteristics, four structural, and ten social-psychological. Members of these profiles generally had lower incomes, lower educational attainment levels, and fewer attending school as young adults than was typical of the population. More members of these groups were living in rural areas, in 1979, than were members of the total group.

Members of Profiles VIII and XII had lower self-concept scores than were characteristic of the population. They, also had lower satisfaction with their own educational attainment than did the total group. As high school students, these profile members had lower perceived parental educational aspirations, and as young adults, they not only had lower perceived parental educational expectations, but also had lower educational expectations for themselves, than did

members of the population. More members of these two profiles cited lack of job training and not knowing the right people as barriers to their educational attainment than did members of the total group. Most members of these groups, not only were living in rural areas, but they also preferred to continue living in rural areas. More of them preferred to live in their home town communities than did members of the population. Fathers' influence about occupational issues was less, whereas mothers' influence was greater, for these groups in all time periods assessed than was typical of the total group.

Comparisons by Combinations of Profile Components

Moderate Status/Internal Congruence

Profiles V and VII had in common both moderate occupational status and internal occupational congruence. (The profiles which shared high occupational status and internal occupational congruence were discussed earlier under the heading "High occupational status".) Profiles V and VII had 16 similar characteristics, six of which were structural, and ten of which were social-psychological.

Members of both profiles had lower high school grades, lower levels of educational attainment, and fewer were in school, in 1979, than was typical of the population. In 1978, these groups reported lower levels of unemployment than were reported by members of the population. In searching for work, members of these two profiles relied on their

family members to help them to a greater degree than was characteristic of the population as a whole. In 1975 and 1979, members of these two profiles had lower educational aspirations and expectations for themselves than did members of the population. As high school students, Profile V and Profile VII members were significantly more satisfied with their own level of educational attainment than the population as a whole.

In relation to occupational issues, members of these two profiles shared three characteristics: first, as high school students, these groups evidenced a higher stability of occupational aspirations; second, in 1979, Profile V and VII members had lower occupational aspirations; and finally, they were more highly satisfied with their current incomes than was the population as a whole. More members of these groups indicated a preference to remain in their home communities than was typical of the population. When these members were youngsters, their fathers were the most significant influence related to future job considerations, but in 1975 and 1979, mothers were cited more often than fathers as the most important occupational influence.

Moderate Status/Internal Incongruence

There were two profiles, VI and VIII, which had moderate occupational status combined with internal occupational incongruence. There were nine characteristics, five structural and four social-psychological, which were common

to both profiles. In these two profiles, there were more females, fewer members in school as young adults, lower levels of educational attainment, lower income levels, and, in 1976, a higher level of occupational status attainment than was typical of the population. More members of these groups had lower mean scores on either the self-concept or the self-esteem measures than did the population as a whole. As young adults, not only did Profile VI and VIII members have lower educational expectations for themselves, they also perceived that their parents had lower educational expectations for them than did members of the total group. Mothers of these profile members were more often mentioned as significant occupational influences in their early years than was typical of the population.

Low Status/Internal Incongruence

Profiles X and XII shared the two occupational components of low occupational status combined with internal occupational incongruence. There were 22 characteristics common to members of these two profiles, eight of which were structural characteristics, and 14 of which were social-psychological. Generally, members of Profiles X and XII had lower income levels, lower levels of educational attainment, as well as lower levels of occupational status attainment for both 1977 and 1979, than was typical of the population. During the years between 1975 and 1979, few of these profile members were attending schools at any level. The families

of these two profiles had lower levels of social participation than was true for population families. The educational attainment levels of fathers of these profile members was significantly lower than attainment levels of fathers in the population generally. Members of Profile X and Profile XII evidenced a pattern of independence in their living arrangements reported in 1979, fewer were living with parents or relatives than was true for the population.

Members of Profile X and XII had lower self-concept mean scores than the population as a whole. In assessing their lives, members of these two profiles were not only more pessimistic, than was the population in general, about how their life plans had work out by 1979, but also were less satisfied than the total group with their own educational attainment, and their overall work experiences. In 1975, Profile X and XII members had lower educational expectations for themselves than was characteristic of the population. In 1979, they retained their low educational expectations, and expressed low occupational expectations as well. In both 1975 and 1979, members of these two profiles thought their parents had lower educational expectations for them than was typical of the population. Fewer mothers of these profile members indicated they had talked to their children about their future jobs. These two groups cited the lack of leadership training and not knowing the right people as barriers to their educational and occupational

attainment more often than was mentioned by the total group. More members of these groups indicated a preference for living in the open country or a small town than did members of the total population.

Moderate Status/External Congruence

Two groups, Profiles V and VI, had in common their moderate occupational status levels and their external occupational congruity. These profiles shared 11 characteristics, five of which were structural, and six social-psychological. In 1979, fewer members of Profile V and VI reported being in school; generally, they had lower levels of educational attainment; and in 1978, they had lower unemployment rates than were reported by the population. In 1979, more members of these profiles were married and living with their spouses than was typical of the population. Mothers of these groups had lower levels of occupational status attainment than mothers in the population as a whole.

Both in high school and as young adults, members of these profiles had lower educational aspirations and expectations than was characteristic of the total group. During these same two time periods, they also had lower occupational expectations than were found in the general population. Mothers of Profile V and VI members expressed less confidence in the likely occupational success of their children than did mothers of the total group. As young adults, these profile members cited their spouses more

frequently than others as significant influences in personal, family, and occupational matters than was typical of the population.

Moderate Status/External Incongruence

Profiles VII and VIII, who shared moderate occupational status and external occupational incongruence, had six similar personal, family and social characteristics, two of which were structural and four social-psychological. As young adults, none of these profile members were still in school and they generally had low income levels. In 1979, not only did they have lower educational expectations for themselves, but also they perceived their parents as having lower educational expectations for them than was typical of the population. More members of these groups, than was true of the total group, preferred to live in the communities in which they had grown up. At adolescence, more members of these profiles identified their mothers as the most influential person about their future jobs, than did the population.

Low Status/External Incongruence

Profiles XI and XII both shared low occupational status expectations, and external occupational incongruence. They had ten similar characteristics, four of which were structural, and six social-psychological. These profiles had lower educational attainment levels as well as lower occupational status attainment levels for the years 1977 through

1979 than did the population as a whole. They grew up in families who had lower levels of social participation than was typical of the population, and as young adults established a pattern of independence in their own living arrangements.

These profile members had been thinking about their future jobs longer, but as young adults, they had lower occupational expectations than the population. Also as young adults, they had lower perceived parental educational expectations. Items cited by members of these two profiles, more often than by the total group, as barriers to both educational and occupational attainment, included the lack of leadership training and family responsibilities. More members of Profile XI and XII preferred to live in rural areas and in their home town communities than was typical of the population.

CONCLUSIONS

Assessment of Status/Status Congruence Component Influences

The process of assessment of the influences of status/status-congruence components involved taking each category, or level, of each of the three component variables separately, such as low occupational status, and comparing it with all other levels of the remaining component variables, including other categories of the variable being examined. In addition comparisons were made between the category of the variable being examined and global occupational congruence,

and global occupational incongruence, that is, types that had both internal and external occupational congruence as well as those who had both internal and external occupational incongruence. For example, the characteristics that were found to be unique to low occupational status were compared with those found to be unique to high occupational status, moderate occupational status, occupational congruence, occupational incongruence, internal occupational congruence, internal occupational incongruence, external occupational congruence and finally external occupational incongruence.

Another level of analysis was used in order to determine interacting influences of occupational variable components. Levels of occupational status were combined with levels of internal and external occupational congruence for the purpose of determining which personal, family, social, and environmental characteristics were associated with certain combinations of occupational component variables.

Conclusions were drawn from these comparisons about the nature of the association between the variable, or variables, and the personal, family, social or environmental characteristic being studied. In some cases, a category or level of a variable had a unique association with another variable or characteristic. In other cases, associations were multiple, in that a characteristic was associated with more than one occupational component. Finally, conclusions

about combined, or interacting, influences are presented, not in terms of the uniqueness of influence, but according to the overall patterns that emerged in conjunction with certain combinations of occupational variable components. The conclusions are presented according to individual, multiple, and combinations of occupational variable components and the characteristics with which they are associated. The reader should assume that comparisons cited in the conclusions are made in reference to the population under study.

Single Component Associations

1. Low occupational status. For this population, low occupational status was uniquely associated with (a) lower occupational attainment, (b) lack of leadership training perceived as a barrier to occupational attainment, (c) fathers' lower occupational status, (d) lower levels of social participation among families, and (e) a pattern of independence in living arrangements, that is, living arrangements which involved either living alone or with nonrelatives.

2. Moderate occupational status. No unique associations were found between moderate occupational status levels and the personal, family, social, and environmental characteristics under study.

3. High occupational status. Although there may have been unique relationships between high occupational status levels and the various characteristics under study, they could not be isolated from the confounding effects of

internal occupational congruence because there were no viable profiles which included the components of high occupational status and internal occupational incongruence.

4. Occupational congruence. Unique associations were found between occupational congruence, both internal and external, and higher income levels, as well as higher levels of life satisfaction at young adulthood.

5. Occupational incongruence. Associations which were unique to occupational incongruence, both internal and external were (a) rural residence in young adulthood, (b) lower satisfaction with educational attainment level, (c) lower perceptions of adolescents about parental educational aspirations for them, (d) higher influence of mother regarding occupational issues during high school, (e) the perception of lack of job training as a barrier to educational attainment, and (f) the view that not knowing the right people prohibited educational attainment.

6. Internal occupational congruence. There was a unique association between internal occupational congruence and the tendency to have higher levels of satisfaction with more than one measure of occupational satisfaction. The conclusion can be drawn that internal occupational congruence is associated with higher levels of occupational satisfaction.

7. Internal occupational incongruence. This occupational component was uniquely associated with (a) lower income levels, (b) lower self-evaluation, either self-esteem,

measured in 1969, or self-concept, measured in 1979, and (c) mothers as the most significant occupational influence during pre-adolescence.

8. External occupational congruence. There was a unique association between external occupational congruence and lower unemployment rates at ages 20 and 21.

9. External occupational incongruence. There were no unique associations between the component of external occupational incongruence and the personal, family, social, and environmental characteristics under study.

Multiple Component Associations

1. Low status and/or internal incongruence. Both low occupational status and internal occupational incongruence were associated with lower perceptions by young adults of parental educational expectations for them.

2. Low status, occupational congruence, and/or occupational incongruence. All three of these occupational components were associated with the preference for living in a rural setting, that is, in the open country or in a small town.

3. Low status, moderate status, and/or internal incongruence. Two characteristics are associated with the components of low occupational status, moderate occupational status and internal occupational incongruence: lower educational attainment levels, and lower educational expectations at young adulthood.

4. Moderate status and/or occupational incongruence.

These two occupational components were associated with the expressed preference to remain living in home town communities.

5. Moderate status and/or internal incongruence. The

components of moderate occupational status and internal occupational incongruence were associated with not being in school at young adulthood.

Combined Component Associations

The characteristics associated with combinations of components were summarized earlier in this chapter. Only those associations that had notable patterns among the similar findings are presented in this section. Additionally, striking dissimilarities between profiles which have a number of similarities based on combined components have not been discussed previously and are highlighted.

1. High status/internal congruence. This combination of occupational characteristics was found in Profiles I and III. Young adults in these two profiles shared consistently high educational and occupational aspirations and expectations. They also shared high achievement levels both educationally and occupationally. The members of these profiles had high evaluations of themselves and tended to be internally directed in their attitudes toward life in general. These young adults came from families who were high achieving and socially involved. The expectations of

parents for high achievement levels on the part of their children were transmitted to Profile I and III members. Fathers were important occupational influences for these young adults. A final characteristic of these two groups was their willingness, even preference, for residential mobility.

Whereas Profile I and III shared more characteristics than any other components examined there was a pattern of distinct dissimilarity between them. Members of Profile I appeared to have been considerably more satisfied with lives and jobs than were members of Profile III. Profile I members were significantly more satisfied with five areas of life and job satisfaction assessed than were the population, whereas Profile III members expressed higher than typical satisfaction with only their anticipated future jobs. There was also a dissimilarity between these profiles in external occupational congruence which may have been influential in producing the discrepant evaluations of life and job satisfaction. Profile I members were externally congruent whereas Profile III members were externally incongruent.

2. Moderate occupational status/internal occupational congruence. A pattern of lower aspirations and expectations both with respect to education and occupation, along with lower educational attainment was characteristic of Profiles V and VII who shared the occupational components of moderate status and internal congruence. In contrast to their lower

aspiration and achievement patterns was their higher satisfaction levels in areas related to their lives and jobs. An additional commonality was a greater reliance on family members, and a preference for residential stability, that is, a preference for remaining in their home communities.

3. Low occupational status/internal occupational incongruence. The combination of expecting low occupational status, but not wanting it was shared by Profiles X and XII. A distinct pattern of low educational and occupational attainment as well as low educational and occupational expectations combined with lower income levels was present in these two profiles. Members of these profiles also shared lower self-concepts, pessimism about their life plans and lower overall levels of satisfaction with their lives and jobs. They were likely to cite external conditions as reasons for their lack of attainment. Some family influences, which perhaps contributed to these low achievement levels among Profile X and XII members, were lower social participation, lower educational attainment levels among their fathers, lower perceived educational expectations, and lower family involvement in their lives with respect to occupational decisions.

4. Low occupational status/external occupational incongruence. Two profiles, XI and XII, were characterized by the two occupational components of low status and external incongruence. Profiles XI and XII, with the exception of

attitudes about life and work, exhibited remarkably similar profile patterns to those found in the comparison between Profiles X and XII. Profile XI members differed from members of both Profiles X and XII in their more positive attitudes about their lives and their jobs. In fact, Profile XI members expressed higher levels of satisfaction about their lives and work than was typical for the entire population. The occupational component of Profile XI that distinguished it from Profiles X and XII was internal congruence, the consonance between their aspirations and expectations. It appears that low status does not preclude happiness with life and work, at least in the case of Profile XI members.

Discussion of Conclusions

Included in this section will be a discussion of the salient findings with respect to each occupational component of the occupational status/status-congruence typology. Propositions, as they are appropriate, about the relationships between the occupational variables of occupational status, internal occupational congruence, and external occupational congruence, and personal, family, social, and environmental variables are offered as guides for further research about the influence of occupation on family life issues.

Findings Related to Status/Status-Congruence Components

Occupational status. Four of the five variables uniquely associated with low occupational status were structural in nature. The finding of the association of low occupational attainment with low occupational status provided empirical validation for the use of expected occupational attainment as the measure for occupational status. There appears to be a logical link between low occupational attainment at young adulthood, and families in which there are low levels of social participation and heads of households who themselves hold low occupational status jobs. Low status was associated with low income and a possible state of deprivation which when combined with low levels of social interaction could inhibit awareness of, and desire for, a wider range of occupational choices.

The pattern of independence in living arrangements found to be associated only with low status may be the result of financial necessity. The perception that the lack of leadership training was a barrier to occupational attainment was solely associated with low occupational status. An explanation from a cognitive dissonance perspective would suggest that in view of the difficulty in altering structural predispositions leading to low occupational status, an individual who saw this position as difficult and unresolvable might rationalize his or her situation as the fate of external forces, such as not being provided with the proper

training necessary for advancement.

Occupational congruence. The combination of both internal occupational congruence and external occupational congruence would presumably result in an ideal situation negating the presence of dissonance related to occupation. The finding of higher life satisfaction as associated with occupational congruence supports the rationale for this research, that is, the suggestion that people who have the ability not only to meet social expectations but also to align their own occupational aspirations and expectations will have higher assessments of their life situations. It is impossible, given the nature and extent of this research, to determine whether the higher level of income associated with occupational congruence, was a precipitating factor in determining the internal, or attitudinal, component of occupational congruence, or was a result of the unique situation concomitant with occupational congruence.

Occupational incongruence. The state of occupational incongruence, involving both internal and external incongruence, is a polar opposite to that of occupational congruence. The condition of being unable to meet either social expectations or those which are personal in nature is viewed from a dissonance perspective as one of maximum discomfort. The resultant state of tension should give rise to adjustments in personal lifestyles or attitudes which would reduce the discomfort. The characteristics which were found to be

uniquely related to occupational incongruence seem to support the perspective that this situation was one of discomfort and that dissonance reducing solutions were sought. Perceptions by adolescents that their parents had low educational aspirations for them appears to have been used to reduce any dissonance which might have resulted from the lack of satisfaction with actual educational attainment. The condition of occupational incongruence suggests that these individuals never expect to attain the jobs they desire. The barriers to attainment, that were identified, can be viewed as attempts to rationalize anticipated failure to attain desired jobs as being beyond the scope of an individual's control. Residential constancy, as an associated characteristic with occupational incongruence, could either be associated with an attempt to seek balance in a state of imbalance, or simply a state of paralysis created by the inability to meet either social expectations or personal goals.

Internal occupational congruence. Having the job one wants appears to result in higher levels of occupational satisfaction. Internal occupational congruence was the only variable uniquely associated with higher levels of occupational satisfaction.

Internal occupational incongruence. Attitudinal incongruence with respect to occupation resulted either in or from lower levels of self-evaluation. Lower self-esteem in

childhood could presumably produce lack of confidence in one's ability to achieve one's occupational goals. Lower self-concept in young adulthood could result from the discrepancy between one's desires and expected achievements.

External congruence and incongruence. There appeared to be very little unique association between either external congruence or incongruence and the personal, family, social and environmental characteristics studied in this research. This variable may well be important but its value is enhanced through combination with other variables. The finding that lower levels of unemployment were related to external congruence may be the result of wanting to maintain a comfortable status quo which meets social expectations.

Findings Related to Multiple Components

The results from the comparisons of multiple components to study variables revealed little new information about the associations among occupational component variables and personal and family characteristics. There was some corroborative evidence for findings which associated low mobility with incongruence, low occupational status, and low levels of both expected educational attainment and perceived parental educational expectations.

Findings Related to Combined Components

The most complete understanding of the interrelationships among the status/status-congruence typology components can be found in examining the patterns resulting from

combined components as well as from the summaries of individual profiles. The linkages between personal, family, and environmental characteristics are distinct in several combinations and several individual profiles. These have been summarized and discussed in Chapter V and in the preceding section of this chapter.

Propositions about Occupational Influences on Family Life

The following are propositions drawn from the inferential findings and conclusions which are presented here as guides for further research about the relationship of occupation to family life:

1. Occupational status/status-congruence is associated with levels of educational and occupational aspirations and expectations, with levels of self-evaluation, with satisfaction levels related to life and work, with perceptions about parental educational and occupational aspirations and expectations, with patterns of parental influence in occupational decisions, and with residential preferences related to mobility.

2. Occupational congruence, both internal and external, is related to higher levels of life satisfaction than is occupational incongruence.

3. Internal occupational congruence, at young adulthood, is associated with higher levels of occupational satisfaction than is internal occupational incongruence.

4. Lower ascribed occupational status combined with lower levels of family social participation during childhood is likely to result in lower occupational status attainment in adulthood.

5. Lower levels of mobility are likely to be associated with lower status attainment and occupational incongruence.

Implications for Future Research

One important aspect of this research effort was to question the primacy of occupational status as the variable of interest to researchers dealing with the association between occupation and life and job satisfaction. The findings of the present study confirm the independent importance of the variable of internal occupational congruence but do not confirm with any certainty the singular importance of external occupational congruence. The findings of the present study do suggest the usefulness of using the combined variable components of the status/status congruence typology in the study of the relationship between occupational influences and life conditions. Since current research literature explores occupational relationships primarily within the context of traditional status attainment models, future research using the components of the status/status congruence typology to investigate the relationship of occupation to all areas of family life is needed to validate or disconfirm the present findings.

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APPENDIX A
PROFILE SUMMARIES

PROFILE I (Summary)

Profile Structure: High occupational status
 Internal occupational congruence
 External occupational congruence

Personal Characteristics

Structural:

subculture: white, rural
 income: slightly higher income, with more financial
 dependency on family members
 education
 more in school as young adults
 higher educational attainment levels
 higher IQ
 occupation
 higher status attainment in 1979
 unemployment history (1978): lower rate
 activities 1975-1979
 fewer homemakers, 1975-1977
 more attending post-secondary educational
 institutions

Social-psychological:

higher self concept (young adult)
 more internally directed locus of control (young adult)
 higher present life satisfaction (Cantril ladder)
 more optimistic view of how life plans worked out
 education
 early attitudes
 higher aspirations and expectations
 high school attitudes
 higher aspirations and expectations
 young adult attitudes
 higher aspirations and expectations
 higher satisfaction with own efforts in high
 school
 occupation
 high school attitudes
 higher aspirations
 higher stability of occupational aspirations
 young adult attitudes
 higher aspirations and expectations
 higher evaluation of future job satisfaction
 higher satisfaction with aspects of present
 job

Family Characteristics

Structural:

father's and mother's, higher occupational status
 father's and mother's higher educational attainment
 higher level of social participation
 pattern of independence in living arrangements

Social-psychological:

early parental influences
 education
 children's perception of higher parent's
 educational aspirations for them
 occupation
 mother's higher occupational aspirations and
 expectations for child
 mother's higher confidence in success of child
 more mothers talked to child a lot about job
 parenting
 more demanding
 parent attitudes
 higher achievement value orientation
 lower levels of familism
 high school influences
 higher perceived parental educational aspirations
 young adult influences
 higher perceived parental educational expectations

Social and Environmental Characteristics

Structural:

community size: more in big/city suburb
 location of residence: fewer in home communities

Social-psychological:

residential preferences (1975, 1979)
 more prefer different location than home community
 most prefer country, rural, more than typical
 prefer big city
 high school significant other influences
 fathers most important influence about future jobs
 young adult significant other influences
 father's advice considered most helpful about jobs

PROFILE III (Summary)

Profile Structure: High occupational status
 Internal occupational congruence
 External occupational incongruence

Personal Characteristics

Structural:

subculture: white, rural; black, urban and rural
 income: higher income for spouses, with more financial
 dependency on gifts or private relief
 education
 more in school as young adults
 higher educational attainment levels
 occupation
 upward trend in attainment levels
 higher status attainment in 1977, 1978, 1979
 activities 1975-1979
 fewer homemakers
 more receiving post-secondary education

Social-psychological:

higher self concept (young adult)
 more internally directed locus of control (high school)
 lower present life satisfaction (Cantril ladder)
 education
 high school attitudes
 higher aspirations and expectations
 young adult attitudes
 higher aspirations and expectations
 occupation
 high school attitudes
 higher aspirations and expectations
 higher stability of occupational aspirations
 more liberality in beliefs about women
 working
 young adult attitudes
 higher aspirations and expectations
 higher evaluation of future job satisfaction

Family Characteristics

Structural:

fathers' lower occupational status
 mothers' higher educational attainment
 higher level of social participation

pattern of dependence in living arrangements
fewer married

Social-psychological:

early parental influences
 education
 mothers' higher educational expectations
 for child
high school influences
 higher perceived parental educational aspirations
young adult influences
 higher perceived parental educational expectations

Social and Environmental Characteristics

Social-psychological:

residential preferences (1975, 1979)
 more prefer different location than home community
 most prefer country, rural; more than typical
 prefer big city
early significant other occupational influences
 mothers and fathers considered equally important
high school significant other occupational influences
 mothers and fathers considered equally important

PROFILE V (Summary)

Profile Structure: Moderate occupational status
 Internal occupational congruence
 External occupational congruence

Personal Characteristics

Structural:

subculture: white, rural
 income: slightly higher income, members and spouses
 all income from salary or wages
 education
 fewer in school as young adults
 more graduated from high school
 lower grades
 occupation
 unemployment history (1978): lower rate
 more used friends, relative to search for jobs

Social-psychological:

higher present life satisfaction (Cantril ladder)
 education
 high school attitudes
 lower aspirations and expectations
 young adult attitudes
 lower aspirations and expectations
 higher satisfaction with own attainment
 occupation
 early attitudes
 lower aspirations
 high school attitudes
 lower aspirations and expectations
 higher stability of occupational aspirations
 young adult attitudes
 lower aspirations and expectations
 higher satisfaction with present job
 higher satisfaction with current income
 higher evaluation of current job

Family Characteristics

Structural:

mothers' lower occupational status
 more married and living with spouses

Social-psychological:

early parental influences
 lower level of independence training
 occupation
 mother's lower confidence in success of child
 more mothers talked to child about job

Social and Environmental Characteristics

Structural:

community size: more living in rural areas
 location of residence: more in same community

Social-psychological:

residential preferences (1975, 1979)
 more prefer living in hometown community
 most prefer country, rural
 high satisfaction with aspects of living
 arrangements
 early significant other influences
 fathers were most important occupational influence
 high school significant other influences
 mothers most important influence about future jobs
 young adult significant other influences
 spouses' and mothers' advice considered most
 helpful about jobs

PROFILE VI (Summary)

Profile Structure: Moderate occupational status
 Internal occupational incongruence
 External occupational congruence

Personal Characteristics

Structural:

subculture: white, rural
 sex: more females
 income: slightly lower income
 education
 fewer in school as young adults
 lower educational attainment levels
 more vocational training
 occupation
 higher status attainment in 1976
 unemployment history (1978): lower rate
 activities 1975-1979
 less in school, and more employed
 more homemakers, 1975-1977

Social-psychological:

lower self esteem (1969)
 more externally directed locus of control (young adult)
 education
 early attitudes
 lower expectations
 high school attitudes
 lower aspirations and expectations
 young adult attitudes
 lower aspirations and expectations
 occupation
 early attitudes
 lower expectations
 high school attitudes
 lower expectations
 higher stability of occupational aspirations
 young adult attitudes
 lower expectations

Family Characteristics

Structural:

father's and mother's, lower occupational status
 lower level of social participation
 more married, and living with spouses

Social-psychological:

- early parental influences
 - occupation
 - mothers' lower confidence in success of child parenting
 - less controlling
 - parent attitudes
 - higher alienation scores
- young adult influences
 - lower perceived parental educational expectations

Social and Environmental Characteristics**Social-psychological:**

- early significant other influences
 - mother more important influence about future job
- high school significant other influences
 - fathers most important influence about future jobs
- young adult significant other influences
 - spouses' advice most helpful about personal or family matters

PROFILE VII (Summary)

Profile Structure: Moderate occupational status
 Internal occupational congruence
 External occupational incongruence

Personal Characteristics

Structural:

subculture: white, rural
 income: slightly lower income, with more financial
 dependency on family members
 education
 none in school as young adults
 lower educational attainment levels
 lower grades
 occupation
 no movement in occupational attainment (1975-1979)
 unemployment history (1978): lower rate
 less independence shown in searching for work
 more use of family members in job search
 activities 1975-1979
 fewer in school

Social-psychological:

more optimistic view of how life plans worked out
 education
 high school attitudes
 lower aspirations and expectations
 young adult attitudes
 lower aspirations and expectations
 higher satisfaction with own level of
 educational attainment
 occupation
 high school attitudes
 higher stability of occupational aspirations
 young adult attitudes
 lower aspirations
 higher satisfaction with current income
 higher optimism about future job satisfaction

Family Characteristics

Structural:

no difference in fathers' occupational status, thus,
 external incongruence occurred due to higher and
 lower statuses
 higher level of social participation

pattern of dependence in living arrangements

Social-psychological:

early parental influences
 education
 children's perceived lower parental
 educational expectations
 fewer mothers talked to child about job
 parenting
 more demanding
 parent attitudes
 higher achievement value orientation
 high school influences
 higher perceived parental educational expectations
 young adult influences
 lower perceived parental educational expectations

Social and Environmental Characteristics

Structural:

location of residence: more live in home community

Social-psychological:

residential preferences (1975, 1979)
 more prefer home town community
 early significant other influences
 fathers most important influence about future jobs
 high school significant other influences
 mothers most important influence about future jobs
 young adult significant other influences
 fathers most cited influence about jobs
 fathers as important as mothers in personal or
 family matters

PROFILE VIII (Summary)

Profile Structure: Moderate occupational status
 Internal occupational incongruence
 External occupational incongruence

Personal Characteristics

Structural:

subculture: white, rural
 sex: predominantly female
 income: lower income
 education
 none in school as young adults
 lower educational attainment levels
 higher grades
 occupation
 higher status attainment in 1976-1979
 activities 1975-1979
 more in vocational school, 1976-1977
 none in school, 1978-1979

Social-psychological:

lower self concept (young adult)
 higher present life satisfaction (Cantril ladder)
 higher optimism about future life (Cantril ladder)
 education
 young adult attitudes
 lower educational expectations
 lower satisfaction with own attainment
 barriers to educational attainment
 money for training
 lack of information
 no technical schools
 not knowing the right people
 occupation
 early attitudes
 higher aspirations and expectations
 young adult attitudes
 higher aspirations
 higher present job satisfaction
 little change in anticipated satisfaction from
 than of present
 barriers to occupational attainment
 money for training
 job opportunities
 no technical schools

Family Characteristics

Structural:

lower anticipated age of marriage (1975)
 lower desired age of marriage (1979)

Social-psychological:

early parental influences
 occupation
 mother's higher confidence in success of child
 parenting
 more loving
 high school influences
 lower perceived parental educational aspirations
 young adult influences
 lower perceived parental educational expectations

Social and Environmental Characteristics

Structural:

community size: more living in rural areas

Social-psychological:

residential preferences (1975, 1979)
 more prefer home community
 most prefer country, rural
 early significant other influences
 mothers only important influence about job
 high school significant other influences
 mothers most important influence about future jobs

PROFILE X (Summary)

Profile Structure: Low occupational status
 Internal occupational incongruence
 External occupational congruence

Personal Characteristics

Structural:

subculture: white, rural
 sex: majority, female
 income: lower income
 income source: salary or wages, primary; more on welfare
 education
 lower educational attainment levels
 lower grades
 occupation
 lower status attainment in 1975, 1976, 1977, 1979
 downward trend in attainment levels
 activities 1975-1979
 fewer in school
 more homemakers, 1977-1979

Social-psychological:

lower self concept (young adult)
 more pessimistic view of how life plans worked out
 education
 high school attitudes
 lower expectations
 young adult attitudes
 lower expectations
 lower satisfaction with own attainment
 lower satisfaction with advantage taken of
 opportunities offered by high school
 occupation
 high school attitudes
 lower confidence in own future attainment
 young adult attitudes
 lower expectations
 lower satisfaction with overall work
 experience
 barriers to occupational attainment (1979)
 lack of leadership training
 personal effort needed to succeed
 barriers to educational attainment (1979)
 lack of leadership training
 not knowing the right people
 personal effort needed

Family Characteristics

Structural:

father's and mother's, lower occupational status
 father's lower educational attainment
 lower level of social participation
 pattern of independence in living arrangements
 more married

Social-psychological:

early parental influences
 education
 mothers' lower aspirations for children
 children's higher perception of parents' educational aspirations
 occupation
 mother's lower occupational aspirations and expectations for child
 mother's lower confidence in success of child
 more mothers had not talked to child about job
 high school influences
 lower perceived parental educational expectations
 more discussed dropping out of school
 young adult influences
 lower perceived parental educational expectations

Social and Environmental Characteristics

Structural:

community size: fewer in rural setting
 location of residence: fewer in home communities

Social-psychological:

residential preferences (1975, 1979)
 more prefer different location than home community
 most prefer country, rural
 lower satisfaction with size of current home community
 high school significant other influences
 reduced parental influence about occupation

PROFILE XI (Summary)

Profile Structure: Low occupational status
 Internal occupational congruence
 External occupational incongruence

Personal Characteristics

Structural:

subculture: white, rural
 sex: mostly female
 education
 slightly lower educational attainment levels
 occupation
 lower status attainment in 1977-1979
 activities 1975-1979
 more homemakers, 1975-1979

Social-psychological:

more optimistic view of how life plans worked out
 education
 young adult attitudes
 higher satisfaction with overall high
 school experience
 occupation
 high school attitudes
 higher stability of occupational aspirations
 more conservative in beliefs about married
 women working
 young adult attitudes
 lower aspirations and expectations
 higher present job satisfaction
 higher evaluation of present job (Cantril
 ladder)
 barriers to occupational attainment (1979)
 lack of leadership training
 family responsibilities
 barriers to educational attainment (1979)
 family responsibilities

Family Characteristics

Structural:

father's and mother's, lower occupational status
 lower level of social participation
 pattern of independence in living arrangements
 lower age at marriage

Social-psychological:

- early parental influences
 - education
 - mothers' lower expectations for children
 - occupation
 - mother's higher occupational aspirations for child
 - mother's lower confidence in success of child parenting
 - more loving and more malleable
- young adult influences
 - lower perceived parental educational expectations

Social and Environmental Characteristics**Social-psychological:**

- residential preferences (1975, 1979)
 - more prefer home community
 - most prefer country, rural
- high school significant other influences
 - no predominant source of influence

PROFILE XII (Summary)

Profile Structure: Low occupational status
 Internal occupational incongruence
 External occupational incongruence

Personal Characteristics

Structural:

subculture: white, rural
 income: lower income
 education
 97 percent not in school as young adults
 lower educational attainment levels
 occupation
 lower status attainment, 1977-1979
 declining occupational status 1975-1979
 activities in 1975-1979
 fewer in school

Social-psychological:

lower self concept (young adult)
 more externally directed locus of control (1975)
 lower optimism about future lives (Cantril ladder)
 less optimistic view of how life plans worked out
 education
 high school attitudes
 lower expectations
 young adult attitudes
 lower aspirations and expectations
 lower satisfaction with own attainment
 lower satisfaction with own efforts in high
 school
 barriers to educational attainment (1979)
 job training
 leadership training
 not knowing right people
 family responsibilities
 occupation
 early attitudes
 lower aspirations
 high school attitudes
 lower aspirations and expectations
 higher stability of occupational aspirations
 young adult attitudes
 lower expectations
 lower satisfaction with overall work
 experience
 lower satisfaction with present job
 lower evaluation of future job satisfaction

lower satisfaction with aspects of present
 job
 barriers to occupational attainment (1979) .
 information
 leadership training
 family responsibilities

Family Characteristics

Structural:

father's lower educational attainment
 lower level of social participation
 pattern of independence in living arrangements
 lower desired number of children (1975, 1979)

Social-psychological:

early parental influences
 occupation
 fewer mothers talked to child about job
 parenting
 more highly punishing
 high school influences
 lower perceived parental educational aspirations
 lower perceived parental educational expectations
 young adult influences
 lower perceived parental educational expectations

Social and Environmental Characteristics

Structural:

community size: more living in rural areas
 location of residence: more living in home
 community

Social-psychological:

residential preferences (1975, 1979)
 more prefer home community
 most prefer country, rural
 significant others
 mothers most influential throughout all time
 periods