Selected Social and Personal Factors Associated with the Educational and Occupational Aspirations of Rural South Dakota Youth

Jean D. Pederson

Follow this and additional works at: https://openprairie.sdstate.edu/etd

Recommended Citation
https://openprairie.sdstate.edu/etd/3586
SELECTED SOCIAL AND PERSONAL FACTORS ASSOCIATED WITH
THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS
OF RURAL SOUTH DAKOTA YOUTH

BY

JEAN S. PEDERSON

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Rural Sociology, South Dakota
State University
1969
SELECTED SOCIAL AND PERSONAL FACTORS ASSOCIATED WITH THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL SOUTH DAKOTA YOUTH

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Rural Sociology Department

Date
ACKNOWLEDGEMENTS

The author wishes to express appreciation to Dr. Robert M. Dimit, thesis advisor, for giving generously of his time and experience during the planning and writing of this thesis; to Professor Howard M. Sauer, Head of the Rural Sociology Department, for the original encouragement to begin this program of study and for his continuing help and suggestions; to Dr. Marvin Riley for his valuable instruction during the course work; and to Mrs. Laura V. Paulson for editing the manuscript.

Finally, deep gratitude is expressed to my husband, Vernyl, and to the other members of my family whose encouragement and support made this project possible.

J.S.P.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Organization of the Thesis</td>
<td>4</td>
</tr>
<tr>
<td>II. CONCEPTUAL FRAMEWORK</td>
<td>6</td>
</tr>
<tr>
<td>Social Mobility Theory</td>
<td>7</td>
</tr>
<tr>
<td>Motivation Theory</td>
<td>10</td>
</tr>
<tr>
<td>III. LITERATURE REVIEW</td>
<td>14</td>
</tr>
<tr>
<td>Social Factors</td>
<td>17</td>
</tr>
<tr>
<td>Personal Factors</td>
<td>20</td>
</tr>
<tr>
<td>Research Hypotheses</td>
<td>25</td>
</tr>
<tr>
<td>IV. METHODOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>The Sample</td>
<td>26</td>
</tr>
<tr>
<td>The Interview Procedure and Instruments</td>
<td>26</td>
</tr>
<tr>
<td>Definitions</td>
<td>27</td>
</tr>
<tr>
<td>Analysis</td>
<td>30</td>
</tr>
<tr>
<td>V. ANALYSIS OF DATA</td>
<td>31</td>
</tr>
<tr>
<td>Background Data on the Sample</td>
<td>31</td>
</tr>
<tr>
<td>Social Factors</td>
<td>38</td>
</tr>
<tr>
<td>Personal Factors</td>
<td>66</td>
</tr>
<tr>
<td>VI. CONCLUSIONS</td>
<td>76</td>
</tr>
<tr>
<td>Characteristics of Respondents</td>
<td>76</td>
</tr>
<tr>
<td>Analytical Variables</td>
<td>77</td>
</tr>
<tr>
<td>Summary of Research Findings</td>
<td>78</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>80</td>
</tr>
<tr>
<td>Suggestions for Further Research</td>
<td>80</td>
</tr>
<tr>
<td>LITERATURE CITED</td>
<td>82</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>86</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Level of Educational Aspiration of Rural Youth</td>
<td>32</td>
</tr>
<tr>
<td>2.</td>
<td>Level of Occupational Aspiration of Rural Youth</td>
<td>33</td>
</tr>
<tr>
<td>3.</td>
<td>Certainty of Choice of Expected Occupation of Rural Youth</td>
<td>34</td>
</tr>
<tr>
<td>4.</td>
<td>Difference Between Desired and Expected Level of Education of Rural Youth</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Difference Between Desired and Expected Occupational Level of Rural Youth</td>
<td>35</td>
</tr>
<tr>
<td>6.</td>
<td>Response to Question: &quot;What occupation do you think you will finally enter?&quot;</td>
<td>37</td>
</tr>
<tr>
<td>7.</td>
<td>Response to the Question: &quot;My father's major occupation (job that provides major portion of income) is:&quot;</td>
<td>38</td>
</tr>
<tr>
<td>8.</td>
<td>The Relationship of Occupational Level of Father to the Educational Aspirations of High-School Senior Boys</td>
<td>39</td>
</tr>
<tr>
<td>9.</td>
<td>The Relationship of Occupational Level of Father to the Occupational Aspirations of High-School Senior Boys</td>
<td>40</td>
</tr>
<tr>
<td>10.</td>
<td>The Relationship of Occupational Level of Father to the Educational Aspirations of High-School Senior Girls</td>
<td>41</td>
</tr>
<tr>
<td>11.</td>
<td>The Relationship of Occupational Level of Father to the Occupational Aspirations of High-School Senior Girls</td>
<td>42</td>
</tr>
<tr>
<td>12.</td>
<td>The Relationship of Education of Father to the Educational Aspirations of High-School Senior Boys</td>
<td>45</td>
</tr>
<tr>
<td>13.</td>
<td>The Relationship of Education of Father to the Occupational Aspirations of High-School Senior Boys</td>
<td>45</td>
</tr>
<tr>
<td>14.</td>
<td>The Relationship of Education of Father to the Educational Aspirations of High-School Senior Girls</td>
<td>46</td>
</tr>
<tr>
<td>15.</td>
<td>The Relationship of Education of Father to the Occupational Aspirations of High-School Senior Girls</td>
<td>47</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>16. The Relationship of Education of Mother to the Educational Aspirations of High-School Senior Boys</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>17. The Relationship of Education of Mother to the Occupational Aspirations of High-School Senior Boys</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>18. The Relationship of Education of Mother to the Educational Aspirations of High-School Senior Girls</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>19. The Relationship of Education of Mother to the Occupational Aspirations of High-School Senior Girls</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>20. The Relationship of Strength of Fathers' Educational Influence to the Educational Aspirations of High-School Seniors</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>21. The Relationship of Strength of Fathers' Educational Influence to the Occupational Aspirations of High-School Seniors</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>22. The Relationship of Strength of Fathers' Occupational Influence to the Educational Aspirations of High-School Senior Boys</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>23. The Relationship of Strength of Fathers' Occupational Influence to the Educational Aspirations of High-School Senior Girls</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>24. The Relationship of Strength of Fathers' Occupational Influence to the Occupational Aspirations of High-School Senior Boys</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>25. The Relationship of Strength of Fathers' Occupational Influence to the Occupational Aspirations of High-School Senior Girls</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>26. The Relationship of Strength of Mothers' Educational Influence to the Educational Aspirations of High-School Seniors</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>27. The Relationship of Strength of Mothers' Educational Influence to the Occupational Aspirations of High-School Seniors</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>28. The Relationship of Strength of Mothers' Occupational Influence to the Educational Aspirations of High-School Seniors</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>
Table

29. The Relationship of Strength of Mothers' Occupational Influence to the Occupational Aspirations of High-School Seniors ........................................ 59
30. The Relationship of Strength of Teachers' Educational Influence to the Educational Aspirations of High-School Seniors ........................................ 61
31. The Relationship of Strength of Teachers' Educational Influence to the Occupational Aspirations of High-School Seniors ........................................ 61
32. The Relationship of Strength of Teachers' Occupational Influence to the Educational Aspirations of High-School Seniors ........................................ 62
33. The Relationship of Strength of Teachers' Occupational Influence to the Occupational Aspirations of High-School Seniors ........................................ 63
34. The Relationship of Future Plans of Best Friend to the Educational Aspirations of High-School Seniors ........................................ 65
35. The Relationship of Future Plans of Best Friends to the Occupational Aspirations of High-School Seniors ........................................ 66
36. The Relationship of Academic Standing in the Senior Class to the Educational Aspirations of High-School Senior Boys ........................................ 68
37. The Relationship of Academic Standing in the Senior Class to the Educational Aspirations of High-School Senior Girls ........................................ 68
38. The Relationship of Academic Standing in the Senior Class to the Occupational Aspirations of High-School Senior Boys ........................................ 69
39. The Relationship of Academic Standing in the Senior Class to the Occupational Aspirations of High-School Senior Girls ........................................ 70
40. The Relationship of Iowa Test Scores to the Educational Aspirations of High-School Senior Boys ........................................ 71
41. The Relationship of Iowa Test Scores to the Educational Aspirations of High-School Senior Girls ........................................ 72
Table 42. The Relationship of Iowa Test Scores to the Occupational Aspirations of High-School Senior Boys . . . . . . . . 73

Table 43. The Relationship of Iowa Test Scores to the Occupational Aspirations of High-School Senior Girls . . . . . . . . 74
CHAPTER I
THE PROBLEM

Introduction

Far-reaching scientific and technological changes in contemporary American society have made heavy demands on the youth of this nation. Traditionally future-oriented, American youth begin planning for adult roles at an early age, and they enjoy a considerable amount of freedom of choice. Realizing the importance of this decision-making process, social scientists and educators have focused an increasing amount of time and attention on the educational and occupational goals of youth.

Freedom to choose adult roles carries with it social and economic limitations. Family status influences the life patterns and attainable goals of youth. Financial resources often limit the attainment of education commensurate with the desired occupational goal. A wide range of social and personal factors influences the level of motivation to seek and to achieve educational and occupational goals. The community of residence, the academic standards of the schools, and the attitudes of family and peers toward education combine to influence the aspirational levels of young people.

A young person's choice of educational and occupational goals is one of the most crucial decisions he will make. Frequently, the decision is made on the basis of insufficient information regarding the
requirements and content of the higher prestige occupations. The young person, lacking the opportunity to test his suitability for an occupation by actual experience, often limits his planning to those areas with which he is familiar: that is, occupation of father, relatives or friends.

Social mobility, or movement from one prestige or class level to another, is a characteristic of American society, and with each generation it becomes increasingly possible. Wise educational and occupational planning and preparation for upward mobility present a challenge to youth and to the adults responsible for guiding them.

Rural youth, the subject of this study, face with certainty the prospect of social mobility because of the changing character of American agriculture. Productivity has been increased; mechanization and corporation farming have become commonplace; the result has been a substantial reduction in employment opportunities. Further reductions are inevitable. By utilizing presently available technology to the fullest extent, full-time farm employment can be reduced to one million, about one-sixth of the 1965 level.¹

With fewer farm workers required to meet the demands of agriculture, great numbers of rural youth must be encouraged to prepare for participation in the urban labor market. Research has shown that rural

migrants in the urban work force are in a disadvantaged position. If the educational and occupational aspirations of rural youth and the subsequent occupational levels of adult rural people are lower than those of their urban contemporaries, as is indicated by numerous research investigations, the area of aspiration should be of immediate concern to social scientists, educators, parents, and concerned adults in a rural state.

New educational programs can help prepare rural youth to meet the challenges of a changing social and economic environment. Improved intellectual environment in home, school, and community, stimulated by adult education programs, can help to motivate rural youth to greater effort toward preparation for higher educational goals and subsequently higher occupational levels. The under-educated individual suffers great personal loss and is an economic liability to his community. The economy of a rural state suffers from the unproductivity of adults lacking vocational skills. The social and economic development of these areas depends on the training and skills of rural youth.

Statement of the Problem

Recognizing the urgent need of higher educational and occupational attainment among rural youth in South Dakota, a research design was devised which would reveal the social and personal factors associated with educational and occupational aspiration levels. If a

---

relationship between these factors and high and low levels of aspiration exists, this information should be of interest to educators, parents, and adults concerned with the youth potential of South Dakota.

Objectives of the Study

This study is a part of a research project conducted by the Rural Sociology Department at South Dakota State University in the spring of 1967. The general aims of the original study were to provide greater understanding of rural youth in South Dakota and to provide information essential to more adequate counseling and guidance in the rural high schools of the state.

The objectives of the present study are to describe a small sample of rural South Dakota youth and to investigate the social and personal factors associated with their educational and occupational aspiration levels.

Organization of the Thesis

Chapter I consists of introductory material. Chapters II and III will relate the present study to sociological theory, present a review of pertinent literature, and state the hypotheses on which the study is based. Chapter IV will describe the methodology employed in formulating the research problem. The sample will be defined, a description of the interview procedures and all instruments used will follow. The variables and other pertinent terms will be defined, and the method of analysis of the data will be discussed.

Chapter V will present the research findings and the discussion,
and Chapter VI will include a summary of research findings, limitations of the study, and suggestions for further research.
CHAPTER II

CONCEPTUAL FRAMEWORK

Researchers have been hesitant to identify level of aspiration research with any single theoretical system. Haller and Miller suggest that level of aspiration is directly related to theories of social stratification, social mobility, reference groups, social structure, personality, motivation, and attitude.¹

Because the rural youth of South Dakota face with certainty the fact of social mobility as they enter the work force of an agricultural state requiring fewer and fewer agricultural workers, social mobility theory was judged relevant to the present study. Further, because level of aspiration depends to a great extent on the motivation of the individual to achieve,² motivation theory from the discipline of social psychology was selected as a part of the theoretical frame of reference for this study.

Neither social mobility theory nor motivation theory was tested in the study; however, a theoretical framework adds insight and clarification to a research investigation and provides a guide for the

formulation of the research hypotheses.

**Social Mobility Theory**

Social mobility, or movement from one prestige level or class to another, traditionally has been a characteristic of American society. Compared to closed societies in which social position is inherited or ascribed, America has offered rich and unusual opportunities for social mobility.³

The sociological study of social mobility is almost exclusively concerned with occupational mobility. Emphasis is placed on the relation of the son's occupation to that of the father. Lipset and Zetterberg specify four dimensions of social mobility: occupational ranking, consumption ranking, social class, and power ranking. While all four dimensions should be studied, these authors consider occupational ranking to be the major dimension.⁴

In the present study, indications of occupational mobility are seen in the higher aspiration levels of high-school seniors as compared with parents' educational and occupational levels.

How does social mobility occur? It can occur as horizontal mobility, or as movement from position to position within one social class. It can occur as vertical mobility, or movement from one class to another. This movement can be downward or upward. Berelson and

---

Steiner categorize mobility into group and individual mobility. They state that it can be measured as generational mobility, movement between father and son, and career mobility, movement within an individual's own lifetime.  

Research suggests that mobility is class-based. Upward social mobility is most evident among middle classes that value learning, provide early independence training for their children, and encourage deferment of immediate gratification for future goals. Sociologists agree that the middle class is devoted to values stressing accomplishment, striving, and ambition. A small minority of the working class internalizes these values as adolescents as they witness the improvement in class position of neighbors and friends, and they are challenged to begin the upward climb.

One of the mechanisms for social mobility in American society is education, which according to Chinoy is one of the major social institutions providing for upward mobility. As a young person advances to higher educational levels, his chances become increasingly better for higher prestige positions.

Anticipatory socialization is another mechanism for social

---


8 Chinoy, *op. cit.*, p. 162.
mobility in an open society. Individuals who are upwardly mobile identify with higher-level reference groups, thereby internalizing the norms, standards, values, attitudes, and behavior of the higher-level non-membership groups in anticipation of the time membership can be achieved.9

Lipset and Zetterberg suggest two structural factors and a motivational factor which provide opportunities for social mobility to occur. The first structural factor, the supply of vacant statuses, provides most of the opportunities for upward mobility. The second structural factor is interchange of ranks. As one individual moves up the occupational ladder, another individual takes his place. The third factor, motivation, represents a universal need to protect and to improve one's class position. Motivation, the authors suggest, is of prime importance in the study of social mobility.10

The first structural factor, the supply of vacant statuses, discussed above, is directly relevant to the present study. As the opportunities for farm employment diminish in South Dakota, upward mobility among youth can occur only as farm youth can find employment in higher prestige occupations. If these opportunities are nonexistent within the state, outward migration of youth occurs. With the loss of productive, youthful manpower, the state suffers an economic loss of major proportions.

10Lipset and Zetterberg, op. cit., p. 565.
Motivation Theory

Proshansky and Seidenberg refer to motivation as a focal point in social psychology. They state: "Any attempt to describe and explain the social behavior of the individual must take into account the forces that initiate and sustain his behavior in a given direction."¹¹

Berelson and Steiner define a motive as "an inner state that energizes, activates, or moves, and that directs or channels behavior toward goals."¹²

Goal-oriented behavior is essential to educational and occupational aspiration. Therefore, motivation, a key concept for explaining behavior, provides a theoretical frame of reference for the present study.

Precise theoretical formulations have developed slowly in the field of motivational research, following the pattern of most of the behavioral and social sciences. However, an increasing body of knowledge is developing. David McClelland states that most theories of motivation begin with two simple assumptions: the significant psychogenic motives are learned and they are acquired by association with primary biological pleasure and pain.¹³


¹²Berelson and Steiner, op. cit., p. 240.

McClelland discusses what he considers to be a distinguishing factor characterizing human motives—persistence. The extraordinary persistence of motives and motivational patterns can be explained by the fact that they are formed early in childhood when parental contact is close and few outside influences are operating on the individual. Motives are generalized patterns of learning, which, according to McClelland, persist longer than specific learning patterns. 14

Atkinson distinguishes two main classes of motives, the appetites or approach tendencies and the aversions or avoidant tendencies, and he stresses both intrapersonal and situational factors in the development of his theory of motivation. 15 A discussion of Atkinson's motivation model follows:

Two situational factors are important in setting the strength of achievement motivation. The first is the individual's expectations of success or failure in the task at hand. The second is the incentive value, or the degree of satisfaction or dissatisfaction which the individual attaches to the achievement or non-achievement of a particular goal. Stated differently: The strength of motivation to perform some act is a function of the strength of the motive (times) the expectancy that the act will have as a consequence the attainment of an incentive, (times) the value of the incentive. Motivation = motive x expectancy x incentive.

14 Ibid.
This concept, according to Atkinson, accounts for level of aspiration as well as level of performance. If level of aspiration is to be meaningful, it must be realistic. Atkinson believes that the behavioral consequence of strong achievement motivation is a realistic aspiration level.\textsuperscript{16} Crockett states:

Strong achievement motive should lead to more realistic striving, to greater effort, and to greater persistence than weak achievement motive, and, as a consequence, to greater accomplishment in the occupational sphere.\textsuperscript{17}

He links achievement motivation theory to social mobility in referring to the work of Atkinson, discussed above. He further states:

The theoretical model of achievement motivation developed by Atkinson is the only carefully worked-out motivational scheme currently available which has direct relevance for the analysis of the mobility process.\textsuperscript{18}

Motivation and social class are closely related, and the opportunity for mobility for any individual is limited by the system of values and beliefs which he has internalized. The lower class value system places less emphasis on traditional success and achievement goals, and its members have less opportunity and less motivation to advance in the occupational hierarchy.\textsuperscript{19} Middle class values, such as competitiveness, individuality, and personal responsibility for success

\textsuperscript{16} Ibid.


\textsuperscript{18} Ibid., p. 204.

\textsuperscript{19} Herbert H. Hyman, "The Value Systems of Different Classes," in Bendix and Lipset, p. 497.
and failure are internalized by middle class children at an early age and the result is higher levels of motivation and success.20

No attempt was made in the present study to measure strength of achievement motivation; however, indications of this strength exist in the data measuring level of aspiration of rural youth. Achievement motivation theory, in the opinion of this writer, provides a frame of reference for the study of educational and occupational aspirations.

20Elizabeth Douvan, "Social Status and Success Strivings," in Proshansky and Seidenberg, p. 63.
CHAPTER III

LITERATURE REVIEW

The educational and occupational aspirations of youth have been the subject of a steadily increasing body of literature.

In a research article on the use of the term "level of aspiration," Gardner reported that Hoppe published the first major study on level of aspiration. According to Gardner, Hoppe suggested that marked differences in aspiration level appear to be caused by personality differences in ambition, prudence, courage, self-confidence, and courage to face reality. Hoppe's research to determine level of aspiration was based on a crude, inferential technique which involved the spontaneous remarks of the subject, the occurrence of success and failure, and the way a subject reacted to a task. Researchers have criticized Hoppe's methods as lacking precision.

Jucknat used a series of paper and pencil mazes arranged in order of difficulty. The subject was asked to choose his beginning point. This point was his aspiration level.

Other methods of measuring aspiration have been developed by

2Ibid., p. 61.
3Ibid., p. 62.
researchers in recent years. Gardner stated that in measuring aspiration, the subject indicates publicly what he aims to achieve, and he must put this information in quantitative terms. Level of aspiration "represents one of the most interesting personality variables that has been uncovered in recent years."  

Ginzberg developed a theory of occupational choice with three basic elements: occupational choice is a process; the process is largely irreversible; compromise is an essential aspect of every choice. He outlined three periods in the process of occupational choice. The first is the period of fantasy choice, largely governed by the wish to be an adult. The second, beginning at age eleven, is the tentative choice period, and is determined by interests, capacities, and values. The third period, at age seventeen, is that of realistic choice in which there are three phases: exploratory, crystallization, and specification.  

The special contribution of Ginzberg, according to Super, is the postulation of "interests, capacities, and values" as determinants of choice before reality plays a major role.  

Super developed a theory of occupational choice in which he set

---

4 Ibid., p. 66.  
5 Ibid., p. 67.  
forth a series of life stages. Growth and exploration comprise the exploratory stage. The second stage consists of establishment, maintenance and decline. He observed that:

... work is a way of life and adequate vocational and personal adjustment are most likely to result when both the nature of the work itself and the way of life that goes with it (community, home, leisure-time activities, friends, etc.) are congenial to the attitudes, interests, and values of the person in question.

No single researcher has developed a comprehensive theory of occupational choice acceptable to all social scientists. However, the attempts to develop theories add to the body of existing knowledge. A basis has been provided for study of the factors influencing youth at each period in the occupational decision-making process.

Studies dealing with the educational and occupational aspirations of youth vary in choice of subject, methodology, and geographical location; however, certain similarities can be noted. These studies show educational and occupational aspiration levels to be associated with certain social, personal, and school factors.

The social factors influencing level of aspiration most frequently reported in the literature are the socio-economic status of the family, parental and peer encouragement and involvement in educational and occupational plans of youth, and the education attained by the parents.

---

8Ibid., pp. 189-190.
9Ibid., p. 189.
Social Factors

The present study concerns rural youth; therefore, literature dealing specifically with rural youth has been reviewed. Researchers in this area generally agree that the smaller the community the lower the aspirations and attainments of its youth. Typically, farm-reared boys reveal lower rates of college planning than their urban counterparts.

Burchinal suggested that factors unique to farm life may influence the socialization and future plans of farm youth and that farm parents may impinge farm values on their children, resulting in lower educational and occupational aspiration levels. He found that farm boys had consistently lower aspiration levels than urban boys and that rural youth not intending to farm had higher aspirations than those planning to farm. 10

Parental involvement in educational and occupational planning of youth was found by several researchers to influence level of aspiration. Lowe, in a study of the relationship between aspirations of high-school seniors and the social status of parents, found that higher-status parents take a greater interest in the school progress of their children. These parents are more positive in encouraging children to raise educational and occupational goal levels, and they hold higher

expectations for their children. Sax reported that parental influence is a definite factor in the upward mobility of youth and that the influence of parents is greater than that of peers.

Social class of the family of origin affects aspiration levels of youth. Sewell, Haller, and Straus stated that values held by different status positions influence levels of aspiration of youth, with the lower classes generally reflecting lower levels of aspiration.

Leonard Reissman stated that the relationship between social class and aspirations is affected by factors, such as past achievement, age, reference groups, orientation toward community, and mobility. Youmans, on the other hand, reported that social class had a greater influence on occupational aspiration than any other factor considered in a study of twelfth-grade Michigan boys.

Berdie, in a study of 2,700 Minnesota high-school graduates,

---


determined that college attendance depends largely upon family and home factors. In a study of rural youth in Kentucky, Youmans reported that higher socio-economic status youths held higher aspirations; they had more favorable attitudes toward formal education; and they scored higher on mental ability tests than lower class counterparts.

Dynes, Clarke and Dinitz reported on family experience as a variable in level of occupational aspiration. They found evidence that unsatisfactory interpersonal relationships in the family of orientation were significantly related to high aspiration levels and satisfactory relationships were related to lower aspiration levels.

In an article in *Industrial and Labor Relations Review*, Blau et al. wrote:

Whether a person experiences upward mobility or finds his aspirations frustrated in his career will also find expression in the orientation toward occupational life that he transmits to his children and thus in their occupational choices.

---


17. E. G. Youmans, *The Educational Attainment and Future Plans of Rural Youth*, Kentucky Agricultural Experiment Station Bulletin 664, Lexington, 1959, p. 44.


Haller and Sewell, 20 Cowhig, Artis, Beagle, and Goldsmith, 21 Lipset, 22 and Middleton and Grigg 23 reported that the size of the community of residence influences upward mobility. These researchers agree that urban youth are more likely to be upwardly mobile and that rural youth show lower levels of educational and occupational aspiration and attainment.

**Personal Factors**

Intelligence, academic achievement, motivation, personality traits, personality adjustment, self-concept, attitudes, and values are personal factors shown to be related to aspiration levels by various researchers.

According to Holland, vocational choice is a function of personality. 24 Stubbins pointed out the continuing need to study the psychological factors in vocational choice. He suggested that the


individual's occupation can be considered more descriptive of his total person than any other single thing.  

Numerous researchers have compared personality orientations of farm, village and urban youth. Straus explored factors underlying the disadvantaged position of farm-reared youth entering the urban labor force. He found that the training, values and aspirations of farm-reared youth are functional for the role of farmer, but may be dysfunctional for urban occupational roles.  

Haller and Wolff, Hathaway, Monachesi and Young, Mangus, and Munson, reported the existence of personality differences between rural and urban youth. These differences show urban youth to be in an advantageous position when competing for urban occupational roles.

Centers found significant differences in attitude from one occupational level to another. 31 Pihlblad and Gregory 32 and Trow 33 reported that youth with higher IQ's generally make more realistic occupational choices and seek occupations in higher prestige levels than those with lower IQ's.

Schwarzweller studied the association of residence, sex, socio-economic background, and social status in school with occupational aspiration and expectation. He found that socio-economic level of the family and social status in school were positively associated with aspiration levels. 34 Forcese and Siemens studied school-related factors and the aspiration levels of Manitoba senior high-school students. They found that high-school examination grades were the most consistently related to aspiration levels. 35 A good self-image was found to


35 Dennis P. Forcese and Leonard B. Siemens, School-Related Factors and the Aspiration Levels of Manitoba Senior High School Students, Faculty of Agriculture and Home Economics, University of Manitoba, No. 3, September, 1965, p. 23.
be present with higher aspiration levels. Academic performance, teacher encouragement, extra-curricular participation, and IQ were found to be associated with self-image. 36

Chapman and Volkmann, in an investigation into the effect of reference groups on level of aspiration, found that the social environment determines the level of aspiration. They found that through the knowledge of the performance and achievements of other groups, the individual determines his own level of aspiration. 37 Alexander and Campbell 38 and Haller and Sewell 39 found that the plans of best friends to attend college definitely influenced adolescents.

McDill and Coleman challenged the results of several studies which show that socio-economic background is the most important source of variation in aspiration level of youth. They found support for the idea that status in the social system of the school contributes more to college plans than even parents' education. 40

When the aspiration level has been set and the choices have been

made, researchers have studied the certainty of the choices. The preferred and expected (idealist and realistic) occupations may show discrepancy.

Edlefson and Crowe compared the preferred and expected occupations of boys and girls in four school districts in Washington. They found that the higher status occupations were preferred by more respondents but the chances of actually entering the high status occupations were generally considered doubtful by these same respondents. 41

Burchinal has drawn several inferences from research relative to occupational choices of rural youth. These inferences are pertinent to the present study:

1. The majority of rural youth will move to urban areas in pursuit of careers.

2. These youth will undoubtedly find wide disparity existing between preferred occupations and the available opportunities.

3. Rural youth are at a disadvantage when competing in the urban labor market.

4. Planning to farm has a strong negative influence on plans to attend college.

5. Occupational choices are made in the context of an individual's experiences and resources; therefore, his knowledge of occupational alternatives, training, financial resources, value systems, and personality characteristics contribute to the development of his aspiration level and his eventual success in the occupational world.

6. Rural youth from lower socio-economic status families face special problems in decision-making. Not only are their opportunities limited by economic factors, but family and reference group attitudes are often unfavorable to education and high aspiration. In short, such youth are not motivated toward achievement.42

The following hypotheses formulated from the review of the literature served as a guide for the research:

Hypothesis I. The educational and occupational aspiration levels of rural youth tend to increase as the occupational level of the father increases.

Hypothesis II. The educational and occupational aspiration levels of rural youth tend to increase as the education of the parents increases.

Hypothesis III. Youth whose parents exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose parents exert little influence.

Hypothesis IV. Youth whose teachers exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose teachers exert little influence.

Hypothesis V. High-school seniors and their best friends tend to have similar educational and occupational aspiration levels.

Hypothesis VI. Students with high academic standing in the senior class tend to have higher educational and occupational aspirations than students with lower academic standing.

Hypothesis VII. Students with high achievement test scores tend to have higher educational and occupational aspirations than students with lower achievement test scores.

CHAPTER IV

METHODOLOGY

The Sample

In the spring of 1967, the Rural Sociology Department at South Dakota State University conducted a study entitled "The Anatomy of Decision-Making As It Relates To Occupational and Educational Choices and Actions of Rural Youth." The graduating seniors from 26 rural high schools in South Dakota, randomly selected from all the rural high schools in the state, comprised the sample.

Interview schedules were administered by staff members of the Rural Sociology Department to all seniors in the 26 selected schools. The data obtained provided a basis for determining the educational and occupational plans of these seniors.

In addition, a random sample of three students from each of the 26 senior classes was selected for intensive interview and follow-up study through the next five years to determine the factors which influence changes in plans for reaching desired educational and occupational goals. This intensive study group of 78 students provided the sample for the present study.

The Interview Procedure and Instruments

Each senior completed a questionnaire in the classroom. Additional data were obtained for the intensive study group by personal
interviews and by information received from school authorities. The interview schedules devised by members of the staff of the Rural Sociology Department and shown in the appendix followed the general plan used by Haller and Miller.¹

The present study utilized only a portion of the data gathered from the intensive study group of 78 students, and was considered an initial effort to describe the sample and analyze the data.

Definitions

Level of educational aspiration and level of occupational aspiration were the two dependent variables considered to be of importance in this study. The independent variables were the social and personal factors which were tested for association with levels of educational and occupational aspiration.

Clarification requires the definition of basic terms. Most of the terms can be defined in several ways; however, a general understanding of these basic terms has been gained from the literature.

Aspiration.--An aspiration refers to a person's orientation toward a goal. Haller and Miller stated that the goal is "a selection of one among the alternative behavior levels that are possible with respect to an object."² Orientation implies variability in level, or


²Ibid., p. 7.
continuum of difficulty, and variability in dispersion, or the degree to which it is concentrated at a single point or varies over a range. To express the idea of level of aspiration, other writers have used terms such as preference level versus expectation level, idealistic goals versus realistic goals, and long-range goals versus short-range goals.

**Expectation.** --Expectation and aspiration can not be equated. Expectation is the individual's estimation of the occupational position he expects to reach; that is, the realistic goal. Expectations usually reflect the available opportunities more accurately than do aspirations (idealistic goals) which tend to be unrealistically high in youth. However, young people may have unrealistically low expectations because of lack of vocational knowledge and experience.

**Occupational choice.** --Kuvlesky and Bealer referred to occupational choice as "the psychological preferences or desires that the individual has regarding work statuses." Level of educational aspiration. --The student's level of educational aspiration was measured by his response to this question on the student questionnaire:

If you could have as much education as you desired and were completely free to choose, which of the following would you do?

1. Quit high school and never go to school again.

---


2. Quit high school and take some vocational training for a job.

3. Graduate from high school and never go to school again.

4. Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program.

5. Graduate from high school and get some college training, but not a college degree.

6. Graduate from a college or university.

7. Complete additional studies after graduating from a college or university.

To distinguish aspirations from actual plans (expectations), this question was followed by another:

What do you really expect to do about your education?

The response to the first question revealed level of educational aspiration. The response to the next question revealed realistic or expected goals.

**Level of occupational aspiration.**--This concept differs from level of aspiration in that its continuum of difficulty is the occupational hierarchy. In the present study, the level of occupational aspiration was measured by means of the Occupational Aspiration Scale (OAS). This scale is a multiple-item, forced-choice instrument based on prestige rankings of occupations formulated by the National Opinion Research Center (NORC). In 1947, a national sample of 2,920 persons rated each of 90 occupations according to a five-point scale. The

---

5Hall and Miller, op. cit., p. 10.
respondent's estimates of each occupation were averaged and the scores placed in rank order. NORC scores, according to Haller and Miller, are the best means of operationalizing level of occupational aspiration.\(^6\)

The Occupational Aspiration Scale was designed to measure level of occupational aspiration at both realistic and idealistic levels and at both short range and long range goal periods. The questionnaire consists of eight questions with ten occupational alternatives (from the occupations ranked by the NORC study) for each question. The individual's choices are scored and the result is his occupational aspiration score, or his level of occupational aspiration.\(^7\)

The Occupational Aspiration Scale has been tested and validated only for use on male high-school students. However, the authors believe that the scale will be successful when used on girls of the same age.\(^8\)

**Analysis**

In tabulating the data, percentages were rounded to whole numbers. The chi-square test of significance was used in the analysis of data. The \(0.05\) level of significance was accepted for purposes of this study. Primarily because of the small sample size, relationships in most instances were not found to be statistically significant.

---

\(^6\)Ibid.

\(^7\)Ibid., p. 55-59.

\(^8\)Ibid., p. 59.
CHAPTER V

ANALYSIS OF DATA

Background Data on the Sample

The sample consisted of three graduating seniors selected at random from each of the 26 high schools participating in the rural youth study. These 78 students, evenly divided according to sex, became known as the intensive study group.

The major research objective in the formation of the intensive study group was to provide the structure for follow-up studies to determine if the students were able to carry out educational and occupational plans formulated in the senior year of high school. Before follow-up studies could be planned and carried out, an exploratory study was necessary in order to describe the sample, specify the individual members' educational and occupational aspiration levels, and suggest factors which might be influencing these levels. The present study was an attempt to fulfill this preliminary function.

Thirty-nine of the intensive study group were 17 years of age, 36 were 18 years of age, and three listed their ages as 19. The data revealed that 55 percent of the students lived on farms, 41 percent resided in a town or village under 2,500, and 4 percent lived in the country but not on farms. This analysis of data did not take into account place of residence. All respondents were considered rural.

Level of educational aspiration, the first of two dependent
variables used in the study, was categorized as being "high" if the student aspired to a university education. "Medium" level indicated a desire to attend trade, vocational or technical school, and educational aspiration was "low" if no education was desired beyond high school. The occupational aspiration level was designated in the tables as the OAS score, based on the Haller and Miller study reviewed earlier. The OAS was "high" if the student scored from 56 to 72, "medium" if the score was from 36 to 55, and "low" if the student scored from 0 to 35.

Levels of educational aspiration were similar for boys and girls, with over half of each group aspiring to university level educations. Only 5 percent in each group preferred to discontinue education upon graduation from high school (Table 1).

**TABLE 1.---Level of Educational Aspiration of Rural Youth**

<table>
<thead>
<tr>
<th>Level of Educational Aspiration</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys (N=39)</td>
</tr>
<tr>
<td>High</td>
<td>56</td>
</tr>
<tr>
<td>Medium</td>
<td>39</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Levels of occupational aspiration were lower than levels of educational aspiration (Table 2). Fifty-six percent of the boys had high educational aspirations, and only 16 percent showed high occupational
aspiration levels. The girls showed even greater discrepancy. Only 3 percent of the girls aspired to high occupational levels, while 54 percent desired university level educations. Nearly half of the boys (46 percent) had low occupational aspiration scores. The majority of the girls (64 percent) scored in the medium range.

TABLE 2.--Level of Occupational Aspiration of Rural Youth

<table>
<thead>
<tr>
<th>OAS Score</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>High</td>
<td>16</td>
</tr>
<tr>
<td>Medium</td>
<td>38</td>
</tr>
<tr>
<td>Low</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The fact that the educational aspirations of this group of rural youth were considerably higher than their occupational aspirations may have reflected a lack of knowledge of the amount of education required for certain occupations. Perhaps the students believed that an indication of interest in university education was a more acceptable way of answering the question.

This discrepancy between educational and occupational aspiration levels possibly reflected a lack of occupational information. The students may well have internalized the common belief that "no one has a chance without a university education," and at the same time they may
be uninformed regarding future occupational possibilities.

Boys generally were more uncertain of their choice of occupational goals than were girls (Table 3).

### TABLE 3. --Certainty of Choice of Expected Occupation of Rural Youth

<table>
<thead>
<tr>
<th>Certainty of Choice</th>
<th>Boys (N=39)</th>
<th>Girls (N=39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Certain</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Fairly Certain</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
<td>Uncertain</td>
<td>56</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Forty-four percent of boys were reasonably certain of their choices while 74 percent of the girls felt their choices were reasonably certain. Over half of the boys were uncertain while only 26 percent of the girls indicated uncertainty. The uncertainty of the boys perhaps can be explained by the possibility of military service in the future and also by the prevailing rural economic conditions which strongly affect the youth's financial ability to attain higher education.

Respondents were asked to indicate their desired and expected levels of education. Sixty-seven percent of the boys and 64 percent of the girls indicated no difference between the educational levels they desired and expected to attain (Table 4). Approximately one-third of
each sex group desired a higher educational level than they expected to reach.

**TABLE 4.---Difference Between Desired and Expected Level of Education of Rural Youth**

<table>
<thead>
<tr>
<th>Direction of Difference</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys (N=39)</td>
</tr>
<tr>
<td>None</td>
<td>67</td>
</tr>
<tr>
<td>Desired Higher</td>
<td>33</td>
</tr>
<tr>
<td>Expected Higher</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Respondents also listed the occupations they desired and the occupations in which they expected to engage. This question elicited a greatly different response (Table 5).

**TABLE 5.---Difference Between Desired and Expected Occupational Level of Rural Youth**

<table>
<thead>
<tr>
<th>Direction of Difference</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys (N=27)</td>
</tr>
<tr>
<td>None</td>
<td>41</td>
</tr>
<tr>
<td>Desired Higher</td>
<td>52</td>
</tr>
<tr>
<td>Expected Higher</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Thirty-one percent of the boys and 5 percent of the girls failed to respond. Of those who did respond, 41 percent of the boys and 35 percent of the girls indicated no difference in desired and expected occupational levels, while 52 percent of the boys and 57 percent of the girls desired higher level occupations than they expected to attain.

It was thought prior to the study that most rural youth would exhibit some difference between desired and expected educational and occupational goals. Lack of opportunity to learn about occupations in a rural environment, lack of financial resources, lack of parental encouragement to attain high educational and occupational levels were expected to frustrate the plans of many rural youth.

However, in the area of educational planning, the respondents showed high aspiration levels, considerable certainty of choice, and little difference between desired and expected goals. In the area of occupational planning, respondents had lower aspiration levels, showed more uncertainty about their choices, and indicated that their desired occupational goals were higher than the goals they actually expected to reach.

Responses to the question: "What occupation do you think you will finally enter?" revealed that the medical and health, education, and clerical fields were the most attractive (Table 6). This table was presented here because it revealed direct responses to the question regarding occupational goals. The OAS, a more comprehensive measure of occupational aspiration, was used in the analysis of the data.
TABLE 6.--Response to Question: "What occupation do you think you will finally enter?"

<table>
<thead>
<tr>
<th>Occupational Categories</th>
<th>Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical &amp; Health Worker</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Scientists &amp; Engineers</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Other Technical &amp; Professional Workers</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Farmer or Rancher</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Managers, Officials, &amp; Proprietors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Craftsmen, Foremen</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Clerical</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Sales</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Operatives</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Service</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Farm Laborer</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laborers (Other than Farm)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 presents the range of occupations of the fathers. The fact that 51 percent of the fathers were farmers or ranchers was reflected in the analysis of the data.
TABLE 7.--Response to the Question: "My father's major occupation (job that provides major portion of income) is:"

<table>
<thead>
<tr>
<th>Occupational Categories</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, Technical, &amp; Kindred Workers</td>
<td>1</td>
</tr>
<tr>
<td>Farmers or Ranchers</td>
<td>40</td>
</tr>
<tr>
<td>Managers, Officials, &amp; Proprietors</td>
<td>5</td>
</tr>
<tr>
<td>Craftsmen, Foremen, &amp; Kindred Workers</td>
<td>5</td>
</tr>
<tr>
<td>Clerical &amp; Kindred Workers</td>
<td>1</td>
</tr>
<tr>
<td>Sales Workers</td>
<td>5</td>
</tr>
<tr>
<td>Operatives &amp; Kindred Workers</td>
<td>5</td>
</tr>
<tr>
<td>Service Workers</td>
<td>2</td>
</tr>
<tr>
<td>Farm Laborers &amp; Farm Foremen</td>
<td>1</td>
</tr>
<tr>
<td>Laborers (Other than Farm)</td>
<td>6</td>
</tr>
<tr>
<td>Retired &amp; Unemployed</td>
<td>4</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

Social Factors

Occupational Level of the Father

Hypothesis I. The educational and occupational aspiration levels of rural youth tend to increase as the occupational level of the father increases.

Research has shown that the occupational level of the father
will be positively associated with the aspirations of the youth.  

The data revealed that of the 22 boys aspiring to university level education, 5 percent had fathers in the high occupational level, 65 percent had fathers in the medium occupational level, and 30 percent had fathers in the low occupational category. Among boys aspiring to trade, vocational or technical educations, 80 percent had fathers in the medium occupational level and 20 percent had fathers in the low occupational level (Table 8).

### TABLE 8.—The Relationship of Occupational Level of Father to the Educational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Occupational Level of Father</th>
<th>Level of Educational Aspiration</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
<td>Medium (N=15)</td>
<td>High (N=22)</td>
</tr>
<tr>
<td>Low</td>
<td>1 50</td>
<td>3 20</td>
<td>6 30</td>
</tr>
<tr>
<td>Medium</td>
<td>1 50</td>
<td>12 80</td>
<td>13 65</td>
</tr>
<tr>
<td>High</td>
<td>0 0</td>
<td>0 0</td>
<td>1 5</td>
</tr>
</tbody>
</table>

| Total | 2 100 | 15 100 | 20b 100 | 37 |

\[ X^2 = 0.1950 \quad P > .05 \quad d.f. = 1 \]

Columns 1 and 2, rows 2 and 3, combined in calculations.

a Determined by the North-Hatt Scale of Occupational Ratings; under 65, categorized as low, 65 to 75 as medium, and over 75, high.

b Difference between column total and N due to non-responses.

1Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society, Minnesota Agricultural Experiment Station Bulletin 458, 1962, p. 17.
None of the boys with high occupational aspiration scores had fathers in the high occupational level (Table 9). Of the boys with medium OAS scores, 77 percent had fathers in the medium occupational level and 23 percent had fathers in the low occupational level. Seventeen of the 37 boys had low OAS scores while 63 percent of their fathers were in the medium occupational level and 31 percent were in the low occupational level. One boy with a low OAS score reported his father to be in the high occupational level.

**TABLE 9.--The Relationship of Occupational Level of Father to the Occupational Aspirations of High-School Senior Boys**

<table>
<thead>
<tr>
<th>Occupational Level of Father</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
<td>Medium (N=14)</td>
<td>High (N=6)</td>
<td>Total</td>
</tr>
<tr>
<td>Low</td>
<td>5 31</td>
<td>3 23</td>
<td>2 33</td>
<td>10</td>
</tr>
<tr>
<td>Medium</td>
<td>10 63</td>
<td>10 77</td>
<td>4 67</td>
<td>24</td>
</tr>
<tr>
<td>High</td>
<td>1 6</td>
<td>0 0</td>
<td>0 0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16^a 100</td>
<td>13^a 100</td>
<td>6 100</td>
<td>35</td>
</tr>
</tbody>
</table>

\[ x^2 = 0.0315 \quad P > .05 \quad d.f. = 2 \]

Rows 2 and 3 combined in calculations

^aDifference between column total and N due to non-responses.

Twenty-one girls aspired to university level education and none of these girls reported a father in the high occupational level. Eighty-one percent of these girls had fathers in the medium occupational
level and 19 percent had fathers in the low level (Table 10). In the medium aspiration range, 71 percent of the girls had fathers in the medium level and 29 percent had fathers in the low occupational level.

**TABLE 10.** The Relationship of Occupational Level of Father to the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Occupational Level of Father</th>
<th>Level of Educational Aspiration</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low ( (N=2) )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medium</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0(^a)</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.4321 \quad P > .05 \quad d.f. = 1 \]
Columns 1 and 2, rows 2 and 3, combined in calculations.
\(^a\)Difference between column total and N due to non-responses.

Similar results were noted when fathers' occupational level was compared with girls' OAS scores (Table 11). The majority of the girls showed medium OAS scores and 76 percent of these girls had fathers in the medium level. Of the girls scoring low on OAS, 78 percent had fathers in the medium level.

**Discussion.**—A positive relationship was not apparent between the occupational levels of the fathers and the educational aspirations of the boys. The majority of the fathers were farmers; thus, they were
in the medium occupational prestige levels. Because 56 percent of the boys aspired to university level educations, the educational aspirations of the boys appeared unrelated to the occupations of the fathers.

**TABLE 11.--The Relationship of Occupational Level of Father to the Occupational Aspirations of High-School Senior Girls**

<table>
<thead>
<tr>
<th>Occupational Level of Father</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
</tr>
<tr>
<td>Medium</td>
<td>7</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9(^a)</td>
</tr>
</tbody>
</table>

\( \chi^2 = 0.0027 \quad P > .05 \quad d.f. = 1 \)

Columns 2 and 3 combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

The boys' occupational aspirations tended to be more closely associated with the occupations of the fathers. Thirty-one of the 37 boys for whom OAS scores were available, scored in the medium or low range, indicating that they desired occupations no higher in prestige than the majority of fathers in the study. In the selection of an occupation, the boys apparently followed the patterns set by the fathers.

Perhaps educational aspirations were higher than might be expected judging from father's occupational levels because students were
being influenced by the school, the mass media, and parents to seek higher educational levels than those that had been attained by parents. The analysis suggested that as higher educational levels were reached by rural youth, the higher prestige occupations would become more attractive.

The educational aspirations of the girls followed closely the pattern set by the boys. The occupational planning of the girls revealed the expected pattern of relationship with fathers' occupational levels. A majority of girls had medium range OAS scores. Because 76 percent of these girls had fathers in the medium occupational range, the hypothesized relationship was supported. Girls' occupational goals were expected to be somewhat lower than boys' occupational goals. Job opportunities are limited for girls unless they possess college degrees; even then community of residence and marital status may limit their choices.

Education of the Parents

Hypothesis II. The educational and occupational aspiration levels of rural youth tend to increase as the education of the parents increases.

The level of education achieved by the parents influences the intellectual environment surrounding the youth. Achievement motivation patterns are established early in the life of the child. If the child is aware of parents' high aspirations for him at an early age, his aspirational level will tend to be higher. The educational level of the parents is reflected in the young person's wider knowledge of
occupational roles, in the degree to which he values education, and in his motivation to achieve.

Fifty-two percent of the boys with high educational aspirations had fathers whose education culminated with the eighth grade (Table 12). Twenty-four percent of these boys had fathers with some high-school training, and 19 percent had fathers who graduated from high school. Only one boy out of the 22 with high educational aspirations had a father with education beyond high school. Of the boys with medium educational aspirations, 36 percent had fathers who were eighth-grade graduates, 7 percent had fathers with some high-school education, and 36 percent had fathers who had graduated from high school. Two of the 15 boys with medium educational aspirations had fathers with education beyond high school. The boys with low educational aspirations all had fathers who were eighth-grade graduates.

Eighty-three percent of the boys in the high occupational aspiration level reported their fathers to be eighth-grade graduates (Table 13). Only one boy with a high OAS score reported a father with any education beyond eighth grade. Of the boys with medium OAS scores, 36 percent had fathers who were eighth-grade graduates, 21 percent had fathers with some high-school training, 29 percent had fathers who were high-school graduates, and 14 percent had fathers with education beyond high school. Seventeen of the 37 boys had low OAS scores. In this group, 60 percent had fathers with eighth-grade educations or less and the remaining fathers were in the high-school education categories.
TABLE 12.--The Relationship of Education of Father to the Educational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Education of Father</th>
<th>Level of Educational Aspiration</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
<td>Medium (N=15)</td>
<td>High (N=22)</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grade 7 or less</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2</td>
<td>100</td>
<td>5</td>
<td>36</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>36</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100</td>
<td>14^a</td>
<td>100</td>
<td>21^a</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.7446 \hspace{1cm} P > .05 \hspace{1cm} d.f. = 2 \]

Columns 1 and 2, rows 1 and 2, 3 and 4, combined in calculations.

^aDifference between column total and N due to non-responses.

TABLE 13.--The Relationship of Education of Father to the Occupational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Education of Father</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
<td>Medium (N=14)</td>
<td>High (N=6)</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grade 7 or less</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>8</td>
<td>53</td>
<td>5</td>
<td>36</td>
<td>5</td>
<td>83</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>21</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>4</td>
<td>27</td>
<td>4</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15^a</td>
<td>100</td>
<td>14</td>
<td>100</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 6.0787 \hspace{1cm} P > .05 \hspace{1cm} d.f. = 4 \]

Rows 1 and 2, 3 and 4 combined in calculations.

^aDifference between column total and N due to non-responses.
Girls with high educational aspiration levels reported a greater percent of fathers (19 percent) with education beyond high school than did boys in the same aspiration level (5 percent) (Tables 14 and 12). In the other aspiration levels, the girls showed patterns similar to the boys.

TABLE 14. --The Relationship of Education of Father to the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Education of Father</th>
<th>Level of Educational Aspiration</th>
<th>Low (N=2)</th>
<th>Medium (N=16)</th>
<th>High (N=21)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td>1</td>
<td>50</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Some H. S.</td>
<td></td>
<td>1</td>
<td>50</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>100</td>
<td>15a</td>
<td>100</td>
</tr>
</tbody>
</table>

$\chi^2 = 4.1091$  \hspace{1cm} P > .05  \hspace{1cm} d.f. = 2

Columns 1 and 2, rows 2 and 3, combined in calculations.

$^a$Difference between column total and N due to non-responses.

Only one girl out of the 39 in the sample had a high OAS score, and this girl reported her father in the highest educational category (Table 15). Thirty percent of the girls with medium OAS scores reported their fathers were eighth-grade graduates, and 60 percent of the girls with low OAS scores had fathers in this category. Three of the 27 girls with medium OAS scores had fathers with education beyond high
school, while none of the girls with low OAS scores reported fathers in this category.

TABLE 15.—The Relationship of Education of Father to the Occupational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Education of Father</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
<td>Medium (N=27)</td>
<td>High (N=1)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Grade 8</td>
<td>6</td>
<td>60</td>
<td>8</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>3</td>
<td>30</td>
<td>8</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10\textsuperscript{a}</td>
<td>100</td>
<td>27</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ x^2 = 3.8153 \quad P > .05 \quad \text{d.f.} = 2 \]

Columns 2 and 3, rows 2 and 3, combined in calculations.

\textsuperscript{a}Difference between column total and N due to non-responses.

The level of education achieved by the mother was compared with the aspirations of youth.

The mothers possessed higher educational achievement levels than the fathers. Forty-one percent of the boys with high educational aspirations had mothers who were high-school graduates, and 32 percent of these boys had mothers who had some education beyond high school (Table 16). Of the boys with medium educational aspirations, 40 percent had mothers who were eighth-grade graduates, and 53 percent had mothers with partial or completed high-school educations. Of the 17 boys in the medium and low educational aspiration levels, only one boy
reported a mother with education beyond high school.

TABLE 16. --The Relationship of Education of Mother to the Educational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Education of Mother</th>
<th>Level of Educational Aspiration</th>
<th>Low (N=2)</th>
<th>Medium (N=15)</th>
<th>High (N=22)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td>1</td>
<td>50</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Some H. S.</td>
<td></td>
<td>1</td>
<td>50</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2</td>
<td>100</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 7.4869 \quad p < .05 \quad d.f. = 2 \]
Columns 1 and 2, rows 2 and 3, combined in calculations.

Eighty-three percent of the boys with high OAS scores reported mothers in the two highest educational categories (Table 17). Of the boys in the medium range OAS, 29 percent had mothers who were eighth-grade graduates, 42 percent had mothers with partial or completed high-school educations, and 29 percent had mothers with education beyond high school. Twenty-four percent of the boys in the low OAS category had mothers who were eighth-grade graduates, and 65 percent had mothers with partial or completed high-school educations.

Of the girls aspiring to university level education, 80 percent had mothers who were in the two highest educational categories (Table 18). Thirty-five percent of the girls in the high aspiration level as compared with 15 percent of the girls in the medium level had mothers
in the highest educational category.

TABLE 17.--The Relationship of Education of Mother to the Occupational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Education of Mother</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
<td>Medium (N=14)</td>
<td>High (N=6)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Grade 8</td>
<td>4</td>
<td>24</td>
<td>4</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>4</td>
<td>24</td>
<td>3</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>7</td>
<td>41</td>
<td>3</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
<td>14</td>
<td>100</td>
<td>6</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.4032 \quad \text{P > .05} \quad \text{d.f. = 4} \]
Rows 2 and 3 combined in calculations.

TABLE 18.--The Relationship of Education of Mother to the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Education of Mother</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Grade 7 or Less</td>
<td>1</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>1</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>0</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ X^2 = 4.0185 \quad \text{P > .05} \quad \text{d.f. = 2} \]
Columns 1 and 2, rows 1 and 2, 3 and 4, combined in calculations.
^a Difference between column total and N due to non-responses.
The one girl with a high OAS score reported her mother to have had some education beyond high school (Table 19). Of the girls in the low OAS level, 50 percent had mothers with eighth-grade educations or less. The girls in the medium occupational aspiration level revealed a pattern similar to the boys.

TABLE 19.—The Relationship of Education of Mother to the Occupational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Education of Mother</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Grade 7 or Less</td>
<td>2</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2</td>
</tr>
<tr>
<td>Some H. S.</td>
<td>1</td>
</tr>
<tr>
<td>H. S. Grad.</td>
<td>1</td>
</tr>
<tr>
<td>Beyond H. S.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8(^a)</td>
</tr>
</tbody>
</table>

\[X^2=1.8960\] \(P>.05\) \(d.f.=2\)

Columns 2 and 3, rows 1 and 2, 3 and 4, combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

\(^b\)Less than 100 percent because of rounding.

Discussion.—Whereas the majority of fathers were in the lower educational levels, their children had significantly higher aspirations, especially with regard to their educational futures. The tendency of youth with medium and low educational and occupational aspirations to have fathers in the lower levels of education was apparent. The
analysis of data revealed that seniors with high levels of aspiration were more likely to have mothers in the higher educational levels; thus, a relationship existed between the mother's education and the aspirational level of the youth. A stronger association was indicated for girls than for boys.

While the analysis suggested that parental level of education may be a factor in the setting of aspiration levels of youth, the relatively small, rural sample prohibited a picture of true positive association. Considering the fact that only 7 fathers out of the total sample of 78 had any education beyond high school, and that 43 of the 78 seniors aspired to university level education, it appeared that the rural youth of the state were being motivated to high aspirational levels by factors other than parents' educational achievements.

Strength of Parental Influence on the Educational and Occupational Plans of Youth

Hypothesis III. Youth whose parents exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose parents exert little influence.

To obtain information on the strength of parental influence on the future plans of rural youth, students were asked to rank the persons who had influenced them in the order of the strength of their influence. The responses were dichotomized into high and low categories. Where boys' and girls' responses followed similar patterns, the data were combined.

Fifty-six percent of the seniors with high educational
aspirations reported their fathers had little influence on their educational plans and 44 percent reported their fathers had strongly influenced these plans (Table 20). In the medium aspiration level, 77 percent reported little influence from father and 23 percent reported strong influence. Three of the 4 seniors in the low aspiration category reported little influence from father, and one reported strong influence.

TABLE 20.--The Relationship of Strength of Fathers' Educational Influence to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Fathers' Educational Influence</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=4)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 3.5581 \quad P > .05 \quad d.f. = 1 \]

Columns 1 and 2 combined in calculations.

<sup>a</sup>Difference between column total and N due to non-responses.

The seven seniors in the high OAS category were evenly divided with respect to strength of fathers' influence on educational planning (Table 21). In the low and medium aspiration levels, twice as many seniors reported little influence from father as those reporting strong influence.
TABLE 21.—The Relationship of Strength of Fathers' Educational Influence to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Fathers' Educational Influence</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=28)</td>
<td>Medium (N=41)</td>
<td>High (N=7)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>18 67</td>
<td>27 66</td>
<td>3 43</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>9 33</td>
<td>14 34</td>
<td>4 57</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27a 100</td>
<td>41 100</td>
<td>7 100</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.1302 \quad P > .05 \quad d.f. = 1 \]

Columns 2 and 3 combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

When the strength of fathers' influence on the occupational plans of seniors was studied in relation to the aspiration levels, boys and girls revealed different patterns. A majority of boys in all educational aspiration levels reported fathers to have had little influence on their occupational plans (Table 22).

Fifty-five percent of the girls in the high educational aspiration level reported their fathers had strong influence on their occupational plans (Table 23). Sixty-two percent of girls in the medium aspiration level reported little influence by the father, while the two girls in the low aspiration level reported strong influence by the father.
### TABLE 22.--The Relationship of Strength of Fathers' Occupational Influence to the Educational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Strength of Fathers' Occupational Influence</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2.7205 \quad P > .05 \quad d.f. = 1 \]
Columns 1 and 2 combined in calculations.

\[ a \] Difference between column total and N due to non-responses.

### TABLE 23.--The Relationship of Strength of Fathers' Occupational Influence to the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Strength of Fathers' Occupational Influence</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.4222 \quad P > .05 \quad d.f. = 1 \]
Columns 1 and 2 combined in calculations.

\[ a \] Difference between column total and N due to non-responses.
When the relationship between occupational aspirations and strength of fathers' influence on occupational planning was studied, the analysis again revealed that the fathers of the boys had less influence than the fathers of the girls. A large majority of the boys in all occupational aspiration levels indicated the strength of fathers' influence was low (Table 24).

TABLE 24.--The Relationship of Strength of Fathers' Occupational Influence to the Occupational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Strength of Fathers' Occupational Influence</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>13</td>
</tr>
<tr>
<td>High</td>
<td>3</td>
</tr>
</tbody>
</table>

\[ X^2 = 0.6443 \quad P > 0.05 \quad d.f. = 2 \]

\[ ^a \text{Difference between column total and N due to non-responses.} \]

Nearly half (46 percent) of the girls with medium OAS scores and 55 percent of those with low scores indicated their fathers had strongly influenced their occupational plans (Table 25). Only one girl had a high OAS score and her father had exerted strong influence on her plans.
TABLE 25.--The Relationship of Strength of Fathers' Occupational Influence to the Occupational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Strength of Fathers' Occupational Influence</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
</tr>
</tbody>
</table>

Total 11 100 26\textsuperscript{a} 100 1 100 38

\[ \chi^2 = 0.1279 \quad P > 0.05 \quad d.f.=1 \]

Columns 2 and 3 combined in calculations.

\textsuperscript{a}Difference between column total and N due to non-responses.

When the strength of mothers' influence was studied for association with the aspiration levels of youth, it was discovered that patterns were similar for boys and girls; therefore, the data were combined.

A majority of youth in all aspiration levels reported that their mothers had little influence on their future educational plans (Table 26).

When mothers' educational influence was compared with the occupational aspiration levels of youth, similar results were noted (Table 27). Forty-three percent of the seniors in the high OAS category reported mother to have had strong influence on educational plans. Only 19 percent in the low OAS category and 32 percent in the medium category reported strong influence from mother on educational plans.
TABLE 26.—The Relationship of Strength of Mothers' Educational Influence to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Mothers' Educational Influence</th>
<th>Level of Educational Aspiration</th>
<th>Low ((N=4))</th>
<th>Medium ((N=31))</th>
<th>High ((N=43))</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>3 75</td>
<td>22 73</td>
<td>28 68</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1 25</td>
<td>8 27</td>
<td>13 32</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4 100</td>
<td>30(^a) 100</td>
<td>41(^a) 100</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

\(\chi^2=0.2397\) \(P>.05\) \(d.f.=1\)
Columns 1 and 2 combined in calculations.

\(^a\)Difference between column total and \(N\) due to non-responses.

TABLE 27.—The Relationship of Strength of Mothers' Educational Influence to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Mothers' Educational Influence</th>
<th>OAS Scores</th>
<th>Low ((N=28))</th>
<th>Medium ((N=41))</th>
<th>High ((N=7))</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>21 81</td>
<td>27 68</td>
<td>4 57</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>5 19</td>
<td>13 32</td>
<td>3 43</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26(^a) 100</td>
<td>40(^a) 100</td>
<td>7 100</td>
<td>73</td>
<td></td>
</tr>
</tbody>
</table>

\(\chi^2=1.7922\) \(P>.05\) \(d.f.=1\)
Columns 2 and 3 combined in calculations.

\(^a\)Difference between column total and \(N\) due to non-responses.
The analysis revealed that mothers' influence on future occupational plans was no greater than her influence on the educational plans of the seniors (Tables 28 and 29). The only exception to the pattern of little influence by mother was noted in the high OAS category in Table 29. Fifty-seven percent of this group of seniors reported mothers to have exerted strong influence on their occupational plans.

TABLE 28.--The Relationship of Strength of Mothers' Occupational Influence to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Mothers' Occupational Influence</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=4)</td>
</tr>
<tr>
<td></td>
<td>Medium (N=31)</td>
</tr>
<tr>
<td></td>
<td>High (N=43)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No.  %</td>
</tr>
<tr>
<td>Low</td>
<td>3  75</td>
</tr>
<tr>
<td>High</td>
<td>1  25</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.3902 \quad P > .05 \quad d.f. = 1 \]

Columns 1 and 2 combined in calculations.

\(^{a}\)Difference between column total and N due to non-responses.

Discussion.--The outstanding fact revealed by the foregoing analysis was that parental influence on the educational and occupational plans of seniors was not strong for this sample of rural youth. There appeared to be a tendency for seniors in the high aspiration levels to report somewhat stronger parental influence than the seniors in the low and medium levels.
TABLE 29.--The Relationship of Strength of Mothers' Occupational Influence to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Mothers' Occupational Influence</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=28)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>21</td>
</tr>
<tr>
<td>High</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.7224 \quad P > .05 \quad d.f. = 1 \]

Columns 2 and 3 combined in calculations.

\(^a\)Difference between column total and \(N\) due to non-responses.

The strength of influence of the mother and the father on both educational and occupational plans was approximately the same for the boys; however, the girls reported fathers' influence to be somewhat stronger than that of mothers' on their occupational plans.

Any conclusions based on the preceding analysis must be highly tentative. The seniors may have experienced difficulty in making a judgment concerning strength of parental influence on their plans. However, the fact remains that parental influence was not as strong for this sample of rural youth as might have been expected. Factors other than parental influence obviously were affecting the aspiration levels of the seniors under investigation.
Strength of Teacher Influence on the Educational and Occupational Plans of Youth

Hypothesis IV. Youth whose teachers exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose teachers exert little influence.

The high-school teacher is generally regarded as a strong source of influence on high-school students. Information on the strength of teacher influence on the seniors under investigation was obtained in the same manner as the information on parental influence, described in the preceding section. Patterns for boys and girls were similar; therefore, data have been combined for presentation in the tables in this section.

The seniors in the high educational aspiration level were fairly evenly divided with respect to strength of teacher influence on educational plans, with 52 percent reporting strong influence and 48 percent reporting little influence (Table 30). Seventy percent of the seniors in the medium educational aspiration level reported strong teacher influence.

When teacher influence was studied as it related to the occupational aspirations of youth, the results showed that 77 percent of the students in the low occupational aspiration level were strongly influenced by teachers regarding educational plans; whereas, only 14 percent of the students with high OAS scores were similarly influenced (Table 31).
TABLE 30.--The Relationship of Strength of Teachers' Educational Influence to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Teachers' Educational Influence</th>
<th>Level of Educational Aspiration</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=4)</td>
<td>Medium (N=31)</td>
<td>High (N=43)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>50</td>
<td>9</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>50</td>
<td>21</td>
<td>70</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
<td>30&lt;sup&gt;a&lt;/sup&gt;</td>
<td>100</td>
<td>42&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2.2975 \quad P > .05 \quad d.f. = 1 \]

Columns 1 and 2 combined in calculations.

<sup>a</sup>Difference between column total and N due to non-responses.

TABLE 31.--The Relationship of Strength of Teachers' Educational Influence to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Teachers' Educational Influence</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=28)</td>
<td>Medium (N=41)</td>
<td>High (N=7)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>23</td>
<td>19</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>High</td>
<td>20</td>
<td>77</td>
<td>22</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>26&lt;sup&gt;a&lt;/sup&gt;</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>7</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.5846 \quad P > .05 \quad d.f. = 1 \]

Columns 2 and 3 combined in calculations.

<sup>a</sup>Difference between column total and N due to non-responses.
The majority of the students in the medium and high educational aspiration levels reported strong teacher influence on occupational plans, and 75 percent in the low aspiration category reported little teacher influence (Table 32).

**TABLE 32.**--The Relationship of Strength of Teachers' Occupational Influence to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Teachers' Occupational Influence</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=4)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

$X^2 = 0.0135$  $p > .05$  d.f. = 1

Columns 1 and 2 combined in calculations.

*Difference between column total and N due to non-responses.

Seventy-one percent of the students with high occupational aspirations reported low teacher influence on occupational planning, and 81 percent of the low aspiration students reported high teacher influence (Table 33). Students with medium OAS scores were more evenly divided with respect to teacher influence on occupational plans.

**Discussion.**--The seniors in the present study were more strongly influenced by teachers than by parents. The results revealed that seniors with high educational aspirations regarded the influence of
teachers on their educational and occupational plans as quite strong; however, students in the medium aspiration level reported strong teacher influence in even greater numbers. Only four seniors aspired to no education beyond high school and they rated teacher influence as low.

TABLE 33.—The Relationship of Strength of Teachers' Occupational Influence to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Strength of Teachers' Occupational Influence</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=28)</td>
<td>Medium (N=41)</td>
<td>High (N=7)</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>19</td>
<td>16</td>
<td>40</td>
<td>5</td>
<td>71</td>
<td>26</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>21</td>
<td>81</td>
<td>24</td>
<td>60</td>
<td>2</td>
<td>29</td>
<td>47</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26^a</td>
<td>100</td>
<td>40^a</td>
<td>100</td>
<td>7</td>
<td>100</td>
<td>73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[X^2=4.7282\quad P<.05\quad d.f.=1\]

Columns 2 and 3 combined in calculations.

^aDifference between column total and N due to non-responses.

The results obtained suggested that the influence of teachers may be a factor in encouraging seniors to aspire to high levels of education, but no positive relationship was found. It appeared that teachers exerted considerable influence on students with lower educational aspirations also. Whether the teachers failed to challenge the students, or were directing them toward educational goals commensurate with their interests and abilities will remain within the area of speculation until further research provides the answer.
Some relationship existed between level of occupational aspiration and strength of teachers' influence on occupational planning; however, seniors with high occupational aspirations apparently received encouragement and were influenced by factors other than teachers.

Students aspiring to medium and low level occupations indicated the strongest teacher influence. These findings are difficult to explain. Perhaps the teachers were not making a definite effort to counsel and inform the seniors regarding occupational opportunities existing outside the local area. It is also possible that the teachers were encouraging realistic occupational planning with respect to students' abilities and local job opportunities. Additional research is urgently needed in the area of vocational influence of the school before valid conclusions can be drawn.

Future Plans of Best Friend

Hypothesis V. High-school seniors and their best friends tend to have similar educational and occupational aspiration levels.

That high-school students are strongly influenced by their peers is generally accepted. To obtain information regarding the future plans of friends, each senior was asked to indicate what his best friend was planning to do after high school. The possible responses were (1) get a job, (2) get married immediately, (3) enter the military, (4) attend college, (5) attend a vocational or technical school, (6) get a job and continue education. The second category was dropped in the tabulation of the data because it elicited no responses.

Seventy-four percent of the seniors with high educational
aspirations had best friends who were planning to attend college (Table 34). With each drop in aspiration level, fewer best friends were college-bound. Only one best friend of the seniors in the low educational aspiration group was planning a college education.

**TABLE 34.**—The Relationship of Future Plans of Best Friend to the Educational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Future Plans of Best Friend</th>
<th>Level of Educational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=4)</td>
</tr>
<tr>
<td></td>
<td>Medium (N=31)</td>
</tr>
<tr>
<td></td>
<td>High (N=43)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Get a Job</td>
<td>2</td>
</tr>
<tr>
<td>Enter Military</td>
<td>0</td>
</tr>
<tr>
<td>Voc., Tech. School</td>
<td>1</td>
</tr>
<tr>
<td>College</td>
<td>1</td>
</tr>
<tr>
<td>Job &amp; Education</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

\[ X^2 = 17.3550 \quad P < .05 \quad d.f. = 3 \]

Columns 1 and 2, rows 1 and 2, combined in calculations.

aDifference between column total and N due to non-responses.

A strong positive association existed between the occupational aspirations of seniors and the future plans of their best friends. Eighty-six percent of the seniors with high OAS scores, 61 percent of the medium OAS group, and 45 percent of the seniors with low OAS scores had college-bound friends (Table 35). Twenty-two percent of the low OAS group, 15 percent of the medium group, and none of the seniors with high occupational aspirations had friends who planned to get a job
immediately following graduation from high school.

TABLE 35.--The Relationship of Future Plans of Best Friends to the Occupational Aspirations of High-School Seniors

<table>
<thead>
<tr>
<th>Future Plans of Best Friends</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=28)</td>
<td>Medium (N=41)</td>
<td>High (N=7)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Get a Job</td>
<td>6</td>
<td>22</td>
<td>6</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Enter Military</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Voc., Tech. School</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>College</td>
<td>12</td>
<td>45</td>
<td>25</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
<td>Job &amp; Education</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>27a</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>7</td>
</tr>
</tbody>
</table>

\[ x^2 = 3.4522 \quad P > .05 \quad d.f. = 3 \]

Columns 2 and 3, rows 1 and 2, combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

**Discussion.**--The hypothesis that high-school seniors and their best friends tend to have similar aspiration levels was supported by this analysis. The pattern of association was one in which the seniors who aspired to university level educations and to high prestige occupations tended to have friends with similar aspirations. The seniors with low level educational and occupational aspirations tended to have best friends who aspired to a job immediately after high-school graduation, or to vocational or technical educations.

**Personal Factors**

A number of personal factors were expected to influence the
aspiration levels of youth. Personality factors are considered by many social psychologists to be of prime importance in the setting of aspiration levels, and they could provide the basis for an entire research study on aspirations. The psychological study of personality was beyond the scope and intent of this thesis. Instead, two school-related personal factors were chosen for analysis: the student's own evaluation of his academic standing in the senior class, and his Iowa Test score. I.Q. scores would have provided a useful index of general ability, but they were not available for all students in the sample.

Academic Standing in the Senior Class

Hypothesis VI. Students with high academic standing in the senior class tend to have higher educational and occupational aspirations than students with lower academic standing.

Only 5 boys (13 percent) of the 39 in the sample were in the highest quartile of the class and these 5 boys revealed high educational aspirations (Table 36).

Fifty percent of the boys with high aspirations were in the third quartile. None of the boys with medium aspirations was in the highest quartile, but 60 percent were in the third quartile.

The girls ranked higher academically than the boys. Forty-one percent of the girls were in the highest quartile as compared with 13 percent of the boys. Fifty-seven percent of the girls with high educational aspirations were in the highest quartile; 38 percent were in the third quartile (Table 37). In the medium aspiration level, 25 percent of the girls were in the highest quartile.
TABLE 36. -- The Relationship of Academic Standing in the Senior Class to
the Educational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Academic Standing in the Senior Class</th>
<th>Level of Educational Aspirations</th>
<th>Low (N=2)</th>
<th>Medium (N=15)</th>
<th>High (N=22)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Lowest Quartile</td>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Second Quartile</td>
<td></td>
<td>2</td>
<td>100</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Third Quartile</td>
<td></td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Highest Quartile</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>100</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 7.7777 \quad P > 0.05 \quad \text{d.f.} = 3 \]
Columns 1 and 2 combined in calculations.

TABLE 37. -- The Relationship of Academic Standing in the Senior Class to
the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Academic Standing in the Senior Class</th>
<th>Level of Educational Aspirations</th>
<th>Low (N=2)</th>
<th>Medium (N=16)</th>
<th>High (N=21)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Lowest Quartile</td>
<td></td>
<td>1</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Second Quartile</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Third Quartile</td>
<td></td>
<td>1</td>
<td>50</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>Highest Quartile</td>
<td></td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>100</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.4429 \quad P > 0.05 \quad \text{d.f.} = 3 \]
Columns 1 and 2 combined in calculations.

When academic performance was studied for association with
occupational aspirations, a similar pattern was revealed except in the low OAS category where 47 percent of the boys were in the two highest quartiles (Table 38).

TABLE 38. --The Relationship of Academic Standing in the Senior Class to the Occupational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Academic Standing in the Senior Class</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Lowest Quartile</td>
<td>2</td>
</tr>
<tr>
<td>Second Quartile</td>
<td>7</td>
</tr>
<tr>
<td>Third Quartile</td>
<td>7</td>
</tr>
<tr>
<td>Highest Quartile</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

\[ x^2 = 3.6247 \quad P > .05 \quad d.f. = 3 \]
Columns 2 and 3 combined in calculations.

Only one girl was in the lowest quartile, and she had an OAS score in the medium range (Table 39). Whereas 16 girls were in the highest quartile, only one had high occupational aspiration. Twenty-seven percent of the girls with low aspiration levels were in the highest quartile, and 64 percent of these girls were in the third quartile.

Discussion. --Girls' academic performance was higher than that of the boys in the sample. The educational aspirations of the boys tended to be somewhat related to academic standing in the class, but the occupational aspirations did not relate positively to academic
performance except in the high OAS level. High academic performance was not associated with high occupational goals for many of these boys.

TABLE 39.--The Relationship of Academic Standing in the Senior Class to the Occupational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Academic Standing in the Senior Class</th>
<th>OAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Lowest Quartile</td>
<td>0</td>
</tr>
<tr>
<td>Second Quartile</td>
<td>1</td>
</tr>
<tr>
<td>Third Quartile</td>
<td>7</td>
</tr>
<tr>
<td>Highest Quartile</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.7862 \quad P > .05 \quad \text{d.f.} = 3 \]

Columns 2 and 3 combined in calculations.

A stronger association existed between the educational aspirations of girls and academic performance. A majority of girls with high educational aspirations were in the highest quartile. Their educational goals appeared realistic considering their academic performance. The girls' occupational goals appeared to be unrealistically low, considering their superior achievement in the classroom.

**Iowa Test Scores**

Hypothesis VII. Students with high achievement test scores tend to have higher educational and occupational aspirations than students with lower achievement test scores.
Iowa Test of Educational Development scores were made available by the schools for all but five of the students in the intensive study group. Scores from 80 to 100 were categorized as high, 50 to 79 medium, and below 50, low.

Eight of the boys in the sample scored high on the Iowa Test, and 7 of these boys had high educational aspirations (Table 40).

**TABLE 40.--The Relationship of Iowa Test Scores to the Educational Aspirations of High-School Senior Boys**

<table>
<thead>
<tr>
<th>Iowa Test Scores</th>
<th>Level of Educational Aspirations</th>
<th>Low (N=2)</th>
<th>Medium (N=15)</th>
<th>High (N=22)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>100</td>
<td>11</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>Medium</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>20</td>
</tr>
</tbody>
</table>

\[X^2 = 8.7431\] \(P < .05\) \(d.f. = 2\)

Columns 1 and 2 combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

Sixty percent of the boys with high educational aspirations scored in the medium range, and only one boy in the high category scored low on the Iowa Test. Boys with medium educational aspirations reversed this pattern, with 73 percent scoring low, 20 percent scoring in the medium range, and only one boy scoring high on the Iowa Test.
Two boys had low educational aspirations, and they both scored low on the Iowa Tests.

Seven girls scored high on the Iowa Test and they all had high educational aspirations (Table 41). Of those girls with medium level aspirations, 57 percent scored medium and 43 percent scored low on the Iowa Test. The two girls with low aspiration levels scored in the medium range on the Iowa Test.

**TABLE 41.**—The Relationship of Iowa Test Scores to the Educational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Iowa Test Scores</th>
<th>Level of Educational Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=2)</td>
<td>Medium (N=16)</td>
<td>High (N=21)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>43</td>
<td>4</td>
</tr>
<tr>
<td>Medium</td>
<td>2</td>
<td>100</td>
<td>8</td>
<td>57</td>
<td>9</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100</td>
<td>14(^a)</td>
<td>100</td>
<td>20(^a)</td>
</tr>
</tbody>
</table>

\[X^2=7.0957 \quad P<.05 \quad d.f.=2\]

Columns 1 and 2 combined in calculations.

\(^a\)Difference between column total and N due to non-responses.

When occupational aspirations were examined for association with Iowa Test scores, 80 percent of the boys with high occupational aspirations had high Iowa Test scores (Table 42).
TABLE 42. -- The Relationship of Iowa Test Scores to the Occupational Aspirations of High-School Senior Boys

<table>
<thead>
<tr>
<th>Iowa Test Scores</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=17)</td>
<td>Medium (N=14)</td>
<td>High (N=6)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>62</td>
<td>4</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Medium</td>
<td>6</td>
<td>38</td>
<td>7</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16²</td>
<td>100</td>
<td>14</td>
<td>100</td>
<td>5²</td>
</tr>
</tbody>
</table>

In the medium occupational aspiration category, half of the boys had medium scores on Iowa Tests, and in the low category, 62 percent of the boys had low Iowa Test scores.

The one girl with high occupational aspiration had a high Iowa Test score (Table 43). Approximately half of the girls (54 percent) in the medium occupational aspiration category had medium Iowa Test Scores. In the low aspiration category, 33 percent of the girls scored low, 56 percent scored medium, and 11 percent (one girl) scored high in the Iowa Tests.

Discussion. -- Iowa Test scores appeared to be positively related to both educational and occupational aspiration levels. The pattern of relationship was one in which the students with high aspirations tended
to score higher on Iowa Tests than those with medium aspirations. This pattern of relationship existed in the low aspiration category for boys, but not for girls. The Iowa Test scores for girls in the low aspiration categories were higher than expected. This finding re-emphasized the previously stated observation that girls' aspirational levels appeared unrealistically low, considering their performance in the classroom and their Iowa Test scores.

TABLE 43.---The Relationship of Iowa Test Scores to the Occupational Aspirations of High-School Senior Girls

<table>
<thead>
<tr>
<th>Iowa Test Scores</th>
<th>OAS Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (N=11)</td>
<td>Medium (N=27)</td>
<td>High (N=1)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
<td>33</td>
<td>7</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Medium</td>
<td>5</td>
<td>56</td>
<td>14</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>11</td>
<td>5</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>26</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.5793 \quad P > .05 \quad d.f. = 2 \]

Columns 2 and 3 combined in calculations.

\[ ^{a} \] Difference between column total and N due to non-responses.

The quartile standing reflects academic performance within the school; the Iowa Test of Educational Development measures students' basic skills. In spite of the fact that a greater number of girls than boys were in the upper quartiles of the senior class, the Iowa Test
results indicated that the boys and girls in the sample performed at approximately equal levels. The girls apparently responded more effectively than the boys to the academic challenge within the school; however, this superior achievement was not reflected in higher aspiration levels.
CHAPTER VI

CONCLUSIONS

Three seniors were selected at random from each of 26 high schools participating in the rural youth study in South Dakota in the spring of 1967. This intensive study group was formed to provide the structure for conducting follow-up research to determine the degree to which the educational and occupational goals of the seniors were realized.

Before follow-up studies could be planned, an exploratory study was necessary to describe the sample and to investigate the factors influencing the aspiration levels of the seniors. The present study was an attempt to fulfill this preliminary function.

Characteristics of Respondents

The 78 high-school seniors who comprised the intensive study group were 17 to 19 years of age, and they resided on South Dakota farms or in towns or villages under 2,500. They had high educational aspirations. Over half of them aspired to university level educations, and all but four of the remaining seniors desired some vocational or technical training. Only 7 out of the group of 78 aspired to high occupational goals; therefore, their educational goals surpassed their occupational goals.

The boys were more uncertain about their occupational choices
than the girls, but all of the seniors reported considerable certainty that their educational plans would materialize.

Over half of the fathers of the seniors were farmers, and 62 percent of these fathers had not completed high school. The mothers had more formal education; 34 percent of them had high-school diplomas and 22 percent had some education beyond high school.

Parental influence on educational and occupational planning was weak, according to the response of the seniors, but the influence of teachers was quite strong. Although the girls ranked higher academically than the boys, the results of the Iowa Test of Educational Development indicated nearly equal achievement levels.

**Analytical Variables**

The educational and occupational aspiration levels of the seniors were selected as the two dependent variables in the investigation. The independent variables which were studied for association with the educational and occupational aspiration levels are stated below:

**Social Factors**

1. Occupational level of the father
2. Education of the parents
3. Strength of parental influence on the educational and occupational plans of youth
4. Strength of teacher influence on the educational and occupational plans of youth
5. Future plans of best friend
Personal Factors

1. Academic standing in the senior class
2. Iowa Test scores

Summary of Research Findings

To summarize the research findings, each hypothesis will be stated and a brief discussion will follow. The acceptance of any one of the hypotheses is highly tentative. The writer is aware that the sample size was too small to permit generalizations for the entire population of rural high-school seniors. Relatively few of the relationships under investigation were found to be statistically significant; however, patterns of relationships considered relevant to the present study were noted throughout the investigation.

Hypothesis I. The educational and occupational aspiration levels of rural youth tend to increase as the occupational level of the father increases.

Although the degree of association was small, the occupational aspirations of both boys and girls were related to fathers' occupation. Educational aspirations were not related to fathers' occupation. The analysis tended to support the hypothesis with reference to the occupational aspirations of youth, but not with reference to the educational aspiration levels.

Hypothesis II. The educational and occupational aspiration levels of rural youth tend to increase as the education of the parents increases.

A positive relationship existed between mothers' level of
education and the educational aspirations of the boys. Although not as strong, the same pattern of relationship was present for mothers' level of education and the educational aspirations of the girls, and the occupational aspirations of all seniors. The findings did not support the hypothesis for fathers' level of education.

Hypothesis III. Youth whose parents exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose parents exert little influence.

Seniors in the high aspiration levels showed some tendency to report stronger parental influence than seniors in lower aspiration levels. Girls reported fathers' influence to be somewhat stronger than mothers' on occupational plans. Hypothesis III was not supported.

Hypothesis IV. Youth whose teachers exert strong influence on their future plans tend to have higher educational and occupational aspirations than youth whose teachers exert little influence.

Teacher influence was somewhat stronger than parental influence. A positive relationship existed between the occupational aspirations of youth and the strength of teacher influence on occupational planning. This relationship was not apparent with reference to teacher influence on educational planning and the aspirations of youth. Hypothesis IV was supported by the findings with reference to the occupational aspirations of youth as they related to the strength of teacher influence on occupational planning. The hypothesis was not supported for the other relationships which were tested.

Hypothesis V. High-school seniors and their best friends tend
to have similar educational and occupational aspiration levels.

High-school seniors and their best friends revealed similar aspiration levels. The analysis supported the hypothesis in the area of educational aspirations, but not in the area of occupational aspirations.

Hypothesis VI. Students with high academic standing in the senior class tend to have higher educational and occupational aspirations than students with lower academic standing.

The relationship suggested by Hypothesis VI was not supported for occupational aspirations; some relationship was noted in the area of educational aspirations. The relationship was stronger for girls than for boys.

Hypothesis VII. Students with high achievement test scores tend to have higher educational and occupational aspirations than students with lower achievement test scores.

Iowa Test scores were found to be positively related to both educational and occupational aspiration levels; therefore, Hypothesis VII was accepted.

**Limitations of the Study**

The major limitation of the study was the small size of the sample, making statistical analysis of limited value. The study may have been limited by the variables chosen for analysis.

**Suggestions for Further Research**

Additional research is needed to investigate other factors that
may influence decision-making in rural youth. Future research should include urban youth and youth from an urbanized-industrialized state for comparison with youth from this predominantly rural-agricultural state.

Interviews with parents, school authorities, and other influential individuals could yield information which schools would find valuable in guiding and counseling students. Because mobility is inevitable in a rural state, youth could benefit from further research into mobility and its consequences for rural people.

Perhaps the most valuable research information will result from maintaining close contact with the present group of 78 young people. By utilizing the results of this research, schools, parents, and concerned adults will be better equipped to help other rural South Dakota youth reach their educational and occupational goals.
LITERATURE CITED

Books


Journal Articles


Other Sources


Forcsee, Dennis P., and Siemens, Leonard B. School-Related Factors and the Aspiration Levels of Manitoba Senior High School Students. Faculty of Agriculture and Home Economics, No. 3. University of Manitoba, September, 1965.


EDUCATIONAL AND OCCUPATIONAL CHOICES
OF RURAL YOUTH IN SOUTH DAKOTA

Rural Sociology Department
South Dakota State University

I. PERSONAL DATA

1. How old are you today?
   1 16 years old
   2 17 years old
   3 18 years old
   4 19 years old
   5 20 or more

2. Are you male or female?
   1 Male
   2 Female

3. Where do you live?
   1 City (over 2,500 people)
   2 Town or village (under 2,500)
   3 In the country, but not on a farm
   4 On a farm

4. Do you have any physical handicaps?
   1 Yes
   2 No

5. What is your religion?
   1 Baptist
   2 Church of Christ
   3 Congregational
   4 Episcopalian
   5 Jewish
   6 Lutheran
   7 Methodist
   8 Presbyterian
   9 Roman Catholic
   10 Other: __________
   11 I have no religion.
6. What is the marital status of your mother and father?
   1 Both alive, living together  4 Father not living
   2 Both alive, separated       5 Mother not living
   3 Both alive, divorced       6 Neither father nor mother living

7. Who are you living with?
   1 Both parents
   2 My mother only
   3 My father only
   4 One real parent and one step-parent
   5 Foster parents
   6 An older brother and sister, not parents
   7 An aunt or uncle
   8 My grandparents
   9 Other: (please specify)

8. How many living brothers and sisters do you have?
   0  1  2  3  4  5  6  7  8 or more

9. Are you:
   1 The youngest child in your family
   2 The oldest child in your family
   3 Neither the youngest or the oldest
   4 The only child

10. What was the highest grade completed by your father and mother?
    (Circle one number for father and one number for mother.)

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Did not go to school</td>
<td>1</td>
</tr>
<tr>
<td>2 Grades 1-7</td>
<td>2</td>
</tr>
<tr>
<td>3 Eighth grade</td>
<td>3</td>
</tr>
<tr>
<td>4 Some high school but didn't graduate</td>
<td>4</td>
</tr>
<tr>
<td>5 Graduated from high school</td>
<td>5</td>
</tr>
<tr>
<td>6 Went to Vocational School after graduating from H.S.</td>
<td>6</td>
</tr>
<tr>
<td>7 Some college but didn't graduate</td>
<td>7</td>
</tr>
<tr>
<td>8 College graduate (4 years)</td>
<td>8</td>
</tr>
<tr>
<td>9 Don't know</td>
<td>9</td>
</tr>
</tbody>
</table>
11. Oldest brother's education:
1 less than 8 grades
2 8 grades
3 9-11 grades
4 12 grades (high school graduate)
5 is attending college
6 has some college training
7 has a college degree
8 attended a vocational or technical school after high school
9 does not apply - do not have any older brothers

12. Oldest sister's education:
1 less than 8 grades
2 8 grades
3 9-11 grades
4 12 grades (high school graduate)
5 is attending college
6 has some college training
7 has a college degree
8 attended a vocational or technical school after high school
9 does not apply - do not have any older sisters

13. In terms of the present day requirements of your father's occupation, do you think your father's education is:
1 completely satisfactory
2 fairly satisfactory
3 good enough
4 not very good
5 very poor

14. In terms of the present day requirements of your father's occupation, does your father think his education is:
1 completely satisfactory
2 fairly satisfactory
3 good enough
4 not very good
5 very poor

15. In terms of the present day requirements of your father's occupation, does your mother think your father's education is:
1 completely satisfactory
2 fairly satisfactory
3 good enough
4 not very good
5 very poor

16. Compared to the income of the parents of other students in the high school, the income of my parents is:

1 one of the highest incomes
2 higher than the average income
3 about average
4 less than average
5 one of the lowest

17. My parents are considered by most people in the community to be:

1 very important people
2 rather important people
3 average people
4 of less than average importance
5 not at all important

18. My mother:

1 has no job outside of the home
2 has a part-time job outside of the home
3 has a full-time job outside of the home

19. My father's major occupation (job that provides major portion of income) is: (be specific)__________________________

If farmer: How many acres does he own?___________ (estimate)

How many acres does he rent?___________ (estimate)

20. Does your father consider his occupation to be:

1 completely satisfactory
2 fairly satisfactory
3 good enough
4 not very good
5 very poor

21. Does your mother consider your father's occupation to be:
22. Do you consider your father's occupation to be:

1 completely satisfactory
2 fairly satisfactory
3 good enough
4 not very good
5 very poor

23. Do you want to go into the military service?

1 Yes 2 No

24. What do you expect to do about military service? (Circle only one number)

1 Quit high school and enlist (Branch of service________)
2 Enlist right after high school (What branch of the service?)
3 Go to college and take ROTC
4 Enlist in the Reserves or National Guard
5 None of the above

25. Concerning the draft:

1 I am not eligible—I have a physical disability.
2 I will take my chances on not being drafted.
3 I will get out of going some way or other.
4 I will volunteer for the draft.
5 I don't know what I will do.
6 I am a girl and am not subject to the draft.
7 I am enlisting and not subject to the draft.

26. Females only: Have you considered enlisting in the Armed Forces?

1 Yes 2 No

If yes, why? If no, why not? ______________________________
27. If you had to serve in one branch of the Armed Forces, which one would you choose?

1. Air Force
2. Army
3. Coast Guard
4. Marines
5. Navy

28. Why did you select the above branch?

29. Have you considered making the military your career?

1. Yes   2. No

Why or why not?

30. To what extent do you think the following describe your physical status. Circle the number under the response that best describes how you feel about yourself for each of the items.

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Energetic</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. Strong</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C. Attractive</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D. Athletic</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E. Graceful</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

31. To what extent do you think the following describes you academically. Circle the number under the response that best describes how you feel about yourself for each of the items.

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Talented</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. Successful</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C. Thorough</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
D. Capable
E. Intelligent

32. To what extent do you think the following describe you in your social relations. Circle the number under the response that best describes how you feel about yourself for each of the items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Very</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cooperative</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. Dynamic</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C. Accepted</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D. Popular</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E. Self-Confident</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

33. What kind of program are you taking in school?

1 General
2 Academic or College Prep
3 Vocational or Commercial
4 Other: (specify)_____________________

34. On the average, during the school year, how many hours a week do you spend on homework away from school? ________ hours

35. If you could have as much education as you desired and were completely free to choose, which of the following would you do?

1 Quit high school and never go to school again.
2 Quit high school and take some vocational training for a job.
3 Graduate from high school and never go to school again.
4 Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program.
5 Graduate from high school and get some college training, but not a college degree.
6 Graduate from a college or university.
7 Complete additional studies after graduating from a college or university.
36. What do you really expect to do about your education?

1. Quit high school and never go to school again.
2. Quit high school and take some vocational training for a job.
3. Graduate from high school and never go to school again.
4. Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program.
5. Graduate from a high school and get some college training, but not a college degree.
6. Graduate from a college or university.
7. Complete additional studies after graduating from a college or university.

DIRECTIONS: When answering questions 36 to 45, check the semester or year courses that you have taken or will take before your graduation from high school.

37. English: ___ First year; ___ Second year; ___ Third year; ___ Fourth year

38. Foreign Language: (Specify); ___ First year; ___ Second year

39. History: ___ Ancient; ___ World; ___ American

40. Mathematics: ___ Algebra; ___ Advanced Algebra; ___ Plane Geometry; ___ Solid Geometry; ___ Trigonometry; ___ General Mathematics

41. Science: ___ General; ___ Biology; ___ Chemistry; ___ Physics

42. Social Science: ___ Freshman Social Studies; ___ American Government ___ Economics; ___ International Relations; ___ Sociology; ___ Problems of Democracy; ___ World Government

43. Commercial: ___ Bookkeeping; ___ Business Arithmetic;
44. Vocational: __Agriculture I; __Agriculture II;  
   __Agriculture III; __Agriculture IV; __Homemaking I;  
   __Homemaking II; __Homemaking III; __Industrial Arts;  
   __Mechanical Drawing; __Shop

45. Music: __Band; __Chorus; __Orchestra

46. Miscellaneous: List other courses that you have taken and are not included in the above list.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

47. Are there any courses not now available that you would like to see in the curriculum at your school? If so, please list them below:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

48. Check the extra curricular activities that you have participated in or are participating in while in high school.

   __Student Government  __4-H Club
   __Dramatics Club  __Church Groups
   __Debate or Speech  __YMCA or YWCA
   __Class Play  __National Forensic League
49. Do you feel that your high school is adequately preparing you for your future educational or occupational goals?

1 Yes  2 No
If yes, why?  If no, why not? __________________________

II. PLANS AFTER HIGH SCHOOL

50. I plan to graduate from high school:

1 Yes  2 No
51. After high school I plan to:

1. get a job
2. get married immediately
3. get married and get a job
4. enter the military
5. attend college
6. attend a vocational or technical school
7. get a job and continue my education

52. If you plan to get a job, will you:

1. work for your father
2. work for a relative
3. work for a friend
4. work for someone other than listed above

53. Will this job be located:

1. in your home town
2. 50 miles from your home town, but in the state
3. 100 miles from your home town, but in the state
4. out of the State of South Dakota

54. If you plan to continue your education, how many years of further education do you plan on obtaining?

1. none
2. two years or less
3. three to four years
4. more than four years

55. What schools have you considered attending after high school?

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

56. What would you like to study if you continue your education?

1.          
57. What is the highest degree you hope to earn?
1 none
2 bachelor's degree
3 master's degree
4 doctor's degree
5 other degree (specify)

58. What specific occupations have you considered going into?
1 ____________________________ 3 ____________________________
2 ____________________________ 4 ____________________________

59. What occupation do you think you will finally enter? ________

60. In regard to your choice of occupation in question 59:
1 I feel sure that my mind is made up
2 I'm not too sure, but I think my mind is made up
3 I'm not sure that my mind is made up

61. As to your knowledge of the work you intend to enter (refer to question 59), do you:
1 have good knowledge because you have worked at it
2 have good knowledge because you have relatives or friends who work at it
3 have a general knowledge, but don't know much about the details of it
4 don't know much about it yet, but will find out by experience on the job
5 don't know much about it yet, but will find out when you go on to school
6 haven't made a choice yet

62. For the occupation you have chosen in question 59, do you think your ability is:
1 very much above average
2 somewhat above average
3 just average
4 somewhat below average
5 very much below average
6 haven't made a choice yet

63. In the occupation you have chosen in question 59, can you expect help in getting started:

1 from your father or mother who is in this type of work
2 from relatives who are in this type of work
3 from brothers or sisters who are in this type of work
4 from friends who are in this type of work
5 from no one
6 I have not made my choice yet

64. Compared to your friends, do you think your chances for getting ahead in an occupation of your choice are:

1 very much above average
2 somewhat above average
3 average
4 somewhat below average
5 very much below average

65. As to following his occupation (for boys only), my father has:

1 tried to encourage me
2 neither tried to encourage nor discourage me
3 tried to discourage me

66. Would you rather work with:

1 things
2 people
3 ideas

67. Would you rather work:

1 Inside
2 Outside

68. Would you rather work for:

1 a small company or business
2 a very large company or business
3 yourself
69. If you were free to choose any job, what would you most desire as a lifetime kind of work? Please be specific:

70. Why do you desire the type of work listed in question 69? Circle as many of the following reasons as apply:

1. This is an important job
2. It pays good money
3. Other people will look up to me
4. It matches my abilities
5. I can be my own boss
6. I know a lot about it
7. It offers security
8. My parents want me to
9. It is exciting work
10. I can help other people

Other reasons:

71. What kind of job do you really expect to have most of your life? Please be specific:

72. How sure do you feel that this will be the kind of work you will do most of your life? (Circle one number)

1. very sure
2. sure
3. not very sure
4. uncertain
5. very uncertain

73. In which of the following occupations could you make the most money? (Circle one number)

1. Electrical Engineer
2. Auto Mechanic
3. Minister
4. Policeman
5. Medical Doctor
74. Which of the following occupations requires the most education? (Circle one number)

1. Machine operator in a factory
2. Farm worker
3. Barber
4. Mechanical Engineer
5. Draftsman

75. In which of the following major industries is the number of workers increasing the fastest? (Circle one number)

1. Mining
2. Construction
3. Farming
4. Government
5. Manufacturing

76. Which of the following types of jobs is increasing fastest? (Circle one number)

1. Factory Machine Operator
2. Draftsman
3. Unskilled Laborer
4. Clerical and Sales Worker
5. Professional and Technical Worker

77. In which of the following types of industries is there the least unemployment? (Circle one number)

1. Government and Public Administration
2. Manufacturing
3. Construction
4. Insurance, Banking, Real Estate
5. Transportation

78. After high school my best friend is going to:

1. get a job
2. get married immediately
3. enter the military
4. attend college
5. attend a vocational or technical school
6. get a job and continue his education
79. After high school my second best friend is going to:

1. get a job
2. get married immediately
3. enter the military
4. attend college
5. attend a vocational or technical school
6. get a job and continue his education

80. Think of the person whom you would most want to fashion your life after.
Is this person: (Circle one number)

1. A teacher or school counselor
2. Your father or mother
3. An older brother or sister
4. A relative not in your immediate family
5. A close friend, not related to you
6. A movie or TV star
7. A famous athlete
8. An important government official
9. Other: (Whom?) __________________________

What is this person's job? __________________________

How much money do you think this person makes a year? $_____

81. Listed below are a number of people who may have had some effect on the EDUCATIONAL PLANS you have chosen for yourself. Rank them in order of their influence on your plans. For the one you think has influenced you the most check number one; for the next most important one check 2, and so on until you have a number checked for each one. Read over the entire list before answering the question.

1 2 3 4 5 6

_________________________ Brother(s) or sister(s)
_________________________ School counselor
_________________________ Father
_________________________ Friend(s) or relative(s)
_________________________ Mother
_________________________ Teacher(s)
Check your answers! You should have each number checked only once and a single number should be checked for each person.

82. Listed below are a number of people who may have had some effect on the OCCUPATIONAL PLANS you have chosen for yourself. Rank them in order of their influence on your plans. For the one you think has influenced you the most check number one; for the next most important one check 2, and so on until you have a number checked for each one. Read over the entire list before answering the question.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brother(s) or sister(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friend(s) or relative(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check your answers! You should have each number checked only once and a single number should be checked for each person.

III. JOB INTEREST

This set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented. For each question, circle the number of the job which you choose.

Read each question carefully. They are all different. Answer each one the best you can. Don't omit any.

83. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1 Lawyer
2 Welfare worker for a city government
3 United States representative in Congress
4 Corporal in the Army
5 United States Supreme Court Justice
6 Night watchman
7 Sociologist
8 Policeman
9 County agricultural agent
10 Filling station attendant

84. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

1 Member of the board of directors of a large corporation
2 Undertaker
3 Banker
4 Machine operator in a factory
5 Physician (doctor)
6 Clothes presser in a laundry
7 Accountant for a large business
8 Railroad conductor
9 Railroad engineer
10 Singer in a night club

85. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1 Nuclear physicist
2 Reporter for a daily newspaper
3 County judge
4 Barber
5 State governor
6 Soda fountain clerk
7 Biologist
8 Mail carrier
9 Official of an international labor union
10 Farm hand

86. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

1 Psychologist
2 Manager of a small store in a city
3 Head of a department in state government
4 Clerk in a store
5 Cabinet member in the federal government
6 Janitor
7 Musician in a symphony orchestra
8 Carpenter
9. Radio announcer
10. Coal miner

87. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

1. Civil engineer
2. Bookkeeper
3. Minister or Priest
4. Streetcar motorman or city bus driver
5. Diplomat in the United States Foreign Service
6. Sharecropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. Author of novels
8. Plumber
9. Newspaper columnist
10. Taxi driver

88. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

1. Airline pilot
2. Insurance agent
3. Architect
4. Milk route man
5. Mayor of a large city
6. Garbage collector
7. Captain in the army
8. Garage mechanic
9. Owner-operator of a printing shop
10. Railroad section hand

89. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

1. Artist who paints pictures that are exhibited in galleries
2. Traveling salesman for a wholesale concern
3. Chemist
4. Truck driver
5. College professor
6. Street sweeper
7. Building contractor
8. Local official of a labor union
9. Electrician
10. Restaurant waiter
90. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

1. Owner of a factory that employs about 100 people
2. Playground director
3. Dentist
4. Lumberjack
5. Scientist
6. Shoeshiner
7. Public school teacher
8. Owner-operator of a lunch stand
9. Trained machinist
10. Dock worker

IV. WORK BELIEFS CHECK-LIST

This check-list is made up of statements people often say they believe. You will probably find that you agree with some and disagree with others. If you agree with a statement, check Agree; if you disagree with a statement, check Disagree. Do not omit any.

91. Check-list

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. I'd rather let things happen in their own way rather than scheduling them by a clock.

15. It makes me feel bad to be late for an appointment.

16. I expect people who have appointments with me to be right on time.

17. I would be unhappy living away from my relatives.

18. I hope to move away from here within the next few years.

19. People who can't leave their home towns are hard for me to understand.

20. A man's first loyalty should be to his home community.

21. When a boy becomes a man, he should leave home.

22. I like to see new things and meet new people.

23. I like to try new things.

24. On the whole, the old ways of doing things are the best.

25. Life would be boring without new experiences.

26. I like people who are willing to change.

27. On the whole, most changes make things worse.

28. The happiest people are those who do things the way their parents did.

29. New things are usually better than old things.

30. I believe that a person can get anything he wants if he's willing to work for it.

31. Man should not work too hard, for his fortune is in the hands of God.

32. A man shouldn't work too hard because it won't do him any good unless luck is with him.

33. With a little luck I believe I can do almost anything I really want to do.

34. A person shouldn't hope for much in this life.

35. If a man can't better himself it's his own fault.

36. Practically everything I try to do turns out well for me.

37. I usually fail when I try something important.

38. I would rather work than go to school.

39. Money is made to spend, not to save.

40. I think there's something wrong with people who go to school for years when they could be earning a living.

41. One gains more in the long run if he studies than if he gets a job.

42. The more school a person gets the better off he is.
43. Generally speaking, things one works hard for are the best.

44. When I get a little extra money I usually spend it.
As we mentioned before, your answers to these questions are strictly confidential. No information about particular persons will be given to your school or anyone else. However, we will need your name and address so that we can locate and contact you several years from now. Please give us the following information!

**PLEASE PRINT**

(a) Your present address

(First name)  (Middle Initial)  (Last name)

(Street Address)

(City or town)  (County)  (State)

(Telephone Number)

(b) Name and Address of relative or friend who will always know where you are living if you should move in the next few years.

(First name)  (Middle Initial)  (Last name)

(Street Address)

(City or town)  (County)  (State)

(Telephone Number)

THANK YOU FOR HELPING US!
APPENDIX B
EDUCATIONAL AND OCCUPATIONAL CHOICES
OF RURAL YOUTH IN SOUTH DAKOTA

Rural Sociology Department
South Dakota State University

STUDENT INTERVIEW SCHEDULE

1. Name: ____________________________  School: ____________________________

2. WHAT IS YOUR STANDING IN THE SENIOR CLASS?
   (Lowest quartile  Second quartile  Third quartile  Highest quartile)

   WHAT IS YOUR GRADE POINT AVERAGE? ____________________________

3. WHAT TYPE OF CURRICULUM ARE YOU TAKING IN HIGH SCHOOL?
   (College prep  General  Vocational  Other)

   WHY ARE YOU TAKING THIS TYPE OF CURRICULUM?

4. WHAT IS YOUR FAVORITE COURSE IN HIGH SCHOOL? ____________________________

   WHY? (Probe for evaluation of subject matter, teacher, etc.)

5. WHAT COURSE DO YOU LIKE THE LEAST IN HIGH SCHOOL? ____________________________

   WHY? (Probe for above information)

6. WHAT IS YOUR FATHER'S OCCUPATION?* ____________________________ (Specific)

   DOES HE HAVE ANY PART-TIME JOBS?  ____Yes  ____No

   If yes, what? ____________________________

7. (MALES ONLY) HAVE YOU CONSIDERED FOLLOWING YOUR FATHER'S OCCUPATION?
   ____Yes  ____No  WHY OR WHY NOT? ____________________________

*OCCUPATION refers to the chief source of income.
8. WHAT IS YOUR MOTHER'S OCCUPATION? __________________________ (Specific)
   DOES SHE HAVE ANY PART-TIME JOBS? ___ Yes ___ No
   If yes, what? ____________________________________________
   WHY DOES SHE WORK OUTSIDE OF THE HOME? ________________

9. DO YOU HAVE ANY BROTHERS OR SISTERS? ___ Brothers ___ Sisters
   (Fill in chart if sibs present; youngest to oldest; note deceased also)
   Age  Sex  Occupation
       ________________

10. WHAT ARE YOU GOING TO DO AFTER HIGH SCHOOL?
    ___ go on to school (continue with Question 11)
    ___ get married immediately (continue with Question 12)
    ___ get a job (continue with Question 13)
    ___ enter the military (continue with Question 14)

11. WHAT SCHOOL(S) HAVE YOU CONSIDERED ATTENDING?
    Name  Location  Type (college or U. Vocational)
          ________________

WHICH SCHOOL DO YOU THINK YOU WILL FINALLY ENTER?

WHY THIS ONE? (Probe for financial reasons, sibs or friends attending, etc.)

WHAT WILL YOU STUDY AT THIS INSTITUTION?

HOW LONG DO YOU EXPECT TO BE AT THIS INSTITUTION? ________ years

DO YOU EXPECT TO RECEIVE: _No degree, _B.S. _M.S. _PhD

WHAT WILL YOU DO ONCE YOU FINISH YOUR EDUCATION?

HOW WILL YOU FINANCE YOUR EDUCATION?

   a. Parental help: _Yes _No; per cent of help expected:___%
   b. Part-time work during school session: _Yes _No
      Location and type of work:__________________________
   c. Scholarship? _Yes _No; Type:_______________________
   d. Loans? _Yes _No; Source of loan:__________________
   e. Other:_________________________________________

WHAT TYPE OF OCCUPATION DO YOU THINK YOU CAN OBTAIN WHEN YOU
FINISH YOUR SCHOOLING?

IF YOU COULD CHOOSE ANY OCCUPATION AT ALL, WHAT WOULD YOU CHOOSE?

WHAT DO YOU THINK YOU WILL BE DOING TEN (10) YEARS FROM NOW?

WHERE WILL YOU LIVE ONCE YOU ARE MARRIED?
WILL YOU BE WORKING AFTER MARRIAGE?  ____Yes  ____No  If yes, WHAT WILL YOU DO? __________________________________________

WHAT IS THE OCCUPATION OF YOUR FUTURE (HUSBAND/WIFE)? __________________________

DO YOU PLAN TO OBTAIN ANY MORE EDUCATION AFTER MARRIAGE?

____Yes  ____No  

If yes, WHAT KIND(S)? ________________________________

If no, WHY NOT? ______________________________________

DO YOU EXPECT HELP FROM YOUR PARENTS IN SETTING UP YOUR HOUSEHOLD?

____Yes  ____No:  HOW MUCH HELP? ______________________

IF YOU COULD CHOOSE ANY OCCUPATION AT ALL, WHAT WOULD YOU CHOOSE?

__________________________________________________________________________ WHY?________________________

WHAT DO YOU THINK YOU WILL BE DOING TEN (10) YEARS FROM NOW?

__________________________________________________________________________ WHY?________________________

13. WHAT TYPE OF OCCUPATION WILL YOU ENTER? _________________________________

WHY THIS TYPE OF JOB? _______________________________________________________

WHERE WILL THIS JOB BE LOCATED? ___________________________________________

HAVE YOU TAKEN COURSES IN HIGH SCHOOL TO PREPARE YOU FOR THIS JOB?

____Yes  ____No;  WHAT COURSES? ________________________________

WHO ENCOURAGED YOU TO GO INTO THIS TYPE OF WORK? _________________________

________ HOW or WHY? _______________________________________________________ 

IS THERE ANY SPECIAL TRAINING INVOLVED IN THIS JOB?  ____Yes  ____No
WHAT KIND? ________________________________

HAVE YOU CONSIDERED MORE SCHOOLING AFTER HIGH SCHOOL?  Yes  No

If yes, WHAT TYPES? ________________________________

If no, WHY NOT? ________________________________

IF YOU COULD CHOOSE ANY OCCUPATION AT ALL, WHAT WOULD YOU CHOOSE?

WHAT DO YOU THINK YOU WILL BE DOING TEN (10) YEARS FROM NOW?

14. WHAT BRANCH OF THE ARMED FORCES WILL YOU ENTER?

WHY THIS BRANCH? ________________________________

WHAT DO YOU THINK YOU WILL BE DOING ONCE YOU ARE IN THE SERVICE?

DO YOU PLAN TO ATTEND ANY SERVICE SCHOOLS?  Yes  No

WHAT SCHOOL(S)? ________________________________

HOW LONG WILL YOU BE IN THE SERVICE?  ____ Years

HAVE YOU CONSIDERED MAKING THE MILITARY A CAREER?  Yes  No

WHY or WHY NOT? ________________________________

WHAT WILL YOU DO ONCE YOU LEAVE THE MILITARY? ________________________________

IF YOU COULD CHOOSE ANY OCCUPATION AT ALL, WHAT WOULD YOU CHOOSE?

WHY? ________________________________
WHAT DO YOU THINK YOU WILL BE DOING TEN (10) YEARS FROM NOW?

__________________________________________________________________________

__________________________________________________________________________

15. HOW WILL YOU FULFILL YOUR MILITARY OBLIGATION? (Males only)

ROTC
Enlist
Wait
Volunteer
Other:

16. HOW WILL YOUR MILITARY OBLIGATION AFFECT YOUR EDUCATIONAL PLANS? (males)

__________________________________________________________________________

__________________________________________________________________________

17. HOW WILL YOUR MILITARY OBLIGATION AFFECT YOUR OCCUPATIONAL PLANS? (males)

__________________________________________________________________________

__________________________________________________________________________

(GIVE RESPONDENT ATTACHED CARD AND ASK QUESTIONS 18 AND 19. ASK RESPONDENT TO RESPOND BY GIVING YOU A NUMBER TO INDICATE AMOUNT OF INFLUENCE PERSON HAS ON HIS PLANS.)

18. TO WHAT DEGREE HAS INFLUENCED YOUR EDUCATIONAL PLANS?

<table>
<thead>
<tr>
<th>Person</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Father</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>b. Mother</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>c. Brother(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>d. Sister(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>e. Friend(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>f. Relative(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>g. Minister</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>h. Teacher(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>i. School Counselor</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>j. 4-H Leader</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>k.</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>l.</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
</tbody>
</table>

19. TO WHAT DEGREE HAS INFLUENCED YOUR OCCUPATIONAL PLANS?

<table>
<thead>
<tr>
<th>Person</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Father</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>b. Mother</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>c. Brother(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td>d. Sister(s)</td>
<td>0 1 2 3 4 Not applicable</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e. Friend(s)</td>
<td></td>
</tr>
<tr>
<td>f. Relative(s)</td>
<td></td>
</tr>
<tr>
<td>g. Minister</td>
<td></td>
</tr>
<tr>
<td>h. Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>i. School Counselor</td>
<td></td>
</tr>
<tr>
<td>j. 4-H Leader</td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td></td>
</tr>
</tbody>
</table>

20. (FEMALES ONLY)

IF YOU WERE MARRIED AND YOUR HUSBAND WERE COMPLETELY FREE TO ENTER ANY PROFESSION OR OCCUPATION, WHAT PROFESSION OR OCCUPATION WOULD YOU PREFER HIM TO ENTER?_________________________________________

WHY?_________________________________________