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VALUE ELEMENTS IN THE TRANSMISSION OF SOCIAL STATUS

THE ROLE OF VALUE ELEMENTS IN THE
INTERGENERATIONAL TRANSMISSION OF SOCIAL STATUS

By

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ABSTRACT

The purpose of this research is to gain some insight into the mechanisms by which social status is transmitted from one generation to the next. The particular focus is on the impact of value elements in this process. The work builds on the research done by M. Kohn and associates on the relationship between class and values. A socialization model is posited, with the cultural transmission of values hypothesized as a key link in the transmission of social status.

Data were collected from 400 teenagers and their parents in the Hamilton area. Interviews were conducted with the teens and questionnaires were used to collect information from the parents. Questions focused on factors influencing the teenager's occupational choice, the parents' occupational experience, and the values and attitudes held by the various respondents.

An analysis of the data revealed the socialization model to be only partially relevant to status inheritance. The rates of value inheritance varied depending on the values considered. The causal ordering of the variables was ambiguous and there was some indication of the impact of allocation as opposed to socialization factors. There was evidence of feedback from the teen to parent in terms of the value elements considered.

This analysis provides a clarification of the role of socialization factors, particularly certain value elements, in status inheritance. It suggests areas in which a socialization model could most fruitfully be supplemented with the inclusion of allocation factors.

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TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF APPENDICES	xii
Chapter 1 - <u>Introduction to the Problem</u>	1
Hypotheses	9
Organization of Dissertation	12
Chapter 2 - <u>Methodology and Research Techniques</u>	14
Data related decisions	14
The Field work	16
Statistical techniques	16
Operationalization of social class	23
Operationalization of self-direction/ conformity	30
Chapter 3 - <u>Teenagers' Occupational Decisions and the Inheritance of Social Status</u>	44
Teenagers' occupational decisions	44
Female participation in the labour force	53
The inheritance of occupational status	61
Chapter 4 - <u>Class and Conformity in the Canadian Setting</u>	69
Social class and valuation of individual characteristics	69
Social class and composite sources of parental values	73
Other components of social class	78
Occupational self-direction	84
Chapter 5 - <u>Value Inheritance and the Family</u>	92
Introduction	92
Intergenerational value inheritance	95
Importance of parents' opinions	104
Occupational values	106
Educational values	118
Socialization or allocation	128

	Page
Chapter 6 - <u>Conclusions and Suggestions for Further Research</u>	141
Overview of findings	141
Suggestions for further research	146
Bibliography	152
Appendices	161

LIST OF TABLES

Table		Page
2-1	Occupational position of mothers and father in our sample	28
2-2	Correlation of parent's job with other indices of social class	29
2-3	Reliability coefficients for agree-disagree items	40
2-4	Correlations of scores from the "stretched Kohn" and the agree-disagree items	41
2-5	Correlations of scores from the Kohn and "stretched Kohn" questions	42
3-1	Expected job of teenage respondents by sex (traditional ranking)	45
3-2	Expected job of teenage respondent by sex (Pineo-Porter-McRoberts ranking)	46
3-3	Job teen would not want, by sex (traditional ranking)	48
3-4	Job teen would not want, by sex (Pineo-Porter-McRoberts ranking)	48
3-5	Teen's attitude to sex-typed occupation, by sex	49
3-6	Teen's expectation re comfort in a sex-typed occupation, by sex	50
3-7	Teen's attitude to his/her parents' job, by sex	52
3-8	Status of parents' jobs by sex of teenager (White collar vs. Blue collar)	53
3-9	Female teenagers' attitudes to working at various stages of the life cycle	54
3-10	Women and work: Female teens' attitudes, mothers' attitudes and behaviour	56
3-11	Correlations between the attitudes of the female teen, father and mother concerning the desirability of the teen working after marriage	59

Table	Page	
3-12	Correlations between the daughter's intention to work and her mother's attitude to women working at different stages in the life cycle	60
3-13	Status of parents' jobs and teens' expected jobs	61
3-14	Correlation between status of parent's job and teen's expected job (Total, male, female)	62
3-15	Percentage of teens expecting to enter the same type of job as their parent (Total, male, female)	64
3-16	Father's job by son's expected job (White collar/Blue collar)	65
3-17	Correlation of father's job and teen's expected job controlling on background variables (Total, male, female)	67
4-1	Parental values (individual items) by status of father's job (White collar/Blue collar)	70
4-2	Parental values (individual items) by status of father's job (eta)	72
4-3	Correlation of parental values (summary scores) with social class (Pearson's r)	74
4-4	Correlation of parental values (summary scores) with social class (eta)	75
4-5	Correlation of parental values (Kohn question) and social class (weighted by social class)	76
4-6	Mean valuation of parental values by classification of father's job (uncollapsed) - Fathers only	77
4-7	Mean valuation of parental values by classification of father's job (uncollapsed) - Mothers only	78
4-8	Correlation between occupational status and values, controlling on education, income and subjective class identification (Fathers only)	79
4-9	Correlation between occupational status and values controlling on education (Mothers only)	80
4-10	Correlations between education, income and subjective social class and parental values, controlling on occupational status (Fathers only)	80

Table	Page	
4-11	Correlations of occupational self-direction with status of father's job	85
4-12	Correlations of parental values with occupational self-direction (Fathers only)	88
4-13	Correlation between class and parental values (Kohn question) controlling on occupational self-direction	89
5-1	Mean valuation of conformity for teens, fathers and mothers	94
5-2	Correlations of values (conformity score) and status; teens and parents	95
5-3	Correlations of values (conformity score) by sex of teenager	96
5-4	Correlations of values (Kohn question) by sex of teenager	98
5-5	Correlations of values by status of father's job	99
5-6	Correlations of values and perceived values in the family (Kohn question)	100
5-7	Reduction in correlation between teen's expected job and father's job, controlling on values	102
5-8	Importance of parents to teen's occupational decision	104
5-9	Most important person in teen's occupational decision	104
5-10	Discussion of occupational choice with parents	105
5-11	Teen and parents' preferred job for teen	107
5-12	Teen and parents' report of expected job for teen	108
5-13	Parents' preference for the teen re work with one's hands, with people, with written material	109
5-14	Teen's preference re work with one's hands, with people, with written material	110
5-15	Teen's preference for self-reliance on the job	111
5-16	Correlations between parent and teen's preferences for occupational conditions for the teen	111

Table	Page
5-17 Correlation between teen's occupational preferences and status of teen's expected job	112
5-18 Correlation of parent's preference for self and parent's preference for teen concerning occupational conditions	113
5-19 Correlations of parents' preferences for teen with status of their own jobs and teen's expected job	114
5-20 Reduction in class correlation with control on occupational preferences	116
5-21 Importance of parents to teen's educational decision	118
5-22 Most important person in teen's educational decision	120
5-23 Parents' educational aspirations for the teen by status of father's job	121
5-24 Correlation of parents' and teens' educational aspirations for the teen by sex of teenager	122
5-25 Correlation between status of teen's expected job and educational aspirations	123
5-26 Correlation between parent's and teen's educational aspirations	123
5-27 Reduction in class correlation with control on educational expectations	125
5-28 Correlation between the parent's educational aspirations for the teen and the teen's expected job	126
5-29 Reduction in class correlation with controls on educational and occupational values	128
5-30 Correlations of questions on preferences and expectations	130
5-31 Correlation of teen's educational aspirations with perceived and actual aspirations of the parents	131
5-32 Correlation of teen's occupational values with perceived and reported values of the parents	132
5-33 Teen's expected path after high school by teen's grade point average	134

Table		Page
5-34	Correlation of teen's grade point average with parents' and teen's educational aspirations for the teen	135
5-35	Correlation of teen's grade point average with preferred and expected job for teen	136
5-36	Reduction in the correlation between teen and parent's educational expectations for the teen controlling on teen's average and perception of parent's attitude	137
5-37	Reduction in the correlation between perceived and actual parental values, controlling on teen's values	140

LIST OF APPENDICES

APPENDIX

- A Pretests
- B Sample
- C Letters to Respondents and Data Gathering Instruments
- D Data Processing Procedures
- E Factor Analyses
- F Correlation Matrices of Value Questions
- G Effect of Weighting Canadian Sample to Match Kohn's
National Sample
- H Partial Correlations: "Value Inheritance" controlling
on Parent-teen relationship

Chapter 1

INTRODUCTION TO THE PROBLEM

This research will address itself to an examination of the phenomenon of "inheritance" of social status. It is well established that there is a moderate but persistent incidence of the inheritance of occupational status from one generation to the next in modern industrial societies.¹ Our concern is with the study of one possible mechanism - the intergenerational transmission of particular values - which affects this occupational inheritance.

It is important to note that the term "occupational inheritance" is meant in a general rather than a specific sense. That is, we are not restricting our analysis to the situation where a son or daughter enters an occupation identical to that held by his or her parent. Rather we are addressing ourselves to the general tendency mentioned above: that the status of one's parents has an impact on one's own status achievements.

¹See G. Rocher and Y. de Jocas "Inter-generational Mobility in the Province of Quebec", in B. Blishen, F. Jones, K. Naegele and J. Porter (eds.) Canada Society: Sociological Perspectives, Revised edition, Macmillan and Co., Toronto, 1964; D.V. Glass (ed.), Social Mobility in Britain, The Free Press, New York, 1954; N. Rogoff, Recent Trends in Occupational Mobility, The Free Press, New York, 1953; P.M. Blau and O.D. Duncan, The American Occupational Structure, John Wiley, New York, 1967; P. Cutright, "Occupational Inheritance: A Cross-National Analysis", American Journal of Sociology, vol. 73, 1968, pp. 400-416; F. Lancaster Jones, "Occupational Achievements in Australia and the United States: A Comparative Path Analysis." American Journal of Sociology, vol. 77, 1971, pp. 527-539.

There has been considerable interest lately among sociologists in the study of status attainment and mobility.² The data and discussion presented in the following chapters are certainly relevant to this body of research, but the emphasis is somewhat different. The "status attainment" literature attempts to establish which variables appear to be most important in determining an individual's status. In operational terms, the purpose of these studies is to find which variables account for the most explained variance in the dependent variable, the individual's status at a particular time. This approach leads to a consideration of a number of different types of variables in an attempt to increase the overall proportion of variance explained. This type of analysis is an important and, undoubtedly, a fruitful one. However, there is also a need for a closer examination of specific variables and their effects on status achievement. Narrowing one's focus of attention in this way can prove a useful balance to the overview of a range of variables

²See W.H. Sewell, A.O. Haller and A. Portes, "The Educational and Early Occupational Attainment Process", American Sociological Review, vol. 34, 1969, pp. 82-92; R.M. Gasson, A.O. Haller and W.H. Sewell, Attitudes and Facilitation in Status Attainment, Arnold M. and Carolyn Rose Monograph Series in Sociology, the American Sociological Association, 1972; W.H. Sewell and R.M. Hauser, Education, Occupation and Earnings: Achievement in the Early Career, Academic Press, New York, 1975; P.M. Blau and O.D. Duncan, op.cit.; A.D. Haller and A. Portes "Status Attainment Processes", Sociology of Education, vol. 46, 1976, pp. 51-91; L.B. Otto, "Social Integration and the Status Attainment Process", American Journal of Sociology, vol. 81, 1976, pp. 1360-1383; K.L. Alexander and B.K. Eckland, "Basic Attainment Processes: A Replication and Extension", Sociology of Education, vol. 48, 1975, pp. 457-495; M.J. McClendon, "The Occupational Status Attainment Process of Males and Females", American Sociological Review, vol. 41, 1976, pp. 52-64; N. Lin and D. Yaeger, "The Process of Status Attainment: A Preliminary Cross-National Comparison", American Journal of Sociology, vol. 81, 1975, pp. 543-562.

provided in the status attainment literature. So, rather than ask: "What affects an individual's status?", we ask: "What effects do parental values have on their child's status attainment?" It is hoped that this, and similar studies which focus on particular variables will add depth and insight into the ongoing research on social stratification.

A further difference distinguishes the current research from the work on status attainment. Our central question has to do not with the general issue of status achievement, but rather with the particular topic of status inheritance. Our concern is with how and why the status of one's family of origin affects the individual's status achievements. Again, the advantage of addressing a specific, focused question of this type is that one can study it in more depth than would be possible with a broader topic. This particular focus is important in terms of a concern with barriers to mobility. Irrespective of one's position on the advisability of a meritocracy (or any other form of social allocation) the dynamics of the intergenerational transmission of status are important to a sociological analysis of our society.

Parental values are seen as important to this type of research for a number of reasons. One of the characteristics of status rankings is that they tend to be associated not with solitary individuals, but with family units. The practice by sociologists of assigning to all members of a household the social rank of the "head", reflects the way family members are defined in everyday social interaction. This in itself would warrant a focus on family variables.

But, further, our specific concern is how status is transmitted

from parent to child. The question then becomes: what aspects of the parent-child interaction facilitate this transmission? Even if we were addressing the wider question of what influences are important in a teenager's occupational choice, there is research evidence to the effect that the role of parents is critical.³ Duncan and his associates⁴ have presented an impressive body of data to show that the father's occupation is important to the son's occupational choice. There is considerable room for an explanation of how this impact is transmitted. Duncan, Featherman and Duncan in their examination of limited data on motivational factors did not find them to be particularly explanatory. They make the cautious statement that "...in several of the models..., the data have been shown to be consistent with - that is, they cannot be used to disprove - an interpretation that treats underlying but unobserved motivational factors as relatively important determinants of occupational achievement."⁵ Our analysis of the role of parental values will shed further light on this question.

Thirdly, the current research hopes to expand on the contributions

³See R.L. Simpson, "Parental influence, anticipatory socialization and social mobility", American Sociological Review, vol. 27, 1962, pp. 517-522; D.B. Kandel and G.S. Lesser, "Parental and Peer Influences on Educational Plans of Adolescents", American Sociological Review, vol. 34, 1969, pp. 213-223.

⁴See Blau and Duncan, op.cit.; also O.D. Duncan, D.L. Featherman and B. Duncan, Socioeconomic Background and Achievement, Seminar Press, N.Y., 1972.

⁵Ibid., pp. 167-168.

made by Melvin Kohn⁶ and his associates on the relationship between class and values. Despite the wealth of research and the volume of writing by sociologists on the topic of social stratification, we still have little understanding into why it has such a critical impact on so many areas of social life.⁷ There have been few theoretical developments which have emerged from the decades of research on social stratification. We are in a position where we can state with some confidence that "just about everything" varies by social class. We are a lot less clear about how the impact of social class is transmitted. The work of Kohn and his associates is a notable exception to this. Based on his research in the United States and Italy,⁸ he developed the thesis that social class affects men's values because of the qualitatively

⁶See M. Kohn, Class and Conformity: A Study in Values, Dorsey Press, Homewood, Illinois, 1969; M. Kohn and C. Schooler, "Class, Occupation and Orientation", American Sociological Review, vol. 34, 1969, pp. 659-678; M. Kohn and C. Schooler, "Occupational Experience and Psychological Functioning: an Assessment of Reciprocal Effects", American Sociological Review, vol. 38, 1973, pp. 97-118; L. Pearlin and M. Kohn, "Social Class, Occupation and Parental Values: A Cross-National Study", American Sociological Review, vol. 31, 1966, pp. 466-479.

⁷Social class differences have been found in such diverse phenomena as fertility rates, religious beliefs, mental illness, voting behaviour, reading habits and kinship behaviour. See R. Bendix and S.M. Lipset (eds.), Class, Status and Power: Social Stratification in Comparative Perspective, 2nd Edition, The Free Press, New York, 1966, pp. 353-499.

Similarly, social class is a key component in sociological explanations of various forms of "deviant behaviour". See A. Cohen, Delinquent Boys, Free Press, Glencoe, Ill., 1955; D.J. Matza, Delinquency and Drift, Wiley and Sons, N.Y., 1964; W.B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency", Journal of Social Issues, vol. 14, 1958, pp. 1-19; E.W. Vaz, Middle Class Juvenile Delinquency, Harper and Row, 1967; R.K. Merton, "Social Structure and Anomie" in Social Theory and Social Structure, The Free Press, Glencoe, Ill., 1957, pp. 131-160.

⁸Kohn, 1969, op.cit.

different work experiences characteristic of the different social classes. The class linked attribute that he was able to explain in his analysis of occupational self-direction was a particular set of "parental values". Specifically it involved the kinds of characteristics seen as important in a child. A quote from Kohn demonstrates the link between his work and the current project. "(One) implication of class differences in values and orientation is that they contribute to the perpetuation of inequality. Whether consciously or not, parents tend to impart to their children lessons derived from the conditions of life of their own social class - and thus help prepare their children for a similar class position."⁹

The current research plans to investigate whether this, in fact, occurs. Specifically, examination will be made of the degree of value inheritance and the impact of these values on the child's occupational choice.

Since Kohn's research is important to the formulation of the current project, an overview of his major findings would be useful at this point. In his own words, "Our thesis-the central conclusion of our studies- is that social class is significant for human behaviour because it embodies systematically differentiated conditions of life that profoundly affect men's views of social reality."¹⁰ In order to establish this he examined "...one important set of life-conditions, namely, the conditions that determine how much opportunity one has to exercise self-direction

⁹Kohn, op.cit., p. 200.

¹⁰Ibid., p. 189.

in one's occupational life, and found that these occupational conditions account for a large part of the impact of social class on values and orientation."¹¹

Kohn's analysis is based on data from three separate studies: one done in Washington, D.C. of white parents of fifth grade children; a second done with Leonard Pearlin in Turin, Italy, again of parents of fifth graders, and a third based on a national sample of men in civilian occupations in the United States.¹²

Kohn focused on class differences in parental values in terms of the kinds of characteristics parents saw as most important in a child. On the basis of his analysis of these choices, Kohn characterized middle class parents as being more likely to see "self-direction" as important in their children. Working class parents tended to stress what he called "conformity to external authority". The details of how he defined and measured these values will be discussed in Chapter two. For now it is sufficient to note that emphasizing self-direction implies that one gives higher priority to values that reflect internal dynamics (good sense, consideration, self-control, responsibility and being interested in how and why things happen). "Conformity to external authority" relates to values that reflect behavioral conformity (honesty, obedience,

¹¹Kohn, "Social Class and Parental Values: Another Confirmation of the Relationship", American Sociological Review, vol. 41, 1976, p. 539.

¹²All three are reported in Kohn, op.cit., 1969. See his appendices for details of sampling, data collection, etc.

good manners, neatness and being a good student).¹³

Having characterized these class differences in values Kohn goes on to try to isolate those aspects of class which could be said to account for these differences. He asks extensive questions about different aspects of the individuals' jobs to see if these have any effect on their parental values. After ruling out the importance of such things as job security, bureaucracy, time pressure, job satisfaction and occupational commitment, he finds that the amount of occupational self-direction individuals have can be used to account for a great deal of the relationship between class and values. His measures of occupational self-direction include the amount of self-reliance permitted and encouraged on the job, the routinization of the job and the complexity of the job. While not all self-directed jobs are high status, nor all conformity oriented ones low status, when one controls on occupational self-direction the correlation between class and parental values is substantially reduced.¹⁴

What Kohn is, in effect, arguing is that men's experiences, particularly in their work situation, affect their perception of "the way the world is". If one's experience suggests that the world is a place where one is expected and/or required to be self-directed, one will encourage his children to develop this attribute. If, on the other hand, "conformity to external authority" is seen to be crucial to coping with everyday life, parents are likely to emphasize this to their children.

¹³See ibid., p. 21 and p. 49.

¹⁴Ibid., p. 162.

Hypotheses

Building on these ideas from Kohn, the central hypothesis of our research is: that a substantial amount of the relationship between the status of the parents' occupation (particularly the father's) and the status of the child's chosen occupation can be attributed to the influence of certain specific parental values upon the child's value system.

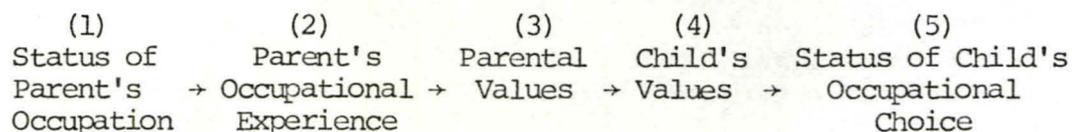
In testing this hypothesis we will be examining several sub-hypotheses:

1. That in English Canada (as has been demonstrated in the U.S. and Italy) there is a tendency for fathers with higher status occupations to be required to exhibit more self-direction, as opposed to conformity, in their work, and hence they come to value self-direction more highly than conformity in their children.

2. That their children tend to both correctly perceive and to share this value.

3. That those children valuing self-direction will in turn be more likely to choose higher status occupations than those valuing conformity.

This can be diagrammed as follows:



Kohn has focused on the link between elements (1), (2) and (3) in the above diagram. We will focus on (3) and (4) particularly as they relate to the relationship between (1) and (5).

A further note will help to clarify our perspective. Nancy

Olsen¹⁵ reports some research on family structure and socialization in Taiwan explicitly based on Kohn's work. In this she contrasts the "structural" with the "cultural" approach. In her words, "the 'cultural' position rests on the idea that societies and subgroups within societies maintain self-sustaining cultures that incorporate values for children and specific child-rearing techniques... The crucial causal agents in this approach are ideas... In contrast, the structural approach sees ideas as derivative with some aspect of experience as the first link in the causal chain. Structural arrangements are seen as creating sets of experience that shape perception of reality."¹⁶ In terms of this distinction, the current research is taking the cultural approach. The hypothesis is that values will be "transmitted" from one generation to the next, and that these values will influence occupational choice. To this extent we depart from Kohn's model which is, as Olsen points out, based on the impact of structural factors. Clearly, it is not a question of either one or the other set of variables being important, but rather a question of which is more relevant to the analysis at hand.

Another contrast that will help to clarify our position involves Kerckhoff's work on status attainment.¹⁷ As the title of this article suggests, he is questioning whether an allocation model may not be as fruitful in the study of status attainment as the socialization model

¹⁵N. Olsen, "Family structure and socialization patterns in Taiwan", American Journal of Sociology, vol. 79, 1974, pp. 1395-1417.

¹⁶Ibid., pp. 1413-1414.

¹⁷A. C. Kerckhoff, "The Status Attainment Process: Socialization or Allocation?", Social Forces, vol. 55, 1976, pp. 368-381.

used by Sewell and others.¹⁸ That is, external constraints may have as much or more of an effect than one's values and motives on one's actual achievements.

Our central hypotheses fall firmly into the tradition of the socialization model rather than the allocation one suggested by Kerckhoff. This is not because these structural constraints are seen as non-existent or unimportant. Rather, investigation of the impact that socialization does (or does not) have on such phenomena as status inheritance can be seen as clarifying the role that allocation processes might play.

The importance of socialization (particularly "primary socialization" in the family context) to the shaping of an individual's values and behaviour is critical to the sociological perspective. While socialization can be overemphasized¹⁹ it certainly warrants our continued attention (but, hopefully not to the exclusion of other processes such as structural constraints on achievement).

It might be most useful to see the current research as an important backdrop to other types of studies, particularly those focusing on the impact of structural variables. One could view the socialization model as a type of "null hypothesis"; to the extent that the data are inconsistent with this model, we must turn our attention to other variables. Individuals do end up in particular status positions in society; if this

¹⁸See Sewell, Haller and Portes, op.cit., Sewell and Hauser, op.cit., Gasson, Haller and Sewell, op.cit.

¹⁹See Dennis Wrong, "The Oversocialized Conception of Man", American Sociological Review, vol. 26, 1961, pp. 183-193. An emphasis on socialization is very strong in U.S. research, perhaps reflecting the individualistic tradition of that society.

is not primarily a reflection of their values and aspirations, then it must be something else that explains who ends up where. It is important to rule out or, at least, spell out, the impact of these values on important matters such as status inheritance. The current thesis attempts just this sort of clarification of the role of particular parental values.

To recapitulate briefly, this introduction has served to set the stage for the presentation and analysis of the data. We have argued that the study of stratification in general and status inheritance in particular warrants continued attention. The rationale for focusing on parental values has been presented, especially as this relates to the theoretical contribution of the work done by Kohn. The particular approach to be used in this thesis has been contrasted with other, related research, and a justification presented for the focus on the orientation we will take.

Organization of the Dissertation

The remainder of the thesis will begin with a description of the sample and the data gathering instruments used, as well as the methodological tools to be employed. Given the importance of social status and of parental values to our hypotheses, particular attention will be paid to how they are operationalized in the current research (Chapter 2). An examination will be made of the extent to which status inheritance occurs among our respondents (Chapter 3). We will then be in a position to evaluate the relevance of the parental values emphasized by Kohn. First it will be important to establish the extent to which Kohn's specific findings hold for our data (Chapter 4). From there, an examination can be made of the degree of value inheritance

and its impact on status inheritance (Chapter 5). On the basis of these data analyses, an overview of the results and some conclusions on the role of parental values on status inheritance will be presented (Chapter 6).

Chapter 2

METHODOLOGY AND RESEARCH TECHNIQUES

Data Related Decisions

Once a specific topic has been chosen, a researcher is faced with a series of decisions about how to best obtain relevant empirical data. Our focus on the role of parental values had a direct impact on a number of the methodological decisions. Our desire to generalize to a larger population suggested a survey approach as most appropriate. In order to examine the intergenerational transmission of values, data from both parents and children were necessary, so family units were used as the basis of our study.

In order to make optimal use of a limited sample, it was decided that the age of the child included in the study should be constant. It was important that the child be old enough to make realistic statements about his or her occupational plans. On the other hand, we wanted respondents young enough that only a few would be working full-time and/or living away from home. Comparing working teenagers to those still in school would be problematic, especially in terms of questions dealing with occupational choice. Our decision to focus on family units would make it difficult to handle individuals not living at home. They would pose theoretical problems, as well as the practical one of tracing and contacting them. The major focus of the research is the transmission of values from parent to child; the addition of a new variable, length of time away from home (and possibly a second: reason for leaving home) would needlessly complicate the theoretical model.

Given these considerations the population from which our sample would be drawn was defined as seventeen year olds who were living with both their parents at the time of the study.¹

Interview schedules were designed for the teenage respondent and questionnaires made up for each parent. To some extent it might have been preferable if interviews could have been conducted with all three family members. Interviews permit a more thorough questioning of the respondent; problems can be pinpointed, instructions and meanings clarified, qualifications noted. The decision to use self-administered questionnaires for the parent was based on two major considerations: completion rates and financial constraints. It was thought that asking three separate members of the same family to take the time to participate in interviews would reduce the likelihood of cooperation. By using a self-administered questionnaire format for the parents we were able to increase the number of families which we could include given the limitations of our budget.

Use of an interview schedule with the teenager allowed personal contact with the teen and other family members. It ensured the collection of information from the teen and allowed us to ask questions involving relatively complicated skip patterns which would have been precluded in a self-administered questionnaire. Also, when possible, the interviewer had the parents complete their questionnaires while the interview was being held with the teenager in order to facilitate the return of information from all three family members.

¹Individuals in single parent homes were excluded for reasons similar to those given for excluding individuals not living at home. (See Appendix B for details.)

The specific questions used in the interviews and questionnaires were developed on the basis of a number of pretests as well as a search of the relevant research literature.²

The Fieldwork

The sample of families was drawn from the regional assessment lists for the city of Hamilton. An areally clustered random sample³ was drawn of individuals born in 1957 who were living with both their parents. A sample of two hundred males and one of two hundred females were drawn independently from these lists. Replacement names for refusals, ineligibles, etc. were obtained using identical procedures.

The field work was carried out from February to June of 1975 by a team of nine interviewers, including myself. The other eight were professional interviewers employed through the Field Survey Unit at McMaster University. The interviewers were thoroughly briefed concerning the purposes of the study, the content of the data gathering instruments, and the guidelines for the field work. Once collected the data were coded, keypunched and processed by means of computer analysis.

Statistical Techniques

There are various measures of association available to the socio-

²See Appendices A and C for details of the pretests and the data gathering instruments.

³See Appendix B for details of the sampling procedure, criteria for inclusion, response rates, etc.

logist; they vary in ease of computation,⁴ type of underlying assumptions, robustness and interpretability. Theoretical as well as technical considerations influence the choices made by a particular researcher. Beyond these, there are other factors which influence the choice of tools for analysis, those relating to the researcher rather than the data or technical facilities available. Conventions in sociology at the time and/or in the area (geographical and substantive) in which the research is being conducted will undoubtedly have an impact. Related to this is the question of the individual researcher's familiarity with particular techniques as well as his or her specific biases, concerns, etc.⁵

The critical question then becomes not "What is the best tool for this purpose?", (as this assumes there is one 'best' tool, but rather, "Is the tool chosen (for all the mixed reasons suggested above) a valid one for these data, this analysis?". It then becomes a question of being able to satisfy the audience to whom the presentation of results is addressed that the choice made is defensible and wise. Again, the criteria seen as critical will depend on the nature of this audience as

⁴Even in this age of computers some information is more easily accessible than others; some necessitate fairly complex program requests and/or a considerable amount of core space.

⁵As far as I know little research has been done on this area. We have some information on bias in choice of substantive topics (see N.C. Mullins, Theories and Theory Groups in Contemporary American Sociology, Harper and Row, New York, 1973; R.W. Friedrichs, A Sociology of Sociology, The Free Press, New York, 1970, especially pp. 138-148), but little on the choice of research tools. We would be sociologically naive to assume that such choices are made on purely "scientific" grounds, for the question then becomes: Who gets to decide what scientific criteria are most critical for a particular question? (See T. Kuhn, The Structure of Scientific Revolutions, University of Chicago Press, Chicago, 1962).

well as the nature of the data.

For the purposes of this dissertation the dominant forms of analysis will involve crosstabulations and correlation analysis. The measures of association used will be chi-square and Pearson's product moment correlation.⁶ Correlations will be used primarily when a reduced case base (especially when controls are used) makes the use of chi-square problematic. A major advantage of crosstabulation is the ease of presentation and interpretation. It visually presents a concise summary of the pattern of a relationship to the reader. One can detect fluctuations and inconsistencies that are hidden by statistics which summarize a relationship in a single number. It is useful, therefore, to view crosstabulations as an important first step in examining relationships between variables.

If we look at correlations as the next step in the analysis, there are a number of correlation coefficients that can be used. While Pearson's product moment correlation technically requires interval data, this assumption is often violated in sociological research.⁷ A justification for this practice is given by S. Labovitz.⁸ While Labovitz' work

⁶Unless otherwise specified, any reference to a "correlation" in the remainder of this thesis will mean the Pearson product moment correlation.

⁷For related research that uses Pearson's r see: Blau and Duncan, 1967, *op.cit.*; Duncan, Haller and Portes, "Peer Influences in Aspirations: a Reinterpretation" in H.M. Blalock, *Casual Models in the Social Sciences*, Aldine, Chicago, 1971, pp. 219-244; A.C. Kerckhoff and J.L. Huff, "Parental Influences on Educational Goals," *Sociometry*, vol. 37, 1974, pp. 307-327.

⁸See S. Labovitz, "Some Observations on Measurement and Statistics", *Social Forces*, vol. 46, 1967, pp. 151-160.

has been criticized, he presents a strong case for the cautious violation of this particular assumption.⁹ Our choice of Pearson's correlation is primarily based on two of the considerations that he discusses: its interpretability and its relationship to other statistical techniques. The square of the correlation coefficient can be interpreted in terms of the proportion of variance explained. Further, we wish to make use of partial correlation analysis to examine the relationship between a number of variables.¹⁰ Partial rank order correlations can be calculated, but they are difficult to interpret.¹¹ A parallel analysis of our data using Kendall's tau produces virtually the same results as those obtained using Pearson's r. This gives further support to our use of Pearson's r.

Kohn made use of a number of statistical techniques in his analysis. In the sections most relevant to our work eta is the measure of association relied on in most of his tables. The logic of the control technique he used is the same as that for partial correlation analysis.¹² In Chapter four when we are explicitly comparing our findings to Kohn's,

⁹See "Comment by D. Champion and by R. Morris, Social Forces, vol. 46, 1968, p. 541, pp. 541-542; see also S. Labovitz, "Reply to Champion and Morris", Social Forces, vol. 46, 1968, pp. 543-544.

¹⁰For a justification of this approach see: M.G. Kendall and A. Stuart, The Advanced Theory of Statistics, vol. 2: Inference and Relationship, Hafner, New York, 1961, p. 336; H.A. Simon, "Spurious Correlations: A Casual Interpretation", Journal of the American Statistical Association, vol. 49, 1954, pp. 467-479; H. M. Blalock, "Correlation and Causality: The Multivariate Case", Social Forces, vol. 39, 1961, pp. 246-251.

¹¹See H.M. Blalock, Social Statistics, 2nd Edition, McGraw Hill, New York, 1972, p. 441.

¹²See Kohn, op.cit., p. 53 for details.

reference will be made to the value of eta, as well as the Pearson correlation.

Throughout the analysis various tests of statistical significance will be performed. Two critical levels of significance will be used for reporting the results: the .05 level and the .001 level. This allows us to differentiate between those cases where we can be very confident that the relationship exists in the population as opposed to those where we are less confident. Using just the two levels avoids the distracting practice of reporting different levels of significance with each test. In all cases, two tailed tests of significance are used. Statistical significance is to a large extent a function of sample size and does not, of course, imply social and theoretical importance. Similarly that a finding is not statistically significant does not mean it is non-existent or unimportant. However, such findings should be treated with caution particularly if they are crucial to the central hypotheses.

Given the growing popularity of path analysis in sociological research, especially in status attainment research, this technique warrants particular attention at this point. Path analysis involves the analysis of the multiple regression equations which represent the relationship between a set of variables. On the basis of this analysis a researcher can estimate the relative strengths of these linear relationships. There are a number of critical assumptions on which this technique is based. Those that immediately concern us are: that the causal order among the variables is known, and that the relationships among

these variables are causally closed.¹³ In Duncan's words "Each 'dependent' variable must be regarded explicitly as completely¹⁴ determined by some combination of variables in the system. In problems where complete determination by measured variables does not hold, a residual variable uncorrelated with other determining variables¹⁵ must be introduced."¹⁶ This necessity of the other possible variables being uncorrelated with those already represented in the model is an expression of an assumption behind the mathematical estimation procedures. That is, the "error terms" for the independent variables must be uncorrelated with each other. If there is some other variable outside the model which has an impact on more than one of the variables included in the model, this assumption is violated.

The assumption that the causal order be known does not necessarily restrict the analysis to one-way causation, although reciprocal causation considerably complicates the analysis.¹⁷ However, it is important to keep in mind that path analysis aids the researcher in decomposing and interpreting the specific relationships included in a particular model. We must be able to establish a priori that the relationship is either

¹³See S. Wright, "Correlation and Causation", Journal of Agricultural Research, vol. 20, 1921, pp. 557-585; S. Wright, "Path Coefficients and Path Regressions," Biometrics, vol. 16, 1960, pp. 189-202.

¹⁴Emphasis in original.

¹⁵Emphasis added.

¹⁶O.D. Duncan, "Path Analysis: Sociological Examples" in H.M. Blalock, 1971, op.cit., p. 117.

¹⁷See S. Wright, "The Treatment of Reciprocal Interaction with or without Log", Biometrics, vol. 16, 1960, pp. 423-445; M. Turner and C. Stevens, "The Regression Analysis of Casual Paths", in Blalock, 1971, op.cit., pp. 95-100.

two-way or one-way (and then, in which particular direction).

Implicit in this technique is also the requirement that there be a unique solution to the set of simultaneous equations which represent the various relationships. The usefulness of this technique and the validity of the conclusions based on it presuppose this condition.

Path analysis will not be used as an analytical technique in this thesis because our data fail to meet the requisite assumptions. The causal ordering of the variables is problematic; one of the questions that will arise in the data analysis involves just this issue of causal ordering among some of the key variables. The set of variables cannot be seen as causally closed, nor can the assumption of uncorrelated error terms be realistically made. Finally, we face severe identification problems. The number of core variables necessary to any causal model that we could reasonably construct would require more independent pieces of information than we could obtain, given the various interrelationships between the variables. For all these reasons, path analysis is not appropriate for analyzing the data in this study.¹⁸

¹⁸It is important to note that our willingness to violate the assumption of interval measurement for Pearson's r on the basis of Labovitz' work does not imply that assumptions are unimportant. In this case of path analysis, our data violate a number of assumptions and we have little information on the consequences of violating these assumptions. Partial correlation analysis involves many of the same assumptions as does path analysis, especially those of a known causal order and causal closure. However, as long as one can be confident that one is not controlling on a dependent variable, causal ordering is not as critical in partial correlation analysis. Our focus on particular variables allows us to restrict our analysis in such a way that the problem of unknown causal ordering is reduced. (See the data analyses in Chapter 5 below which address this question.) Lack of causal closure is problematic insofar as there is a high probability of correlated "error" terms. We cannot establish whether other variables, not

Having discussed the analytical tools which we will and will not be using, it would be appropriate at this point to focus our attention on some of the key variables in the research, specifically social class and parental values.

Operationalization of Social Class

Modern researchers have focused on numerous dimensions or components of social class. Most frequently used are education, income, occupational prestige, power and subjective class identification.¹⁹ These dimensions are used singly or in combination in the definition and measurement of stratification.

Since the present work builds on that of Kohn it is useful to consider the conceptualization of class used by him. He quotes Williams' definition of social class. The kernel of Williams' definition is that class is multi-dimensional involving prestige, power, privilege and common values, the understanding being that the various dimensions are highly interrelated. Specifically "social class" is used "...to refer to an aggregate of individuals who occupy a broadly similar position in the scale of prestige."²⁰ Kohn himself uses Hollingshead's

(18 continued)

included in the analysis, are confounding the findings. Our conclusions, therefore must be interpreted within the context of the limitations of our data.

¹⁹See T. Lasswell, Class and Structure, Houghton Mifflin, 1965, pp. 53-66; see also S.M. Lipset in the International Encyclopedia of the Social Sciences, David L. Sills (ed.), vol. 15, pp. 296-316, Crowell, Collier and Macmillan, 1968.

²⁰Williams, American Society, 1960, p. 8, quoted in Kohn, op.cit., p. 10.

"Index of Social Position", a weighted combination of occupational position and education.²¹

The present research will focus primarily on occupational prestige as the relevant dimension of stratification. This choice is based on a number of considerations. The concern with status inheritance itself suggests occupational status as the key measure. Other types of status, e.g. ethnic status, show high degrees of inheritance but this relates to the question of inequality of opportunity only in so far as ethnic status affects the achievement of occupational status. Occupation is the link between education and income, and can be seen as a reflection of these dimensions as well. One's occupational position in our society is a major determinant of the individual's "life chances" in many areas - that is, occupation is important not only to membership in a "status group", but also to a particular "class" (in Weber's terminology).²²

Our interest in the question of status inheritance would argue for a focus on occupational prestige as our primary measure of social class for other reasons as well. It is not possible to include income as part of the measure since there is no way that the teenagers could realistically estimate their expected income and the intergenerational comparison is critical to our study. We have information on the educational

²¹See ibid., p. 12 for a description of this measure. See also: A.B. Hollingshead and F.C. Relich, Social Class and Mental Illness: A Community Study. New York, Wiley, 1958, pp. 387-397.

²²Throughout this discussion the terms "class" and "status" will be used interchangeably to designate this aspect of social stratification. This practice downplays the distinctions made by Weber (see H. Gerth and C.W. Mills, From Max Weber: Essays in Sociology, Oxford University Press, New York, 1946, pp. 181-194) but it is not unusual in sociological research. More particularly it follows Kohn's use

aspirations and expectations of the teenagers and the educational achievements of the parents so it would be feasible to form a composite measure based on occupation and education, such as the Hollingshead "Index of Social Position" used by Kohn. However, studies of status attainment²³ have found it useful to treat occupational status and education separately. Since education may play a distinct but important role in the transmission of status from one generation to the next, we feel that it is important to have separate measures of these two dimensions of social stratification.

In order to estimate how this would affect possible comparisons with Kohn's results, two different indices of social class were computed - one based solely on occupational data (described below) and one paralleling Kohn's use of the Hollingshead index. The correlation between the two measures for father's job was .96, for mother's job, .95. The size of these correlations leaves us confident that our measures of social class are, in fact, comparable to the composite measure used by Kohn.

Kohn's data themselves suggest the importance of treating education separately since it is seen to be even more powerful in terms of the values he studies than the occupational conditions which form the focus of his analysis.²⁴ Had the concern of our research been the examination of how social class affects values, it would have been necessary to consider this in more detail. However, our focus is on the role of

(22 continued)
of the term 'class' to refer to his measure of social stratification.

²³See references cited in Chapter 1, footnote 2, above.

²⁴Kohn, 1969, op.cit., p. 133.

parental values in the teenager's occupational choice. An excursion into the sociology of education is therefore not warranted. The data on educational aspirations, however, is relevant to our analysis and will be considered later in the thesis.

Our primary concern, then, is with the questions dealing with the status of the parents' jobs and of the teen's preferred and expected job. The basis of our classification of these occupations is the assignment of a four-digit census code corresponding to the job title given by the respondent.²⁵ Pineo, Porter and McRoberts have devised a categorization of these census codes which is more useful for sociological studies than the census "major groups". These latter tend to pool occupations by industry or related fields rather than by the hierarchical ranking frequently of interest to sociologists. One principle used in the Pineo-Porter-McRoberts scheme is an attempt to group occupations which are recurrently seen by sociologists as having special affinities even if there are differences in social standing (e.g. foremen). A second important aspect to this classification is the breakdown of the old clerical-sales-service category into skill levels paralleling the levels assigned to the crafts and trades.²⁶

A major advantage to this scheme is that one can use either the

²⁵These technical details are often relegated to an appendix. However, because of the importance of these measures to our analysis we feel it is important to discuss them in the body of the thesis.

²⁶For further details on the construction of this scheme see P. Pineo, J. Porter and H. McRoberts, "The 1971 census and the socio-economic classification of occupations", Canadian Review of Sociology and Anthropology, vol. 14, 1977, pp. 91-102.

revised rankings of the clerical-service-sales occupation by skill levels or one can reconstruct the traditional white collar/blue collar distinction. Another advantage is that while it contains other elements besides prestige, the fifteen categories are fairly homogeneous with respect to prestige and they can be hierarchically ranked in terms of this dimension.²⁷

All the occupation questions in the study have been classified in terms of these fifteen categories.²⁸ The marginal distribution for the mothers' and fathers' occupations are given below. (See Table 2-1).

For the purposes of the analysis, it was felt that the more traditional rankings of these categories would be best, to facilitate comparability with other studies. Accordingly the categories were rearranged as follows. (1) through (6), (8), (11) and (13), (7), (9), (10), (12), (14), and (15). That is, the clerical-sales service occupations were ranked above foremen and the other crafts and trades occupations.

The correlations between the traditional ranking that we will be using and the suggested Pineo-Porter-McRoberts²⁸ one are .94 for the fathers and .79 for the mothers. For the teen's expected job it is .94 (.97 for males and .92 for females). The sole difference in the two schemes is in the relative ranking of the clerical, sales and service,

²⁷See ibid., p. 98.

²⁸See Appendix D for details of coding.

²⁹To clarify: we are using the Pineo-Porter-McRoberts classification of the occupations, but rather than using the ranking of these categories that they suggest, we will, for the bulk of our analysis, be rearranging these categories into a more traditional ranking.

and crafts and trades occupations. The lower correlation for the mother reflects the concentration of females in the clerical, sales and service categories, 40% at semi-skilled or unskilled levels. (This is not reflected in the female teen's expected job, because, as we will see later, few want or expect to enter the lower skilled clerical jobs.)

Table 2-1

Occupational Position of Mothers and Fathers in our Sample

	<u>Fathers</u>	<u>Mothers</u>
(1) Self-employed professionals	1.5%	0.0%
(2) High-level management	2.6	0.4
(3) Employed professionals	5.6	4.1
(4) Technical, semi-professionals	4.1	5.0
(5) Middle management, officials small business	7.0	0.4
(6) Supervisors	5.8	4.1
(7) Foremen	12.6	0.0
(8) Skilled clerical, sales, service	1.5	15.8
(9) Skilled crafts and trades	27.2	3.3
(10) Farm owners and operators	0.0	0.0
(11) Semi-skilled clerical, sales, service	5.3	31.5
(12) Semi-skilled crafts and trades	16.1	13.2
(13) Unskilled clerical, sales, service	0.6	8.7
(14) Unskilled labourers	10.2	12.9
(15) Farm labourers	<u>0.0</u>	<u>0.4</u>
N	342 ^a	245 ^b

^aTotals are less than 400 because not all respondents answered all questions. See Appendix B for details on sample and overall response rates.

^bThese figures are for any of the mothers who ever had a job which lasted seven months or more; the data are for her most recent job of this duration. For the fathers it is for his most recent job of seven months or more; only one male respondent indicated that he had never worked for at least seven months.

When interpreting our data on social class the characteristics of this ranking should be kept in mind. However, as we have pointed out, it has little effect when one considers the two sexes separately.

Pineo, Porter and McRoberts present a strong case for their classification scheme. Our data give further weight to this. One criterion

for the adequacy of a measure is its correlation with other measures of the same dimension. As mentioned earlier, education and income are often seen as components of social class. We see from Table 2-2 below that even when the categories are rearranged into a "traditional" pattern, our measure of social status correlates highly with income, education and subjective class identification.

Table 2-2

Correlation of Parent's job with other indices of social class

Correlation of father's job with:	"Traditional" ranking of occupations	Pineo-Porter- McRoberts ranking of occupations	N
Own education	.59**	.58**	327
Own income	.39**	.45**	295
Own subjective class identification	.42**	.46**	286
Correlation of mother's job with:			
Own education	.56**	.55**	234

** = significant at the .001 level.

There is some variation in terms of which ranking scheme correlates best with the other measures of social class. The traditional ranking can be seen as being at least as reliable a measure as the Pineo-Porter-McRoberts ranking and has the added advantage of comparability with other studies.

On the basis of the discussion above, we feel confident that our measure of social class is valid and reliable. Unless otherwise indicated it is the traditional ranking of the Pineo-Porter-McRoberts classification that is used as our measure of social class.

Operationalization of Self-direction/conformity

The values of self-direction and conformity are central to our analysis and therefore warrant close attention. We will consider the measures that Kohn used, additional measures used in our study, and the problems involved in each.

The key question in Kohn's analysis of self-direction/conformity involved a list of characteristics from which parents were to choose the ones they saw as most important in a child. In the Washington and Turin studies, the question included seventeen characteristics. Parents were asked to choose the three most important in a child the age of their fifth grader. Parents in the Turin sample were asked to further distinguish the relative importance of the three characteristics chosen.

For the national study, the list of characteristics was reduced and revised.³⁰ The final list included the following thirteen values: That he/she:

- + - has good manners
- tries hard to succeed
- + - is honest
- + - is neat and clean
- (*) - has good sense and sound judgement
- * - has self-control
- acts like a boy/girl should
- gets along well with others his/her age
- + - obeys his/her parents well
- * - is responsible
- * - is considerate of others
- * - is interested in how and why things happen
- + - is a good student

Those values marked with a '+' are characterized by Kohn as being indicative of conformity. Those marked with an '*' are presented as measurements of self-direction.³¹ "Having good sense and sound judgement"

³⁰See Kohn, 1969, op.cit., p. 47 for details.

³¹Ibid., p. 49.

was not theoretically predicted by Kohn as a measurement of self-direction, but his factor analysis³² suggests that it acts in a way similar to the other "self-direction" items. It is also consistent with his conceptual definition of self-direction; we will therefore include it with the other measures of this dimension.³³

Given this list of thirteen items, respondents in Kohn's national study were asked to identify: the three most important, the most important of all, the three least important and the least important of all. In the present study, the attempt was made to parallel this measure as closely as possible in order to facilitate comparisons with the national U.S. study. Therefore, the updated and revised list of characteristics from the national U.S. study was the one used. However, since our data from the parents were obtained through questionnaires rather than interviews, it was decided that the format of the national U.S. study was too complicated to include. The format of the Washington study, asking for the three most important characteristics from the list, was seen as most appropriate for our study.

This question was asked of all three family members studied. The teens were asked which three characteristics they saw as most important "in judging yourself as a person". The parents were asked which they saw as most important in a boy (girl) the age of the teenage respondent (i.e. 17-18 years old).

³²Ibid., p. 58.

³³Note that there are other items not designed to measure either self-direction or conformity. The whole question is set up to indicate general parental values; self-direction/conformity is only one aspect of this.

While this question has proved to be relatively robust in terms of Kohn's various studies there are some possible problems with it. One such problem concerns the validity of this measure as an operationalization of Kohn's conceptual descriptions of self-direction/conformity. "The essential difference between the terms...", as Kohn uses them, "...is that self-direction focuses on internal standards for behavior; conformity focuses on externally imposed rules."³⁴ He also emphasizes that self-direction is concerned with intent; it implies that one is attuned to internal dynamics in oneself and others, that one thinks for oneself, makes one's own decisions, is flexible. Conformity, on the other hand, is concerned "only with consequences; it implies obedience to the dictates of authority and includes being intent on staying out of trouble."³⁵

While the parental values question (called the "Kohn question" hereafter) operationalizes some aspects of these conceptualizations, it is not entirely clear that valuation of good manners, neatness and cleanliness, honesty, being a good student and obedience necessarily entails a concern with consequences or with staying out of trouble. Similarly, valuation of good sense and sound judgement, responsibility, consideration, self-control, and interest in how and why things happen may not necessarily involve flexibility, etc.

In order to clarify this, our study included a number of items which were specifically designed to operationalize Kohn's theoretical concept-

³⁴Ibid., p. 35.

³⁵Ibid., p. 36-37.

ualization of self-direction/conformity. Some of these were also included in Kohn's study, others were developed for our study and were designed to have high face validity as measures of self-direction or conformity.³⁶

This brings us to a second concern with Kohn's measure: whether or not it is unidimensional. His conceptualizations at times seem to involve discussion of two different aspects of parental values. While a focus on internal standards can be seen as the opposite pole of a continuum to a focus on external rules, it is not self-evident that other components of self-direction, say, flexibility, are "opposite" in any way to, say, concern with staying out of trouble. Certainly it is not obvious that concern with "good manners, etc." are on a pole of a continuum with "responsibility", etc.

While much of Kohn's analysis argues for the usefulness of this measure, some of his own data suggest that it is not unidimensional.³⁷ In his analysis of the role of occupational self-direction, he standardizes the choice of parental values in terms of the occupational characteristics associated with each class.³⁸ The details of this analysis are not relevant here, but his conclusion is. He finds that the class differences in valuation of self-direction appear to be entirely attributable to class related differences in occupational experience.

³⁶These new items were discussed with Kohn in a personal communication and he felt that they did appear to be valid measures of his theoretical concepts.

³⁷In fairness to Kohn, he does not explicitly make a case for the unidimensionality of his measure. However, this is implicit in much of his discussion, and is formalized in his introduction to and presentation of the factor analysis from the national study. See ibid., pp. 56-59.

³⁸Ibid., pp. 148-149.

Standardization does not similarly erase the class difference in valuation of conformity. He concludes that "other aspects of class must still contribute substantially to the greater likelihood of working-class fathers valuing conformity."³⁹ If self-direction and conformity are two poles of a single dimension, this disparity in the relationship to class should not occur. If there are other aspects of class affecting valuation of conformity, these same aspects would have a similar impact on self-direction if it is, in fact, equivalent to low valuation of conformity.

It would be unwise and unwarranted to dismiss Kohn's measure on these grounds. But, given the importance of Kohn's hypothesis, a continued search for the best measure possible is warranted. To adequately test the unidimensionality of self-direction/conformity as Kohn used it, it is not sufficient to rely on the supplementary "face validity" questions. They could be measuring something quite different from the parental values question. The application of tests of unidimensionality to the "Kohn question" is complicated by the fact that respondents must choose no more than three characteristics from a list of thirteen items. This limitation means that one cannot assume complete independence among the choices made. To avoid this interdependence of responses, our study included thirteen questions which asked how important (on a five point scale from "extremely important" to "of little or no importance") each of the thirteen individual characteristics were, to the teen and to each of the parents. (Hereafter referred to as the "stretched Kohn question".)

³⁹Ibid., p. 149.

We therefore have, in effect, three separate measures of self-direction/conformity: the "Kohn question" (choice of the three most important of the thirteen characteristics), the stretched version of this question (how important each characteristic is), and a series of agree-disagree items designed to operationalize the concepts of self-direction and conformity. An examination of these measures will help us to choose which one to use throughout the rest of the analysis.

Since there are no set criteria for choosing between different measures in sociology, we shall compare our measures in different ways. There are strengths and weaknesses in each. We shall examine these in turn before making any decision.

Because of the interdependence built into the Kohn question it is difficult to form a summary score without using factor analysis or some similar technique. Since Kohn himself used factor analysis it would be useful to examine the results of such an analysis for our data.

We seem to have considerably more difficulty than Kohn did in obtaining meaningful results from this analysis. Using the same technique, orthogonal principal component factor analysis, rotated to simple structure through the varimax procedure,⁴⁰ we were unable to isolate a factor identifiable as self-direction/conformity. Kohn indicates that when no limit was placed on the number of factors, three emerged from his data. We ran parallel analyses on the Kohn question for the teen and both parents. The teen's factor analysis produced seven factors,

⁴⁰See H.H. Harman, Modern Factor Analysis, Chicago, University of Chicago Press, 1967. For details on the computer program used see Appendix D. For details on the factor analysis results see Appendix E.

the father's and the mother's, six. The various items expected to weight heavily as measures of self-direction or conformity were scattered throughout the various factors. When forced to two factors, it was still difficult to identify one factor as "self-direction/conformity" for any of the three family members.

Our factor analyses exemplify one of the major problems with this technique -- the difficulty in meaningfully interpreting the results.⁴¹ However, if this is to be used as a criticism of the Kohn question, we should also briefly consider the results when the other measures of self-direction/conformity are submitted to parallel analyses.

Similar problems arise with respect to the agree-disagree items; when no limit was put on the number of factors, seven emerge from the teen's data, six from each of the parents'. Again the problems in interpretation arise, except that the pattern tended to be for the questions focusing on self-direction to appear in different factors from those on which the conformity items had high loadings. This gives weak support to the notion that the two are not part of the same continuum.

Stronger evidence for this resulted from the factor analysis of the "stretched Kohn question". For the teen and the father three factors emerged when no limits were put on the analysis; for the mother only two emerged. Beyond this, the results were much more clearly identifiable in these analyses. In all three, one factor fairly clearly emerged as

⁴¹It is worth noting that Wright and Wright had similar problems replicating the results of Kohn's factor analysis. See Wright and Wright, "Social Class and Parental Values for Children: A Partial Replication and Extension of the Kohn Thesis", *American Sociological Review*, vol. 41, 1976, pp. 527-537. There are a number of possible explanations for this difficulty in replicating Kohn's results but these are not

measuring "conformity" (as Kohn defined it); a second appears to tap "self-direction".

However, the "stretched Kohn question" is not without its problems. Given the way these variables are conceptualized, and given Kohn's findings, one would expect at least some of the self-direction and conformity items to be negatively correlated. However, we find that all the "stretched Kohn" items are positively correlated with each other. This suggests that there may be a response set with respect to these questions. Since none of the questions were "reversed" there may have been a tendency for respondents to indicate all were important.⁴² The field experience suggests that this did occur in some instances.⁴³ Unfortunately it is difficult to estimate in what proportion of cases this occurred.

Given the positive intercorrelations of the items, it becomes difficult to form a summary score or scores from these items without using the factor analysis results. On the basis of the individual factor analyses of the stretched Kohn questions separate self-direction and conformity scores were computed for the teen, the father and the mother. Combined self-direction/conformity scores were calculated from the

(41 continued)

immediately relevant here. For the time being our major concern is the problems it poses in our attempts at comparison with Kohn's data.

⁴²This could be particularly problematic if respondents who are more oriented to "conformity to external authority" were more likely to answer in terms of such a response set.

⁴³Unfortunately only the field experience of one interviewer - myself - can systematically be brought to bear on this analysis. The usefulness of this experience in interpreting the results was a major consideration in my active participation in the field work.

standard Kohn question for all three family members.

Given the problems encountered in the factor analysis it was felt that, where possible, we should attempt to set up scores independently of these analyses. This was not feasible for the Kohn question in its original or its "stretched" form. It was, however, possible for the agree-disagree items. Again, there were some specifically designed to measure self-direction; others designed to measure conformity. Separate summary indices based on a simple addition of the items were formed for these two subsets of questions. Parallel indices were formed for all three family members included in the study.

The questions included in these indices are:

- Self-direction:
- It is more important that I/my daughter/my son be a sensitive, responsible person than that I/she/he achieve any worldly success.
 - Having an interest in many things and being curious about how they work is more important than being a good student in school.
 - A person's motives should count more than his or her actions.
 - As long as a child has learned the right values, parents don't need to worry too much about specific acts of wrong doing.
 - There are times when it is morally right to break the law.
- Conformity:
- Teenagers have to learn how to take orders from those in authority.
 - It doesn't matter if you think "wrong thoughts" as long as you don't put them into action.
 - Two people who commit the same acts should be dealt with in the same way, no matter what their motives are.

- I'd probably be more likely to trust someone who was neat and respectable looking than someone who dressed really sloppily.
- It's all right to get around the law as long as you don't actually break it.
- The key to getting along in the world is being able to fit in with the way things are.
- It's all right to do anything you want as long as you stay out of trouble.
- One should always show respect to those in authority.
- You should obey your superiors whether or not you think they are right.
- If something works, it doesn't matter whether it's right or wrong.

Two other items were also designed to measure conformity but were omitted from the indices because of their low correlation with the other items.⁴⁴ They are:

- Teenagers have to learn to face the consequences of their actions, no matter how innocent their intentions are.
- People have to learn that they often can't just do something because they think it is for the best.

In all these items, respondents were asked whether they (1) strongly agree (2) agree somewhat (3) neither agree or disagree (4) disagree somewhat or (5) strongly disagree with the given statement.

Reliability coefficients were calculated for the two sets of indices.

⁴⁴See Appendix F for details of intercorrelations. Again, my field experience with these questions indicated that a number of respondents had difficulty with the way both these questions were worded. This ambiguity may be the basis for the low correlations with the other items.

Table 2-3

Reliability coefficients for agree-disagree items

	Reliability Coefficient (Unstandardized Cronbach's alpha) ⁴⁵	
Self-direction index:	Teen	.46
	Father	.31
	Mother	.38
<hr/>		
Conformity index:	Teen	.68
	Father	.73
	Mother	.74

It is clear from Table 2-3 that the self-direction items do not form as reliable a scale as the conformity items. The low reliabilities for the former set of questions makes the formation of a summary index inadvisable.⁴⁶ Our use of these questions in the data analysis will be restricted to the conformity items.

The formation of a "conformity" index from the agree-disagree items provides a check on our interpretation of the factor analysis of the stretched Kohn question.

The results given in Table 2-4 suggest that the factor we labelled "conformity" does appear to be consistent with the scale designed to measure conformity. The negative correlations with the self-direction

⁴⁵See L.J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests", Psychometrika, 1951, vol. 16, pp. 297-334. In Cronbach's words, " α estimates, and is a lower bound to, the proportion of test variance attributable to common factors among the items. That is, it is an index of common factor concentration." Ibid., p. 331.

⁴⁶The reliabilities for the stretched Kohn question are: teen, .79; father, .87; mother, .87; for the Kohn question they are teen, .94, father, .97, mother, .98 (using the formula for dichotomous variables, see Nunnally, J.C. Jr., Introduction to Psychological Measurement, McGraw-Hill, New York, 1970, p. 176).

factor-based scale for the parents suggests that while self-direction and conformity may be separate dimensions, they do tend to be negatively correlated empirically.

Table 2-4

<u>Correlations of scores from the "stretched Kohn"</u> <u>and the agree-disagree items</u>		<u>Correlation with the conformity</u> <u>score from the agree-disagree items</u>
Scores from the "stretched Kohn question"		
Self-direction	Teen	.04 n.s.
	Father	-.17*
	Mother	-.19**
Conformity	Teen	.19**
	Father	.25**
	Mother	.48**

* = significant at .05 level

** = significant at .001 level

n.s. = not statistically significant (in future tables lack of significance will be implied by indicating those other relationships which are statistically significant).

To review, then, the Kohn question is problematic because of the interdependence of the items, the lack of clarity in the factor analysis results and weak face validity relative to the agree-disagree items.⁴⁷ The "stretched Kohn question" avoids the forced interdependence of the responses to the Kohn question, and the factor analysis of this set of items can be meaningfully interpreted. However, there is evidence that it is affected to some extent by a response set and it shares with the

⁴⁷It is important to note that, particularly in terms of the factor analysis results, the problems we encountered do not necessarily reflect on the adequacy of the measures Kohn used in his study. The format of our question is different from the one used in his national study (see p. 31 above) and this may account for the disparity in the results. The

Kohn question the problem of validity as a measure of self-direction or conformity.⁴⁸

The scales based on the agree-disagree items avoid most of these problems. While the factor analysis results are unclear, the items can be formed into a reliable scale without relying on the factor analysis. These items have the advantage of face validity as measures of conformity.

For these various reasons, the rest of our analysis will make use of the conformity scores from the agree-disagree items. In those portions of the analysis where explicit comparisons with Kohn's work are made, the measures based on the "Kohn question" will also be used.

(47 continued)

problems do, however, influence the choice of the measure we will use in the rest of our analysis.

⁴⁸The low intercorrelations for these two measures raised further questions in this area. The relevant correlations are:

Table 2-5

Correlations of scores from the Kohn and
"stretched Kohn" questions^a

Correlations of "Kohn" with "stretched Kohn" scores:	Teen	Father	Mother
Self-direction	-.14*	-.14*	-.17*
Conformity	.22**	.29**	.34**

* = significant at the .05 level

** = significant at the .001 level

While these correlations are statistically significant they are quite low if one considers that they are not only supposed to be measuring the same thing, they measure it by means of very similar questions.

^aNote that the scores on the Kohn and stretched Kohn questions are computed by weighting each individual's response by the factor score coefficient in the first factor of the factor analysis forced to two factors. See Appendix E for details.

This chapter has served to introduce the reader to the various techniques and measures that will be used throughout the analysis. Having explained and justified these tools we are at the point where we can apply them to the data at hand. The next chapter, then, deals with the central issue of the thesis: status inheritance.

Chapter 3

TEENAGERS' OCCUPATIONAL DECISIONS AND THE INHERITANCE OF SOCIAL STATUS

Having established the theoretical framework for the research and some of the tools to be used in the analysis, we are now in a position to examine the data. The central focus of the thesis is the inheritance of social status; that is, the extent to which the teenager's occupational choice is influenced by the status of his or her parents.

Teenagers' Occupational Decisions

As a preliminary step in examining this phenomenon, it would be useful to consider the kinds of jobs that the teenagers prefer and expect. In our discussion of the measurement of social class we emphasized the importance of considering the data for the two sexes separately. This will be particularly relevant as we examine status inheritance. It is not at all obvious that the status of the parent's job will have the same impact on daughters as on sons. Throughout this chapter, therefore, we will look at males and females separately. Some of the complexities of the female's occupational decision will be examined in some detail once we have established the types of jobs chosen by our male and female respondents.

If one uses the traditional distinction between blue collar and white collar jobs (with all clerical jobs coded as "white collar"), the male-female differences are striking. A much higher proportion of female than male teenagers in our sample (97% versus 57%) expect to enter white collar jobs. If we look a bit more closely at the responses,

however, a specific pattern emerges.

Table 3-1

<u>Expected Job of Teenage Respondents by Sex</u> <u>(Traditional ranking)¹</u>			
	<u>Expected Job</u>	<u>Males</u>	<u>Females</u>
	Managerial, professional	30.0%	25.4%
White Collar	Low-level professional, semi-professional	20.6	31.5
	Clerical	6.7	40.3
	<hr/>		
Blue Collar	Skilled, manual	31.7	1.7
	Semi-skilled and unskilled manual	11.1	1.1
<hr/>			
	N	180	181

$\chi^2=112.00$, $df=4$, $p<.001$

As we can see from Table 3-1, the largest male-female differences are in the females' choice² of clerical jobs (40% versus 7% of the males) as opposed to the males' choice of various crafts and trades (43% versus 3% of the females).³ This is the sex difference we noted above in our discussion of the measurement of social class.

¹See Chapter 2 and Appendix D for details. It should be kept in mind throughout this analysis that these are statements concerning the teen's expectations (or preferences). We do not have data on the actual job the teen will enter.

²It is important to note that the term 'choice' does not necessarily imply a purely voluntaristic decision. In fact the whole question of extent to which there are factors constraining one's occupational and educational decisions will be examined in later in the analysis.

³Note that with this classification a very small percentage (2.9%) of the females' expected jobs are considered "blue collar". This will pose problems for our analysis of status inheritance later in this chapter.

If we reexamine the teens' choice of job recategorized according to the Pineo-Porter-McRoberts ranking scheme, we see a different pattern.

Table 3-2

Expected Job of Teenage Respondent by Sex
(Pineo-Porter-McRoberts ranking)

<u>Expected Job</u>	<u>Males</u>	<u>Females</u>
Managerial, professional	30.0%	25.4%
Low-level professional, semi-professional	20.6	31.5
Supervisors, foremen	0.6	2.2
Skilled-manual, clerical	34.1	18.9
Semi-skilled - manual, clerical	10.1	19.4
Unskilled - manual, clerical	4.5	2.2
<hr/>		
N	180	181

$$\chi^2=20.99, df=5, p<.001$$

The male-female differences here are considerably smaller than the ones in Table 3-1. We now also see that rather than females choosing higher status jobs than males, they tend to choose lower status jobs: at the managerial level, males are more likely to choose the high level ones (30% versus 25%), females choose the low level professional or semi-professional ones (21% versus 32%). In the manual-clerical ranks, a higher proportion of males choose skilled work (34% versus 19%); females are more likely to choose semi-skilled jobs (19% versus 10%).

If we look at the teens' preferences rather than their realistic expectations, a similar pattern emerges, except there is no sex difference at the highest managerial level. More males than females say they prefer skilled jobs (36% versus 18%); more females than males indicate a preference for semi-professional (34% versus 27%) or semi-skilled jobs (17% versus 5%).⁴ This seems to suggest that some of the female

⁴For this table (not shown) $\chi^2=27.05, df=5, p<.001$

respondents would like higher status jobs, but few expect to get them. There is a fair bit of sociological literature contrasting aspirations with realistic expectations.⁵ In Chapter 5 a more explicit examination will be made between the preferences and expectations expressed by our respondents. At this point it is important to reemphasize the central focus of this analysis. The aim is not to try to predict or even explain the occupational decisions of teenagers. That would necessitate the inclusion of many more variables than were feasible in this research project. In light of our concern with the role of parental values in the intergenerational transmission of occupational status, the preferences and expectations of the teens are relevant, whether or not they are very realistic. An important implication of this research is that, if there is a strong degree of value "inheritance", this will place certain individuals in a disadvantaged position should they, through choice or the exigencies of the job market, end up in a job requiring values different from those acquired from their parents.

Examination of the answers to the question "What kind of job would you not want to go into?" is also relevant here. A higher proportion of females than males say they don't want any type of managerial job (25% versus 15%) or skilled job (10% versus 1%). (See Table 3-3 and 3-4). Males are more likely than females to say they don't want semi-skilled or unskilled jobs, whether we examine the traditional ranking (55% versus 20%) or the Pineo-Porter-McRoberts one (74% versus 42%).

⁵ See for example M.R. Porter, J. Porter and B. Blishen, Does Money Matter: Prospects for Higher Education, Institute for Behavioural Research, York University, Toronto, 1973, pp. 44-58.

Table 3-3

Job Teen Would Not Want, by Sex
(traditional ranking)

<u>Job not wanted</u>		<u>Males</u>	<u>Females</u>
White Collar	Managerial, professional	8.9%	11.8%
	Low-level professional	5.8	13.4
	Semi-professional, clerical	20.4	54.0

Blue Collar	Skilled, manual	9.9	0.5
	Semi-skilled and unskilled manual	55.0	20.4

N		191	187
$X^2=81.10$		df=4	p<.001

Table 3-4

Job Teen Would Not Want, by Sex
(Pineo-Porter-McRoberts ranking)

<u>Job not wanted</u>	<u>Males</u>	<u>Females</u>
Managerial, professional	8.9%	11.8%
Low level professional	5.8	13.4
Supervisors, foremen	0.5	0.0
Skilled - manual, clerical	11.0	33.2
Semi-skilled - manual, clerical	40.8	32.1
Unskilled - manual, clerical	33.0	9.6

N	191	187
$X^2=54.65$	df=5	p<.001

These data suggest a certain amount of ambivalence, or at least, lack of consensus among the female respondents as to the desirability of high status jobs.⁶ It should be kept in mind that the respondents

⁶This is consistent with Breton's findings from a national study of high school students. See R. Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, Department of Manpower and Immigration, Ottawa, 1972, p. 292.

named specific jobs in response to these questions. There are undoubtedly other factors besides the status of the job influencing whether or not the teen would like to enter it.

In general, the foregoing analysis suggests that females tend to restrict their occupational choice to those areas traditionally associated with their sex, and their status ambitions tend to be moderate compared to their male peers.

In light of these findings it is relevant to examine the respondents' attitudes to an occupation traditionally associated with the opposite sex. As Table 3-5 indicates, the females say they are considerably more willing to enter a male occupation than the males are to do the opposite: a third of the female respondents say they definitely would consider a traditionally male occupation, another 38% say they probably would. The corresponding figures for the males are 7% and 30%; less than half the males see much likelihood of their taking a traditionally female occupation.

Table 3-5

Teen's Attitude to an Opposite Sex Typed Occupation, by Sex

		<u>Males</u>	<u>Females</u>
Would you consider going into a tradi- tionally female/male occupation?	Definitely would	7.0%	33.7%
	Probably would	29.9	37.8
	Probably wouldn't	28.9	16.8
	Definitely wouldn't	34.3	11.7
N		201	196

$X^2=62.08$ $df=3$ $p<.001$

A follow-up question "Suppose you did end up in a traditionally female (male) occupation...how comfortable do you think you would

feel...?" reflects the same pattern (see Table 3-6). Less than 50% of the males think they would be at all comfortable while almost a third of the females say they would be quite comfortable, another third see themselves as at least moderately comfortable in a traditionally male occupation.

Table 3-6

<u>Teen's Expectation re Comfort in an Opposite Sex Typed Occupation, by Sex</u>		<u>Males</u>	<u>Females</u>
How comfortable would you feel?	Quite comfortable	14.1% ^a	31.1%
	Moderately comfortable	32.8	33.2
	Moderately uncomfortable	20.2	12.8
	Quite uncomfortable	18.2	8.7
N		198	196

$$\chi^2=22.52 \quad df=4 \quad p<.001$$

^aThe percentages do not add to 100% because the category "neither comfortable nor uncomfortable" is included in the calculations but is omitted from the table for ease of readability.

This male-female difference would reflect a number of things. It could be bias brought about by the fact that all the interviewers were female; male and female respondents may have reacted systematically differently to these questions being posed by a female. However, one might expect that the direction of the bias would be in the opposite direction, in terms of the males not wanting to seem chauvinistic to the interviewer. Even if a bias in a more traditional direction may have taken place (with male respondents not wanting to associate with "sissy" female jobs),⁷ it is unlikely that this alone would account for

⁷If the male respondents did not want to even consider such a job

the large observed differences.

It is therefore likely that this reflects real differences in attitudes to sex-typed occupations. Some of the differences may be attributable to the higher status of traditionally male occupations. In fact, some recent sex-role literature⁸ suggests that being identified with the male sex itself has higher status than association with the female sex.

In order to examine the extent to which this is true for our respondents, we will consider the teenagers' attitudes to their parents' jobs. The teenage respondents were asked whether they would like the same job as their father and whether they would like the same job as their mother. The responses are indicated in Table 3-7 below.

One important fact that emerges from this table is that the bulk of the teenage respondents (59%-85%) do not want to enter the same occupation as their mother or father. This should be kept in mind when we discuss status inheritance: the "inheritance" is of status level, not of specific jobs.

For the moment, our attention is on male-female differences. More sons rejected the idea of taking the mother's job (85%) than daughters

(7 continued)

when asked in an interview, it is unlikely that they would, in fact, consider entering such a job, i.e. this would reflect their actual attitudes; it would not be a bias because of the sex of the interviewer.

⁸See J. Toukey, "Effects of Additional Women Professionals on Ratings of Occupational Prestige and Desirability", Journal of Personality and Social Psychology, vol. 29, 1974, pp. 86-89. K. Deaux and T. Emswiler, "Explorations of Successful Performance on Sex-Linked Tasks", Journal of Personality and Social Psychology, vol. 29, 1974, pp. 80-85; G. Pheterson, S. Kiesler and P. Goldberg, "Evaluation of the Performance of Women as a Function of their Sex Achievement and Personal History", Journal of Personality and Social Psychology, vol. 19, 1971, pp. 114-118.

rejected taking the father's (77%). When asked about their same-sexed parent, about two thirds of both males (60%) and females (67%) saw it as a bad idea. On the other hand males were more likely to see their father's job as desirable (23%), than were the females to define either their father's (10%) or their mother's job (14%) this way. This is consistent with the notion of male jobs being defined as more desirable by both males and females.

Table 3-7

Teen's Attitude to his/her Parents' Jobs, by Sex

Would you like your parent's job?	Father's Job		Mother's Job ^a			
	Males	Females	Males	Females		
Good idea	22.7%	10.1%	7.7%	14.2%		
Neither a good nor a bad idea	18.3	13.1	7.7	18.6		
Bad idea	58.9	76.7	84.5	67.2		
N	202	198	181	183		
	$\chi^2=16.14$	df=2	$p<.001$	$\chi^2=15.18$	df=2	$p<.001$

^aThe question related to the mother's current job, or if she were not currently working, then the most recent job she had that lasted seven months or more.

One possible source of explanation for the pattern in these particular questions could be differences in the status of jobs held by parents of girls versus parents of boys in our sample. However, it turns out there is very little variation in this. (See Table 3-8). Approximately a third of the fathers of both male and female teens have white collar jobs; about 70% of the mothers of both fall in this this category. Using the Pineo-Porter-McRoberts' ranking produces similar results: the

status of the jobs held by parents of boys is virtually identical to that of jobs held by parents of girls in our sample. (Data not shown).

Table 3-8

		<u>Status of Parents' Jobs by Sex of Teenager</u> <u>(White Collar vs. Blue Collar)</u>					
		Male Teen	Female Teen				
Father's job	White Collar	34.1%	33.7%	Mother's job	White Collar	71.2%	69.1%
	Blue Collar	65.9	66.3		Blue Collar	28.8	30.9
N		170	172	N		118	123
$\chi^2=.001$		df=1	p=.97	$\chi^2=.04$		df=1	p=.83

The foregoing has served to establish that the female teenagers in our sample have different attitudes towards particular jobs than do the male respondents. Another important consideration when one is discussing female occupational choice is the whole question of participation in the labour force. Our data includes information on the female teenager's intentions to work at various stages of her life. This variable is critical to a serious examination of teenagers' occupational decisions. A brief excursion into this topic is therefore warranted.

Female Participation in the Labour Force

There are a number of questions in our study that pertain to the attitudes of female respondents to work and marriage. The teenagers were asked how likely it was that they would work at different stages in the life cycle. The results are given in Table 3-9 below:

Table 3-9

Female Teenagers' Attitudes to Working
at Various Stages of the Life Cycle

	Definitely would work	Probably would work	Probably would not work	Definitely would not work	N ^a
Before Marriage	89.7%	8.2%	1.6%	0.5%	184
After Marriage	65.1	32.3	1.5	1.0	195
With preschooler	4.1	8.2	22.4	65.3	196
If adequate day care available	8.0	19.3	25.7	47.1	187
With children in school	42.1	46.2	10.8	1.0	195
After children have left home	54.9	37.8	4.1	3.1	193

^aThe N's differ somewhat because of variation in the "don't know" and "no answer" rates.

We can make a number of observations concerning these data.

The overwhelming majority of female respondents (about 98%) say they definitely or probably will work both before and after marriage.⁹ Supplementary questions about their work after marriage indicates considerable commitment to this idea. When asked whether they would work even if they didn't need the money, 55% said they definitely would, an additional 30% said "yes", with some qualifications. Even in the face of possible objections from their husband, the majority indicated they would work. The question used was: "If your husband disapproved of your working, would you quit?" In response, 17% said they definitely would not quit, 35% said they probably wouldn't; 4% indicated they wouldn't marry anyone who disapproved of their working. Only 11% said they would definitely quit under these circumstances.

⁹Again, this replicates in Hamilton, 1975, Breton's findings in his 1965 national study. See Breton, *op.cit.* Chapter III-5 "Incidence of Career Orientation Among Girls", pp. 279-294.

It is the presence of young children that appears to be the critical factor in a woman's intention to work. As can be seen from Table 3-9, the percentage intending to work shifts drastically when one talks about the childrearing segment of the life cycle. The availability of "adequate day-care facilities" is a factor for only about 15% of the respondents. Close to three quarters of them feel they would still be unlikely to work.

Once this initial childrearing period is past, participation appears to become redefined as acceptable for a number of the respondents. At each later stage discussed, a higher percentage indicate that they anticipate having a job. (From 12% with a preschooler, to 88% when children are in school, to 93% after the children have left home.)

It should be kept in mind that these respondents are extrapolating their current attitudes to a hypothetical time in the future. The later in the life cycle one is considering, the more hypothetical the question becomes. However, these responses do give a fairly solid indication of the respondents' current attitudes to work. Also, since the majority of these young women are likely to be married within the next few years, one would minimally expect their statements concerning the likelihood of their working before and after marriage to be fairly accurate.¹⁰

Since we are interested in the impact of parental values it would be relevant to compare these attitudes to the attitudes and behaviour of the mothers in our sample. (See Table 3-10).

¹⁰ According to the 1971 Census, 37% of females are married by the time they are 21 years of age, 66% by the time they are 24. (Source: 1971 Census of Canada, Population, vol. 1-2, Catalogue 92-717 and vol. 1-5, Catalogue 92-750, Statistics Canada, Ottawa).

Table 3-10

Women and Work: Female Teens' Attitudes,
Mothers' Attitudes and Behaviour

	Percentage of teens saying they will work	Percentage of mothers with favourable attitude to a woman working	Percentage of mothers who actually work
Before Marriage	97.9% (184) ^a	99.4% (337)	90.7% (332)
After Marriage, before children	97.4 (185)	95.5 (336)	76.2 (331)
With preschoolers	12.3 (196)	11.9 (336)	36.9 (330)
After children are in school	88.3 (195)	55.8 (335)	59.0 (297) ^b
After children have left home	92.7 (193)	80.5 (334)	---- ^c

^aNumbers in brackets indicates the N on which the percentage is calculated.

^bThere were 27 mothers who still had preschoolers; eleven of these (41%) indicated they probably or definitely would not work once the children were in school.

^cThe respondents were also asked whether they intended to work once all their children had left home. Of the 327 mothers who answered, 60.2% said they probably or definitely would.

Desire to withdraw from the labour force when children are young appears to be quite constant across the generations. The figures for the mothers suggest that the frequency of withdrawal may be less than desired (37% actually worked versus 12% who see it as a good idea). If their responses to the attitude question can be taken as an indication of preferences for their own life, another relevant point concerns the percentage of mothers working before they have children. It would seem that a greater percentage of our respondents saw this as desirable than were actually engaged in work outside the home (96% versus 76%). One possible explanation for this would be the operation of structural constraints on female participation. Unfortunately we do not have the data to explore this possibility in more detail.

If we compare the attitudes of the daughters and the mothers, there is a considerable consistency in the two sets of responses until the question is raised concerning the time when all of one's children are in school. Over 90% of the mothers were at this particular stage in their life at the time of the study. The percentages in Table 3-10 suggest a high degree of congruence between their attitudes and behaviour.¹¹ The percentage of daughters who indicate they intend to work at this stage of their life is much higher than the percentage of mothers who see it as a good idea or who themselves worked (or are working) (88% versus 56% and 59% respectively). It is not clear whether this reflects a lack of realism on the part of the teenager or an intergenerational shift in attitudes.

The important point for the current research is that except when they have pre-school aged children the large majority of women do plan to work outside the home. Data from the mothers indicate that these intentions are reflected in the women's behaviour.

We have compared the patterns for teens in general and mothers in general. We can go beyond this to compare the responses of the teenager to her own mother. It would be reasonable to expect that the teen's attitude would be strongly influenced by the example set by her mother. However, this appears not to be the case. The data suggest that whether her mother is currently working has little influence on the teen's attitudes. In ten questions relating to whether the teen

¹¹For the stages "all children are in school" and beyond, the pattern is virtually the same if we restrict our analysis to those women who no longer have pre-schoolers.

expects to work at different stages of the life cycle and under different conditions, only one shows a statistically significant difference: working when all one's children are in school (47% of those with working mothers versus 33% of those with non-working mothers say they definitely will work; 4% versus 16% say they probably won't).¹² Similarly, when one compares the teen's attitude to working at a particular stage in the life cycle to whether her mother worked (or intends to work at that stage), the only statistically significant relationship occurs for the stage when all children are in school.

It is not clear why the mother's example is relevant for this particular stage in the life cycle unless the importance of a mother being at home during this period is seen as somehow more open to shifting definitions. While the majority of the female respondents seem committed to the idea of not working when they have preschoolers, their role as mothers of school aged children seems more open to influence.

If the role model set by the mother appears to have limited influence on the teenage girl's attitudes to work, her parents' attitudes (rather than their behaviour) might be the key influencing factor. To see whether or not this is the case we will examine the relationships between the various questions on whether or not it is a good idea for the teen to work after she is married. Since the vast majority do plan to work after marriage (see Table 3-9), the chi-squares from the cross tabulations are difficult to interpret. We will therefore turn to an examination of the correlation coefficients. (See Table 3-11).

¹²For this table (not shown) $X^2=8.08$, $df=3$, $p<.05$.

Table 3-11

Correlations Between the Attitudes of the Female Teen,
Father and Mother Concerning the Desirability
of the Teen Working after Marriage

	Teen's per- ception of father's attitude	Teen's per- ception of mother's attitude	Father's Attitude	Mother's Attitude
Teen's intention to work	.32** (194) ^a	.39** (195)	.15 (160)	.10 (164)
Teen's perception of father's atti- tude		.70** (195)	.10 (160)	.13 (164)
Teen's perception of mother's atti- tude			-.04 (161)	.14 (165)
Father's attitude				.12 (154)

**=significant at the .001 level.

^aThe case base for the computations is given in parentheses.

The teen's plans to work after marriage are much more strongly related to her perception of her parent's attitudes than to the attitudes reported by the parents themselves (the correlations are .32 and .39 versus .15 and .10). In fact, neither of the correlations between the teen's and parents' attitudes reaches statistical significance.

When one considers these correlations, particularly the low correlations between the perceived attitudes of the parents and the attitudes reported by the parent (.10 and .14), it appears that the teens are misperceiving their parents' stance. Or, they could be attributing their own ideas to their parents. It is interesting that these perceived attitudes, however inaccurate they may be, appear to have a statistically significant relationship with the teenager's attitude to work.

If we go from the question of whether the teenage respondent should (and whether she plans to) work after marriage in general, to the mother's attitude about women working at specific stages in the life cycle, a different pattern emerges. The teen's intention to work at a given stage shows a statistically significant relationship with the mother's attitude for all three stages involving children (see Table 3-12).

Table 3-12

Correlations between the Daughter's Intention to Work and
her Mother's Attitude to Women Working at
Different Stages in the Life Cycle

Daughter's intention to work	Correlation with mother's attitude to work at this stage	N
Before marriage	-.06	156
After marriage	-.02	166
With preschoolers	.16*	166
With children in school	.14*	167
After children have left home	.14*	164

* = significant at the .05 level

These data are more consistent with the idea of the independent transmission of values than with the idea that one's attitudes reflect another's action (i.e. the idea of a role model). This does not necessarily imply that the mother's example is unimportant. It may well be that the impact of this example on the daughter's attitudes and behaviour will become more pronounced once the teen reaches the different stages discussed. Within the context of this study at least two important points come out of our examination of these data: the large majority of female respondents intend to work for a good part of their lives. As an important part of the labour force females ought to be

included in research dealing with occupational decisions. Secondly, the results discussed in this section have implications for the central focus of the thesis. Family variables, particularly parental values warrant continued consideration in our examination of occupational decisions.

The Inheritance of Occupational Status

Having established this baseline through our examination of the teenager's occupational choice, we now turn to the more general question of intergenerational consistency in occupational status. The first step will be to compare the expectations of the teens to the jobs held by the parents (Table 3-13).

Table 3-13

Status of Parents' Jobs & Teens' Expected Jobs

	Father's job	Son's expected job	Daughter's expected job	Mother's job
Managerial, professional	9.7%	30.0%	25.4%	4.5%
Low level professional semi-professional	16.9	20.6	31.5	9.5
Clerical	7.4	6.7	40.3	56.0

Skilled crafts and trades	39.8	31.7	1.7	3.3
Semi-skilled and un- skilled crafts and trades	26.3	11.1	1.1	26.5

N	342	180	181	241 ^a

^aIncludes all mothers who ever had a job that lasted seven months or more.

There are two important findings from this table. One is that, not surprisingly, the distribution of the sons' occupational choices tends to resemble that of the fathers' jobs while the distribution of the daughters' choice more closely parallel the mothers' jobs. From the analysis give above (see Tables 3-5,3-6 and 3-7) this is expected in terms of the sex-typing of occupations.

The second major implication of these data is that a greater percentage of teenagers choose high status jobs than there are parents with such jobs (51% versus 27% for males; 57% versus 14% for females). Part of this could be attributed to the shift in the availability of high status jobs, but much of it must be seen as higher expectations on the part of the teenagers.

We can go beyond a general comparison of marginals to a consideration of the inheritance of status within a family.

Correlation coefficients give us an overall measure of the degree of status inheritance (see Table 3-14).

Table 3-14

Correlation between Status of Parent's
Job and Teen's Expected Job
(Total, male and female)

Correlation with	Status of teen's expected job		
	Male	Female	Total
Status of father's job	.37** (156) ^a	.33** (157)	.34** (313)
Status of mother's job	.07 (106)	.24* (110)	.13 (216)

* = significant at the .05 level

** = significant at the .001 level

^aCase base for computations is given in parentheses.

From Table 3-14 we see that there is a statistically significant relationship between the status of the teen's expected job and the status of the father's job. The size of this correlation (.34 overall) is in line with the correlation found in other studies between the status of fathers and of sons actually in the labour force.¹³

We should also note that the status of the mother's job is statistically significantly related to that of the daughter's choice ($r=.24$). While the correlation here is not as large as it is between father and daughter (.33) or father and son (.37), it does suggest that the mother's job may have an effect as a role model for the daughter.

The important consideration for our research, however, is the existence of this level of "status inheritance", at least at the level of the teens' expectations. Because of the centrality of this finding to the present research, it warrants consideration in a bit more detail.

The crosstabulation of parent's job by teen's job involves the division of our sample into cell units with very few cases in each. The difficulty in assimilating a five by five table further mitigates its usefulness. However, these tables do contain some relevant information which can be summarized fairly concisely. Using the five categories from the traditional ranking of occupations,¹⁴ it would be useful to see how many of the teens expect to end up in the same general category

¹³See P.C. Pineo, "Social Mobility in Canada: The Current Picture", *Sociological Focus*, vol. 9, 1976, pp. 109-123. Throughout our analysis, many of the correlations reported will be in the range of .2 to .4. While these are quite small in terms of explained variance, they are not out of line with the norm in this type of research where one is dealing with complex relationships between a number of variables.

¹⁴These are: (1) high level managerial and professional, (2) semi-professionals and low level management, (3) clerical (including super-

as their father or mother (i.e. what percentage would fall on the diagonal of such a five by five crosstabulation table).

Table 3-15

Percentage of Teens Expecting to Enter the Same
Type of Job as Their Parent
(Total, male and female)

Percentage of teens choosing the same category of job as their parent

	Sons	Daughters	Total
Same as:			
Father's job	25.0% ^a (156) ^b	12.6% (157)	18.9% (313)
Mother's job	11.3% (106)	25.4% (110)	18.5% (216)

^aThese percentages involve the number of individuals who fall on the diagonal of the relevant crosstabulation table (parent's job by teen's expected job) as a percentage of the total for the table.

^bCase base for computations is given in parentheses.

From Table 3-15 we see that close to a fifth of our sample of teenagers expect to end up in jobs similar in status to those held by their parents (in terms of the categories we are using). The figures for the total sample mask the fact that a greater percentage of sons than daughters (25% versus 13%) expect to enter jobs similar to their father's job; the reverse is true for the mothers' jobs (11% versus 25%). This is not necessarily inconsistent with the correlations reported in Table 3-14 since the off diagonal elements will affect the overall relationship. The categories contributing most to the figures in Table 3-15 are: for sons, the "skilled" category (both father and son fall in

(14 continued)
visors), (4) skilled manual (including foremen), (5) semi-skilled and unskilled manual.

this category for 13% of the sample), for daughters, the "clerical" category (this accounts for 21% of the mother-daughter comparison table).¹⁵

We gain a clearer picture, perhaps, by considering the variables collapsed into the traditional white collar/blue collar categories. Because of the problem of the appropriate classification of clerical jobs the only fruitful comparisons here are between the teen and the same sexed parent. However, there are only three female teenagers for whom we have data on parents' jobs, who can be classified as having chosen a blue collar job. For this table, then, we will examine only fathers and sons.

Table 3-16

		Father's job	
		White collar	Blue collar
Son's expected job	White collar	84.3%	49.5%
	Blue collar	15.7	50.5
N		51	105

$$\chi^2=17.6 \quad df=1 \quad p<.001$$

¹⁵This finding highlights the problem with the traditional ranking of occupations. Since different skill levels are combined in the "clerical" category it is more usefully considered in terms of the sex-typing of occupations rather than their status ranking. This becomes more apparent in light of the fact that these sex differences disappear if we use the Pineo-Porter-McRoberts ranking of occupations. (23% of the sons, 22% of the daughters choose jobs similar to their father; 10% of the sons, 11% of the daughters choose jobs similar to their mother using this ranking).

When we look at these broad status categories, the statistically significant X^2 is evidence of status inheritance. While the teen's expectations are undoubtedly affected by the distribution of available white collar and blue collar jobs, comparison of the relative percentages supports the idea that teens whose fathers have white collar jobs are more likely than those whose fathers have blue collar jobs, to expect to enter a white collar job themselves (85% versus 50%). The corresponding percentages for teens expecting to enter blue collar jobs are 16% and 51%.

It is this relationship or, rather, the more general one for the whole sample reflected in the correlations in Table 3-14, that form the central focus of this thesis. It is important to emphasize the significance of this relationship. Status inheritance is important not only in terms of understanding the dynamics of occupational choice, but also as a social issue in a country where equality of opportunity is valued. Sociologists have long realized that there are social and psychological barriers¹⁶ to mobility. Considerable research has been addressed to an understanding of the nature of these barriers with the aim of developing policy relevant recommendations that could help to reduce them.

In order to clarify further the sources of status inheritance it is important to examine whether certain subgroups within the population account for much of the intergenerational relationship. Partial correlation analysis allows us to statistically control the effect of other variables on the relevant correlations. When we control on such diverse background variables as farm background of the parents, their mother tongue, their ethnicity, their religious affiliation and

¹⁶See John Porter, The Vertical Mosaic: An Analysis of Social Class and Power in Canada, University of Toronto Press, 1965, Chapter 6.

religiosity, and family size there is little or no effect on the inter-generational correlations. (See Table 3-17).

Table 3-17

Correlation of Father's Job and Teen's Expected Job,
Controlling on Background Variables
(Total, male and female)

Correlation with status of father's job	Status of teen's expected job for:		
	Total	Sons	Daughters
Original correlation (no controls)	.34	.37	.33
Correlation with controls ^a			
Farm background	.33	.37	.30
Ethnicity	.34	.37	.33
Religious affiliation	.34	.36	.34
Religiosity	.35	.38	.33
Country of origin	.35	.38	.34

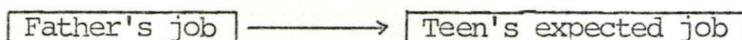
^aThese controls are based on the father's questionnaires.

Similar results are obtained when the correlations with the mother's job are considered and when the background variables for the mothers are controlled.

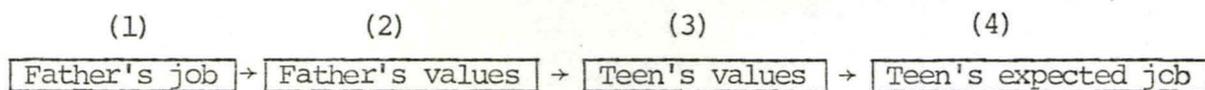
This gives us added confidence that the rate of "inheritance" which we have found is not an artifact of the nature of our sample. Rather, it is quite stable across subgroups. It is this rate of inheritance which will form the focus of most of the remainder of this thesis. We are interested in exploring those relationships which can be seen as contributing to this rate. It should be kept in mind, however, that the scope of the present research is limited to an examination of the role that value elements, specifically parental values, play in this process. It would not be feasible within the limitations of the current study to attempt to isolate all major factors influencing status

inheritance. By restricting the focus of the research we will be in a better position to consider one set of variables in relative depth rather than superficially touching on different sets of variables.

We are then in a position to state that there is a relationship between the parents' job (particularly the father's) and that chosen by the teenager. Diagrammatically we could represent this as follows:



In terms of our consideration of the role of parental values, we posit the following tentative model:



Kohn's research focused on the relationship between (1) and (2); we are more interested in the nature of the links between (1) and (4).

Before going any further, however, we should examine whether our data are consistent with Kohn's findings concerning the relationship between class and values. The next chapter addresses itself to this question.

Chapter 4

CLASS AND CONFORMITY IN THE CANADIAN SETTING

Kohn's work is theoretically important because of its attempt at elaborating the nature of occupational experience and the interplay between work and values. There are two aspects of his work that are directly relevant to our research: the relationship between social class and values, and the role that occupational experiences play in this relationship.

In order to examine the relevance of Kohn's thesis to Canada we will first of all consider the extent to which the relationship that he found between class and values holds for our data. We will then be in a position to explore the importance of occupational conditions for this relationship.

The initial question, then, is: are the value elements on which Kohn focused related to social class? Much of Kohn's thesis rests on class differences in the valuation of the individual characteristics. An examination of the relevant marginals is therefore warranted.

Social Class and Valuation of Individual Characteristics

Table 4-1 presents the percentage of parents choosing a particular characteristic of the thirteen given as one of the "three most important" for a child of 17 or 18¹ years of age. As indicated in Chapter two

¹Note that in Kohn's Washington and Turin studies the children were "fifth graders", in the national study they ranged in age from 3-15 years. Extrapolation from Kohn's data (not shown) indicate that the age factor appears to have little impact on the parental values. Kohn's own data (op.cit., p. 56) indicates that at least within the age range he considered, the relationship of class to values hold, irrespective of the child's age.

Table 4-1

Parental Values (individual items) by Status of Father's Job
(White collar/Blue collar)

Parental values classified by underlying component	Percentage of fathers choosing each value		Percentage of mothers choosing each value	
	Status of father's job		Status of father's job ²	
	White Collar	Blue Collar	White Collar	Blue Collar
<u>Items measuring self-direction</u>				
Good sense and sound judgment	36.5	43.8	49.1	41.6
Self-control	14.8	13.5	13.4	15.1
Responsible	52.2	35.4*	50.0	39.7
Considerate of others	23.5	17.0	29.5	20.2
Interested in how, why things happen	18.3	7.6*	8.0	11.4
<u>Items measuring conformity</u>				
Good manners	24.3	38.1*	20.5	26.5
Neat and clean	10.4	12.1	14.3	15.1
Obeys his/her parents	7.8	18.8*	7.1	17.4*
Good student	6.1	12.1	11.6	15.5
<u>Other items</u>				
Tries hard to succeed	25.2	23.3	27.7	18.7
Honest	62.6	64.1	58.0	65.3
Acts as a boy/girl should	10.4	5.8	1.8	6.4
Gets along with other children	4.3	6.7	8.9	6.9
Number responding	115	223	113	217

*Statistically significant at the .05 level

²The rationale for examining the mother's values in terms of the status of the father's job is that it is typically the father's job which determines the social class of the family. Our analysis parallels Kohn's in this (see especially Kohn, 1969, *op.cit.*, Chapter 2). The problem in satisfactorily ranking women's jobs as well as the reduced case base since many of the women are not working further complicate this question. Where relevant, the relationships with the mother's own job will also be reported.

above, some of these characteristics are designed to measure self-direction, and the expectation is that a higher proportion of white collar than blue collar respondents will endorse them. These form the first set in the table. The reverse pattern is expected to hold for these items designed to measure conformity and they form the second set. The final set of characteristics are not expected to be strongly related to either self-direction or conformity and while there may be class differences in the proportions choosing them, no firm theoretical expectation exists.

From Table 4-1 we see that for the fathers, eight of the nine predicted differences were in the expected direction, but only four of them (manners, obedience, responsibility and interest in how and why things happen) reach statistical significance. For the mothers, the predicted direction holds for seven of the nine, but is only statistically significant in one case (obedience).

If we use eta (which Kohn used) as a test of the relationship between choice of each individual items and the social class of the father (uncollapsed) a similar pattern holds (See Table 4-2).

While there is some fluctuation in which items show a relationship with social class, again four of the predicted relationships reach statistical significance for the fathers (good sense, responsibility, interest in how and why, and good manners). For the mothers in terms of the relationship with the status of the father's job only one of the etas (for "being responsible") reaches statistical significance. Four of the items are significantly related to the status of her own job according to this measure (self-control, responsible, good manners,

neat and clean).

Table 4-2

Parental Values (individual items) by Status of Father's Job (eta)

	Relationship of father's value with father's job	Relationship of mother's value with Father's job	Own job
<u>Items measuring self-direction</u>			
Good sense and sound judgement	.26*	.21	.20
Self-control	.14	.11	.27*
Responsible	.25*	.26*	.27*
Considerate of others	.22	.22	.22
Interested in how and why things happen	.26*	.19	.21
<u>Items measuring conformity</u>			
Good manners	.27*	.21	.28*
Neat and clean	.18	.22	.29*
Obeys his/her parents	.21	.21	.21
Good student	.18	.15	.18
<u>Other items</u>			
Tries hard to succeed	.09	.23	.17
Honest	.15	.18	.17
Acts as a boy/girl should	.27*	.22	.13
Gets along with other children	.18	.15	.11
Number responding	338	330	238

*Significant at the .05 level

In Kohn's national study there was a more consistent pattern of statistical significance.³ This, however, is a reflection of his larger sample size. In the Washington and Turin studies with samples comparable in size to ours, he found at most six statistically significant differences

³Ibid., p. 50.

by social class.⁴ Some of these were for items (eg. being happy) which were not included in the national study or our research.

Our confidence in the stability of this class difference is strengthened by the fact that it persists when the responses to the Kohn question are weighted so that the proportional class representation matched that in Kohn's national U.S. study.⁵ There are some differences between the responses of parents in our sample and those in the U.S. study but these need not concern us here. The important fact at this point is that, despite some anomalies, the relationship between class and values holds in our data when we look at the percentage of respondents choosing each individual characteristic.⁶

Social Class and Composite Scores of Parental Values

This relationship is also evident when we examine the summary scores, discussed in Chapter two, which are designed to measure self-direction/conformity. (See Table 4-3).

⁴Specifically, if we consider class differences for mothers and for fathers in Washington and Turin, choice of the characteristics "obeys his parents" and "has self-control" show statistically significant relationships with class in all four sub-samples; "is dependable" and "is considerate" show significant relationships in three of the four comparisons; the items "has good manners", "is able to defend himself", "is happy", "is neat and clean", "is a good student", and "is curious about things" showed statistically significant class relationships in one or two of the comparisons. See ibid., Chapters 2 and 3.

⁵See Appendix G for details.

⁶The canonical correlation of the thirteen individual items with social class is .35 for our data. This compares to .38 for Kohn's national study, (ibid., p. 50).

Table 4-3

Correlation of Parental Values (summary scores) with Social Class
(Pearson's r)

	<u>For father</u>	<u>For mother</u>	
	Own job	with father's job	Own job
Kohn question ^a	.29** (338) ^b	.24** (330)	.39** (238)
Conformity score from Agree-disagree items ^a	.36** (310)	.20** (294)	.30** (215)

** = significant at .001 level

^aSee Chapter 2 for the discussion of how these scores were computed.

^bNumbers in parentheses indicate the case base.

From Table 4-3 we see that there is a statistically significant relationship between the summary scores we are considering and social class. Note that for the mothers the correlations are higher when we consider her own job rather than the status of her husband's job (.39 and .30 versus .24 and .20). This is consistent with Kohn's argument that occupational experience is a critical factor in class differences in values.

It should also be noted that the correlation with father's job is higher for the conformity score from the agree-disagree items than for the Kohn question. This will be relevant when we are examining the effect of these value elements in status inheritance.

For this section of the thesis, however, our attention should be directed primarily to the Kohn question since we are interested in paralleling portions of Kohn's analysis. That the relationship with social class comes through gives support to this thesis. If we use eta as the measure, we find a relationship between class and values similar to that indicated when the Pearson correlation was used.⁷ (See Table 4-4)

⁷Note that the values of eta are generally greater than those for

Table 4-4

Correlation of Parental Values (summary scores)
with Social Class, (eta)

	For father own job	For mother with father's job	own job
Kohn question	.35** (338) ^a	.30** (330)	.35** (238)
Conformity score from agree-disagree items	.40** (310)	.30** (294)	.40** (215)

** = significant at .001 level

^a Numbers in parentheses indicate the case base on which eta is calculated.

The magnitude of the relationships in Table 4-2 are comparable to the relationship between social class and father's values reported by Kohn. He found that the relationship between class and values as measured by eta was .34 for the national U.S. study⁸; the corresponding figure from our data is .35.

The robustness of this relationship is evident when we see that it persists if we weight the responses by social class. (See Table 4-5).

From the above analysis we are confident that there is a statistically significant relationship between social status and the parental

(7 continued)

Pearson's r. "The major distinction between eta and the Pearson coefficient is that the Pearson tells how effective it is to predict Y scores using values of X and the regression line between X and Y; eta tells how effective it is to predict, using the conditional mean of Y values for each of the levels of X...When all the conditional means fall on a straight line, eta and the Pearson will be identical (assuming that X is interval level): and to the extent that the conditional means fall away from the regression line, the Pearson will be smaller than eta." T.R. Harshbarger, Introductory Statistics: a Decision Map, 2nd ed., MacMillan, New York, 1977, p. 455.

⁸ Ibid., p. 162.

values that we have considered. Given the centrality of this relationship to our research, it is important to gain as much information as possible on the nature of the relationship. While we cannot break our sample into five distinct social classes as Kohn does with the Hollingshead index⁹, it would be useful to examine differences in parental values among our status categories.

Table 4-5

Correlation of Parental Values (Kohn question) and
Social Class (weighted by social class)^a

	Pearson's r	N
Correlation between status of father's job and parental values (Kohn question)		
No controls:	.29**	338
Sample weighted to match U.S. class proportions:	.30**	338

** = significant at the .001 level

^aSee Appendix G for details of weighting.

From Table 4-6 we see that while there are some fluctuations, the relationship between occupational status and parental values follows a regular pattern with unskilled labourers having the lowest scores and professionals and semi-professionals the highest. A test for linearity of the relationship confirms this.¹⁰ While one ought not ignore the consistency and similarities in the different means, it is the pattern of difference by occupational status that concerns us here.

⁹See Kohn's Table 4-1, Table 5-1, Table 5-2, *ibid.*, pp. 51, 74, 77.

¹⁰An analysis of variance was performed and a F ratio of the variation due to regression relative to deviations from linearity was computed.

Table 4-6

Mean Valuation of Parental Values by Classification of
Father's Job (uncollapsed) - Fathers only

<u>Father's job:</u>	<u>"Kohn question"^a</u>	<u>Conformity score^a</u>
Self-employed professionals	15.7 (4) ^b	33.3 (4)
High-level management	14.5 (9)	30.7 (9)
Employed professionals	17.0 (19)	33.1 (18)
Semi-professionals	16.1 (14)	30.6 (13)
Middle management	14.6 (24)	29.7 (23)
Supervisors	14.0 (20)	31.2 (19)
Clerical	12.0 (25)	26.7 (24)
Foremen	13.3 (43)	28.1 (38)
Skilled, manual	13.5 (92)	27.7 (85)
Semi-skilled	12.6 (53)	25.2 (47)
Unskilled	10.8 (35)	22.8 (30)
<hr/>		
Total	13.4 (338)	27.8 (310) ^c

^aFor both indices a low score indicates high valuation of "conformity".

^bThe numbers in brackets indicate the N on which the mean is based; the N's differ slightly for the two scores because of variation in the number of non-response to particular questions.

^cThe total N for the "conformity score" is lower than that for the Kohn question because anyone who failed to answer any one of the ten questions that form the scale is omitted from the analysis. Also, the Kohn question but not the "agree-disagree" items were included in the "short version" of the parents' questionnaire (See Appendices B and C).

A similar relationship holds for the mothers' parental values. (see Table 4-7). Again both visual inspection and the tests for linearity confirm the regularity of the relationship across occupational categories, with low scores on the parental value scales being associated with lower status jobs, and high scores with higher status jobs. An analysis of similar data for the mother's own job is complicated by the fact that the clerical category includes more than half of the respondents and it is quite heterogeneous with respect to status. In general, the pattern holds: the lower the status the higher the valuation of "conformity".

Table 4-7

Mean Valuation of Parental Values by Classification of
Father's Job (uncollapsed) - Mothers only

<u>Father's job</u>	<u>"Kohn question"^a</u>	<u>Conformity score^a</u>
Self-employed professionals	16.8 (5) ^a	37.5 (4)
High level management	18.5 (8)	30.8 (8)
Employed professionals	16.6 (18)	31.0 (16)
Semi-professionals	15.5 (13)	31.6 (12)
Middle management	15.1 (23)	29.0 (22)
Supervisors	13.2 (20)	27.5 (19)
Clerical	12.6 (25)	27.5 (22)
Foremen	13.9 (39)	29.6 (35)
Skilled manual	13.4 (90)	29.3 (77)
Semi-skilled	13.8 (54)	28.2 (49)
Unskilled	12.3 (35)	24.8 (30)
<hr/>		
Total	13.9 (330)	28.6 (294) ^a

^aSee footnotes Table 4-6.

Other Components of Social Class

In his interpretation and discussion of this relationship between class and values, Kohn examines the various components of social class to attempt to isolate the dimension(s) which have an impact on these values.¹¹ Specifically he examines the impact of income, education and subjective class identification as compared to the impact of occupational status. He concludes that "...education and occupational position are each independently related to values and orientation... (and that) such other aspects of stratification as income and subjective class identification bear only a small relationship to values and orientation when social class...is controlled. On the other hand, class is nearly as strongly related to values and orientations when

¹¹Ibid., Chapter 8.

income and subjective class identification are controlled as when they are not."¹²

A parallel analysis is warranted of our data to gain more information on the relationship between class and values. We have seen that parental values are related to occupational status. The question is whether this relationship holds when other components of social class are controlled.

Table 4-8

Correlation Between Occupational Status and Values,
Controlling on Education, Income and Subjective
Class Identification (Fathers only)

	<u>Kohn question</u>		<u>Conformity score</u>	
	<u>r</u>	<u>Percent reduction</u>	<u>r</u>	<u>Percent reduction</u>
Original correlation with occupational status:	.29**		.36**	
Controlling on:				
education	.20**	31.3	.23**	36.9
income	.24**	15.3	.30**	16.8
subjective class identification	.26**	10.1	.34**	7.2
All three	.18*	37.2	.21**	41.0

* = significant at the .05 level

** = significant at the .001 level

From Table 4-8 we see that controlling on education has a stronger impact on the relationship between occupational status and values than controlling income or subjective class identification. The reductions are 31% versus 15% and 10% for education, income and class identification

¹²Ibid., p. 137.

respectively, when one examines the correlation between the status of the father's job and the Kohn question; they are 37% versus 17% and 7% if we use the conformity score.¹³ It is important to note that even with these controls a substantial portion of the original relationship is maintained.

For mothers we have data only on education and the occupational status of her job as well as her husband's, but we can do a similar analysis with these limited data. (See Table 4-9).

Table 4-9

Correlation between Occupational Status and
Values Controlling on Education (Mothers only)

	<u>Kohn question</u>		<u>Conformity score</u>	
	<u>r</u>	<u>Percent reduction</u>	<u>r</u>	<u>Percent reduction</u>
Original correlation with status of father's job	.24**		.20**	
Controlling on mother's education	.12	50.2	.03	86.8
<hr/>				
Original correlation with status of own job	.30**		.30**	
Controlling on mother's education	.16*	47.9	.08	72.8

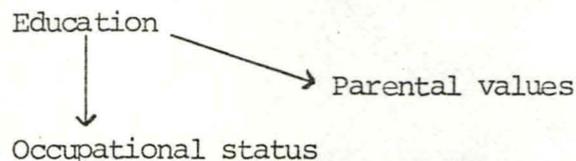
* = significant at the .05 level

** = significant at the .001 level

¹³Following Kohn's lead it was decided to report reduction in the correlation coefficient as opposed to variance explained. This allows comparison with Kohn's work as well as being conservative in our presentation of the effect of the control variables. For example, in Table 4-8 the percentage reductions in the variance with respect to the relationship between occupational status and the Kohn question would be 48%, 32% and 20% for education, income and subjective class identification. For the relationship with the conformity score the reductions are 59%, 31% and 11%.

Here the impact of education is even more pronounced (from 48% to 87% reduction in the correlation between class and values; a 72% to 98% reduction in explained variance). In three of the four comparisons controlling on education reduces the relationship between class and parental values to nonsignificance.

Since education presumably precedes occupational status in time and causal order, controlling on education in effect tests whether the relationship between occupational status and values is spurious, i.e. we are seeing whether the relationship could be diagrammed as follows:



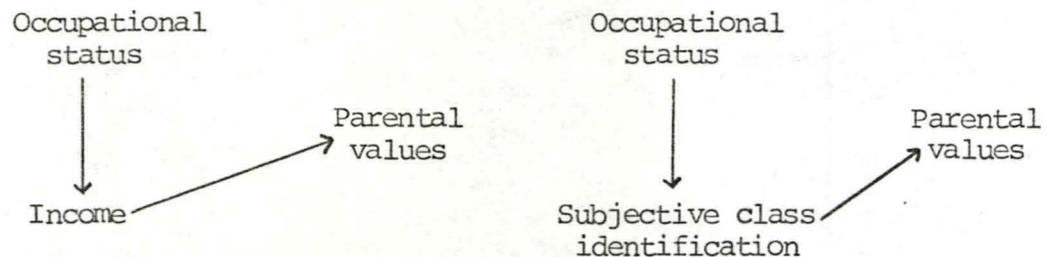
For the fathers in our sample this conclusion is not warranted, that is, occupational status still has an impact on values once education is controlled. The picture is more complex for the mothers for whom the control reduces the correlation with some measures but not others.¹⁴

The other components of social class which are considered (income and subjective class identification) can be most usefully seen as being dependent on occupational status rather than the other way around. Therefore, when we control on these variables we are, in effect, testing to see whether the original relationship can be interpreted,¹⁵ i.e.

¹⁴The difficulty of adequately ranking women's occupations may well be complicating the analysis here. While ranking the women in terms of their husband's job solves this problem, it raises others here in terms of what relationship should be expected between the husband's job and the wife's education.

¹⁵"Interpretation" occurs when controlling on an intervening variable makes the original relationship between two variables disappear.

whether the following models would apply:



From Table 4-8 we see that these models do not fit our data; for the fathers in our sample, there is a direct relationship between occupational status and values when these other variables are controlled.

It is important at this point to investigate whether these other components of class, particularly education have an impact on parental values independently of occupational status. For income and subjective class identification we will be examining whether the relationship of these variables to parental values is, in fact, spurious. For education, since it is most usefully seen as antecedent to occupational status, we will be clarifying whether or not the relationship is one of interpretation.

From Table 4-10, we see that the relationships of income and subjective class identification to parental values are substantially reduced (from .13 to .17 to, in effect, zero) by controlling on occupational status. Therefore, we conclude that these relationships were spurious, i.e. we could diagram the relationships as follows:

(15 continued)

This is contrasted with a spurious relationship where controlling on an antecedent variable has this effect. See H.M. Blalock, Causal Inferences in Nonexperimental Research, University of North Carolina Press, Chapel Hill, 1964, pp. 84-85.

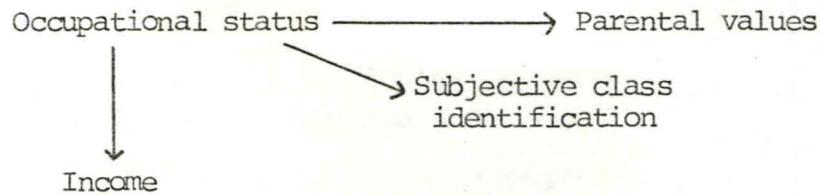


Table 4-10

Correlations between Education, Income and Subjective Social Class and Parental Values, Controlling on Occupational Status (Fathers only)

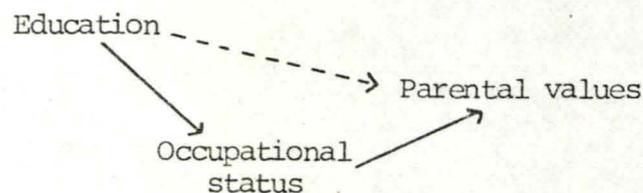
	Original correlation	Controlling on status of father's job	Percent reduction
Kohn question with:			
education	.23**	.07	68.4
income	.13*	-.05	100 ^a
subjective class identification	.17*	-.01	100 ^a
Conformity score with:			
education	.32**	.14*	56.3
income	.14*	-.09	100 ^a
subjective class identification	.23**	.01	95.6

* = significant at the .05 level

** = significant at the .001 level

^aReduction is virtually 100%; the correlations are slightly negative but near zero.

Looking at the relationships with education the picture is less clear. For the Kohn question, the impact of education is reduced to non-significance (from .23 to .07) once occupational status is controlled. For the conformity score the magnitude of the relationship is reduced (from .32 to .14) but it is still statistically significant. These interrelationships may best be diagrammed as follows:



(---> indicates a weak relationship)

This finding is somewhat inconsistent with Kohn's data from the national U.S. study.¹⁶ In his data the relationship between education and parental values is the stronger. Our sample is not large enough or comprehensive enough to settle this particular question. What the foregoing analysis has indicated is that we can be confident that a non-trivial relationship exists between social class and parental values and that the occupational component of social class warrants our attention in any further investigation into this relationship.

Occupational Self-direction

We are now in a position to examine the role that occupational experience plays in the relationship between class and parental values. Kohn's critical finding is that controlling on occupational self-direction substantially reduces the relationship between class and parental valuation of self-direction/conformity.¹⁷

Our study included thirteen separate questions which deal with various aspects of the men's work, that is how much self-direction they were permitted and/or encouraged to exercise in their work. These questions are important as measures of class related occupational conditions which influence men's values. We must, therefore, establish that these characteristics are, in fact, related to social class.

Table 4-11 indicates that all but one of these questions (the extent to which one's supervisor discusses what he wants done) are

¹⁶Kohn, 1969, op.cit., p. 132.

¹⁷Ibid., p. 162.

significantly related to social class.¹⁸ While all these questions are

Table 4-11

Correlations of Occupational Self-direction with Status of Father's Job

Dimension of occupational self-direction	Correlation with status of father's job	Dimension of occupational self-direction	Correlation with status of father's job
Repetitiveness of job	-.35** (310) ^a	Requirement for self reliance	.22** (328)
Whether self-employed	.24 (325)	Work with: written material	.41** (304)
Closeness of supervision	-.36** (279)	hands	-.57** (308)
Whether supervisor discusses work	.08 (284)	people	.34** (310)
Freedom to disagree with supervisor	.19** (287)	Relative importance of written material, hands, people	.16* (323)
Importance of doing what you are told	-.24** (318)	Amount of influence at work	.27** (327)
Control of speed of work	.27** (320)		

* = significant at the .05 level

** = significant at the .001 level

^a Numbers in brackets indicate the number of cases on which the correlations are based.

¹⁸ Crosstabulations of these items with social class (white collar/blue collar) confirm this pattern. We get the image of white collar jobs as involving a variety of tasks, a fair bit of self-reliance and, correspondingly, considerable freedom from supervision. These jobs are likely to involve work with data or people rather than manual work. Blue collar occupations, on the other hand, tend to involve repetitive, manual work, they are closely supervised and they do not, as a rule, require much self-reliance.

While these tendencies are important, particularly in a consideration of class differences, one should not overlook the fact that there is considerable variation within this pattern. Over half of the blue collar workers report that their job requires "a great deal" of self-reliance; more than a third of them work primarily with people or written materials; 44% of their jobs involve a variety of tasks.

relevant as measures of occupational self-direction, it is cumbersome to try to deal with them all separately. It would be useful if some or all of them could be combined into some overall measure of occupational self-direction. Kohn has isolated three separate components of occupational self-direction: (1) as a limiting condition there must be freedom from close supervision; (2) the substance of the work must require initiative, thought and independent judgement; (3) the work must be relatively complex and allow a variety of approaches.¹⁹ Questions concerning the nature and extent of supervision were designed to tap the first component.²⁰ Information on the substance of the work is obtained from questions on the degree to which the job involves work with people, with data or with things.²¹ The third component is operationalized in terms of the degree of self-reliance required.²² The coefficients of reliability (unstandardized Cronbach's alpha) for these scales are .35, .42 and .10 respectively. These are fairly low

¹⁹Ibid., p. 140.

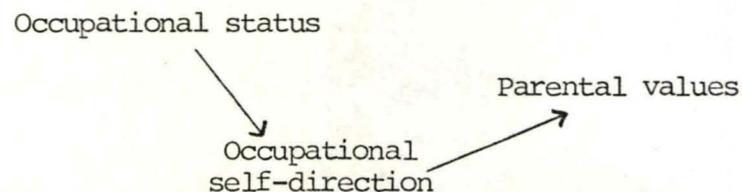
²⁰The questions used were: a) "How closely does (the person who has most control over what you do) supervise you?" b) "When he (she) wants you to do something, does he (she) usually just tell you to do it, does he (she) usually discuss it with you, or is it half and half?" c) "How free do you feel to disagree with your supervisor?"

²¹Respondents were asked to indicate how important each of: work with written material, work with one's hands other than writing and dealing with people, are to doing their job adequately. An additional question dealt with the relative importance of these three.

²²Questions included: "How much self-reliance would you say is involved in your job?"; "How repetitive is your work?"; "Do you have much influence on the way things go at work?"; "How important is it for doing your job well that you do what you are told?"

reliabilities and unfortunately this makes it problematic to form summary indices from our data. For this analysis we will therefore continue to treat the various questions separately.

The theoretical expectation is that the father's valuation of self-direction, occupational experience and social class should be related to each other in such a way that occupational experience explains a substantial portion of the relationship between class and valuation of self-direction. We have seen in an earlier section that valuation of self-direction is, in fact, correlated with social class. The above analysis indicates that we can be confident that the questions on occupational self-direction have tapped some of the class differences in occupational experience. We are interested in examining whether occupational self-direction "interprets" the relationship between class and values. Diagrammatically:



Once occupational self-direction is controlled, the relationship between occupational status and parental values should, in effect, disappear. For this to happen, occupational self-direction must itself be related to these parental values.

From Table 4-12 we see that only three of the thirteen items show a statistically significant relationship to the Kohn question; five are statistically significantly related to the conformity score. All but two of these relationships reduce to non-significance when social

class is controlled.²³ A similar pattern holds when we examine the mother's values and her occupational experience.²⁴

Table 4-12

Correlations of Parental Values with Occupational Self-direction
(Fathers only)

	Correlation (Pearson's r) with:			
	Kohn question ^a	N	Conformity score ^a	N
Repetitiveness of job	-.13*	308	-.24**	291
Whether self-employed	.07	325	.08	305
Closeness of supervision	-.03	276	-.16*	264
Whether supervisor discusses work	-.04	281	-.02	267
Freedom to disagree with supervisor	.06	284	.07	270
Amount of influence at work	.01	326	.11	308
Importance of doing what you are told	-.16*	317	-.24**	299
Control of speed of work	.04	319	.13*	302
Requirement for self-reliance	.01	327	.07	309
Work with: written material	.10	304	.18	289
hands	-.12*	307	-.28**	291
people	.05	310	.07	292
Relative importance of written material, hands and people	.07	323	.09	305

* = significant at the .05 level

** = significant at the .001 level

^aFor both indices a low score indicates a high valuation of conformity.

²³Those that remain statistically significantly related to the values when social class is controlled are: repetitiveness of the work and importance of doing what you are told.

²⁴For mothers, three conditions are related to the Kohn question when social class is controlled: how much influence one has, the importance of doing what you are told and the speed of work. Repetitiveness, closeness of supervision and work with one's hands are related to the conformity score when class is controlled. These results are the same whether the father's job or the mother's own job are used as the measure of social class.

Given the finding of such weak relationships between our measures of occupational self-direction and parental values, we would not expect that controlling on occupational self-direction would have much impact on the relationship between class and values. Table 4-13 confirms this.

Table 4-13

Correlation Between Class and Parental Values (Kohn question)
Controlling on Occupational Self-direction

Original Correlation Between Class and Values .29

Controlling on:

Repetitiveness of job	.28	Importance of doing what you are told	.26
Whether self-employed	.28	Control of speed of work	.29
Closeness of supervision	.30	Requirement for self-reliance	.29
Whether supervisor discusses work	.29	Work with: written material	.27
Freedom to disagree with supervisor	.28	hands	.27
Amount of influence at work	.30	people	.29
		Relative importance of written, hands, people	.28

Trying various combinations of the variables, the lowest that the correlation becomes is .23 (21% reduction). This reduction occurs when we control for repetitiveness of the work, freedom to disagree with one's supervisor, importance of doing what you are told, importance of work with written material and the relative importance of work with written material, people or one's hands.

While this accounts for approximately a 50% reduction in explained variance there are still a number of issues unresolved. Compared to the U.S. results the proportional reduction in the class

correlation is considerably less than expected (30% versus 65% reduction²⁵). Secondly, only a small number of individual questions have an impact on the relationship.

Since we are fairly confident that these items measure some component of class difference we are left the question of why they failed to perform as expected. The problem may well lie in the difficulty of obtaining the necessary data in a questionnaire format. Our desire to economize in the field work may, in this instance, have led to considerable restrictions on the sensitivity of our measures.

While we are willing to recognize possible problems with our data, the fact remains that the relationship which Kohn found does not appear to be particularly robust.²⁶ The occupational conditions he found to be important have considerably less impact than, for example, the father's education. Clearly the whole question of the inter-relationship between class and values necessitates further investigation.

This failure of the "structural" aspects of work experience to mediate the impact of class on values may actually argue in favour of the central thesis of the current research. As we indicated in Chapter one, we are positing a model involving the cultural transmission of values, basically a socialization model. Kohn's finding occupational conditions to be important was the basis for his argument against the

²⁵Kohn, op.cit., p. 184.

²⁶This is particularly important in light of the centrality of occupational self-direction to Kohn's thesis. See Kohn and Schooler, 1973, op.cit., p. 116.

idea of values influencing job choice.²⁷

Our analysis to this point has not shed much light on the source of class differences in values, but we are confident that these differences do exist. Our concern with status inheritance require us to now turn our attention to the impact of these values across a generation. We must examine whether or not the teenage respondents in fact assimilate the values espoused by their parents, and if so, what impact these values have on their occupational choice. The next chapter will address itself to these specific questions.

²⁷loc.cit.

Chapter 5

VALUE INHERITANCE AND THE FAMILY

Introduction

We have established that the value elements discussed by Kohn are related to social class. The next part of our analysis goes beyond that covered in Kohn's research. Wright and Wright point out the need for data on the degree of inheritance of these values. "Obviously, if class-linked parental values differences are going to explain the intergenerational transmission of social status, one requirement is that parents and children share the same value."¹ They go on to observe that there is "relatively little evidence that children assimilate, even imperfectly, the values that parents try to teach them, and there is some persuasive evidence to the contrary."²

Kohn does not address himself to the question of status inheritance except in the brief section mentioned earlier;³ his research concerns itself with the questions discussed in our last chapter. In his brief discussion of the perpetuation of inequality he comments: "Whether consciously or not, parents tend to impart to their children lessons derived from the conditions of life of their own social class -

¹Wright and Wright, op.cit., p. 530.

²Loc.cit.

³Kohn, 1969, op.cit., pp. 200-201.

and thus help prepare their children for a similar class position."⁴ In this chapter we seek to examine whether the particular parental values we have been considering are, in fact, transmitted from parent to child. We are interested in determining the degree of value inheritance and, to the extent that it occurs, the impact of this inheritance on status inheritance. Our primary focus will be on the summary score based on the agree-disagree items, the "conformity" score, as the measure of values.⁵ This is the least problematic scale we have in terms of problems in construction⁶, and it is more highly correlated with social class than the Kohn question.⁷

If value elements are to be seen as mediating the process of status inheritance, they must minimally be related to social class. Using a weaker measure (in these terms) would mitigate against our finding the role of values to be important. We would be in danger of prematurely rejecting a possibly valid hypothesis. Using the conformity scale as the measure of the relevant values puts us in a stronger position to meaningfully test our hypothesis.

⁴Ibid., p. 200. One should also note his qualifying comment to the effect that his data suggests that "where there is conflict between early family experience and later occupational conditions, the latter are likely to prevail." He adds "The more important point, though, is that early family and later occupational experiences seldom conflict." Ibid., p. 201.

⁵Where relevant, results using the Kohn question will also be reported.

⁶See Chapter 2, above.

⁷See Table 4-4, above. The correlations with class for the conformity scale are also higher than those from the "stretched Kohn" question. These higher correlations hold for the teen's expected job as well as for the parents' jobs.

Since the conformity score is calculated in an identical way for all family members⁸ we can compare the relative valuation of conformity by the different respondents.

Table 5-1

Mean Valuation of Conformity for Teens, Fathers and Mothers

	<u>Mean valuation for conformity^a by</u>		
	<u>Fathers</u>	<u>Mothers</u>	<u>Teens</u>
Total sample	27.8 _b (310)	28.8 (294)	27.4 (332)
Controlling on status of father's job:			
White collar	30.2 (110)	29.5 (103)	28.7 (114)
Blue collar	26.5 (200)	28.4 (191)	26.8 (218)

^aNote that a high score indicates a low valuation of conformity
^bNumbers in parentheses indicates the case base on which the mean is calculated.

From Table 5-1 we see that there is a fair degree of consistency in the valuation of conformity among the different family members in our sample (the mean valuation for fathers is 27.8, for mothers, 28.8, for teens, 27.4). This consistency holds when we control on the broad categories of social class. This is an important baseline for our analysis of value inheritance. If the teens' values differed markedly from those held by the parents, we could anticipate low rates of value inheritance at least in some segments of the population.

⁸This is in contrast to the scores from the Kohn question which are based on unique factor scores for each family members.

Intergenerational Value Inheritance

Based on the quotation from Wright and Wright (p. 92 above) we would not expect much intergenerational value inheritance. If we take the null hypothesis to be that there will be no value inheritance we can test for the existence of a relationship in our data.

Table 5-2

Correlations of Values (Conformity score)
and Status; Teens and Parents

	Father's conformity	Mother's conformity	Teen's vocational expect- ations	Father's occupation- al status	Mother's occupation- al status
Teen's conformity	.12* (302) ^a	.12* (295)	.24** (353)	.17** (332)	.02 (233)
Father's conformity		.43** (278)	.09 (283)	.36** (310)	.32** (211)
Mother's conformity			.04 (274)	.20** (294)	.30** (215)
Teen's vocational expectations				.34** (313)	.13 (216)

* = significant at .05 level

** = significant at .001 level or better

^aCase base for computations is given in parentheses.

The first two correlations in Table 5-2 test this hypothesis. While the correlations are small (both are .12) they are statistically significant. This is grounds for rejecting the null hypothesis that there is no value inheritance. There does appear to be a certain amount of intergenerational value consensus, and from these figures the relationship of the teen's values appears to be equally strong with each of

the parent's values.⁹

Earlier results have emphasized the importance of examining male and female respondents separately. In line with this we will consider whether the sons and daughters in our sample display different rates of value inheritance.

Table 5-3

Correlations of Values (conformity score) by Sex of Teenager

	<u>Males</u>		
	Father's conformity	Mother's conformity	Father's Occupational Status
Teen's conformity	.18* (153) ^a	.12 (149)	.22* (167)
Father's conformity		.44** (137)	.27** (155)
Mother's conformity			.14 (143)
Teen's occupational expectations			.37** (156)
	<u>Females</u>		
Teen's conformity	.08 (149)	.14 (149)	.12 (165)
Father's conformity		.42** (141)	.44** (155)
Mother's conformity			.26** (151)
Teen's occupational expectations			.33** (157)

* = significant at the .05 level

** = significant at the .001 level or better

^aThe case base for each computation is given in brackets.

⁹There is additional information contained in Table 5-2 that

Table 5-3 gives the relevant correlations for males and females. The only correlation which reaches statistical significance is that between the values of the son and the father. However, this picture is complicated by the fact that, with the reduced case base, and the small correlations which we are dealing with, if the correlation of .12 had persisted across all four subsets it would not have reached statistical significance. The relevant point then becomes that in all instances except the one for father and daughter, the correlations are at least as large as the original .12. The interpretation of this is further complicated by the fact that if the measure of values used is the Kohn question, the only corresponding correlation that reaches statistical significance is between the son and the mother's values (.15) and the father-daughter correlation (.11) is higher than the father-son correlation (.03). (See Table 5-4).

Given the importance of this relationship both to the present thesis and to Kohn's work, we are justified in further exploring possible subsets of our sample which may vary in the degree of value

(9 continued)

warrants comment. One point is the fairly sizeable correlation between the measure of the father's values and that for the mother (.43). This suggests that the parents influence each other's values, or that value similarity is achieved through the mate selection process. The relationship of the father's values to his status is repeated in this table (.36), as well as the relationship of the mother's values to her husband's status (.20). If this were the only source of similarity a correlation of approximately .07 would be expected between the values of the two parents. The observed correlation of .43 adds weight to our thesis that the family context is an important arena for the development and reinforcement of values.

inheritance.¹⁰

Table 5-4

Correlations of Values (Kohn question) by Sex of Teenager

	<u>Father's Kohn Value</u>	<u>Mother's Kohn Value</u>
Son's Kohn value	.03 (172) ^a	.15* (172)
Daughter's Kohn value	.11 (170)	.05 (174)
Both sexes	.07 (342)	.10* (346)

* = significant at the .05 level

^aNumber in brackets indicates the case base.

It is possible that the rates of value inheritance are different for families at different positions on the status hierarchy. This would have broader relevance in terms of our concern with the effect of value elements on status inheritance. If there are different rates of value inheritance for the different social classes, the role of values on status inheritance would be affected.

Table 5-5 indicates that the two social classes do differ to some extent in terms of rates of value inheritance. Specifically the father to teen relationship is stronger among the white collar families (.19) than blue collar families (.05). This is particularly relevant when we note that, if we consider within class mobility, there appears to be more status inheritance within the white collar group (.21 versus .07).

¹⁰Controlling on such diverse background variables for the mother and father as farm background, mother tongue, religious background, importance of religion and ethnicity does not affect the degree of inheritance of values as measured by these correlations for the Kohn question or the conformity score.

Table 5-5

Correlations of Values by Status of Father's Job

	<u>A. White Collar</u>		
	Father's conformity	Mother's conformity	Father's Occupational Status
Teen's conformity	.19* (108) ^a	.16 (102)	.26* (114)
Father's conformity		.30* (98)	.29* (110)
Teen's vocational expectations			.21* (105)
	<u>B. Blue Collar</u>		
Teen's conformity	.05 (192)	.10 (183)	.03 (218)
Father's conformity		.48** (178)	.27** (200)
Teen's vocational expectations			.07 (208)

* = significant at the .05 level

** = significant at the .001 level or better

^a Number in brackets indicates the case base.

Our data contain additional information which may help to shed light on this question of value inheritance. Besides asking the teenagers about their own values, questions were also included concerning their perception of their parents' values. Unfortunately this was only done for the Kohn question, not the agree-disagree items which form the conformity score.

We have already examined the rates of inheritance of the values measured by the Kohn question (Table 5-4 above). Our attention is now addressed to the accuracy of the teen's perceptions of values

held by his/her parents. (See Table 5-6)

Table 5-6

Correlations of Values and Perceived Values in the Family
(Kohn question)

	Perceived father's value	Perceived mother's value	Father's value	Mother's value
Teen's value	.31** (400) ^a	.32** (400)	.07 (341)	.10 (346)
Perceived father's value		.40** (400)	.18** (342)	.28** (346)
Perceived mother's value			.19** (342)	.21** (346)
Father's value				.23** (330)

** = significant at the .001 level

^a Number in brackets indicates the case base.

A number of observations can be made from this table. First of all the teens perceive more congruence between their parents attitudes than actually exists (the correlation between the perceived values is .40 as compared to .23 for the values reported by the parents). Secondly, the correlations between the teen's perception and the parents' reported values are quite low, (.18 and .21) although they are statistically significant. Thirdly, the teens' values have a much higher correlation with their perceptions of the parents' values than with the values reported by the parents.¹¹

¹¹ Another observation is that the perception of one's father's values is more strongly correlated with the mother's reported values than with the father's (.29 versus .18). It is unclear why this would be so. One possibility is that the mother represents the parental values to the children. But the correlation between the perception of her values and her report is only .21, lower than that for the perception of her husband's values. It is beyond the scope of this

Clearly there is some breakdown in the transmission of these values from one generation to the next. We cannot tell from these data whether the teens misperceive their parents values and to some extent match their values to these misperceived ones. Another possibility is that the teens derive their values from some other source and then project their own values onto their parents. Or, they may be more influenced by their parents' values than they think - that is, the teens may be influenced by the parents' actual values, not their conscious perceptions of their parents' values.

We do have information from both the parents and the teen on how close they are to each other and whether or not they are currently going through a particularly conflict ridden period in their relationship. However, controlling on these items individually and collectively does not affect the correlations between parents' and teen's values, nor the correlations indicating the accuracy of the teens' perceptions.¹²

What can we conclude from the above analysis? Our data are fairly inconclusive. There is some evidence of non-trivial rates of value inheritance among certain segments of our sample, but the pattern is far from clear.

The ambiguity of our results in the above section further complicates possible predictions concerning the effect of these value elements on status inheritance. Nevertheless, because of its theoretical relevance to our original formulation, it is important to examine the role of

(11 continued)
thesis to do more than remark on this apparent anomaly.

¹²See Appendix H for details.

these value elements in status inheritance. Again, the statistical technique to be used will be partial correlation analysis to make maximum use of our limited sample size.

Table 5-7

Reduction in Correlation between Teen's Expected Job and
Father's Job, Controlling on Values

	Males	Females	Total
Original correlation between status of father's job and teen's vocational expectations	.37	.33	.34
Correlation controlling on parents' and teen's valuation of conformity	.34	.30	.31
Percent reduction	8%	9.1%	8.8%
<hr/>			
Correlation controlling on parents' and teen's "Kohn question"	.34	.29	.31
Percent reduction	8.1%	12.1%	8.8%

The data in Table 5-7 do not give strong support to the idea that these value elements play a very important role in status inheritance. Whether we use the conformity score or the Kohn question as our measure of values, the control leads to less than 15% reduction in the class correlation; less than 10% in all but one subset.

In Tables 5-2 to 5-6 above we found weak and inconsistent evidence of value inheritance between generations. Not surprisingly, then, we have found that these values have only a weak impact on the inter-generational class correlations. The specific details of these findings may not be immediately open to interpretation, but we are left with at least one overriding conclusion. That is, after controlling on these measures of self-direction and/or conformity a fairly substantial portion

of the intergenerational relationship remains intact. This might suggest that parental values play an unimportant role in the transmission of social status. Such a conclusion would be premature for a number of reasons. The problem may lie in the measures of parental values that we have used and this may be obscuring a stronger pattern of influence. The expectation that parents' values are transmitted to their children is firmly based on socialization theory and research support is not totally lacking.¹³ We are well justified in further investigating this topic by examining data on other types of parental values.

Data from our respondents give additional support to this further investigation. Whether or not the parents actually do influence their children's occupational choice, they are perceived as having at least some influence.

Importance of Parents' Opinions

From Table 5-8 we see that the majority of our teenage respondents see their parents as being at least "moderately important" in their occupational choice (70% for fathers, 68% for mothers). It is interesting to note that their parents agree with this evaluation,¹⁴ in fact an even larger proportion of both mothers (84%) and fathers

¹³See D.A. Goslin (ed.), Handbook of Socialization Theory and Research, Rand McNally, Chicago, 1969, for an overview of this perspective. See also C. Jencks, Inequality: a Reassessment of the Effect of Family and Schooling in America, Basic Books, New York, 1972 and R. Pike and E. Zureik (eds.), Socialization and Values in Canadian Society, vol. 2, McClelland and Stewart Ltd., Toronto, 1975.

¹⁴The correlation between the teen and the parents' evaluation of the importance of the parent's opinion is statistically significant. (Pearson's r: teen with father .22, teen with mother .20; tau: teen with father .19, teen with mother .17). This confirms earlier research which has found parents to be defined as important to these decisions (see. R.L. Simpson, op.cit.).

(77%) see themselves as being moderately or very important in this decision (in fact, the chi-squares indicate that the parent teen difference here is statistically significant).

Table 5-8

Importance of Parents to Teen's Occupational Decision

	<u>Importance of father to occupational decision</u>		<u>Importance of mother to occupational decision</u>	
	<u>Teen's report</u>	<u>Father's report</u>	<u>Teen's report</u>	<u>Mother's report</u>
Very important	19.4%	26.3%	16.8%	22.8%
Moderately important	50.1	51.1	51.0	60.8
Not very important	21.7	17.7	23.6	13.6
Not at all important	8.8	4.9	8.5	2.7
N	397	327	398	337
	$\chi^2=9.14; df=3; p<.05$		$\chi^2=26.82; df=3; p<.001$	

The relative importance of parental influence is seen in the responses to the questions about who has been most important in influencing the teen's occupational choice. (See Table 5-9)

Table 5-9

Most Important Person in Teen's Occupational Decision

	<u>Most important person in occupational choice</u>	
	<u>Including self</u>	<u>Excluding self</u>
Self	37.9%	-
Parents ^a	26.2	42.1%
Teacher or guidance counsellor	18.5	30.0
Friend	7.2	11.6
Sibling	3.3	5.4
Other ^b	6.9	11.2
N	390	242

^aIncludes those who choose one or both parents

^bIncludes other relatives (uncle, cousin, grandparent), a god parent, a former employer, coach, "just people talking about their future".

The respondents were asked: "Who would you say has been most important (besides yourself) in your decision about your occupational choice?". Nevertheless a number of respondents indicated that "no one but myself" was important. The importance of the parents is evident from the fact that they are second only to oneself in terms of the percentage of teens choosing them as "most important" (26% said "parents" versus 38% for self, 19% for teacher or counsellor, 7% for a friend, 3% for a sibling and 7% for "others"). If we look only at those respondents who designated someone other than themselves, the pattern is even clearer. Over 40% of these respondents see their parents as most important in their occupational choice (the next most popular choice was teacher or counsellor, which 30% mentioned).

Further evidence of the perceived importance of parents to the teen's occupational choice comes from the data we have on the degree to which the teens have discussed their occupational choice with their parents. (See Table 5-10)

Table 5-10

Discussion of Occupational Choice with Parents

	<u>Discussed occupational choice</u>			
	<u>with father</u>		<u>with mother</u>	
	<u>Teen's report</u>	<u>Father's report</u>	<u>Teen's report</u>	<u>Mother's report</u>
Amount of discussion:				
Quite a bit	20.2%	27.6%	27.0%	40.2%
A fair bit	27.0	21.8	24.0	18.6
Some discussion	30.5	38.2	32.0	35.5
Haven't really discussed it	22.2	12.4	16.7	5.6
N	400	330	400	338
	$X^2=19.03; df=3; p<.001$		$X^2=31.89; df=3; p<.001$	

There are some important differences here both between the reports of mothers and the fathers, and between those of the parents and the teens. On the whole, teens report less discussion than the parents indicate has occurred (the chi-squares are significant at the .001 level), and fathers report less discussion than do mothers ($X^2=17.64$, $df=3$, $p<.001$). It is not clear whether these differences reflect different definitions of discussions that took place, whether the parents are exaggerating their responses in terms of some norm that parents should discuss these matters with their children, or whether teens and parents have different expectations relative to which a certain number of discussions may be "quite a bit", "some discussion", etc. For our purposes at the moment, the important point to note is that the majority of both parents and teenagers report that this matter has come up as a topic for discussion. Given this, it would be useful to examine the attitudes of our respondents as they relate specifically to occupational considerations.

Occupational Values

We have information on the types of occupations and occupational conditions that both parents and teens see as appropriate for the teen. It is possible that explicit preferences relating to specific occupations are transmitted from one generation to the next more efficiently than the general values on which Kohn focused.¹⁵

¹⁵ Another possible source of influence on the teenagers' occupational decisions is found in the part-time and/or full-time jobs the teen has already held. We know that 40 (10%) of the respondents are currently working either full-time or part-time, but we have no information on jobs that the other teens might have held in the past.

First of all it would be relevant to see to what extent parents and teens think in terms of similar jobs as appropriate for the teen. (See Table 5-11).

Table 5-11

Teen and Parents' Preferred Job for Teen

Type of job:	Preferred job ^a for the teen		
	Teen's report	Father's report	Mother's report
Managerial, professional	28.7%	39.6%	39.5%
Low level professional, semi-professional	30.0	24.3	25.7
Clerical	19.4	18.0	21.7
Skilled manual	18.8	15.7	12.3
Semi-skilled or unskilled manual	3.2	2.4	0.7
N	377	255 ^b	276

^aTeens were asked "What kind of job would you most like to go into after you have finished all your formal education and training?" Parents were asked to "List three jobs (in order of preference) that you think it would be a good idea for him/her to go into given his/her talents and attitudes." The responses in Table 5-11 are for the first job so listed.

^bIt is not appropriate to calculate a chi-square statistic for this table because there are some cells for which the expected frequency is less than five.

While there are some discrepancies (e.g. a larger percentage of parents (40%) than teens (29%) would see a managerial or professional job as desirable), the overall impression is one of relative similarity in the pattern of preferences. Less than a quarter of the respondents (22% of the teens, 18% of the fathers and 13% of the mothers) see any manual job as desirable. This is reflected in the high correlations between the preferences of parents and teens (teen with father, .70,

teen with mother, .65; both these correlations are statistically significant at the .001 level).

A similar pattern is evident when we examine the expected job for the teen. (See Table 5-12)

Table 5-12

Teen and Parents' Report of Expected Job for Teen

Type of job:	Expected job for the teen		
	Teen's report	Father's report	Mother's report
Managerial, professional	27.8%	29.3%	35.7%
Low level professional, semi-professional	27.4	26.1	22.5
Clerical	22.2	26.0	21.1
Skilled manual	16.6	16.8	17.8
Semi-skilled or unskilled manual	6.1	1.6	2.8
N	361	184 ^a	213 ^a

^aThe low response rates for the parents are a result of the positioning of this particular question in the questionnaire. A number of respondents overlooked this question.

^bThe relevant chi-squares are: Father-teen, $X^2=6.30$, $df=4$, n.s.; Mother-teen, $X^2=7.16$, $df=4$, n.s.

The most frequently mentioned categories are: managerial professional (28%, 29% and 36% of the teens, fathers and mothers respectively give this response), low level professionals (27%, 26% and 23% mention this category) and clerical work (22%, 26%, 21%).

Again the correlations reflect the consensus evident in the frequency distributions. The correlation of teen's expectation with father's is .72, teen's with mother's is .80. Both correlations are statistically significant at the .001 level.

Besides questions concerning specific occupations, we have data on the type of job conditions seen as most appropriate for the teen.

There are three questions concerning occupational preferences that were asked of all three family members in the study, in terms of what would be best for the teen. These deal with the degree of supervision on the job, the substance of the work (with one's hands, with people, with written material), and the degree of self-reliance.

Especially when discussing job conditions, gender distinctions become very important. It is likely that the conditions seen as appropriate for a son might be defined as less appropriate for a daughter, and vice versa.

In terms of what the parents see as preferable for the teen, this distinction is unimportant for two of the three questions, but quite important for the third, work with hands, people or written material (see Table 5-13 below).

Table 5-13

Parents' Preference for the Teen re Work with One's Hands,
with People, with Written Material

Parent thinks teen should work primarily with:		Sons	Daughters	
Father	Hands	32.7%	13.0%	$\chi^2=18.47$ df=2 p<.001
	People	45.9	63.6	
	Written material	21.4	23.5	
	N	159	162	
Mother	Hands	35.6	9.5	$\chi^2=33.70$ df=2 p<.001
	People	43.6	67.3	
	Written material	20.9	23.2	
	N	163	168	

The idea that men are better with their hands, while women are better with people comes through strongly here. This distinction comes

through even stronger in the teen's responses (see Table 5-14).

Table 5-14

Teen's Preference re Work with One's Hands, with People,
with Written Material

Teen's preference for work primarily with:	Sons	Daughters	
Hands	55.9%	18.7%	$\chi^2=64.13$
People	34.4	73.6	df=2
Written material	9.7	7.8	p<.001
N	195	193	

A third of the parents and over half of the teens see work with their hands appropriate for the male teenager, as compared to 13% of the fathers, 10% of the mothers and 19% of the teens who see it as a good idea for the females. On the other hand, about two-thirds of the parents and three quarters of the teens see working with people as a good idea for the female teens, while less than half the parents and a third of the teens give this response with respect to the males. While parents are more likely than the teens to mention work with written material in this context (approximately 20% of the parents and less than 10% of the teens give this response) there are no male-female differences evident here.

In terms of the teen's preferences, there is also a statistically significant difference between the sexes in terms of preferences for self-reliance (see Table 5-15). The difference is in the direction of the male respondents being more likely than the females to say they would prefer a "great deal" of self-reliance (44% versus 31%).

There are no statistically significant sex differences in the preferences concerning closeness of supervision (data not shown).

Table 5-15

Teen's Preference for Self-reliance on the Job

Teen's preference for self-reliance:	Sons	Daughters	
Great deal	43.8%	31.3%	$\chi^2=8.93$ df=2 p<.05
Moderate amount	42.3	57.1	
Little self-reliance	13.9	11.6	
N	201	198	

Recognizing the importance of sex differences, we can now examine the degree to which parents and children agree on these preferences for the teen. Again, consideration of the correlation coefficients become appropriate with the reduced case base once we control on sex.

Table 5-16

Correlations Between Parent and Teen's Preferences for Occupational Conditions for the Teen

Preferences:	Sons	Daughters	Total	
Father	Closeness of supervision	.17*	.09	.13**
	Substance of the work ^a	.45**	.15	.37**
	Degree of self-reliance	.09	.12	.11*
Mother	Closeness of supervision	.08	.16*	.12*
	Substance of the work ^a	.42**	.04	.32**
	Degree of self-reliance	.04	.06	.04

* = significant at .05 level

** = significant at .001 level or better

^aRefers to work with people, written material or one's hands

If we look at the column in Table 5-16 for both sexes combined, the pattern seems to indicate a fair degree of intergenerational consensus on these preferences; all but one of the correlations are statistically significant. Breaking it down by sex of the teenager shows that three of the five significant relationships hold for the sons but only one (closeness of supervision) reaches statistical significance for the

daughters. The importance of the question dealing with the substance of the work for sons is emphasized by the large correlations here (.45 for father-son, .42 for mother-son). (The responses to this question were ordered as if this were a measure of occupational self-direction, with work with one's hands involving the least self-direction and work with written material involving the most.)¹⁶

It is hard to draw definitive conclusions given our limited sample size, but the data do support the idea that parents and teens do, to some extent, share these preferences concerning occupational conditions. We would expect these preferences to be related to the teen's actual occupational choice at this stage of his or her life. (See Table 5-17)

Table 5-17

Correlation Between Teen's Occupational Preferences and
Status of Teen's Expected Job

Correlation between S.E.S. of teen's expected job and preference^a concerning:

	Sons	Daughters	Total
Closeness of supervision	.19*	.09	.13*
Substance of the work ^b	.31**	.23*	.33**
Degree of self-reliance	.21*	.16*	.17**

* = significant at .05 level

** = significant at the .001 level or better

^aRefers to the occupational conditions preferred by the teen

^bWork with people, written material or one's hands.

Again we see that the pattern is for the relationships to be in the predicted direction for both males and females, but stronger for the males (.19 versus .09; .31 versus .23; .21 versus .16). And, again, the largest correlations are for the question dealing with the substance of

¹⁶See Kohn, 1969, op.cit., p. 145.

the work (.31 and .23).

We have information not only on the parents' preferences for the teen, but also their preferences for their own occupational conditions. This can help to shed light on how values are transmitted from one generation to the next.

Table 5-18

Correlation of Parent's Preference for Self and Parent's Preference for Teen Concerning Occupational Conditions

		Preferences for a son	Preferences for a daughter	Total
Correlation with preference for self concerning:				
Father	Closeness of supervision	.25*	.19*	.22
	Substance of the work	.26**	.07	.17*
	Degree of self-reliance	.28**	.19*	.23**
Mother	Closeness of supervision	.28**	.18*	.23**
	Substance of the work ^a	-.01	-.06	.02
	Degree of self-reliance	.32**	.26*	.29**

* = significant at the .05 level

** = significant at the .001 level

^aWork with people, written material or one's hands.

Table 5-18 suggests that the parent's preferences for themselves relate to those they have for the teen, but in particular ways. The most consistent set of correlations are for the father and his preferences for his son (.25 with respect to supervision, .26 for substance of the work, .28 for self-reliance). As a rule the correlations concerning the daughters are weaker, suggesting that for both parents preferences for themselves are more consistent with preferences for their sons than for their daughters. The low correlations concerning substance of the

work (.07, -.01, -.06, with the father-son correlation of .26 being the exception) are particularly interesting in light of the strength of previous correlations involving this variable. One might expect that the same-sexed correlations for this item (father/son, mother/daughter) would be high since it seems to deal with sex appropriate occupational behaviour. The strong father/son correlation (.26) is in line with this expectation, but the low mother/daughter correlation (-.06) does not follow this pattern. It seems that the mothers do not see their preference in this as being relevant to either sexed child (the mother/son correlation being -.01).

We have further data which can help us to trace some of the patterns of influence relating to these occupational values. (See Table 5-19)

Table 5-19

Correlations of Parents' Preferences for Teen with Status
of their Own Job and Teen's Expected Job

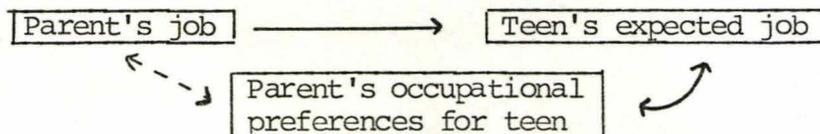
Correlation of parent's preference for teen with:	Status of father's job	Status of mother's job	Teen's vocational expectations
Father's preference:			
Closeness of supervision	.05	.00	.21**
Substance of work ^a	.03	.04	.29**
Degree of self-reliance	-.01	-.09	.22**
Mother's preference:			
Closeness of supervision	.05	.00	.13**
Substance of work ^a	.00	-.14*	.29**
Degree of self-reliance	.04	-.07	.23**

* = significant at the .05 level

** = significant at the .001 level

^aWork with people, written material or one's hands.

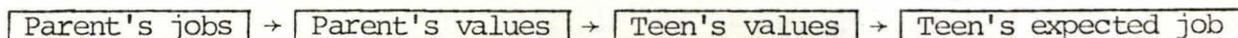
From Table 5-19 we see that the parent's preferences for the teen have low or, even negative, correlations with their own job but show statistically significant relationships with the teen's vocational expectations. This suggests the possibility of feedback effects. It appears that the type of job that the parents see appropriate for the teen has more to do with their perception of the job the teen is likely to enter than their own experiences. Diagrammatically, this could be represented as follows:



(- - - -) indicates a weak relationship.

Having considered the various patterns of intercorrelations of these variables in the family, we return to the question of how these preferences affect the inheritance of social status.

According to a socialization model the parent's job influences the parent's values which influence the teen's values, which in turn influence the teen's expected job. Therefore, we would expect that controlling on parent's and teen's values will reduce the relationship between parent's and teen's job. Diagrammatically this would be represented as follows:



In terms of the occupational conditions we have been discussing, we have data on both the parent's preferences for self and the parent's preferences (what is seen as best) for the teen. The relevance of both of these sets of values will be examined (see Table 5-20). Once again, the technique used is partial correlation analysis.

Table 5-20

Reduction in Class Correlation with Control on Occupational Preferences

	Sons	Percent Reduction	Daughters	Percent Reduction	Total	Percent Reduction
Original class correlation (between status of father's job and teen's expected job)	.37		.33		.34	
Controlling on occupational conditions preferred for teen						
Teen's report	.32	13.5	.31	7.3	.30	10.4
Father's report	.36	2.4	.34	-1.8	.35	- 3.0
Mother's report	.36	2.7	.29	11.2	.35	- 3.3
Both parents	.35	4.3	.30	8.8	.35	- 4.5
Teen and parents	.34	8.1	.27	16.7	.33	2.4
Controlling on preferences for self:						
Father	.25	32.2	.22	32.2	.22	35.1
Mother	.36	1.9	.30	8.5	.32	5.4
Both parents	.25	32.4	.21	36.5	.21	38.1
Teen and parents	.22	40.0	.21	37.7	.19	43.5

From Table 5-20 we can make a number of statements. First of all the father's preferences for himself appear to be more relevant to status inheritance than parental preferences for the teen,¹⁷ controlling on the father's preferences for self reduces the original correlation by a third. Controlling on the mother's preferences has little impact on the class correlation. (This is not surprising since the class correlation is calculated in terms of the father's rather than the mother's job.¹⁸). Controlling on the teen's values brings about, at most 14% reduction in the correlation.

The major point from this table, however, is that controlling on these types of values does bring about a substantial (37% to 44%) reduction in the class correlation. This supports the idea of family value elements being important to the transmission of social status.

We can make a number of statements at this point in the analysis. We see that parental values do appear to be involved in status inheritance, but the nature of the causal relationships is not totally clear. While there appears to be some degree of "inheritance" of values, there is also evidence of feedback from the teen to the parents which influences the value position of the parents. These developments suggest that further investigation into the interrelationships of these and related values is warranted.

¹⁷This raises some questions about the advisability of measuring other values, such as self-direction/conformity, in terms of parental preferences for the teen rather than the parents' preferences or values for themselves.

¹⁸If we were to use the mother's job, the pattern is more complex, but the main point holds: controlling on these values reduces the class correlation substantially.

Educational Values

Research in the area of status attainment has indicated that much of the impact of an individual's class background (as measured by the father's occupational status) is mediated through educational aspirations.¹⁹ It would be useful to see whether our data confirm this and, more specifically, if this is a major area in which parental values affect status inheritance.

Again, our respondents see parents as being important to the teenager's decision about how much formal schooling to take. (See Table 5-21).

Table 5-21

Importance of Parents to Teen's Educational Decision

	<u>Importance of father to educational decision</u>		<u>Importance of mother to educational decision</u>	
	<u>Teen's report</u>	<u>Father's report</u>	<u>Teen's report</u>	<u>Mother's report</u>
Very important	28.3%	39.7%	27.1%	33.1%
Moderately important	51.4	46.7	50.9	54.7
Not very important	15.5	8.2	17.5	10.1
Not at all important	4.8	5.5	4.5	2.1
<hr/>				
N	399	330	399	338
	$\chi^2=15.98, df=3, p<.05$		$\chi^2=13.25, df=3, p<.05$	

If we compare Table 5-21 to Table 5-8 we see that an even higher percentage of our respondents see parents as being important to educational than to occupational decisions. Looking at the teens' reports, 28% say their father was very important to their educational decision, 27% say their mother was. This compares to 19% and 17% who say their father/mother was important to their occupational decision. The

¹⁹Kerckhoff, 1976, op.cit., p. 368.

corresponding percentages from the parents' reports are 40% and 33% who see themselves as very important to the educational decision; 26% and 23% see themselves as important to occupational ones. The higher percentages with respect to educational choices could well reflect the fact that almost all of our teenage respondents (83%) are still in school, and most plan to take at least some additional training after high school. Occupational decisions may not, then, be as immediate a topic of conversation or concern between the teens and their parents.

Focusing our attention on Table 5-21 we see that a substantial proportion of the respondents see their parents as moderately or very important (80% see the father in these terms, 78% for the mother) to this type of decision.²⁰ The percentages and the significant X^2 also suggest that the parents see themselves as more important to these decisions than the teens do. Close to 90% (86% of the fathers and 88% of the mothers) see themselves as very or moderately important to the teen's educational decision.

The importance of the parents' opinions is also reflected in the teens' responses to the question as to who has been most important besides themselves in their decision about how much formal schooling to take. (See Table 5-22).

In terms of educational decisions, the majority of respondents (66%) see one or both of their parents as the most important person besides themselves. (Again, despite the wording of the question, a

²⁰This is consistent with Breton's findings, R. Breton, op.cit., p. 329. See also Porter, Porter and Blishen, op.cit., p. 190.

small percentage (15%) still indicate themselves as most important). The percentage of individuals choosing "parents" here is higher than for the question on occupational choice (see Table 5-9 above where 42% gave this response). This fact plus the hypothesized intermediary role of educational aspirations reemphasize the importance of a further analysis of educational values.

Table 5-22

Most Important Person in Teen's Educational Decision

	<u>Most important in decision about formal schooling</u>	
	<u>Including self</u>	<u>Excluding self</u>
Self	15.4%	-
Parents ^a	56.1	66.3%
Teacher or guidance counsellor	16.2	19.1
Friend	4.8	5.7
Sibling	4.0	4.8
Other ^b	3.5	4.2
N	396	335

^aIncludes those who chose one or both parents

^bIncludes relatives, a sponsor, a priest, "the example of others".

First of all, we must consider whether the educational aspirations that the parents have for the teenager vary by social class.

We see from Table 5-23 that such a relationship does exist (both χ^2 are statistically significant). (Mother's aspirations are similarly related to the status of her own job - data not shown.) White collar parents are more likely than blue collar parents to want their teenage son or daughter to go to university or community college (77% versus 60% for fathers, 76% versus 62% for mothers). The reverse pattern by class is seen if we look at those parents who want the teenager to

have high school or high school plus apprenticeship (12% of white collar fathers have this aspiration for their teenager as compared to 25% of blue collar fathers. The corresponding figures for mothers are: white collar, 13%, blue collar, 28%).

Table 5-23

Parents' Educational Aspirations for the Teen by Status of Father's Job

Father's aspirations ²¹ for teen:	S.E.S. of father's job	
	White Collar	Blue Collar
High school or less	4.5%	11.1%
High school plus apprenticeship	7.2	13.9
Commercial or trade school	11.7	15.4
Community College	23.4	24.0
University	53.2	35.6

N

111

208

 $\chi^2=12.43$ df=4 p<.05

Mother's aspirations for teen:	S.E.S. of father's job	
	White Collar	Blue Collar
High school or less	8.9%	14.8%
High school plus apprenticeship	4.5	13.3
Commercial or trade school	10.7	10.3
Community College	32.1	24.1
University	43.8	37.4

N

112

203

 $\chi^2=9.94$ df=4 p<.05

If we control on the sex of the teenager we see that this relationship is stronger for parents of males than parents of females. (See Table 5-24. The reduced case base with controls necessitates a shift

²¹Unless otherwise specified "educational aspirations" will refer to the expectations concerning the teen's educational plans.

to a consideration of correlation coefficients.)

Table 5-24

Correlation of Parents' Educational Aspirations for the Teen
with the Status of the Father's Job by Sex of Teenager

Correlation with S.E.S. of father's job	Parental aspiration for a:		
	Son	Daughter	Total
Father's aspirations	.32** (157) ^a	.20* (162)	.26** (319)
Mother's aspirations	.26* (152)	.22* (163)	.19** (315)

* = significant at .05 level

** = significant at the .001 level

^a Numbers in brackets indicate the case base.

The father-son correlation is .32 as compared to .20 for father-daughter. For the mothers the corresponding correlations are .26 and .22. We also note that the correlations tend to be larger for the fathers. Apparently the father's job influences his educational aspirations for his children more than it influences his wife's aspirations. If we consider the relationship between the mother's aspirations and the status of her job, the correlations are .08 for sons, .19 (significant at the .05 level) for daughters. This suggests that the mother's job influences her aspirations for her daughters; her husband's job influences her aspirations for her son. This seems to indicate that the parents formulate their educational aspirations for their children in terms of the type of job they see as likely and appropriate for the teen.

Do the teens similarly conceptualize their educational aspirations in terms of their expected job? As Table 5-25 indicates there is a strong relationship between the status of the teen's expected job and his or her educational aspirations. This relationship is particularly

marked for males (.65 versus .55 for females).

Table 5-25

Correlation between Status of Teen's Expected Job
and Educational Aspirations

		<u>Correlation between S.E.S. of teen's expected job and educational aspirations</u>	N
Males	.66**		180
Females	.55**		179
Total	.58**		359

** = significant at the .001 level

The important questions then become: "To what extent do the teens 'inherit' these aspirations from their parents?" and "To what extent can these aspirations be seen as explaining the intergenerational inheritance of social status?".

The correlations between the parents' aspirations and those of the teen will help us answer the first question. (See Table 5-26).

Table 5-26

Correlation between Parent's and Teen's Educational Aspirations

	<u>Correlation between parent's and teen's educational aspirations</u>		
	<u>Sons</u>	<u>Daughters</u>	<u>Total</u>
Father	.61** (159) ^a	.56** (161)	.58** (320)
Mother	.66** (159)	.57** (166)	.61** (325)

** = significant at the .001 level

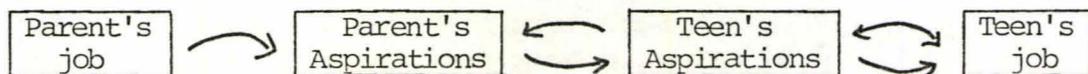
^a Number in brackets indicates the case base

A number of things are evident from this table. First of all, there clearly is a strong relationship between the aspirations held by the teens and those held by their parents. The father-teen correlations

are .61 for sons and .56 for daughters. The corresponding correlations for mothers are .66 and .57. These correlations are remarkably high in terms of the norm in sociological research, considering that they come from independently completed questionnaires.²²

Secondly, the correlations for the sons are somewhat higher than those for the daughters. There is little difference between the sets of correlations for the two parents. Again it is difficult (and, with our limited case base, problematic) to interpret the details contained in these data. Our major concern here is to establish that a certain degree of value consensus is evident across the generations.

Logically, the link between parents' occupation and teen's occupational choice could be conceptualized as:



If this were an accurate picture of at least part of what is happening, then controlling on the "intervening" variables would reduce the correlation between parents and teen's social class. We see from Table 5-27 that this, in fact, happens.

Controlling on educational aspirations obviously has a considerable effect on the intergenerational correlation of occupational status. The proportional reduction is much more substantial (31% overall) than that which occurred when valuation of self-direction/conformity was controlled (8% reduction).

²²These correlations are consistent with those found by Kerckhoff and Huff, *op.cit.*, p. 313. This relationship may not be surprising in light of the fact that parents are often responsible for funding post secondary education. See Porter, Porter and Blishen, *op.cit.*, pp. 147-148.

Table 5-27

Reduction in Class Correlation with Control on Educational Expectations

	Sons	Percent Reduction	Daughters	Percent Reduction	Total	Percent Reduction
Original class correlation (between status of father's job and teen's expected job)	.37		.33		.34	
Controlling on educational expectations:						
Teen's report	.28	24.3	.23	28.9	.24	28.0
Father's report	.24	34.1	.28	13.7	.26	24.1
Mother's report	.31	17.6	.27	18.8	.27	19.3
Both parents	.25	31.4	.26	19.8	.25	25.6
Teens and parents	.25	31.4	.27	28.3	.23	30.7

As was the case with occupational preferences, this evidence supports the central idea that family value elements are critical to an understanding of the dynamics of the process by which social status is transmitted from one generation to the next.

Is the picture one simply of educational aspirations being transmitted from parent to child? Again, our data suggest that it is more complex than this.

For one thing, there is strong evidence of feedback from the teen to the parent. As Table 5-28 indicates the parent's aspirations are significantly related to the status of the teen's job. For the fathers, their aspirations correlate .60 and .43 with the expected job of a son and a daughter, respectively. For mothers, the relevant correlations are .55 for sons and .46 for daughters.

Table 5-28

Correlation Between the Parent's Educational Aspirations
for the Teen and the Teen's Expected Job

	Correlation between parent's educational aspirations for the teen and the teen's expected job		
	Sons	Daughters	Total
Father	.60** (142) ^a	.52** (150)	.54** (292)
Mother	.57** (148)	.56** (153)	.53** (301)

** = significant at the .001 level

^a Numbers in brackets indicate the case base

With the exception of the one from mother to son, these correlations are much higher than would be expected simply on the basis of the correlation between the parent's and teen's aspirations, and the correlation

between the teen's aspirations and his or her expected job.²³ And if we compare these correlations to those in Table 5-24, we see that parents' aspirations are more strongly correlated with the status of the teen's job than their own (.54 versus .26 for fathers; .53 versus .19 for mothers). This complicates the idea of value inheritance, but it is consistent with the image of the family as a complex unit of mutually interacting individuals, rather than as an arena whereby one generation unidimensionally moulds the thoughts and values of the next.

We have found that both occupational and educational values appear to affect status inheritance. The next logical question would be: how can we be sure that the correlations with occupational preferences are not just an artifact of differences in educational aspirations or vice versa? They both relate to the social class of the teen's occupational choice, and they both reduce the intergenerational class correlation by non-trivial amounts. The way to clarify this would be to use partial correlation analysis to control on both sets of variables simultaneously.

For both sons and daughters both educational and occupational values appear to have an independent impact on the correlation between the status of the father's job and the teen's expected job. Comparing these figures to those in Tables 5-20 and 5-27 we see that for males the two appear to have an equal and almost additive effect (41% for occupational values, 31% for educational values; 65% for both). For

²³The expected correlations would be for sons, .44 with the father's aspirations, .51 with the mother's; for daughters, .33 with the father's, .35 with the mother's.

the female teenagers occupational values have somewhat of a stronger impact. In this case, controlling on occupational values reduces the correlation 36%, controlling on educational values reduces it 18%, controlling both, 45%. Overall, there is a 59% reduction in the correlation when both sets of variables are controlled.

Table 5-29

Reduction in Class Correlation with Controls on
Educational and Occupational Values

	<u>Sons</u>	<u>Daughters</u>	<u>Total</u>
Original class correlation	.37	.33	.34
Controlling on educational aspirations	.25	.27	.24
Controlling on occupational aspirations	.22	.21	.19
Controlling on both educational aspirations and occupational preferences	.13	.18	.14
<hr/>			
Proportional reduction with both sets of variables	65%	45%	59%

It is clear from the foregoing analysis that family variables do have an influence on the transmission of social class. However, the process by which this influence occurs appears to be highly complex.

Socialization or Allocation?

Initially, we posited a strictly socialization model to explain the pattern of influence of value elements on status inheritance. Our data have given some support to the idea of intergenerational value transmission from parent to teen, but there is also the strong suggestion that the situation is more complex than this. The possibility of feedback effects raises the question of the importance of what Kerckhoff

referred to as allocation.²⁴

He points out that "...the distinction between "wanting" something and "expecting" something is critical for an understanding of the difference between a socialization and an allocation view...".²⁵ Expectations are seen as responses to realistic recognition of constraints and barriers. We have data on both desires and expectations as they relate to the teen's educational and occupational decisions. (See Table 5-30). The educational questions involved how far the respondent (the teen, the father or the mother) would like (expects) the teen to go in high school, and what path he/she would like (expect) the teen to take after high school.²⁶ The occupational question involved the job the respondent would like (expect) the teen to have.

We see that overall there are fairly high correlations (.70 to .83) between what our different respondents would like the teen to do and what they "realistically expect" the teen to do. This would imply that Kerckhoff's distinction between "wanting" and "expecting" something is not as critical as he suggests. However, there are problems in taking these correlations at their face value. In all cases the two questions were positioned quite near each other in the questionnaire or interview schedule; in the education related items they were consecutive questions. The responses to the two questions may not be independent of each other

²⁴Kerckhoff, 1976, op.cit.

²⁵Ibid., p. 371.

²⁶The post-high school options given were: work, apprenticeship, commercial, business or trade school, community college, teacher's college and university.

Table 5-30

Correlations of Questions on Preferences and Expectations^a

	<u>Teen</u>	<u>Father</u>	<u>Mother</u>
Educational preference:			
In high school	.74** (333) ^b	.70** (135)	.74** (151)
After high school	.83** (381)	.70** (313)	.74** (322)
Occupational preference:	.81** (352)	.76** (157)	.81** (186)

** = significant at the .001 level

^aThe correlations indicate whether there is a relationship between what the respondent (the teen, mother or father) would like the teen to do and what he/she expects the teen to do.

^bNumber in brackets indicates the case base.

because of this. Also, the mean level for preferences and expectations may be quite different, so while the relatively high correlations here do not give support to Kerckhoff's suggestion that one's likes and one's expectations are significantly different, neither are they necessarily totally inconsistent with it.²⁷

Another point raised by Kerckhoff is the fact that much of the literature (and here he is focusing specifically on the status attainment literature) relies on an individual's perception (or misperception) of the values held by his or her significant others. Therefore the relationship between a teenager's values and those of his significant others "...can be interpreted as indicating that adolescents tend to

²⁷Actually, if we compute difference scores (prefer-expect) we find a high degree of similarity in the two types of responses. For over two thirds of the respondents their reported preferences and expectations are identical. For the teen, father, mother the percentage of matching responses are: occupational: 81%, 75%, 70%; in school: 84%, 84%, 85%; after school: 80%, 63%, 70%.

project their own goals onto their significant others and that the convergence between their own and these others' goals during adolescence is due to the child's increasing awareness of the realities of the status attainment process."²⁸ We have already examined data that appear to support this idea, at least insofar as the notion of teen's misperceiving their parents' values is concerned. (See Tables 3-11 and 5-6). However, this finding appears to hold only for particular values. We also have data on the teens' perceptions of their parents' educational values. (See Table 5-31).

Table 5-31

Correlation of Teen's Educational Aspirations with Perceived
and Actual Aspirations of the Parents

Correlation of teen's value with:

	<u>Teen's perception of</u>		<u>Parent's report</u>	
	<u>Father's value</u>	<u>Mother's value</u>	<u>Father</u>	<u>Mother</u>
Educational preferences for the teen ^a	.63** (388) ^c	.63** (395)	.59** (320)	.64** (321)
Educational expectations ^b for the teen	.63** ^d (388)	.60** (395)	.76** (318)	.79** (329)

** = significant at the .001 level

^a These questions involved what the teen or the parent would like or would "think best" for the teen.

^b These questions involved what the teen or the parent "realistically expected" the teen to do.

^c Number in brackets indicates the case base.

^d The questions on the perception of the parents' value involve what the teen thinks the parent would "like" or would "think best" - they would be preferences rather than expectations. Nevertheless, for completeness, it is useful to examine the correlations of these perceived preferences with both the teen's preferences and expectations.

²⁸ Ibid., p. 370.

Here we see that the pattern of the teen's values being more correlated with the perception of the parents' values than the parents' reported values, fails to hold consistently. When one considers the question on preferences, the correlation of the teen's values to the parent's is about the same as the correlation with the teen's perceptions of the parent's values (.63 and .64 for the mothers' values; .63 and .59 for the fathers'). With respect to the "realistic expectations" of the different family members the teen's values correlate more strongly with the parent's report of these values, than with their perceptions. (The relevant correlations are .63 versus .76 for the fathers' values, .60 versus .79 for the mothers'.) These data do not support the idea of the teens projecting their own values onto their parents, at least as far as educational aspirations are concerned. Further, the correlations (not given in the table) between the perceived and reported parental values are quite high (.55 and .64 respectively, for what the father would like and would expect; .61 and .57 for the mother),²⁹ suggesting a fair degree of accuracy in the teens' perceptions.

This finding is particularly important in light of the fact that Kerckhoff's reservations about the validity of "perceived values" is at least partially based on his research on educational aspirations.³⁰

From Table 5-32 we see that a similar pattern holds when we look at occupational values. That is, the teen's values are more strongly correlated with the parents' reported values than the teen's perception

²⁹These patterns of correlations hold when the sex of the teenager is controlled.

³⁰See Kerckhoff and Huff, 1974, op.cit.

of these values, but here it holds for the respondents' preferences as well as their expectations. (The correlations are .59 versus .68 for the father's preferences, .52 versus .65 for the mother's.)

Table 5-32

Correlation of Teen's Occupational Values with
Perceived and Reported Values of the Parents

	<u>Correlation of teen's value with</u>			
	<u>Teen's perception of Father's Preference</u>	<u>Mother's Preference</u>	<u>Parent's report Father Mother</u>	
Teen's occupational				
Preference ^a	.59** (297) ^b	.52** (299)	.68** (242)	.65** (262)
Expectation	.53** (284)	.47** (288)	.72** (170)	.80** (200)

** = significant at the .001 level

^aInvolves the specific job seen as best for the teen

^bNumber in brackets indicates the case base.

Beyond these questions of congruence between preferences and expectations and accuracy of perception of one's parents' values we have some data that relates more directly to the allocation hypothesis. The teen's educational achievements to date can be seen as "givens", as constraints, in a model which focuses on motivational and value elements. There are problems with using these data in this way: one's achievements may well be influenced by one's level of aspiration as well as the reverse effect. However, the two are separable on a conceptual if not an empirical level. We cannot test for the presence of discrimination or other structural constraints, but we can examine whether our data support the idea of a realignment of one's expectations when faced with cold, hard reality.

First of all it is important to establish whether or not a relationship exists between the educational aspirations held by both the parents and the teens, and the teen's educational accomplishments to date.

Table 5-33

Teen's Expected Path after High School by Teen's
Grade Point Average

Expected path after high school:	Teen's grade point average:				
	Less than 50%	51-60%	61-70%	71-80%	Over 80%
Work or apprenticeship	78.6%	53.2%	40.0%	26.5%	11.9%
Technical, commercial training ^a	14.3	42.9	42.0	27.5	14.3
University	7.1	3.9	18.0	46.1	73.8
N	14	77	150	102	42

^aIncludes teacher's college, community college and commercial, business or trade school.

From Table 5-33 we can see that there is a definite relationship between the teen's grades and their expectations after high school.³¹ (When the "Less than 50%" and the "51-60%" categories are combined to increase the marginal frequency, the χ^2 value is 96.13. With 6 df this is statistically significant at the .001 level.) For teens with a grade point average of less than 50%, over three quarters expect to proceed to work or an apprenticeship, 14% expect to go to technical or commercial training, only 7% expect to go to university. The proportions expecting to go to university increase fairly steadily across

³¹A virtually identical pattern holds if one examines the data on the path the teen would like to take after high school.

the categories so that for those with an over 80% average almost three quarters expect to attend university, 14% expect to take some kind of technical training and only 11% expect to proceed immediately after high school to work or an apprenticeship. These expectations are, undoubtedly, quite realistic in terms of minimum standards required for university entrance. The important fact is that among those who could qualify for university entrance (those with higher than 60% averages), the higher one's average, the more likely one is to think in terms of a university education.

This relationship also holds if we examine the parents' aspirations for the teen (see Table 5-34); for ease of presentation we switch to correlation coefficients.

Table 5-34

Correlation of Teen's Grade Point Average with Parents' and Teen's Educational Aspirations for the Teen

	<u>Correlation with teen's grade point average</u>	<u>N</u>
Educational aspirations for the teen of:		
Teen	.44**	375
Father	.42**	304
Mother	.43**	315

** = significant at the .001 level

There is a statistically significant relationship between the teen's average and the educational aspirations held by different family members,³² and they are all about the same magnitude (.44 for teens,

³²A similar relationship holds for preferences concerning the teen's path after high school as well as preferences and expectations for how far the teen will go in high school.

.42 for fathers, .43 for mothers).

The teen's academic performance (as measured by his or her average) not only is related to the educational aspirations of teens and parents, but is also related to job preferences and expectations. (See Table 5-35)

Table 5-35

Correlation of Teen's Grade Point Average with Preferred and Expected Job for Teen

Status of job for teen:	Male	Female	Total
Teen: Preferred job	.45** (182) ^a	.25** (183)	.38** (365)
Expected job	.49** (172)	.29** (177)	.42** (349)
Father: Preferred job	.43** (120)	.11 (127)	.31** (247)
Expected job	.34* (85)	.33** (93)	.33** (178)
Mother: Preferred job	.46** (127)	.25* (141)	.37** (268)
Expected job	.53** (107)	.25* (102)	.42** (209)

* = significant at the .05 level

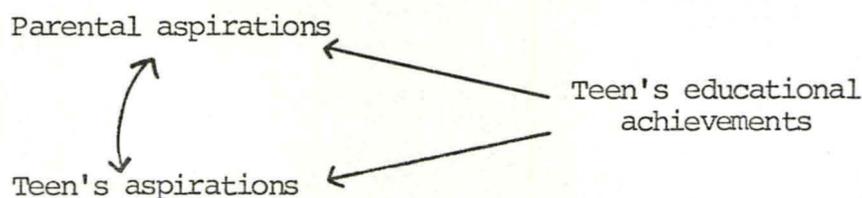
** = significant at the .001 level

^aNumber in brackets indicates the case base.

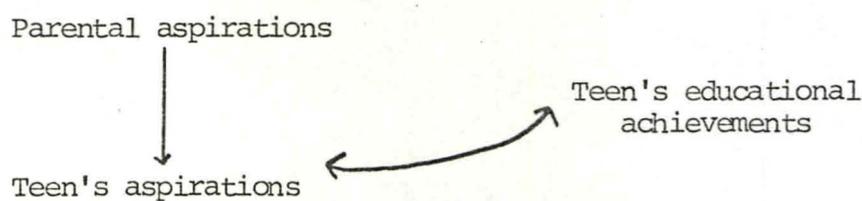
All but one of the correlations reported here are statistically significant, which gives weight to the idea that the teen's educational achievements (as measured by the grade point average) are relevant to both the teen's and the parent's occupational preferences and expectations for the teen. As an aside, we note that the correlations for the male teenagers are somewhat higher than those for the females. (The lowest correlation for the males is for father's expectation (.34). The corresponding father-daughter correlation (.33) is the highest for the females.) But again, our interest here is on the overall relationship between occupational values and the teen's grade point average.

These data would support the allocation model. However, we must keep in mind that we are dealing with fairly complex phenomena here.

If the dominant direction of influence is from structural constraints to expectations then, controlling on these constraining factors should reduce the correlation between teens' and parents' aspirations. The relationship could be diagrammed as follows:



This is in contrast to a socialization model which would be diagrammed as follows:



We can tentatively test the adequacy of these two models within the limitations of our data.

Table 5-36

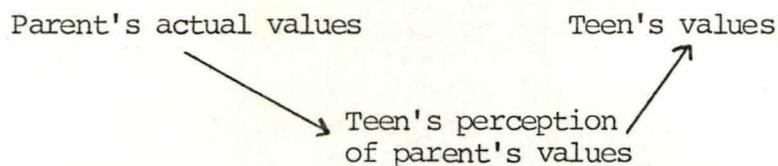
Reduction in the Correlation Between Teen and Parent's Educational Expectations for the Teen Controlling on Teen's Average and Perception of Parent's Attitude

	Correlation between teen and parents' educational expectations for the teen			
	Father	Percent Reduction	Mother	Percent Reduction
Without controls	.76**		.79**	
Controlling on:				
Teen's average	.70**	7.1	.75**	5.9
Perception of parent's attitude	.62**	18.8	.61**	14.1

** = significant at the .001 level.

From Table 5-36 we see that controlling on the teen's average has little effect on the correlation between the teen and the parents' educational aspirations for the teen. (This control leads to less than 10% reduction in the correlation. This corresponds to, at most, a 15% reduction in explained variance.) To the extent that one's grade point average can be seen as a measure of the impact of allocation factors, these data do not support the allocation hypothesis.

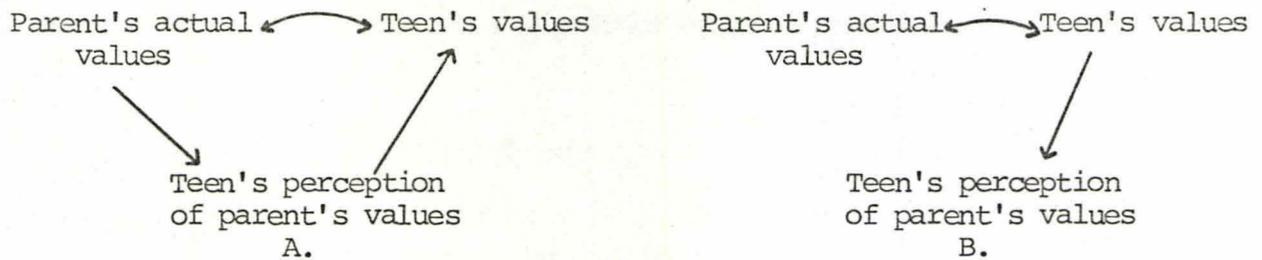
Also included in Table 5-36 is information on the effect of controlling on the teen's perception of the parents' attitudes. If a strictly socialization model accurately described the value transmission process, controlling on perception of the parents' attitudes should reduce the parent-teen relationship to near zero. Diagrammatically this would be represented as follows:



While there is some reduction (19% for fathers, 14% for mothers) in the relevant correlation evident in bottom row of Table 5-36, a substantial portion of the original relationship is maintained even with controls.

If we look more closely at the teen's perception of parental values we can examine the allocation hypothesis in more detail. We have seen that there is evidence of feedback from the teen to the parents (see Tables 5-19 and 5-28 above). The important question then becomes whether the teen's perception of the parent's values is primarily influenced by the parent's values or whether the teen projects

his/her own values onto the parent. These two ideas can be diagrammed as follows:



The relationships in the diagram on the left is more consistent with a socialization model; the one on the right more closely fits an allocation model. The key differences in the two are: (1) the difference in the hypothesized direction of influence between the teen's values and the teen's perception of the parent's values and (2) the hypothesized lack of any direct relationship between the parent's actual values and the teen's perceptions of these in a purely allocation model.

So, we must examine whether controlling on the teen's values reduces the relationship between the parent's values and the teen's perception of these values. If it does, this would support the allocation model; if not, the socialization model would be more relevant. Table 5-37 contains the relevant correlations.

What can we say about these findings? There is considerable reduction in some of the relationships (as much as 75% for the mother's and 50% reduction for the father's educational aspirations). However, even when the reduction is substantial the remaining correlations are statistically significant. This would suggest that the teen's values have some impact on the teen's perception, but that there is still evidence of a direct relationship between the parent's values and these perceptions. The impact of the teen's values on these perceptions are

particularly pronounced for educational values and somewhat less so for occupational preferences (where the percent reductions with the control are 31% for fathers and 42% for mothers). Overall our data support the socialization model represented by diagram A on p. 139, above, as opposed to the strictly allocation model represented in diagram B.

Table 5-37

Reduction in the Correlation Between Perceived and Actual
Parental Values, Controlling on Teen's Values

Parental values:	Original corre- lation between perceived and actual parental values	Controlling on teen's value	Percent Reduction
Father			
Educational aspirations	.64**	.32**	49.7
Occupational preferences ^a	.68**	.47**	31.4
Kohn question	.18**	.16*	7.9
Mother			
Educational aspirations	.57**	.14*	75.1
Occupational preferences ^a	.54**	.32**	41.7
Kohn question	.21**	.19**	9.7

^aDeals with the specific job seen as desirable. We do not have data on the teen's perceptions of the parents' preferences concerning the occupational conditions discussed earlier.

Our data were not designed to specifically test the allocation model.³³ However the evidence we have examined does support Kerckhoff's suggestion that including measures of both the socialization and allocation process will improve our understanding of status attainment and related phenomena (such as status inheritance).³⁴

³³In order to test such a model one would need detailed information on various kinds of constraints that may be operating: market conditions, biases for or against particular individuals because of their age, sex, race, ethnicity, social class, etc., differential educational opportunities, and so on.

³⁴Kerckhoff, 1976, op.cit., p. 377.

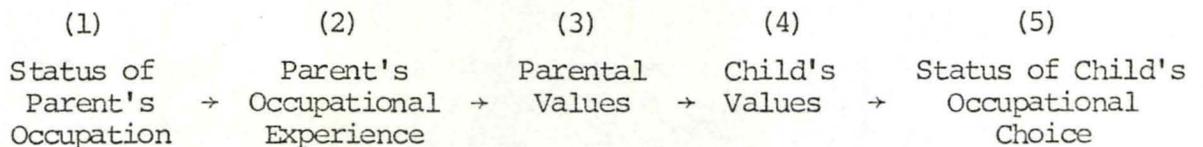
Chapter 6

CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Overview of Findings

It would be useful at this point to briefly summarize the important findings, especially as these relate to our original hypotheses.

A major finding is that the parental values of self-direction/conformity are not as critical to the intergenerational transmission of social status as we had anticipated. The expected class differences in parental values held, but these were imperfectly transmitted to the next generation. This was in part due to discrepancies between the teen's perception of the parental values and the parents' reports of these values. The teens' values were related to their occupational choices, but it was unclear in which direction the causal relationship could be said to be operating. Recalling the model hypothesized in Chapter 1:



We have found, as Kohn did that parent's job (1) is related to parental values (3), but the occupational experiences (2) did not seem to play the important mediating role which he suggests. We found some relationship between (3) and (4), and (4) and (5), but these were not as relevant as expected to status inheritance (the link between (1) and (5)). Further, there was evidence of feedback from child to parent (from (4) and (5) to (3)).

This question of the direction of causal influence and the possibility of feedback, became a recurring theme through the data analysis. Without time ordered data we could not untangle many of the complexities evident in our data, however we were able to come to some tentative conclusions.

A major criticism of the socialization model has to do with the type of discrepancy in perception of parental values that we found in our examination of self-direction/conformity. If children consistently misperceive their parents' values, the impact of such values will inevitably be minimized. An important conclusion from our data is that the relevant evidence is not consistent. Rather, it tends to vary depending on the type of value considered. Our data would suggest that the more specific and concrete the value being examined, the greater the likelihood that it will be accurately perceived. Teens appear to be more likely to know the kind of job and/or education their parents would like them to get, than they are to be able to reconstruct parental values relating to self-direction/conformity. Another important variable in a consideration of value inheritance is gender: of the teenager and of the parent. Our sample size was too small to isolate consistent differences in the pattern of inheritance in terms of the sex of the individuals involved. There was, however, evidence that sons and daughters differ in this respect.

The inconsistency in the nature of the impact of different types of values is also relevant to status inheritance. The particular values we examined (educational and occupational preferences) could be expected to be related to occupational choice. This expectation

was confirmed by the data, and more generally, these values appear to be important to status inheritance, much moreso than the valuation of self-direction/conformity.

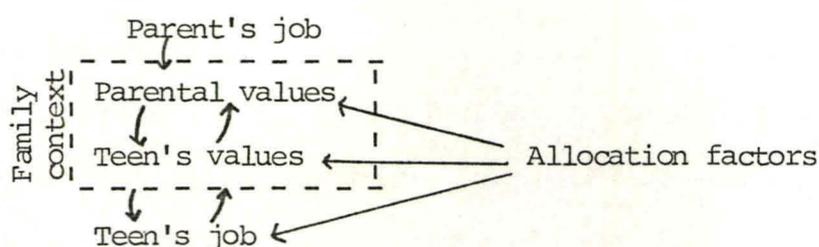
Again we return to the question of causal ordering. It was not clear from the data whether the teen's job choice influenced the educational and occupational aspirations of the various family members, or whether the reverse was true. Considering the impact of the teen's educational achievements shed some light on this. While both parents' and teen's values were related to these achievements, the value congruence among the family members could not be attributed to the influence of this variable. Nor could the teen's perception of the parents' values be attributed to projection of his or her own values on the part of the teen.

A further complicating finding is that the relationship between the teen and the parents, by either's report, does not appear to affect the degree of value congruence in the family. If a strictly socialization model were applicable one would expect the nature of the parent child relationship to have more of an influence.¹

We are left with the conclusion that socialization accounts for some but not all of the observed similarity between teenagers and their parents, both in terms of their values and their expected occupational status. Our limited data on this suggest that the allocation variables discussed by Kerckhoff are important as well.

¹This finding is consistent with that reported in Kerckhoff, 1974, op.cit.

The picture that we derive from this analysis is one of the family as an arena of mutually interacting individuals. Not only is there the suggestion that children have an impact on their parents, but also that neither parent nor child acts in a value vacuum. There is an impact from outside the family which presumably affects both values and behaviour. Our model of the relevant forces of influence then becomes:



Clearly there may be other class related variables that are also relevant, but this possibility is not spelled out since, as it is, our model is becoming increasingly complex. Even as it stands, we would expect the relative strength of the various relationships to vary according to which values are examined as well as the sex of the parent and child.

The idea of the family as a system of interacting individuals involving reciprocal influence is not necessarily new to sociology. Berger and Berger state that:

"...the child is shaped by society, molded in such a way that he can be a recognized and participant member of it. But it is also important not to see this as a one-sided process. The child, even the very young infant, is not a passive victim of socialization. He resists it, participates in it, collaborates with it in varying degrees. Socialization is a reciprocal process in the sense that not only the socialized but the socializers are affected by it."²

²P.L. Berger and B. Berger, Sociology: A Biographical Approach, Basic Books, New York, 1972, p. 53.

Dreitzel discusses "...a certain shift in the use of theoretical models and research procedures which has emerged since the middle of the sixties in this field: a new tendency to see socialization as an interaction process which involves the child as an active partner, rather than as a process of unilateral manipulation of the child."³

However, research in the area has done little to increase our understanding of the dynamics of this process and, as recently as 1973 Bronfenbrenner, an eminent scholar in the area of socialization, has commented: "The importance of reciprocity as a defining property of any adequate model for the socialization process has been recognized in theoretical discussions...but in research practice the principle has been more honored in the breach than in the observance."⁴

Our data can be seen as one attempt to explicate some of the important dimensions of this process. As was suggested in Chapter one, above, it is useful to view the traditional socialization model as a type of "null hypothesis". In the testing of hypotheses we often expect the null hypothesis to be rejected. In the same way, it was not anticipated that a strictly socialization model would totally account for the phenomenon of status inheritance. The purpose of the research was to gain further insight into the role of parental values in this process. Having analyzed and discussed the data we do have important information on some of the ways parental

³H.P. Dreitzel, "Introduction: Childhood and Socialization" in H.P. Dreitzel (ed.), Recent Sociology No. 5: Childhood and Socialization, Macmillan, New York, 1973, p. 15.

⁴U. Bronfenbrenner, "A Theoretical Perspective for Research on Human Development", in Dreitzel, op.cit., p. 339.

values are and are not relevant. Much of this information is tentative and preliminary to any kind of complete analysis, but it does suggest directions that further research might fruitfully take.

Suggestions for Further Research

There are a number of preliminary tasks that must be undertaken before we can hope to systematically study the dynamics underlying such phenomena as status inheritance. First of all, we need more information, and more theoretical analyses of, the nature of class differences. Kohn's work on the impact of occupational self-direction on an individual's values was an important contribution in this area. The failure of our data to replicate his findings unfortunately confuses this picture, and points to the need for further research into this question. There are a number of possible reasons that could help explain the discrepancies between our results and Kohn's. One, suggested by Wright and Wright are changes over time. Kohn's national data were collected in 1963, ours in 1975.⁵ Another possibility is that important Canada-U.S. differences exist which affect the relationship between class and values.

⁵Wright and Wright, *op.cit.*, p. 536. Unfortunately the Wrights do not examine the impact of occupational self-direction on these parental values so we cannot make a comparison with their 1973 data. A recent Canadian study (D. Coburn and V.L. Edwards, "Job Control and Child-rearing Values", *Canadian Review of Sociology and Anthropology*, vol. 13, 1976, pp. 337-344) has data on occupational self-direction and the Pearlin and Kohn version of the "Kohn question". However, rather than analysing whether job conditions affect the relationships between social class and values, they focus on whether social class (and other variables) have an impact on the relationship between occupational self-direction ("job control", as they call it) and values. So, again, comparisons with our analysis are not possible.

Kohn's study with Pearlin gives one cross-national comparison. While he comments that "Italian and American parents of the same social class differ more in their value priorities than do middle- and working-class parents of either country,"⁶ the general relationships found in Turin parallel those in the Washington and national studies. One would expect that Canada would be more similar to the United States in this than Italy would be, however our data do not support this idea. The type of jobs held by Canadians and/or the ethnic mix (particularly the concentration of Italians in our sample (13%)), could explain part of the discrepancy. Data from different areas of the country, and from different countries would help clarify the generality of the relationships found by Kohn. Longitudinal studies which take into account demographic shifts in the population and changes in the nature of the labour force would also be relevant to this type of research.

As we mentioned in our introductory chapter there has been little theory or research into the question of how and why social class influences behaviour and values to the extent that it does. This question is critical to an understanding of social stratification in our society. A more detailed examination of socialization practices, attitudes and skills that are class linked, the importance of other's definitions of individuals from different class backgrounds, and the role of the school and other institutions in countering or reinforcing these attitudes and definitions are important areas to be explored.

⁶Kohn, 1969, op.cit., p. 41.

The argument was made earlier, in the discussion of the formulation of the current research, that studies with a specific, limited focus can be useful in understanding such complex phenomena as status inheritance. It would have been impossible to detect some of the nuances in our data (some of the male-female differences, variation in the way different types of values were related to other variables, the possible existence of feedback effects) had we concentrated on including a number of different types of variables which might have helped to maximize the explained variance with respect to status inheritance. Our findings strengthen the earlier argument and reemphasize the need for additional research of this type.

On a different vein, there is a need for the development and improvement of measures not only of class variables, but of the behaviours and attitudes seen as affecting or affected by these variables. Beyond this there is a need for some consensus on these measures so that sociological research can, indeed, function as a cumulative undertaking. New techniques of analysis and a consensus on relevant techniques are also necessary. Many of the multivariate techniques currently in vogue in sociological research assume prior knowledge of such important information as the causal ordering of variables. This precludes this causal ordering itself from being the focus of the research, unless one has access to longitudinal data.⁷

⁷Without going into a long excersus into the sociology of sociology, it is relevant to point out that, given pressure to publish in academic circles, and given the relatively bleak picture of future research funding, an increase in the number of longitudinal studies is unlikely, however important and relevant it may be.

These latter are more general concerns that apply not only to the study of status inheritance but to many areas of sociological research. The suggestion is not, however, that these very difficult problems must be solved before any further relevant research can be undertaken. Rather, they are presented as critical problems that warrant our attention as social researchers and as problems that must, at least someday, be solved before we can hope to understand status inheritance and related phenomena.

There are some additional suggestions for further research that are relevant at this point.

Our data on the occupational plans of females point to the need for more research on this topic. Most of our female respondents intend to work outside the home for much of their adult lives.⁸ This fact alone reinforces the importance of including females in future studies of occupational choice, status inheritance, status attainment, etc. This point is emphasized because of the tradition among sociologists to focus almost exclusively on males.⁹ Our data would support not only the inclusion of females, but also the focus on male-female differences. The sections on female occupational choice and on attitudes to sex-typed occupations

⁸This is consistent with Breton's findings, op.cit., Chapter III-5.

⁹See Kerckhoff, 1976, op.cit., p. 379, footnote 1. Not all previous studies omitted females, but the number which do warrant an emphasis on this point. An example of recent research which does focus on the male-female differences is found in the article by C.J. Cuneo and J.E. Curtis, "Social ascription in the educational and occupational status attainment of urban Canadians", Canadian Review of Sociology and Anthropology, vol. 12, 1975, pp. 7-24.

highlight the need for further research in this area. The danger here is that models developed on the basis of research on males will simply be applied to both sexes. It is critical that sociologists resist this temptation and accept the challenge to develop new models that incorporate the recognition of the different social roles played by males and females in our society.

These male-female differences should not only be examined in the light of socialization to different roles; further research into the differential opportunities¹⁰ available to males and females in the school and in the job market should also be undertaken.

This relates to another issue which warrants further analysis: Kerckhoff's question of the relative importance of socialization and allocation processes.

Our data support the idea that both are important to status inheritance and, more generally, status attainment. We were not able, however, to systematically estimate the relative importance of the two. It appears that the answer to the question of which is more important will differ depending on the particular variables being considered. The question is therefore more complex. It becomes: "In what situations are socialization processes more relevant and in what situations are allocation processes dominant?"

¹⁰See H. Armstrong and P. Armstrong, "The segregated participation of women in the Canadian labour force, 1941-71", Canadian Review of Sociology and Anthropology, vol. 12, 1975, pp. 370-384, as example of recent evidence of the continued occupational segregation of women. See also L. Marsden, E. Harvey and I. Charner, "Female graduates: their occupational mobility and attainments", Canadian Review of Sociology and Anthropology, vol. 12, 1975, pp. 385-403.

Certainly it is important that further research in this area include data on both allocation and socialization variables. This would give a necessary baseline from which an examination could be made of the relative impact of these two sets of variables under different conditions.

This may sound like a discouraging amount of work to be done before we can hope to come to terms with some of the critical dynamics of status inheritance. I feel, however, that these suggestions are important and realistic ones, and certainly they are better seen as a challenge than as a barrier to our understanding in this area.

The above analysis can perhaps most usefully be seen as a preliminary contribution to research on the important question of factors influencing the rates of status inheritance in our society.

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APPENDICES

Appendix A

Pretests

The data gathering instruments used were the end products of a process of many revisions and reorganizations. The details of this process are not relevant here but it would be useful to briefly overview the different types of pretests used.

Unstructured Preliminary Interviews

The initial stage involved twenty-two unstructured interviews from teenagers in an area just outside Hamilton. The purpose of these interviews was to focus the direction of the research and to sensitize myself to critical questions. The respondents involved were volunteers from a grade twelve class in a local high school; no attempt was made to have any kind of representative sample at this stage. Interviews were conducted with the teen and both parents. This experience led to the decision to switch to a questionnaire format for the parents. While all the parents did agree to be interviewed this was obviously a possible source of strain since, in most instances, it involved the researcher returning to the home on three separate occasions. This required a degree of cooperation and commitment on the part of the respondents which would be unreasonable to expect throughout the population - especially in light of the fact that in this sample, the teens, at least, were volunteers. There was also evidence that the

different family members discussed the questions asked between interviews leading to an unknown degree of contamination of their responses. Again, by using questionnaires for the parents it was hoped to minimize this occurring.¹

Specific questions to be included in the study were chosen on the basis of a search of the relevant literature in such areas as socialization, parent-child relationships, occupational choice, measurement of attitudes, sociology of youth and social stratification.²

Pretest Questionnaires

Different versions of the questionnaire and interview schedules were devised and revised in consultation with colleagues. Given the focus of the research the two key variables to be operationalized were occupational choice and values; they warranted particular attention. A pretest questionnaire was designed to specifically test the feasibility of particular measures of these variables.

In terms of occupational choice, a set of alternatives were set up along the lines of forced choice attitude inventory scales. Pairs of occupations³ were chosen so that they were very similar in status but differed in terms of the degree of self-direction required.⁴

New measures of values were also included: specifically the

¹The field reports indicate that when the questionnaires were filled out when an interviewer was present, there was very little of this discussion. There is no way of knowing how much took place for those parents who answered the questionnaires in the interviewer's absence.

²See bibliography for references.

³See pretest schedule below for details.

⁴This was based on a subjective judgement made in consultant with other sociologists.

"stretched Kohn" question and a number of agree-disagree which were developed to operationalize Kohn's conceptual definitions of self-direction and conformity. The Kohn question was also included as a basis of comparison.

The pretest questionnaires were administered in four introductory sociology classes. A total of 210 questionnaires were completed. The following conclusions came out of the analysis of these data: the value items as designed did not appear to be problematic. The respondents were able to answer the questions without apparent difficulty and the questions did differentiate between different respondents.⁵ The occupational question was considerably more problematic. It became obvious from the responses that the specific characteristics of the particular occupations were influencing the choice more than considerations of possibilities for self-direction. This type of question was dropped from the data gathering instruments. Specific questions on preferred occupational conditions as well as open ended questions about the teen's occupational choice were developed in its stead.

The Four Cities Study

Another source of relevant data for the formulation of the data gathering instruments cannot technically be seen as a pretest for the current research. This involved a study of community relations and

⁵The disadvantage of using an educated sample such as college students was emphasized as later in the final study we discovered that there was little variability in the responses to the stretched Kohn question (see Chapter two above).

job experience in four cities in central Canada.⁶ A number of questions on job experience and social class were taken from this study. However its major relevance to the current research was the fact that the Kohn question was included in the questionnaire. Its use in the four cities study confirmed that it was a meaningful question for Canadian respondents and, further, that the class differences found by Kohn could be expected in Canada as well.⁷

Since Hamilton was included as one of the "four cities" we also have data on whether we should expect Hamiltonians to be atypical in their response to these value questions (See Table A-1).

On only two of the thirteen characteristics is Hamilton out of line with the responses from the other cities: obeying one's parents and acting as a boy/girl should. While there are obvious limitations on the conclusions we can draw about how representative Hamilton is of other cities in Ontario, the available evidence does not indicate that it is particularly atypical.

Final pretests

On the basis of the various stages described in the above sections, finalized versions of the interview schedule and questionnaires were made up. In order to familiarize the interviewers with the data

⁶Research conducted by F.E. Jones, P.C. Pineo, J. Goyder and V. Keddie. See V. Keddie, Manual Workers' Attitudes Towards Social Class, Unpublished Ph.D. Dissertation, McMaster, 1974. The samples were drawn from Hamilton, Sudbury, Ottawa and Hull. For field work details see ibid.

⁷There is also evidence of possible Canada-U.S. differences in valuation of particular characteristics but this need not concern us here.

gathering instruments and to discover any last minute problems, sixteen names were randomly selected from assessment lists for the neighbouring town of Dundas. The respondents were contacted and the data gathered in the same way as was done in the final study.⁸ No serious problems were encountered at this stage.

⁸See Appendix B below.

Table A-1

Responses to the Kohn Question in Four Cities^a in Central CanadaParent choosing each characteristics as one of the three most important^b

	<u>Hamilton</u>	<u>Sudbury</u>	<u>Ottawa</u>	<u>Hull</u>
<u>Items measuring self-direction:</u>				
Good sense and sound judgement	36.8	33.5	37.3	32.1
Self-control	5.2	8.6	8.5	11.6
Responsible	22.0	27.4	24.4	32.6
Considerate	25.6	24.4	23.7	19.2
Interested in how and why things happen	30.0	27.8	37.6	26.3
<u>Items measuring conformity:</u>				
Good manners	25.2	20.3	18.6	17.9
Neat and clean	5.2	4.1	3.1	7.6
Obeys parents	22.8	16.9	14.6*	8.9*
Good student	10.4	15.4	12.9	16.1
<u>Other:</u>				
Tries hard to succeed	13.6	18.8	15.6	20.5
Honest	63.6	60.5	60.7	66.5
Acts as a boy/girl should	14.8	25.9*	22.7*	20.1
Gets along with others his/her age	20.8	14.7	18.0	9.4
N	250	266	295	224

*Percentages are statistically significantly different from the Hamilton data (.05 level).

^aData from this table are an unpublished tabulation provided by Peter C. Pineo^bRespondents were asked "Imagine you have a son who is ten years old. Which three qualities of those listed...would you say are the most desirable for a boy of that age to have?"

Pretest Questionnaire administered to Introductory Sociology classes:

VALUE ELEMENTS STUDY

MOST QUESTIONS CAN BE ANSWERED BY CIRCLING THE NUMBER BESIDE THE APPROPRIATE ANSWER. A FEW REQUIRE YOUR WRITING IN YOUR ANSWER IN THE SPACE PROVIDED.

First of all we would like to ask you some general information about you and your family.

Col 1-2 How old were you on your last birthday? _____ years.

3 Are you 1. Female 2. Male

4 What year of university studies are you registered in?
1. Qualifying year
2. First year
3. Second year
4. Third year
5. Fourth year
6. Other (please specify) _____

5-6 What is your father's occupation? (Be specific, eg. say "pattern maker for Stelco" rather than "steelworker", or "branch manager for the Bank of Montreal" rather than "manager".)

7-8 How many years altogether was your father in school?
_____ years

Assuming you had the necessary skills and training, if you had the choice would you rather be:

- | | | | |
|----|---|----|--|
| 9 | 1. a baker
OR
2. a barber | 13 | 1. an airplane mechanic
OR
2. a T.V. cameraman |
| 10 | 1. a longshoreman
OR
2. a taxicab driver | 14 | 1. a real estate agent
OR
2. a computer programmer |
| 11 | 1. a railroad brakeman
OR
2. a T.V. repairman | 15 | 1. an accountant
OR
2. an author |
| 12 | 1. a bank teller
OR
2. a playground director | 16 | 1. a veterinarian
OR
2. a high school teacher |

- 17 How important to you would your father's opinion be in your decision as to how much formal schooling to take?
- His opinion would be:
1. Very important
 2. Moderately important
 3. Not very important
 4. Not at all important
- 18 How important to you would your father's opinion be in your occupational choice?
- His opinion would be:
1. Very important
 2. Moderately important
 3. Not very important
 4. Not at all important
- 19 How important to you would your mother's opinion be in your decision as to how much formal schooling to take?
- Her opinion would be:
1. Very important
 2. Moderately important
 3. Not very important
 4. Not at all important
- 20 How important to you would your mother's opinion be in your occupational choice?
- Her opinion would be:
1. Very important
 2. Moderately important
 3. Not very important
 4. Not at all important
- 21 How important to you would the opinion of your closest friends be in your decision as to how much formal schooling to take?
- Their opinion would be:
1. Very important
 2. Moderately important
 3. Not very important
 4. Not at all important
- 22 How important to you would the opinion of your closest friends be in your occupational choice?
- Their opinion would be:
1. Very important
 2. Moderatley important
 3. Not very important
 4. Not at all important

23 Is there anyone else who you see as important in your decision as to how much formal schooling to take?
 1. Yes 24 Who? _____
 2. No (Specify relationship to you)

25 Is there anyone else who you see as important in your occupational choice?
 1. Yes 26 Who? _____
 2. No (Specify relationship to you)

27 Who would you say has been most important in influencing your decision as to how much formal schooling to take?
 1. Father 6. Vocational guidance counsellor
 2. Mother 7. Friend
 3. Brother 8. Other _____
 4. Sister (Please specify)
 5. Teacher 9. No-one influenced me

28 Who would you say has been most important in influencing your occupational choice?
 1. Father 6. Vocational guidance counsellor
 2. Mother 7. Friend
 3. Brother 8. Other _____
 4. Sister (Please specify)
 5. Teacher 9. No-one influenced me

The following is a list of statements dealing with your beliefs and feelings. Please indicate how much you agree or disagree with each of these statements.

28 It's all right to get around the law as long as you don't actually break it.
 1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

29 The way a person looks and acts tells you a lot about his values.
 1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

30 Teenagers have to learn how to take orders from those in authority.
 1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

31 It is important that you understand a person's motives before you judge his actions.
 1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

- 32 Living up to "society's" values is less important than living up to your own
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 33 It doesn't matter if you think "wrong thoughts" as long as you don't put them into action.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 34 A teenager should be given independence only as long as he/she uses it wisely.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 35 How you get along in this world depends on whether you can make your own decisions and stick to them.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 36 If something works, it doesn't matter whether it's right or wrong.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 37 You should obey your superiors whether or not you think they are right.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 38 The key to getting along is being able to fit in with the way things are.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 39 As long as a teenager is respectful and obeys his/her parents, they should let him/her think what he/she likes.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 40 Some things are wrong even if they are legal.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 41 If we stick to what people in authority say, we'll never improve things.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

- 42 As long as a child has learned the right values, parents don't need to worry about specific acts of wrongdoing.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 43 People have to learn that they often can't just do something because they think it is for the best.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 44 It's all right to do anything you want as long as you stay out of trouble.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree
- 45 One should always show respect to those in authority.
1. Strongly agree
 2. Agree somewhat
 3. Neither agree nor disagree
 4. Disagree somewhat
 5. Strongly disagree

People differ in terms of the qualities they consider important in judging themselves. How important are each of the following characteristics to you? The question is not which characteristics you have, but how important you consider them to be.

How important is it to you whether or not you:

- 46 Have good manners?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important
- 47 Try hard to succeed?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important
- 48 Are honest?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important
- 49 Are neat and clean?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important
- 50 Have good sense and sound judgement?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important
- 51 Have self-control?
1. Very important
 2. Somewhat important
 3. Not very important
 4. Not at all important

- 52 Act like a boy/girl should? 53 Get along well with others your age?
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
- 54 Obey your parents well? 55 Are responsible?
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
- 56 Are considerate of others? 57 Are interested in how and why things happen?
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
- 58 Are a good student?
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
- 59 Which of these characteristics would you say are most important to you?
- That you:
1. Have good manners
 2. Try hard to succeed
 3. Are honest
 4. Are neat and clean
 5. Have good sense and sound judgement
 6. Have self-control
 7. Act like a boy/girl should
 8. Get along well with others your age
 9. Obey your parents well
 10. Are responsible
 11. Are considerate of others
 12. Are interested in how and why things happen
 13. Are a good student
- CIRCLE THE
THREE MOST
IMPORTANT.

60 Which of these characteristics would you say are most important to your father in terms of the kind of person he would like YOU to be?

- That you:
1. Have good manners
 2. Try hard to succeed
 3. Are honest
 4. Are neat and clean
 5. Have good sense and sound judgement
 6. Have self-control
 7. Act like a boy/girl should
 8. Get along well with others your age
 9. Obey your parents well
 10. Are responsible
 11. Are considerate of others
 12. Are interested in how and why things happen
 13. Are a good student
- CIRCLE THE
THREE MOST
IMPORTANT

61 Which of these characteristics would you say are most important to your mother in terms of the kind of person she would like YOU to be?

- That you:
1. Have good manners
 2. Try hard to succeed
 3. Are honest
 4. Are neat and clean
 5. Have good sense and sound judgement
 6. Have self-control
 7. Act like a boy/girl should
 8. Get along well with others your age
 9. Obey your parents well
 10. Are responsible
 11. Are considerate of others
 12. Are interested in how and why things happen
 13. Are a good student
- CIRCLE THE
THREE MOST
IMPORTANT

THANK YOU FOR YOUR COOPERATION.

Appendix B

Sample

As indicated in Chapter two above, our sampling base was the population of individuals born in 1957 who were currently living with both their parents. The sample was drawn from the regional assessment list.

A number of "areas" within the city were sampled; these areas are divisions used by both the Hamilton Planning Council and the Regional Assessment Office.¹ The Planning Council had summary figures specifying how many individuals born in 1957 there were in each "area" (the figures for males and females were given separately). The figures for each area were cumulated so that we would know into which area would fall, for example, the 538th individual born in 1957. Random numbers were used to select one third the required number of individuals. Note was made of how many individuals would be thus required from each of the Planning Council "areas". To obtain the required sample, each area was sampled, using random numbers, for three times the number of individuals thus indicated. So, if in the original set of random numbers, an area was selected twice, when the

¹See map at the end of this appendix.

actual sample was drawn, six names would be drawn from this area; if it were selected five times, fifteen names would be drawn.

The rationale for this modification of a strictly random sampling technique was based on financial considerations. The slight clustering effect caused by this sampling technique would cut down travelling expenses. It was hoped that two interviews in the same area might be done consecutively on the same day, and the travelling necessitated by follow-up procedures would be reduced. In this way $65/113 = 57.5\%$ of the "areas" in the city were sampled. In terms of census areas (which occasionally encompasses more than one of these areas used by the Assessment Office), all but eight areas of the city were included (the separate sampling of males and females increased the number of areas covered). Census information on these areas allow us to test for bias. If we omit the census area which is a hospital area, there is little evidence of bias. Three of the areas have a higher than average income, four are below; three have a more highly educated population than the whole city, four have lower.²

Originally the study was to include 200 males; it was thought that the inclusion of females would considerably complicate the analysis. At the request of the granting agency, females were, in fact, included in the study. The data gathering instruments were modified accordingly, to take into account the more complex nature of a female's occupational choice in terms of her expected participation

²Data from the 1971 Census Catalogue 95-739, Population and Housing Characteristics by Census Tracts: Hamilton, Statistics Canada, 1971.

in the labour force at various stages of her life. Because the decision to include females was made after many of the preparations for the study had been completed, the sample of females was drawn independently of the male one. Identical sampling procedures were used for both subsamples.

Two replacement lists were drawn using the same sampling procedure: one for males, one for females. Whenever a respondent refused, was found to be ineligible or was non-locatable, a correspondingly sexed individual was selected at random from one of the replacement lists.

A respondent was considered ineligible if he or she was (a) not born in 1957, (b) not living at home or (c) living with only one parent. We might note here that step-parents (or, in one case, grandparents) were treated as the sociological parents of the respondent, if, in fact, they had played that role for at least the past two years. Another reason for omitting a possible respondent was if the interviewer had firm reason to believe that he or she was not capable of answering the questions owing to physical or mental illness.

Individuals were considered "non-locatable" if by the time of the field work they could not be found at the given address, and the family could not be traced within the city of Hamilton. Before individuals were assigned to an interviewer, their names were checked in the Hamilton Telephone Directory, and their phone numbers recorded. If they were not in the phone book, the Hamilton City Directory was used as a reference. If the information in the city directory coincided with that from the assessment lists, the case

was given an I.D. number and assigned to an interviewer. If the name and address did not appear in either the phone book or the city directory, or if there were any discrepancies between the information from the assessment lists and either of these sources, the name was rechecked in the assessment lists. (Possible discrepancies were the parents' initial, the exact address, the spelling of the surname, etc.). There was several months delay from the time the original sample was drawn and the time of entry into the field so some inaccuracies in the sample were expected. Updated assessment lists were checked and updated information used. If an individual was no longer at the original address, all individuals with that surname and with the father's first name were checked, using the assessment office's alphabetic listings. If an individual were found at another address, with a child born in 1957 with the same name as the child originally selected, it was assumed that this was the same family and the case was included in the sample. If no such individual could be located, if the data now indicated that it was a single parent home or that the "1957 child" was not living there, the case was omitted from the sample. If the records now indicated that the child selected was, in fact, born in some other year (usually 1956 or 1958), the case was also omitted.

Table B-1 gives the numbers of refusals and ineligible. If we calculate the response rates in terms of those individuals who were locatable and who were eligible to participate, the rates are: males, $201/236 = 85.2\%$, females $199/225 = 88.4\%$, total $400/461 = 86.8\%$. If we include in the base for our calculation all those whose names were drawn for the sample the rates are: males $201/291 = 69.1\%$,

females, $199/280 = 71.1\%$, total $400/571 = 70.1\%$.

Table B-1

Response rates for teenagers

	<u>Males</u>	<u>Females</u>	<u>Total</u>
Ineligible:			
Not living with both parents	28	26	54
Unable to do interview	3	2	5
Wrong age	7	6	13
Non-locatable	17	21	38
Refusal ^a	35	26	61
Successfully contacted	201	199	400

^aIncludes those cases where the parents refused to allow the teen to participate.

The Field Work

The field work was conducted from February to June of 1975, by a team of nine interviewers, including myself. The interviewers were thoroughly briefed concerning the purposes of the study, the content of the data gathering instruments, and the guidelines for the field work.

Once the names had been selected and assigned to a specific interviewer, the families involved were contacted by mail. One letter was sent to the parents and a separate letter sent to the appropriate teenager.³ In both, the general purpose of the study was outlined and their cooperation was requested. They were informed that an interviewer would be contacting them in the near future to set up a time for the interview.

³See Appendix C.

Where possible, the teenager was contacted by phone; otherwise the interviewer went to the address given. If the teenager was eligible for the study (in terms of the criteria outlined above) and was willing to participate, a time for the interview was set. The usual arrangement was for the interview to be held in the respondent's home, although there were a few cases where this was not possible, and other arrangements were made.

The data gathering instruments consisted of an interview to be conducted with the teenager, and a questionnaire for each of the parents. Ideally, the interview was to be arranged at a time when both parents could be present so that they could complete their questionnaires while the interview was being conducted. In the cases where this was not possible, stamped, addressed envelopes were left for the parents to mail in the questionnaires once they were completed. Even if the parents did not wish to participate in the study, the teenager's interview was retained in the data. If the parents had not returned their questionnaires after approximately a week to ten days, they were contacted and asked to send them in. A number of parents required several such reminders before they completed them. Some indicated that they couldn't be bothered and others returned them partly or totally blank. These individuals were sent a short, one page version, containing a few key questions. Parents who refused outright were not contacted further.

After we were in the field a short time, it became apparent that some parents would be unable to complete the questionnaires because they were not familiar enough with the English language. Some indi-

viduals knew enough English that they could answer the questions if read to them in English; others obviously required a translation into their native tongue.

When the teenager was initially contacted, he/she was asked if: he/she were living with both his/her parents, if he/she were born in 1957, and if both his/her parents could understand written English. If the teen said one or both parents could not handle written English, an interpreter was assigned to the case. In some instances the teen had indicated that the parents could handle the English questionnaire, but the interviewer discovered that, in fact, they could not.

There were a number of cases where the problem was one of literacy rather than language. In some of these the problem was overcome, at least in part, by the interviewer reading the questionnaire to the parent. In other cases, such assistance was not requested and the questionnaire was completed and returned, although the answers indicated an obvious lack of understanding of some of the questions.

Given the heavy concentration of Italians in Hamilton, it was not surprising to discover that several parents in our sample were Italian. It was felt that the number of cases warranted a translation of the questionnaires into this language.⁴ These cases were handled by one of the interviewers who spoke Italian. She was assigned to these cases so that she could explain the purpose of the questionnaires and answer any possible questions. It turned out

⁴Because of financial constraints no back translation of the questionnaires was undertaken.

that in a number of cases these parents were, in fact, illiterate or close to it. In these cases the questionnaire was read to them in Italian. The interviewer reported some difficulties since Italian was not her native tongue; it was a language she had learned through formal courses. The fact that different dialects were used posed additional problems, but she did not feel that either of these problems seriously affected the data.

Those parents whose mother tongue was other than Italian, and who could not read the English version, were assigned to the present researcher. An interpreter was arranged to accompany the researcher, to translate the questionnaire from the English. This procedure introduced an unknown degree of variability in the responses since many of the questions could not be translated literally and often the interpreter had to "explain" what the questions meant.

Another problem was that some expressions in the original questionnaire turned out to be quite idiomatic and practically nontranslatable. If, after several attempts to explain a question, the respondent still did not understand, the question was omitted.

These disadvantages were countered, at least in part, by the advantage that all the questions were asked, and, if understood, answered. In the cases of English speaking parents, it is obvious that some questions were overlooked and others apparently completely misunderstood. In the questionnaires administered by an interpreter, we are also confident that the responses were those of the appropriate respondent and that they were relatively independent of the opinions of others in the family. (It was usually although not always, possible

to conduct the administration of the questionnaire in private). When the questionnaires were left with English speaking parents (or with the teenage respondent to give to his/her parents) it was stressed that they should be filled out independently. However, on the basis of some cases which were completed while the teenager's interview was in progress, and on examination of some of the responses (particularly to the open-ended questions), it is obvious that this procedure was not always followed. Unfortunately it is not possible to estimate the degree of "contamination" of responses because of this.

Table B-2 gives the pattern of response among the parents.

Table B-2

Response Rate of Parents in Sample

	<u>Father</u>	<u>Mother</u>
Completed questionnaire:		
in English ^a	302	317
in Italian	23	20
in another language	11	7
	<hr/>	<hr/>
Total completed	336	344
Completed only the "short version"	12	9
Refusal	52	47
	<hr/>	<hr/>
	400	400

^aIncludes 5 fathers and 6 mothers for whom the questionnaire was administered in English as an interview.

From Table B-2 we can see that we have at least some data on $348/400 = 87\%$ of the fathers and $353/400 = 88.3\%$ of the mothers. We have complete questionnaires for $336/400 = 84\%$ of the fathers and $344/400 = 86\%$ of the mothers. These rates are quite high by social science standards.

We have data from the teen's interview that would allow us to compare parents who did and did not respond.

From Tables B-3 and B-4 we see that a greater percentage of non-respondents than those who completed the questionnaires (56% versus 36% of the fathers; 44% versus 27% of the mothers) have less than grade 9 education. There is little difference in the reported status of the parents' jobs (for the fathers, 31% of both non-respondents and those who completed the schedule are white-collar. For mothers, the percentages are 62% of the non-respondents and 67% of the respondents). The important thing to note, however is that the educational and occupational levels of the total sample of parents is virtually identical to those for parents who completed the questionnaire. The small percentage of non-respondents has little impact on these figures. This gives us confidence that the non-responding parents have not introduced a serious source of bias in our results.

It should, however, be kept in mind that to the extent that our sample is representative, it is representative of two parent families in Hamilton who have a child born in 1957 who was living at home in 1975. Any generalizations to a wider population must be made with caution.

Table B-3

Parent's education level^a by response

Education level

	Father				Mother			
	Grade 8 or less	Grade 9-13	More than high school	N	Grade 8 or less	Grade 9-13	More than high school	N
Non-respondent	55.8%	32.6%	11.6%	43	43.6%	51.3%	5.1%	39
Short version	36.4	36.4	27.3	11	33.3	50.0	16.7	6
Completed questionnaire	35.6	49.8	14.5	295	26.8	60.9	12.3	302
Total	38.6%	47.8%	14.7%	345	28.8%	59.7%	11.5%	347

^aData from teen's interview schedule

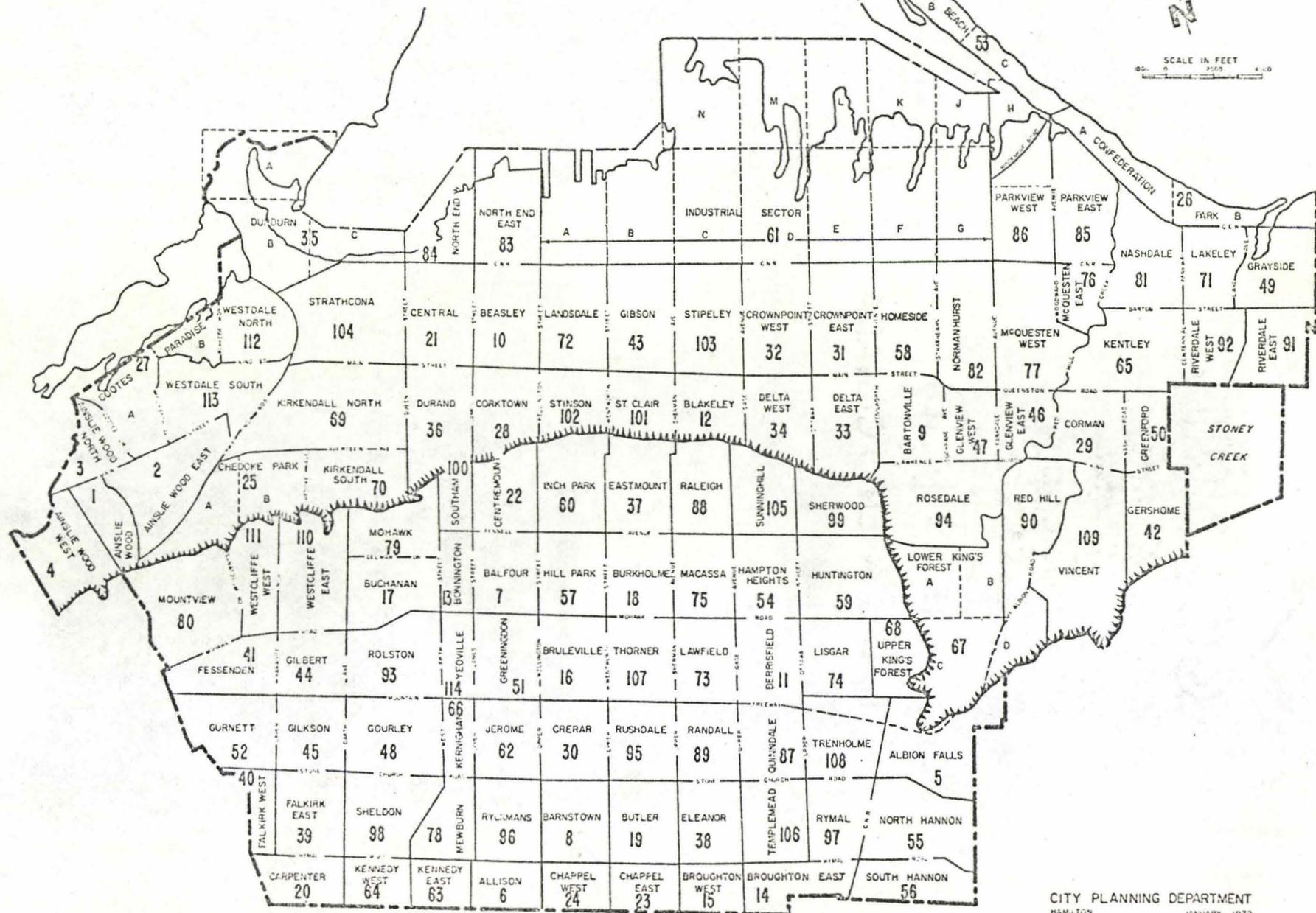
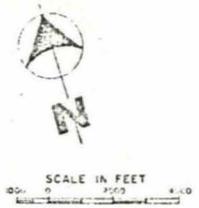
Table B-4

Parent's occupational status by response

Status of parent's job

	Father			Mother		
	White Collar	Blue Collar	N	White collar	Blue Collar	N
Non-respondent	31.4%	68.6%	51	61.9%	38.1%	42
Short version	25.0	75.0	12	62.5	37.5	8
Completed questionnaire	31.3	68.7	332	67.4	32.6	307
Total	31.1%	68.9%	395	66.7%	33.3%	357

NEIGHBOURHOOD CODES & NAMES OF THE CITY OF HAMILTON



Appendix C

Letters to Respondents and Data Gathering Instruments



McMASTER UNIVERSITY

Department of Sociology

1280 Main Street West, Hamilton, Ontario, L8S 4M4
Telephone: 525-9140 Local 4481

C-2

Dear (Teenager)

This letter is to ask you to assist us by taking part in a study of teenagers in the Hamilton area. We are interested in teenagers' attitudes toward their future jobs and the types of things that influence when and how they decide on a job.

This part of the research involves interviewing teenagers. We hope that you have no objections to someone coming and talking with you for a short time. This will not be a test of any kind, nor will there be any personal questions. We are only interested in your general attitudes and opinions.

An interviewer will phone in the next few days to arrange a suitable time and place for the interview. If you or your parents have any questions about the research you can discuss them at that time, or you can call my graduate student assistant, Mrs. Dianne Thomas,¹ at 527-6700.* Your parents have been sent a separate letter informing them that we will be contacting you for this study.

Your name was chosen as part of a random sample of teenagers in the area. The regional government has a list of all residences with the age of all the occupants. We were given permission to draw a sample from this list. It is important that we are able to interview you and the other individuals whose names were specifically chosen in our sample. We cannot substitute someone else in your place.

We sincerely hope that you will be willing to help us in this way.

Thank you very much.

* If no answer, please call 529-0908 if you have any questions.

Sincerely yours,

Dr. Peter C. Pineo,
Professor, McMaster University

¹ Please note that "Mrs. Dianne Thomas" is the author of this thesis and is now known as Ms. Dianne Looker.



McMASTER UNIVERSITY

Department of Sociology

1280 Main Street West, Hamilton, Ontario, L8S 4M4
Telephone: 525-9140 Local 4481

C-3

Dear Mr. & Mrs.

This letter is to ask your cooperation in a study being undertaken of teenagers and their parents in the Hamilton area. The research deals with teenagers' attitudes and decisions concerning their future jobs.

At this point in the research, we are interviewing teenagers. We have sent a separate letter to your son,¹ (teen's name) asking his cooperation. We hope that you have no objection to someone talking with him for a short time.

An interviewer will phone in the next few days to arrange a suitable time and place for the interview. If you have any questions about the research, you can discuss them with the interviewer at that time, or you can contact my graduate assistant, Mrs. Thomas at 527-6700*. The interviewer will have a brief questionnaire for each parent of the teenagers we interview. We hope that you will be willing to take a short time to help us by filling it out.

Thank you for your cooperation.

Sincerely yours,

Dr. Peter C. Pineo,
Professor, McMaster University

*If no answer, please
call 529-0908 if you have
any questions.

¹For parents of female teenagers, the wording was appropriately changed.

The version of the parents' questionnaires which follows is that administered to the parents of a female teenager. In the version given to parents of a male the sections dealing with the teen were modified using male reference terms. Questions 42 and 48 in the mother's questionnaire and Question 48 in the father's questionnaire were not asked of parents of a male respondent.

The "short version" of the questionnaire which was sent to parents who were reluctant to complete the full version included somewhat modified versions of questions 8, 10, 26 to 29, 36, 42 and 54 from the father's questionnaire, questions 7, 8, 23 to 26, 36 43a and 53n from the mother's questionnaire.

TEENAGER'S INTERVIEW SCHEDULE

 0 1
 1 2 3 4 5 6 7
 Case No. Card No. Interviewer No.

Date _____

8 9 10 11 12 13
 (day) (mnth) (yr)

Time Interview Began _____ a.m.
 _____ p.m.

Sex 1 - Male
 2 - Female

14

First of all I'd like to ask you some general information about you and your family.

1. How many years have you lived in Hamilton?

Less than 1 year 01. _____ 88. Don't know
 or _____ 99. No answer
 (write in number of years)

15 16

2. How many years have you lived in this house?

Less than 1 year 01. _____ 88. Don't know
 or _____ 99. No answer
 (write in number of years)

17 18

3. How old were you on your last birthday?

_____ 88. Don't know
 (years) 99. No answer

19 20

4. How many brothers do you have?

_____ 0. None
 _____ 9. No answer - Skip to Question 5

21

a. How many are older than you?

_____ 0. None
 _____ 9. No answer

22

b. How many are younger? (COUNT TWINS AS "YOUNGER")

_____ 0. None
 _____ 9. No answer

5. How many sisters do you have?

- 0. None
- 9. No answer

— Skip to Question 6

23	24

a. How many are older than you?

- 0. None
- 9. No answer

b. How many are younger? (COUNT TWINS AS "YOUNGER").

- 0. None
- 9. No answer

6. How old was your father on his last birthday? (IF THE RESPONDENT IS UNSURE, ASK FOR THE APPROXIMATE AGE - TRY TO AT LEAST GET WHICH TEN YEAR CATEGORY HE FALLS INTO).

_____ (years)

- 88. Don't know
- 99. No answer

25	26

7. How old was your mother on her last birthday? (IF RESPONDENT IS UNSURE, ASK FOR THE APPROXIMATE AGE - AT LEAST THE TEN YEAR CATEGORY).

_____ (years)

- 88. Don't know
- 99. No answer

27	28

8. In what country were you born? _____

- 88. Don't know
- 99. No answer

29	30

9. Are you currently attending school full-time?

- 1. Yes - ASK 9a.
- 2. No - ASK 9b and 9c.

31

9a. IF YES: What grade are you currently enrolled in? (IF SCHOOL IS ON THE COURSE CREDIT SYSTEM, ASK THE APPROXIMATE GRADE EQUIVALENT).

_____ (grade)

- 88. Don't know
- 99. No answer

— Skip to Question 10

9b. IF NO: What was the highest grade you have completed so far? (IF SCHOOL IS ON THE COURSE CREDIT SYSTEM, ASK THE APPROXIMATE GRADE EQUIVALENT).

32	33

(Grade)

- 88. Don't know
- 99. No answer

9c. Are you working?

- 1. Yes, full-time
- 2. Yes, part-time

ASK
Q.9d

- 3. No
- 8. Don't know
- 9. No answer

Skip to
Q.11

34

9d. What is your job? (PROBE FOR DETAILS)

99. No answer

35	36	37	38

10. O.K. I'll ask you a bit more about school a little later, but for now I'd like to know if you are in any particular "stream" in school. Some schools organize their courses into such streams as "academic", "commercial", "technical", and so on. How would you describe the courses you are taking?

- 1. Academic
- 2. Commercial
- 3. Technical
- 4. Other (specify)
- 7. School does not have streams
- 8. Don't know
- 9. No answer

39

11. One of the main things we are interested in is the kind of thoughts teenagers have about the type of job they'd like to go into. Now, a lot of teenagers your age won't have made any definite decisions about the job they'd like, while others have fairly definite plans. In any case, people often have some ideas about the kinds of work situations they would and would not like, the kinds of situations that would make them feel comfortable and uncomfortable.

What I'd like you to do is describe what you would think of as the "ideal job situation" for you - but I would like you to be realistic in this and to think in terms of the general type of work you think you are likely to end up doing. O.K.? (IF RESPONDENT IS WORKING, SAY: "We are not necessarily asking about your current job but rather whatever type of work you think you will probably end up doing.") What kinds of things would you look for in a job? (IF RESPONDENT HESITATES OR CAN'T SEEM TO THINK OF ANYTHING, SAY: "You can take some time to think about it if you like"). (THE POINT IS TO GET THE RESPONDENT TALKING AS MUCH AS POSSIBLE ABOUT THE KIND OF JOB HE/SHE WOULD LIKE).

40	41

Anything else?

42	43

Anything else?

(KEEP PROBING - THIS IS ONE OF THE MOST IMPORTANT PARTS OF THE INTERVIEW. USE WHATEVER PROBES ARE NECESSARY TO GET THE RESPONDENT TALKING).

** (IT IS IMPORTANT THAT YOU RECORD THIS SECTION LITERALLY WORD FOR WORD AS MUCH AS POSSIBLE - ASK THE RESPONDENT TO WAIT UNTIL YOU GET IT DOWN, IF NECESSARY. TRY TO MAKE A NOTE OF THE PROBES YOU USED.

44	45

WHEN THE RESPONDENT HAS VOLUNTEERED ALL HE/SHE SEEMS TO HAVE TO SAY ASK:

12. OK. What about the amount of supervision - some people like a job where they are highly supervised, others prefer to be almost completely unsupervised. Thinking in terms of the kind of work you will likely be doing, if you had your choice, how much supervision do you think you would like on a job?

(RECORD VERBATIM AND CODE) (DO NOT READ CODES)

- 1. Prefers considerable supervision
- 2. Prefers moderate supervision
- 3. Prefers little supervision
- 4. Prefers no supervision

8. Don't know Skip to Question 13

9. No answer

46

(DO NOT ACCEPT A "DON'T KNOW" RIGHT AWAY - TRY TO GET THE RESPONDENT TALKING).

12a. Why is that? (RECORD VERBATIM)

47 48

- 13. In almost all occupations, it is necessary to work with your hands (using tools, using or repairing machines, using special instruments, etc.), with people (conferences, negotiations, seeing customers, etc.), and with written materials (letters, files, memos, books or blueprints, etc.)

If you have your choice, do you think you would prefer a job in which you would be working primarily with your hands, with people or with written materials?

(CODE RESPONSE AND NOTE ANY ADDITIONAL COMMENTS.)

- 1. With hands
- 2. With people
- 3. With written materials

- 8. Don't know — Skip to Question 14
- 9. No answer

49

(DO NOT ACCEPT A "DON'T KNOW" RIGHT AWAY - PROBE FURTHER)

14. Why is that? (RECORD VERBATIM)

50 51

14. What about the amount of "self-reliance" - being required to make a lot of decisions on your own, having to make independent judgements. Some people like a lot of self-reliance, others prefer having very little. If you had your choice, how much self-reliance do you think you would prefer on a job?

(RECORD VERBATIM AND CODE) (DO NOT READ CODES)

- 1. Prefers a great deal of self-reliance
- 2. Prefers a moderate amount of self-reliance
- 3. Prefers a little or no self-reliance

- 8. Don't know
- 9. No answer

Skip to Question 15

52

(DO NOT ACCEPT "DON'T KNOW" WITHOUT PROBING)

14a. Why is that? (RECORD VERBATIM)

53 54

15. Some people prefer a well organized work situation where everything is clearly spelled out - who is to do what and when they are to do it. Others prefer a more open, flexible situation. If you had your choice, which of these two situations would you prefer - one where duties are clearly spelled out, or one which was more open and flexible?
(CODE RESPONSE AND NOTE ANY ADDITIONAL COMMENTS).

1. Very much prefers duties to be spelled out.
2. Somewhat prefers duties to be spelled out.
3. Somewhat prefers a more open, flexible situation.
4. Very much prefers a more open, flexible situation.

- | | |
|---------------|---------------------|
| 8. Don't know | Skip to Question 16 |
| 9. No answer | |

55

(DO NOT ACCEPT "DON'T KNOW" WITHOUT PROBING).

15a. Why is that? (RECORD VERBATIM)

56 57

16. FOR MALE RESPONDENTS, ASK: Would you consider going into a traditionally female occupation - that is, one which is predominantly female?

FOR FEMALE RESPONDENTS, ASK: Would you consider going into a traditionally male occupation - that is, one which is predominantly male?

IF RESPONDENT ASKS FOR EXAMPLES ASK: What jobs do you think of as traditionally female (male)? IF RESPONDENT MENTIONS SOME ASK: Thinking in terms of these jobs as traditionally female (male).... (REPEAT ORIGINAL QUESTION) (MAKE A NOTE OF RESPONDENT'S EXAMPLES).

IF RESPONDENT DOESN'T MENTION ANY, ASK: Well, in general..... (REPEAT ORIGINAL QUESTION).

(CODE RESPONSE: IF AMBIGUOUS ALSO RECORD VERBATIM)

1. Definitely would consider it.
2. Probably would consider it.
3. Probably would not consider it.
4. Definitely would not consider it.

8. Don't know
9. No answer

Skip to Question 17

(DO NOT ACCEPT A "DON'T KNOW" WITHOUT PROBING).

58

16a. Why is that? (RECORD VERBATIM)

59 60

17. FOR MALE RESPONDENTS, ASK: Suppose you did end up in a traditionally female occupation, some boys would feel quite comfortable in this situation, while others would be very uncomfortable.

How comfortable do you think you would feel in a traditionally female job?

FOR FEMALE RESPONDENTS, ASK: Suppose you did end up in a traditionally male occupation, some girls would feel quite comfortable in this situation, while others would be very uncomfortable.

How comfortable do you think you would feel in a traditionally male job?

(CODE RESPONSE, IF AMBIGUOUS ALSO CODE VERBATIM)

(PROBE: READ CATEGORIES)

1. Quite comfortable
2. Moderately comfortable
3. Neither comfortable nor uncomfortable
4. Moderately uncomfortable
5. Quite uncomfortable

61

8. Don't know
9. No answer

— Skip to Question 18

17a. Why is that? (RECORD VERBATIM)

62 63

18. What kind of job would you most like to go into after you have finished all your formal education and training?

_____ 88. Don't know
99. No answer

Skip to Q. 21

64 65 66 67

18a. Why? What would you like about being a _____ (occupation from Q.18)
(PROBE: Anything else?)

(RECORD VERBATIM) _____

88. Don't know
99. No answer

68 69

18b. Do you know anyone who is a _____ (occupation from Q.18)

1. Yes - ASK: Who? _____ (SPECIFY ONLY RELATIONSHIP TO RESPONDENT)

2. No
8. Don't know
9. No answer

70

19. What do you think your chances are of becoming a _____ (occn. from Q.18)
CODE RESPONSE: CODE "NOT VERY GOOD" AS "POOR"
PROBE: READ CATEGORIES TO RESPONDENT

- 1. Very good
- 2. Good
- 3. Fair
- 4. Poor
- 5. Very poor
- 8. Don't know
- 9. No answer

71

20. Is there any other job you'd like?

Yes - specify _____

22. No
88. Don't know
99. No answer

Skip to Question 21

72 73 74 75

20a. Why? What would you like about being a _____ (occn. from Q.20)

(PROBE: Anything else?)
(RECORD VERBATIM) _____

88. Don't know
99. No answer

76 77

1 2 3

Case No.

0 2
4 5

Card No.

21. What kind of job would you not want to go into?

88..Don't know
99. No answer

Skip to
Q. 23

6 7 8 9

21a. Why? What would you dislike about being a _____

(PROBE: Anything else?)

(occn from Q.21)

(RECORD VERBATIM) _____

10 11

88. Don't know
99. No answer

22. What other kind of job would you not want to go into?

77. No other job disliked
88. Don't know
99. No answer

Skip to
Q. 23

12 13 14 15

22a. Why? What would you dislike about being a _____

(PROBE: Anything else?)

(occn. from Q. 22)

(RECORD VERBATIM) _____

16 17

88. Don't know
99. No answer

23. What job do you realistically expect to go into after you have completed all your formal education and training?

88. Don't know
99. No answer

Skip to
Q.24

18 19 20 21

23a. Besides high school training what preparation or training do you need to prepare for this job?

(PROBE: Anything else?)

22

88. Don't know
99. No answer

24. Who would you say has been most important (besides yourself) in your decision as to how much formal schooling to take?

_____ 88. Don't know
(SPECIFY RELATIONSHIP TO RESPONDENT) 99. No answer

23	24

24a. Who would you say has been most important (besides yourself) in your decision about your occupational choice? (IF RESPONDENT IS COMPLETELY UNDECIDED CONCERNING A FUTURE OCCUPATION, ASK: Who would you say probably will be most important....etc.)

_____ 88. Don't know
(SPECIFY RELATIONSHIP TO RESPONDENT) 99. No answer

25	26

25. Some people can't imagine going through life without working, others wouldn't want to work if it weren't a financial necessity. Which of these positions best expresses your point of view?

1. I can't imagine going through life without working, or
2. If work weren't a financial necessity, I wouldn't want to work.
3. RESPONSE INDICATING RESPONDENT IS SOMEWHERE BETWEEN THE TWO - DO NOT MENTION THIS AS A POSSIBLE CATEGORY. BEFORE USING THIS CODE ASK: WHICH OF THESE POSITIONS ARE YOU CLOSEST TO?
8. Don't know
9. No answer

27

FOR MALE RESPONDENTS CHECK BOX , AND SKIP TO QUESTION 36

26. Do you think you will get a full-time job before getting married?

1. Yes - definite
2. Yes - qualified
3. No - qualified
4. No - definite
8. Don't know
9. No answer

28

27. How do you feel about working after marriage? (IF "IT DEPENDS", ASK: ON WHAT?) (CODE RESPONSE: IF AMBIGUOUS, ALSO RECORD VERBATIM) (IF NECESSARY PROBE BY READING CATEGORIES).

1. Definitely would work
2. Probably would work
3. Probably wouldn't work
4. Definitely wouldn't work
8. Don't know
9. No answer

29

28. If your husband disapproved of your working, would you quit?

- 1. Definitely would quit
- 2. Probably would quit
- 3. Probably wouldn't quit
- 4. Definitely wouldn't quit

PROBE IF NECESSARY
BY READING THESE CATEGORIES

- 5. Wouldn't marry anyone who disapproved of my working.
- 8. Don't know
- 9. No answer

30

29. How would you feel about working when you have "preschoolers" that is children under 5 years old who are not enrolled in school full-time? (PROBE IF NECESSARY BY READING CATEGORIES)

- 1. Definitely would work
- 2. Probably would work
- 3. Probably wouldn't work
- 4. Definitely wouldn't work
- 8. Don't know
- 9. No answer

Skip to Question 31

31

30. If there were adequate day-care facilities available, how would this influence your decision about working when you had preschoolers? Would you say you:

- 1. Definitely would work
- 2. Probably would work
- 3. Probably wouldn't work
- 4. Definitely wouldn't work
- 8. Don't know
- 9. No answer

32

31. How would you feel about working after all your children are in school full-time? (PROBE IF NECESSARY BY READING OFF CATEGORIES).

- 1. Definitely would work
- 2. Probably would work
- 3. Probably wouldn't work
- 4. Definitely wouldn't work
- 8. Don't know
- 9. No answer

33

32. How would you feel about working after all your children have grown up and left home? (PROBE IF NECESSARY BY READING CATEGORIES).

- 1. Definitely would work
- 2. Probably would work
- 3. Probably wouldn't work
- 4. Definitely wouldn't work
- 8. Don't know
- 9. No answer

34

33. If you didn't need the extra money, would you work after marriage?

1. Yes - definite
2. Yes - qualified
3. No - qualified
4. No - definite
8. Don't know
9. No answer

35

34. What would your father's attitude be to your working after marriage? Would he: (HAND RESPONDENT CARD 1)

1. Think it would be a really good idea.
2. Think it would be a fairly good idea.
3. See it as neither a good nor a bad idea.
4. Think it would be a fairly bad idea.
5. Think it would be a really bad idea.
8. Don't know
9. No answer

36

(IF "HE'D LEAVE IT UP TO ME", OR SIMILAR RESPONSE, ASK: Most parents have their own thoughts on this, even if they leave the decision to their children. What do you think your father's attitude would be? CODE ANSWER ABOVE).

35. What would your mother's attitude be to your working after marriage? Would she: (REFER RESPONDENT TO CARD 1)

1. Think it would be a really good idea.
2. Think it would be a fairly good idea.
3. See it as neither a good nor a bad idea.
4. Think it would be a fairly bad idea.
5. Think it would be a really bad idea.
8. Don't know
9. No answer

37

(IF "SHE'D LEAVE IT UP TO ME", OR SIMILAR RESPONSE, ASK: Most parents have their own thoughts on this, even if they leave the decision to their children. What do you think your mother's attitude would be? CODE RESPONSE ABOVE).

ALL RESPONDENTS, MALE AND FEMALE, ANSWER THE FOLLOWING QUESTIONS.

36. In terms of work for pay, if you had your choice, would you prefer to:

1. Work full-time
2. Work part-time
3. Not work
8. Don't know
9. No answer

ACCEPT ONLY ONE RESPONSE

38

17. People differ in terms of qualities they consider important in judging themselves. How important are each of the following characteristics to you? The question is not which characteristics you have, but how important you consider them to be. Please classify each in terms of these categories. (HAND CARD 2 TO RESPONDENT . Card 2 HAS THE RESPONSE CATEGORIES LISTED.)

How important is it to you whether or not you:
(REPEAT FOR EACH CHARACTERISTIC)

a. Have good manners?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

39

b. Try hard to succeed?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

40

c. Are honest?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

41

d. Are neat and clean?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

42

e. Have good sense and sound judgement?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

43

f. Have self-control?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

44

g. Act like a boy (a girl) should?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

45

37. How important is it to you whether or not you:
(REPEAT FOR EACH CHARACTERISTIC)

h. Get along well with others your age?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

46

i. Obey your parents well?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

47

j. Are responsible?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

48

k. Are considerate of others?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

49

l. Are interested in how and why things happen?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

50

m. Are a good student?

- | | |
|-------------------------------|---------------|
| 1. Extremely important | 8. Don't know |
| 2. Very important | 9. No answer |
| 3. Somewhat important | |
| 4. Of little or no importance | |

51

18. Which THREE of these characteristics would you say are the most important to you in judging yourself as a person?
(HAND RESPONDENT CARD 3)

- | | | |
|--|----|--------------------------|
| 1. Having good manners. | 52 | <input type="checkbox"/> |
| 2. Trying hard to succeed. | 53 | <input type="checkbox"/> |
| 3. Being honest. | 54 | <input type="checkbox"/> |
| 4. Being neat and clean. | 55 | <input type="checkbox"/> |
| 5. Having good sense and sound judgement. | 56 | <input type="checkbox"/> |
| 6. Having self-control. | 57 | <input type="checkbox"/> |
| 7. Acting like a boy (like a girl) should. | 58 | <input type="checkbox"/> |
| 8. Getting along well with others your age. | 59 | <input type="checkbox"/> |
| 9. Obeying your parents well. | 60 | <input type="checkbox"/> |
| 10. Being responsible. | 61 | <input type="checkbox"/> |
| 11. Being considerate of others. | 62 | <input type="checkbox"/> |
| 12. Being interested in how and why things happen. | 63 | <input type="checkbox"/> |
| 13. Being a good student. | 64 | <input type="checkbox"/> |
| 8. Don't know | | |
| 9. No answer | | |

19. Are there any other qualities not on this list that you feel are important to you? Please stop and think very carefully about this?

1. Yes - ASK: What are they? a. _____
b. _____
2. No
8. Don't know
9. No answer

O.K., Now a few more questions about your schooling.

40. How many years altogether will you have been in school as of this June?

_____ (years)

- 88. Don't know
- 99. No answer

66	67
----	----

41. How many course credits have you completed so far?

_____ (No. of credits)

- 77. Not applicable (school not on credit system)
- 88. Don't know
- 99. No answer

68	69
----	----

42. How many more course credits would you need to complete the course you are (were) in? (ASK OF NON-SCHOOL RESPONDENTS AS WELL).

_____ (No. of credits)

- 77. Not applicable (school not on credit system)
- 88. Don't know
- 99. No answer

70	71
----	----

43. What was your average on the last report card you received?
PROBE: READ CATEGORIES TO THE RESPONDENT.

- 1. Less than 50%
- 2. 51% to 60%
- 3. 61% to 70%
- 4. 71% to 80%
- 5. Over 80%
- 8. Don't know
- 9. No answer

72

44. How far would you like to go in high school? (PROBE: READ CATEGORIES)

- 1. Grade 9
- 2. Grade 10
- 3. Grade 11
- 4. Grade 12 (Secondary School Diploma)
- 5. Grade 13 (Secondary school honours diploma).
- 6. As far as I have
- 8. Don't know
- 9. No answer

73

45. When do you realistically expect to leave high school?
(PROBE: READ CATEGORIES).

- 1. After Grade 9
- 2. After Grade 10
- 3. After Grade 11
- 4. After Grade 12 (Secondary school diploma).
- 5. After Grade 13 (Secondary school honours diploma)
- 6. I already have
- 8. Don't know
- 9. No answer

74

46. After you leave high school, which of the following paths would you like to take? (HAND CARD 4 TO RESPONDENT).

1. Go to work
2. Go into an apprenticeship
3. Go to a commercial, business or trade school.
4. Go to a community college
5. Go to a teacher's college
6. Go to university
7. Do something else (specify) _____
8. Don't know
9. No answer

75

1	2	3	4	5	6

Case No. Card No.

47. Which of these do you realistically expect to follow? (REFER RESPONDENT TO CARD 4) (IF RESPONDENT HAS ALREADY LEFT SCHOOL ASK WHAT HE/SHE IS DOING)

1. Go to work
2. Go into an apprenticeship
3. Go to a commercial, business or trade school
4. Go to a community college
5. Go to teacher's college
6. Go to university
7. Do something else (specify) _____
8. Don't know
9. No answer

6

47a. IF UNIVERSITY TO QUESTION 47 ASK: What do you think your chances are of successfully getting a university degree? READ CATEGORIES TO RESPONDENT (CODE "NOT VERY GOOD" AS "POOR")

- | | |
|--------------|---------------|
| 1. Very good | 8. Don't know |
| 2. Good | 9. No answer |
| 3. Fair | |
| 4. Poor | |
| 5. Very poor | |

7

47b. IF NON UNIVERSITY TO QUESTION 47 ASK: What do you think your chances would be of getting a university degree if you tried? READ CATEGORIES TO RESPONDENT (CODE "NOT VERY GOOD" AS "POOR").

- | | |
|--------------|---------------|
| 1. Very good | 8. Don't know |
| 2. Good | 9. No answer |
| 3. Fair | |
| 4. Poor | |
| 5. Very poor | |

8

48. What type of work do you think you will be most qualified for after you finish your entire education or training?
(IF RESPONDENT FEELS HE/SHE HAS FINISHED HIS/HER EDUCATION,
ASK: What type of work do you feel you are best qualified for now that you have finished your education?)

88. Don't know
99. No answer

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	10	11	12

49. How far do you think your father would like you to go in high school? Would he like you to:

1. Finish Grade 9
2. Finish Grade 10
3. Finish Grade 11
4. Finish Grade 12 (that would be with a secondary school diploma)
5. Finish Grade 13 (that would be with a secondary school honours diploma)
6. As far as I can get (DON'T READ THIS RESPONSE)
8. Don't know
9. No answer

<input type="checkbox"/>
13

50. Which of the following paths would your father think it best for you to take after high school? (REFER RESPONDENT TO CARD 4)

1. Go to work
2. Go into an apprenticeship
3. Go to a commercial, business or trade school
4. Go to a community college
5. Go to teacher's college
6. Go to university
7. Other (specify) _____
8. Don't know
9. No answer

<input type="checkbox"/>
14

51. How important would you say your father's opinion would be in your decision as to how much formal schooling to take? Would you say his opinion would be:

1. Very important
2. Moderately important
3. Not very important
4. Not at all important
8. Don't know
9. No answer

<input type="checkbox"/>
15

52. How far do you think your mother would like you to go in high school? Would she like you to:

1. Finish Grade 9
2. Finish Grade 10
3. Finish Grade 11
4. Finish Grade 12 (that would be with a secondary school diploma)
5. Finish Grade 13 (that would be with a secondary school honours diploma)
6. As far as I can get. (DO NOT READ THIS RESPONSE)
8. Don't know
9. No answer

16

53. Which of the following paths would your mother think it best for you to take after high school? (REFER RESPONDENT TO CARD 4)

1. Go to work
2. Go into an apprenticeship
3. Go to a commercial, business or trade school
4. Go to a community college
5. Go to a teacher's college
6. Go to university
7. Other (specify) _____
8. Don't know
9. No answer

17

54. How important would you say your mother's opinion would be in your decision as to how much formal schooling to take? Would you say her opinion would be:

1. Very important
2. Moderately important
3. Not very important
4. Not at all important
8. Don't know
9. No answer

18

WE HAVE A FEW MORE QUESTIONS THAT DEAL SPECIFICALLY WITH YOUR PARENTS.

55. In what country was your father born? _____

88. Don't know
99. No answer

19 20

56. What was the highest grade of formal schooling that your father completed? (IF EDUCATED OUTSIDE CANADA, ASK FOR THE APPROXIMATE CANADIAN EQUIVALENT.) _____

(IF YOU ARE NOT SURE, PLEASE GIVE THE BEST ESTIMATE YOU CAN)

88. Don't know
99. No answer

21 22

55b. How many years altogether was your father in school?

88. Don't know
99. No answer

--	--

23 24

(IF YOU ARE NOT SURE, PLEASE
GIVE THE BEST ESTIMATE YOU CAN).

56. What is you father's job? (PROBE: What does he do? What kind of
business is it? IF NECESSARY PROBE FOR DETAILS)

(Note: IF RETIRED ASK ABOUT THE JOB HE HELD FOR THE LONGEST
TIME, THEN SKIP TO QUESTION 44)

88. Don't know
99. No answer

--	--	--	--

25 26 27 28

56a. Is this his "usual job"?

1. Yes - Go to Question 57

2. No

IF NO: What is his usual job?

88. Don't know
99. No answer

--

29

--	--	--	--

30 31 32 33

57. In what country was your mother born? _____

88. Don't know
99. No answer

--	--

34 35

57a. What was the highest grade of formal schooling that your
mother completed? (IF EDUCATED OUTSIDE CANADA, ASK FOR THE
APPROXIMATE CANADIAN EQUIVALENT.).

88. Don't know
99. No answer

--	--

36 37

(IF YOU ARE NOT SURE, PLEASE GIVE THE
BEST ESTIMATE YOU CAN.)

57b. How many years altogether was your mother in school?

88. Don't know
99. No answer

--	--

38 39

(years)

58. Does your mother have a job at the present time?

- 1. Yes — Skip to Question 59
- 2. No
- 8. Don't know
- 9. No answer

40

58a. IF NO: Has she ever had a job, as far as you know?

- 1. Yes
- 2. No — Skip to Question 61
- 8. Don't know
- 9. No answer — Skip to Question 60

41

59. What is her job? (IF NOT CURRENTLY WORKING ASK: What was the most recent job she held for seven months or more?) (PROBE: What does (did) she do? What kind of business is (was) it? PROBE IF NECESSARY FOR DETAILS)

- _____ 1. Current job
- (write in name of job) 2. Previous job

42 43 44 45

- 8. Don't know — Skip to
- 9. No answer — Q.60

46

59a. How long has she held this job? (did she hold this job?)

- _____ 88. Don't know
- (years - approximate) 99. No answer

47 48

60. As far as you know, did your mother ever work:

- i) Before she was married?
- 1. Yes 8. Don't know
- 2. No 9. No answer

49

ii) After she was married but before she had any children?

- 1. Yes 8. Don't know
- 2. No 9. No answer

50

iii) When she had preschool age children?

- 1. Yes 8. Don't know
- 2. No 9. No answer

51

iv) When all her children were in school?

- 1. Yes 8. Don't know
- 2. No 9. No answer

52

7. Not applicable,
not all children are in school.

60a. What different jobs has she had? (PROBE FOR DETAILS)

(WE ARE INTERESTED IN THE DIFFERENT TYPES OF JOBS HELD)

88. Don't know
99. No answer

53	54	55	56
57	58	59	60
61	62	63	64

60b. Were these mostly full-time or mostly part-time jobs?

- 1. Mostly full-time
- 2. About half and half
- 3. Mostly part-time
- 8. Don't know
- 9. No answer

65

61. Most parents have some idea as to the kind of job their children should go into given the individual child's talents and attitudes. What kinds of jobs would your mother think it would be good for you to go into? We are not asking whether or not she has tried to influence your decision, but rather what kind of jobs she thinks you are suited for.

Can you think of at least three jobs that she would see as a good idea for you to go into given your talents and attitudes?

WRITE IN Job 1 _____
Job 2 _____
Job 3 _____

66	67	68	69
70	71	72	73
74	75	76	77

66. Mother has indicated no such preferences
88. Don't know
99. No answer

1	2	3

Case No.

0	4
4	5

Card No.

62. Can you think of at least three jobs that you might consider, which she would see as a bad idea for you to go into? Again she may not try to influence your decision; we are only interested in what her opinion would be.

WRITE IN Job 1 _____
Job 2 _____
Job 3 _____

6	7	8	9
10	11	12	13
14	15	16	17

66. Mother has indicated no such preferences
88. Don't know
99. No answer

63. Can you think of at least three jobs your father would see as a good idea for you to go into? Remember we are not asking whether or not he has or will try to influence your decision, but rather what kinds of jobs he thinks you are suited for.

WRITE IN Job 1 _____
Job 2 _____
Job 3 _____

18	19	20	21

22	23	24	25

66. Father has indicated no such preferences.
88. Don't know
99. No answer

26	27	28	29

64. Can you think of at least three jobs that you might consider, which he would see as a bad idea for you to go into?

WRITE IN Job 1 _____
Job 2 _____
Job 3 _____

30	31	32	33

34	35	36	37

66. Father has indicated no such preferences.
88. Don't know
99. No answer

38	39	40	41

65. How would your father react if you went into the same kind of job he is in? (IF CURRENT JOB IS NOT HIS "USUAL JOB" SEE QUESTION 43d.) ASK WITH RESPECT TO HIS USUAL JOB) (REFER RESPONDENT TO CARD 1)

Would he:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea. or
- 5. Think it is a really bad idea.

42

- 7. Not applicable
 - 8. Don't know
 - 9. No answer
- Skip to Question 66

65a. Why do you think he feels this way? (RECORD VERBATIM)

88. Don't know
99. No answer

43	44

66. Would you like to go into the same job that your father has?
(REFER RESPONDENT TO CARD 1)

Would you:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea. or
- 5. Think it is a really bad idea.

45

- 7. Not applicable
- 8. Don't know
- 9. No answer

— Skip to Question 67

66a. Why do you feel this way? (RECORD VERBATIM)

- 88. Don't know
- 99. No answer

46 47

67. IF RESPONDENT'S MOTHER HAS NEVER WORKED, CHECK BOX
AND SKIP TO Q. 69.

How would your father react if you went into the same job
that your mother is in (was in)? (REFER RESPONDENT TO
CARD 1).

Would he:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea. or
- 5. Think it is a really bad idea.

48

- 7. Not applicable
- 8. Don't know
- 9. No answer

— Skip to Question 68

67a. Why do you think he feels this way? (RECORD VERBATIM)

- 88. Don't know
- 99. No answer

49 50

68. Would you like to go into the same job that your mother has (had)? (REFER RESPONDENT TO CARD 1)

Would you:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea. or
- 5. Think it is a really bad idea.

51

- 7. Not applicable
- 8. Don't know
- 9. No answer

— Skip to Question 69

68a. Why do you feel this way? (RECORD VERBATIM)

88. Don't know

99. No answer

52 53

69. How would your mother react if you went into the same kind of job that your father is in? (IF CURRENT JOB IS NOT HIS "USUAL JOB" (SEE QUESTION 56a) ASK WITH RESPECT TO HIS USUAL JOB) (REFER RESPONDENT TO CARD 1)

Would she:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea.
- 5. Think it is a really bad idea.

54

- 8. Don't know
- 9. No answer

— Skip to Question 70

69a. Why do you think she feels this way? (RECORD VERBATIM)

88. Don't know

99. No answer

55 56

70. IF RESPONDENT'S MOTHER HAS NEVER HELD A JOB, CHECK BOX AND SKIP TO QUESTION 71; IF SHE HAS HAD ONE ASK:

How would your mother react if you went into the same kind of job that she is (was) in? (REFER RESPONDENT TO CARD 1).

Would she:

- 1. Think it is a really good idea.
- 2. Think it is a fairly good idea.
- 3. Think it is neither a good nor a bad idea.
- 4. Think it is a fairly bad idea. or
- 5. Think it is a really bad idea.

57

8. Don't know

9. No answer

Skip to Question 71

70a. Why do you think she feels this way? (RECORD VERBATIM)

- 88. Don't know
- 99. No answer

58 59

71. Have you ever discussed with your father the kind of job you would like to go into? Would you say you:

- 1. Have not really discussed this.
- 2. Have had some discussion on this.
- 3. Have discussed this a fair bit or
- 4. Have discussed it quite a bit.
- 8. Don't know
- 9. No answer

60

72. To what extent has your father tried to influence your decision about the kind of job you go into? Would you say that he

- 1...has not tried to influence your decision at all.
- 2...has tried to influence your decision a little.
- 3...has tried to influence your decision a fair bit or that he
- 4...has tried to influence your decision a great deal.
- 8. Don't know
- 9. No answer

61

73. Have you ever discussed with your mother the kind of job you would like to go into? Would you say:

- 1. Have not really discussed this
- 2. Have had some discussion on this.
- 3. Have discussed this a fair bit. or
- 4. Have discussed it quite a bit.
- 8. Don't know
- 9. No answer

62

74. To what extent has your mother tried to influence your decision about the kind of job you go into? Would you say that she;

- 1...has not tried to influence you decision at all.
- 2...has tried to influence your decision a little
- 3...has tried to influence your decision a fair bit or that she
- 4...has tried to influence your decision a great deal.
- 8. Don't know
- 9. No answer

63

75. How important would you say your father's opinion is to your occupational choice? Would you say his opinion is:

- 1. Very important
- 2. Moderately important
- 3. Not very important or
- 4. Not at all important
- 8. Don't know
- 9. No answer

64

76. How important would you say your mother's opinion is to your occupational choice? Would you say her opinion is:

- 1. Very important
- 2. Moderately important
- 3. Not very important or
- 4. Not at all important
- 8. Don't know
- 9. No answer

65

NOW I WOULD LIKE TO ASK YOU A FEW GENERAL QUESTIONS ABOUT YOUR RELATIONSHIP WITH YOUR PARENTS.

77. Would you say that your ideas about things in general are more like your mother's ideas or your father's? (CODE RESPONSE; IF AMBIGUOUS ALSO RECORD VERBATIM) (IF THE RESPONDENT SAYS "IT DEPENDS", OR SIMILAR RESPONSE, PROBE FOR EXAMPLES AS TO WHICH AREAS ARE RELEVANT TO WHICH PARENT).

- 1. More like Father's
- 2. More like Mothers'
- 3. Sometimes like father, sometimes like mother. (TRY TO AVOID CODE 3 - PROBE TO SEE IF CODE 1 or 2 APPLY)
- 4. Not like either
- 8. Don't know
- 9. No answer

66

78. How close would you say you are to your father? Would you say you are:

1. Very close to each other.
2. Fairly close to each other.
3. Not really very close.
4. Not at all close to each other.
8. Don't know
9. No answer

67

78a. How close would you say you are to your mother? would you say you are:

1. Very close to each other.
2. Fairly close to each other.
3. Not really very close.
4. Not at all close to each other.
8. Don't know
9. No answer

68

79. Would you say that you are closer to your father or your mother?

1. Closer to father
2. Closer to mother
3. Equally close to both
4. Equally far from both
8. Don't know
9. No answer

69

80. It is often thought that teenagers go through a certain stage in which there is relatively high conflict with one or both of their parents. If you were to describe the relationship you have with your parents at this time, would you say you are:

70

Currently going through this stage with one or both of your parents. 1. _____

You have already gone through this stage with one or both of them and are now out of it. 2. _____

OR

You have not gone through this stage with your parents. 3. _____

Don't know 8. _____

No answer 9. _____

81. If you and your parents disagree about whether you should be allowed to do something, how likely are you to be able to discuss it with them?
(CODE RESPONSE; IF AMBIGUOUS ALSO RECORD VERBATIM)
(IF RESPONDENT SAYS, "IT DEPENDS" OR SIMILAR RESPONSE, PROBE FOR EXAMPLES AS TO WHICH AREAS HE CAN AND CANNOT DISCUSS WITH EACH PARENT.)

- _____ 1. Can discuss with father
_____ 2. Can discuss with mother
_____ 3. Can discuss with either
_____ or both
_____ 4. Cannot discuss with either
_____ 8. Don't know
_____ 9. No answer

71

82. In terms of the kind of person you'd like to be, would you rather be more like your mother or more like your father?
(TRY TO AVOID CODE 3, IF POSSIBLE, PROBE FOR DETAILS TO SEE IF CODE 1 OR CODE 2 APPLY)

1. More like father
2. More like mother
3. Like either or both
4. Not like either
8. Don't know
9. No answer

72

83a. How flexible would you say your father is about the rules or guidelines he has for you?

1. Very flexible
2. Moderately flexible
3. Not very flexible
4. Not at all flexible
8. Don't know
9. No answer

73

83b. How flexible would you say your mother is about the rules or guidelines she has for you?

1. Very flexible
2. Moderately flexible
3. Not very flexible
4. Not at all flexible
8. Don't know
9. No answer

74

83c. When requiring to do something, does your father:

1. Always explain the reason
2. Usually explain the reason
3. Explain about as often as not
4. Seldom explain or
5. Almost never explain
8. Don't know
9. No answer

75

83d. When requiring you to do something, does your mother:

1. Always explain the reason
2. Usually explain the reason
3. Explain about as often as not
4. Seldom explain or
5. Almost never explain
8. Don't know
9. No answer

76

1	2	3

Case No.

0	5
4	5

Card No.

85a. When you father wants you to do some household work does he usually just insist that you do it, does he usually ask or suggest that you do it, does he leave it up to you, or what? (IF RESPONDENT SAYS THAT HE KNOWS WHAT TO DO SO FATHER DOESN'T HAVE TO TELL HIM, CHECK BOX AND ASK: How about when something unusual comes up?)

- 1. Usually just insists
- 2. Usually asks or suggests
- 3. Leaves it up to me
- 4. Other _____
(specify)
- 8. Don't know
- 9. No answer

6

85b. When you mother wants you to do some household work, does she usually just insist that you do it, does she usually ask or suggest that you do it, does she leave it up to you, or what? (IF RESPONDENT SAYS THAT HE KNOWS WHAT TO DO SO MOTHER DOESN'T HAVE TO TELL HIM, CHECK BOX AND ASK: How about when something unusual comes up?)

- 1. Usually just insists
- 2. Usually asks or suggests
- 3. Leaves it up to me
- 4. Other _____
(specify)
- 8. Don't know
- 9. No answer

7

86a. When your father wants you to do some household work, how free do you feel to disagree with him?

- 1. Very free
- 2. Somewhat free
- 3. Not very free or
- 4. Not at all free
- 8. Don't know
- 9. No answer

8

86b. When you disagree, does your father:

- 1. Always get his way
- 2. Usually get his way
- 3. It is about half & half
- 4. Do you usually get your way or
- 5. Do you always get your way
- 8. Don't know
- 9. No answer

9

86c. When your mother wants you to do some household work, how free do you feel to disagree with her?

- | | |
|----------------------------|---------------|
| 1. Very free | 8. Don't know |
| 2. Somewhat free | 9. No answer |
| 3. Not very free <u>or</u> | |
| 4. Not at all free | |

10

86d. When you disagree does your mother:

- | | |
|--------------------------------|---------------|
| 1. Always get her way | 8. Don't know |
| 2. Usually get her way | 9. No answer |
| 3. Is it about half and half | |
| 4. Do you usually get your way | |
| 5. Do you always get your way | |

11

87. Which three of the following characteristics would you say your father feels are most important in a boy or girl your age?
(HAND RESPONDENT CARD 3)

1. Having good manners
2. Trying hard to succeed
3. Being honest
4. Being neat and clean
5. Having good sense and sound judgement
6. Having self-control
7. Acting like a boy (like a girl) should
8. Getting along well with others your age
9. Obeying your parents well
10. Being responsible
11. Being considerate of others
12. Being interested in how and why things happen
13. Being a good student
8. Don't know
9. No answer

12

13

14

15

16

17

18

19

20

21

22

23

24

87. Which three of the following characteristics would you say your mother feels are most important in a boy or girl your age?
(REFER RESPONDENT CARD 3)

- | | | |
|---|----|--------------------------|
| 1. Having good manners | 25 | <input type="checkbox"/> |
| 2. Trying hard to succeed | 26 | <input type="checkbox"/> |
| 3. Being honest | 27 | <input type="checkbox"/> |
| 4. Being neat and clean | 28 | <input type="checkbox"/> |
| 5. Having good sense and sound judgement | 29 | <input type="checkbox"/> |
| 6. Having self-control | 30 | <input type="checkbox"/> |
| 7. Acting like a boy (like a girl) should | 31 | <input type="checkbox"/> |
| 8. Getting along well with others your age | 32 | <input type="checkbox"/> |
| 9. Obeying your parents well | 33 | <input type="checkbox"/> |
| 10. Being responsible | 34 | <input type="checkbox"/> |
| 11. Being considerate of others | 35 | <input type="checkbox"/> |
| 12. Being interested in how and why things happen | 36 | <input type="checkbox"/> |
| 13. Being a good student | 37 | <input type="checkbox"/> |
| 8. Don't know | | |
| 9. No answer | | |

The next couple of questions deal with imaginary situations involving teenagers. We realize that the choices we ask you to make are difficult, but we would ask you to answer the questions as best you can.

FOR MALE RESPONDENTS, ASK QUESTION 89. FOR FEMALE RESPONDENTS CHECK BOX AND SKIP TO QUESTION 90.

- 89a. One teenager, Peter, was very well mannered and clean cut. He was very honest and he always obeyed his parents. He pretty much accepted things the way they were rather than thinking them through on his own. He basically tried to live up to the standards he learned as a child.

Another boy, David, was much more easygoing - he tended to be rather sloppy in his dress and his manners. He had his own ideas about what he should be like and didn't always do things the way his parents wanted him to. But basically he was a considerate and fairly responsible fellow. (HAND RESPONDENT CARD 5 - MALE WITH THE DESCRIPTIONS OF THE TWO.)

Would your father prefer you to be more like Peter or more like David? Would he:

1. Very much prefer you to be more like Peter?
2. Somewhat prefer you to be more like Peter?
3. Somewhat prefer you to be more like David?
4. Very much prefer you to be more like David?
8. Don't know
9. No answer

38

- 89b. Would your mother prefer you to be more like Peter or more like David? Would she:

1. Very much prefer you to be more like Peter?
2. Somewhat prefer you to be more like Peter?
3. Somewhat prefer you to be more like David?
4. Very much prefer you to be more like David?
8. Don't know
9. No answer

39

- 89c. In terms of what kind of person you'd like to be, would you prefer to be more like Peter or more like David?

Would you:

1. Very much prefer to be more like Peter?
2. Somewhat prefer to be more like Peter?
3. Somewhat prefer to be more like David?
4. Very much prefer to be more like David?
8. Don't know
9. No answer

40

- 89d. Alex was a good student, he worked hard in school, did his homework and got relatively good marks. He could be counted on to be honest, polite and respectful to the teachers.

Matthew, who was as bright as Alex, did not seem to fit in with the school system as well. He would often be more interested in reading about things and thinking them through on his own, than in following the school lessons. Some of his teachers were unhappy with his attitudes toward school and schoolwork.

(HAND RESPONDENT CARD 6 WITH DESCRIPTIONS OF THE TWO)

Would your father prefer you to be more like Alex or more like Matthew? Would he:

1. Very much prefer you to be more like Alex?
2. Somewhat prefer you to be more like Alex?
3. Somewhat prefer you to be more like Matthew?
4. Very much prefer you to be more like Matthew?
8. Don't know
9. No answer

41

- 89e. Would your mother prefer you to be more like Alex or more like Matthew? Would she:

1. Very much prefer you to be more like Alex?
2. Somewhat prefer you to be more like Alex?
3. Somewhat prefer you to be more like Matthew?
4. Very much prefer you to be more like Matthew?
8. Don't know
9. No answer

42

- 89f. In terms of the kind of person you'd like to be, would you prefer to be more like Alex or more like Matthew? Would you:

1. Very much prefer to be more like Alex?
2. Somewhat prefer to be more like Alex?
3. Somewhat prefer to be more like Matthew?
4. Very much prefer to be more like Matthew?
8. Don't know
9. No answer.

43

FOR MALE RESPONDENTS, CHECK BOX AND SKIP TO QUESTION 91.

- 90a. One teenager, Patricia, was very well mannered and clean cut. She was very honest and she always obeyed her parents. She pretty much accepted things the way they were rather than thinking them through on her own. She basically tried to live up to the standards she learned as a child.

Another girl, Donna, was much more easygoing - she tended to be rather sloppy in her dress and her manners. She had her own ideas about what she should be like and didn't always do things the way her parents wanted her to. But basically she was a considerate and fairly responsible girl. (HAND RESPONDENT CARD 5 - WITH DESCRIPTIONS OF THE TWO).

Would your father prefer you to be more like Patricia or more like Donna? Would he:

1. Very much prefer you to be more like Patricia?
2. Somewhat prefer you to be more like Patricia?
3. Somewhat prefer you to be more like Donna?
4. Very much prefer you to be more like Donna?
8. Don't know
9. No answer

38

- 90b. Would your mother prefer you to be more like Patricia or more like Donna? Would she:

1. Very much prefer you to be more like Patricia?
2. Somewhat prefer you to be more like Patricia?
3. Somewhat prefer you to be more like Donna?
4. Very much prefer you to be more like Donna?
8. Don't know
9. No answer

39

- 90c. In terms of the kind of person you'd like to be, would you prefer to be more like Patricia or more like Donna? Would you:

1. Very much prefer to be more like Patricia?
2. Somewhat prefer to be more like Patricia?
3. Somewhat prefer to be more like Donna?
4. Very much prefer to be more like Donna?
8. Don't know
9. No answer

40

90d. Anne was a good student, she worked hard in school, did her homework and got relatively good marks. She could be counted on to be honest, polite and respectful to the teachers.

Martha, who was as bright as Anne, did not seem to fit in with the school system as well. She would often be more interested in reading about things and thinking them through on her own, than in following the school lessons. Some of her teachers were unhappy with her attitudes toward school and schoolwork.
(HAND RESPONDENT CARD 6 WITH DESCRIPTIONS OF THE TWO).

Would your father prefer you to be more like Anne or more like Martha? Would he:

1. Very much prefer you to be more like Anne?
2. Somewhat prefer you to be more like Anne?
3. Somewhat prefer you to be more like Martha?
4. Very much prefer you to be more like Martha?
8. Don't know
9. No answer

41

90e. Would your mother prefer you to be more like Anne or more like Martha? Would she:

1. Very much prefer you to be more like Anne?
2. Somewhat prefer you to be more like Anne?
3. Somewhat prefer you to be more like Martha?
4. Very much prefer you to be more like Martha?
8. Don't know
9. No answer

42

90f. In terms of the kind of person you'd like to be, would you prefer to be more like Anne or more like Martha? Would you:

1. Very much prefer to be more like Anne?
2. Somewhat prefer to be more like Anne?
3. Somewhat prefer to be more like Martha?
4. Very much prefer to be more like Martha?
8. Don't know
9. No answer

43

95. Thinking of your two best friends: what are their fathers' jobs?
Take each one separately.

Think of one of your two best friends:
What is his father's job? _____

48	49	50	51

- 88. Don't know
- 99. No answer

And your other "best friend"
What is his father's job? _____

52	53	54	55

- 88. Don't know
- 98. Only one friend
- 99. No answer

(DO NOT ACCEPT '98' UNLESS
RESPONDENT HAS NO OTHER FRIENDS)

95a. Thinking of these same two friends, what do you think their
chances would be of getting a university degree if they tried?

Thinking of your first friend: what do you think his
chances are of getting a university degree if he tried?

- Very good 1. ___
- Good 2. ___
- Fair 3. ___
- Poor 4. ___
- Very poor 5. ___
- Don't know 8. ___
- No answer 9. ___

56

Thinking of your second friend: what do you think his chances are?

- Very good 1. ___
- Good 2. ___
- Fair 3. ___
- Poor 4. ___
- Very poor 5. ___
- Don't know 8. ___
- No answer 9. ___

57

96. We are interested in your friends' reactions to your education plans. To simplify things, could you tell me once more how much training and formal education you expect to get.

88. Don't know
99. No answer

Skip to
Q. 96d

58 59

96a. Do your close friends know this?

1. Yes

2. No

8. Don't know

9. No answer

Skip to Question 96c

60

96b. What do they think of this idea. (PROBE READ CATEGORIES)

1. Think you should get more education than you plan
2. Approve of your plans
3. Think you should not get as much as you plan
6. "They wouldn't care" OR SIMILAR RESPONSE
8. Don't know
9. No answer

Skip to
Q. 96d

61

96c. What would they think of your plans if they knew? (PROBE READ CATEGORIES)

1. Think you should get more education than you plan.
2. Approve of your plans
3. Think you should not get as much as you plan
6. "They wouldn't care" OR SIMILAR RESPONSE
8. Don't know
9. No answer

96d. How important to you is your close friends' opinion to your decision as to how much formal schooling to take? Would you say it is:

1. Very important
2. Moderately important
3. Not very important or
4. Not at all important
8. Don't know
9. No answer

62

97. Could you also tell me once more what kind of job you'd like to go into?

88. Don't know
99. No answer

Skip to
Question
98

63	64	65	66

97a. Do your close friends know this?

1. Yes
2. No
8. Don't know
9. No answer

Skip to Question 97c

67

97b. What do they think of this idea? (PROBE: READ CATEGORIES)

1. Strongly approve
2. Approve somewhat
3. Neither approve nor disapprove
4. Disapprove somewhat
5. Strongly disapprove
7. Not applicable
8. Don't know
9. No answer

Skip to Question
98

68

97c. What would they think of your plans if they knew? (PROBE: READ CATEGORIES).

1. Strongly approve
2. Approve somewhat
3. Neither approve nor disapprove
4. Disapprove somewhat
5. Strongly disapprove
7. Not applicable
8. Don't know
9. No answer

98. How important to you is your close friends' opinion to your occupational choice? Would you say it is:

1. Very important
2. Moderately important
3. Not very important
4. Not at all important
8. Don't know
9. No answer

69

99. Is there anyone else (besides your parents and your close friends) who you think has been or will be important to your decision about your schooling?

Yes - ASK: Who? _____
(ESTABLISH ONLY RELATIONSHIP TO RESPONDENT)

70 71

22. No - Skip to Question 101

88. Don't know - Skip to Question 101
99. No answer

100. How important would this person's opinion be?

- 1. Very important
- 2. Moderately important
- 3. Not very important
- 4. Not at all important
- 8. Don't know
- 9. No answer

72

101. Is there anyone else who you would think has been or will be important to your decision about your occupational choice?

Yes - ASK: Who? _____
(ESTABLISH ONLY RELATIONSHIP TO RESPONDENT)

73 74

22. No - Skip to Question 103
88. Don't know
99. No answer

102. How important would this person's opinion be?

- 1. Very important
- 2. Moderately important
- 3. Not very important
- 4. Not at all important
- 8. Don't know
- 9. No answer

75

1 2 3

Case No.

0 6
4 5

Card No.

103. Looking at this list, who would you say has been most important (besides yourself) in your decision as to how much formal schooling to take? (HAND RESPONDENT CARD 7)
WRITE 1 NEXT TO THE CIRCLED RESPONSE.

- | | |
|------------------------------------|---|
| 01. Father | 07. Friend (other than "boyfriend" or "girlfriend") |
| 02. Mother | 08. Boyfriend or girlfriend |
| 03. Sister | 09. Someone else (SPECIFY) |
| 04. Brother | |
| 05. Teacher | |
| 06. Vocational guidance counsellor | 88. Don't know |
| | 89. No answer |

6	7
---	---

103a. Who would be the second most important? (WRITE 2 NEXT TO THE CIRCLED RESPONSE ABOVE.)

8	9
---	---

104. Looking at the same list, who would you say has been most important (besides yourself) in your decision about your occupational choice? (WRITE 1 NEXT TO CIRCLED RESPONSE)

- | | |
|------------------------------------|---|
| 01. Father | 07. Friend (other than "boyfriend" or "girlfriend") |
| 02. Mother | 08. Boyfriend or girlfriend |
| 03. Sister | 09. Someone else (SPECIFY) |
| 04. Brother | |
| 05. Teacher | |
| 06. Vocational guidance counsellor | 88. Don't know |
| | 89. No answer |

10	11
----	----

104a. Who would be the second most important? (WRITE 2 NEXT TO THE CIRCLED RESPONSE ABOVE.)

12	13
----	----

105. IF RESPONDENT HAS NO SIBLINGS, CHECK BOX AND SKIP TO QUESTION 107; IF RESPONDENT HAS ONLY YOUNGER SIBLINGS CHECK BOX 2 AND SKIP TO QUESTION 106.

Thinking of your older brothers and sisters, which one is closest to you in age?

_____ (write in age)

14	15
----	----

105a. Thinking of this brother (sister) what do you think his (her) chances are of getting a university degree if he (she) tried?

- | | | | |
|----------------------------------|----------|-------------------|----------|
| Very good | 1. _____ | No older siblings | 7. _____ |
| Good | 2. _____ | Don't know | 8. _____ |
| Fair | 3. _____ | No answer | 9. _____ |
| Poor | 4. _____ | | |
| Very poor | 5. _____ | | |
| He (she) has a university degree | 6. _____ | | |

16

106. (IF RESPONDENT HAS NO YOUNGER SIBLINGS, CHECK BOX AND SKIP TO QUESTION 107).

Thinking of your younger brothers and sisters, which one is closest to you in age?

(write in age)

17 18

106a. IF YOUNGER SIBLING IS UNDER 12 YEARS, CHECK BOX AND SKIP TO QUESTION 107.

Thinking of this brother (sister) what do you think his (her) chances are of getting a university degree if he (she) tried?

- | | | | |
|-----------|----------|---|----------|
| Very good | 1. _____ | Sibling too young for Respondent to judge | 6. _____ |
| Good | 2. _____ | No younger siblings | 7. _____ |
| Fair | 3. _____ | Don't know | 8. _____ |
| Poor | 4. _____ | No answer | 9. _____ |
| Very Poor | 5. _____ | | |

19

The remaining few questions deal with your attitudes and beliefs about different things.

107. Joe, a seventeen year old, went out and promised his parents he would be home by nine o'clock. He met a friend who was very upset, so Joe decided to sit and talk to him to see if he could help. He couldn't get away to call his parents - and didn't get home until midnight. His parents were worried and angry, but Joe felt that he had done the right thing.

Do you think Joe was right in what he did:

1. Definitely right
2. Probably right
3. Probably wrong
4. Definitely wrong
8. Don't know
9. No answer

20

108. Another seventeen year old, Christine had a girlfriend who tended to dress and act sloppily. Her parents didn't want her to hang around with this girl. Christine felt that her friend was really a good person and so refused to stop seeing her.

Do you think Christine was right in this:

1. Definitely right
2. Probably right
3. Probably wrong
4. Definitely wrong
8. Don't know
9. No answer

21

Would you please indicate whether you agree or disagree with the following statements. There are no right or wrong answers we are only interested in your opinion. (HAND RESPONDENT CARD 8)

109. Teenagers have to learn how to take orders from those in authority.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

22

110. It doesn't matter if you think "wrong thoughts" as long as you don't put them into action.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

23

111. It is more important to me that I be a sensitive, responsible person than that I achieve any worldly success.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

24

112. Two people who commit the same act should be dealt with in the same way, no matter what their motives are.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

25

113. I'd probably be more likely to trust someone who was neat and respectable looking than someone who dressed really sloppily.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

26

114. Parents should give independence to their teenage child only as long as he uses it wisely.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

27

115. It's all right to get around the law as long as you don't actually break it.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

28

116. Having an interest in many things and being curious about how they work is more important than being a good student in school.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

29

117. A person's motives should count more than his actions.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

30

118. The key to getting along in the world is being able to fit in with the way things are.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

31

119. It's all right to do anything you want as long as you stay out of trouble.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

32

120. One should always show respect to those in authority.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

33

121. As long as a child has learned the right values, parents don't need to worry too much about specific acts of wrongdoing.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

34

122. There are times when it is morally right to break the law.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

35

123. You should obey your superiors whether or not you think they are right.

1. Strongly agree
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Strongly disagree
8. Don't know
9. No answer

36

124. If something works, it doesn't matter whether it's right or wrong.

- 1. Strongly agree
- 2. Agree somewhat
- 3. Neither agree nor disagree
- 4. Disagree somewhat
- 5. Strongly disagree
- 8. Don't know
- 9. No answer

37

125. Teenagers have to learn to face the consequences of their actions, no matter how innocent their intentions were.

- 1. Strongly agree
- 2. Agree somewhat
- 3. Neither agree nor disagree
- 4. Disagree somewhat
- 5. Strongly disagree
- 8. Don't know
- 9. No answer

38

126. People have to learn that they often can't just do something because they think it is for the best.

- 1. Strongly agree
- 2. Agree somewhat
- 3. Neither agree nor disagree
- 4. Disagree somewhat
- 5. Strongly disagree
- 8. Don't know
- 9. No answer

39

127.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

INTERVIEWER'S COMMENTS: Time completed _____
How long did the interview take in all?

40	41
----	----

Were there any interruptions in the interview? 1. Yes (SPECIFY)

2. No

42

Where was the interview conducted?

43

FATHER'S QUESTIONNAIRE

1	2	3

Case no.

0	7
4	5

Card no.

First of all, we'd like to ask you some information about yourself.

1. In what country were you born? _____

6	7

2. In what country was your father born? _____

8	9

3. In what country was your mother born? _____

10	11

4. Besides Canadian, which nationality in your background has had the greatest influence on you?

12	13

5. Please indicate the age and sex of all your children.

<u>Age at last birthday</u>	<u>Sex</u>
1. _____	M ___ F ___
2. _____	M ___ F ___
3. _____	M ___ F ___
4. _____	M ___ F ___
5. _____	M ___ F ___
6. _____	M ___ F ___

14

15

16

17

Please circle the number on the left (1. to 6.) corresponding to the teenager we have contacted for an interview.

6. What was your age on your last birthday? _____
(years)

18	19

7. What was the highest grade of formal schooling that you completed?(If education outside Canada, give approximate Canadian equivalent)

20	21

a. How many years altogether were you in school? _____
(years)

22	23

b. Do you have any additional training besides formal schooling (e.g. apprenticeship, extension or correspondence courses, etc.)?

1. Yes _____ IF YES, please specify _____

24

2. No _____

25	26

8. Last week, were you working, going to school or what?

Were you:

Working full-time (35 hours or more) 01. _____

Working part-time 02. _____

Working without pay on a family farm or business 03. _____

With a job but not at work because of temporary illness, vacation, strike, etc. 04. _____

Go to Question 9

Unemployed (looking for work) 05. _____

Retired 06. _____

In school full-time 07. _____

Other (please specify) _____ 08. _____

Go to Question 8a

27-28 /

8a. IF UNEMPLOYED, RETIRED, IN SCHOOL OR OTHER: Did you ever work for as long as seven months?

Yes 1. _____ Go to Question 10

No 2. _____ Go to Question 26

29 /

9. Did you, during the last twelve months experience unemployment or layoff?

- Yes, for less than 1 month 1. _____
- Yes, for 1 to 2 months 2. _____
- Yes, for over 2 months to 3 months 3. _____
- Yes, for over 3 months or more 4. _____

No

5. _____

Go to Question 10

30

9a. IF YOU HAVE EXPERIENCED ANY UNEMPLOYMENT OR LAYOFF IN THE LAST 12 MONTHS: Was this more than you experience in a typical year? Was it:

- Very much more 1. _____
- Somewhat more 2. _____
- About average 3. _____
- Somewhat less 4. _____
- Very much less 5. _____

31

10. Describe your present job (for pay or profit) - your main job if you have more than one. IF YOU ARE CURRENTLY NOT WORKING OR IF YOU ARE RETIRED, please describe the most recent job you have held that lasted 7 months or more. It would help us if you would provide a complete occupational title.

Examples of complete and incomplete titles are:

<u>Complete</u>	<u>Incomplete</u>
Drill press operator	Machine operator
High school English teacher	Teacher
Invoice clerk	Clerk
Medical X-ray technician	Technician
Electrical foreman	Foreman
Office machine mechanic	Mechanic
Farm owner	Farmer
Farm hand	Farmer

What is your present (or most recent) job?

32	33	34	35

11. Please describe your principal job duties as thoroughly as possible.

36 37

THE NEXT FEW QUESTIONS DEAL WITH CERTAIN SPECIFIC ASPECTS OF YOUR LAST JOB. IF YOU ARE NOT CURRENTLY WORKING, PLEASE ANSWER FOR THE LAST JOB YOU HELD FOR 7 MONTHS OR MORE.

12. Does your work involve doing the same thing in the same way repeatedly, the same kind of thing in a number of different ways, or a number of different kinds of things?

- Doing the same thing in the same way repeatedly 1. _____
- Doing the same kind of thing in a number of different ways. 2. _____
- Doing a number of different kinds of things 3. _____

38 /

13. Do you work for others or are you self-employed?

- Work for others 1. _____
- Self-employed 2. _____

39 /

14. Of all the people above you in your work, who has the most control over what you actually do on the job? (Give his or her title and his or her position relative to you, not his or her name)

_____ 1.

OR

I have no one above me in my work

2. _____ } Skip to Q. 18

40 /

15. How closely does he or she supervise you?

- He/she decides what I do, and how I do it 1. _____
- He/she decides what I do, but lets me decide how to do it 2. _____
- I have some freedom in deciding both what I do and how I do it 3. _____
- I am my own boss as long as I stay within the general policies of the firm (or department) 4. _____

41 /

16. When he (she) wants you to do something, does he (she) usually just tell you to do it, does he (she) usually discuss it with you, or is it half and half?

- He (she) usually just tells me to do it 1. _____
- He (she) usually discusses it with me 2. _____
- It is about half and half 3. _____

42 /

17. How free do you feel to disagree with your supervisor?

- Completely free 1. _____
- Largely but not completely free 2. _____
- Moderately free 3. _____
- Not particularly free 4. _____
- Not at all free 5. _____

43 /

18. Do you have much influence on the way things go at work?

- I have a great deal of influence on this 1. _____
- I have a considerable amount of influence 2. _____
- I have a moderate amount of influence 3. _____
- I have very little influence 4. _____
- I have practically no influence on this 5. _____

44 /

19. How important is it for doing your job well that you do what you are told?

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Not at all important 4. _____

45 /

20. Is the speed at which you work controlled mostly by you, your boss, the people you work with, the speed of machinery with which you work, or what?

- The speed of machinery 1. _____
- The people I work with 2. _____
- My boss 3. _____
- Myself 4. _____
- Other _____ (specify) 5. _____

46 /

21. Some jobs required that you be quite self-reliant (require you to make independent judgements) while other jobs do not. How much self-reliance would you say is involved in your job?

- A great deal of self-reliance is involved 1. _____
- A considerable amount of self-reliance is involved 2. _____
- A moderate amount of self-reliance is involved 3. _____
- Very little or no self-reliance is involved 4. _____

47 /

22. Most jobs require you to spend some time with each of the following types of activity - working with written materials (letters, files, memos, books, or blueprints, etc.), working with your hands (other than written material - using tools, using or repairing machines, using special instruments, etc.), and dealing with people (conferences, negotiations, seeing customers, etc.).

In your typical day's work, how important is each of these kinds of activity for doing your job adequately?

In my work, work with written material is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

48 /

In my work, work with my hands, other than writing, is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

49 /

In my work, dealing with people is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

50 /

23. Which of these is most important in your work (not in terms of time spent in each, but what you feel is the most important in your job)?

(PLEASE CHECK ONLY ONE)

- Work with written material is most important 1. _____
- Work with my hands is most important 2. _____
- Dealing with people is most important 3. _____

51 /

24a. How satisfied are you with your present job?

- Very satisfied 1. _____
- Moderately satisfied 2. _____
- Moderately dissatisfied 3. _____
- Quite dissatisfied 4. _____

52 /

24b. Is there any other job (or jobs) that you would prefer more than your present one?

- Yes 1. _____
- No 2. _____

53 /

IF YES, PLEASE SPECIFY _____

54	55	56	57

25a. Have you ever thought of leaving your present occupation for some other kind of work?

- Yes, I have given it a great deal of consideration 1. _____
- Yes, I have given it some consideration 2. _____
- Although the thought has occurred, I have not given it much consideration. 3. _____
- I have never thought of leaving my occupation. 4. _____

58 /

25b. Thinking realistically, do you think you will ever leave your present occupation for some other kind of work?

- Yes, definitely 1. _____
- Yes, probably 2. _____
- Probably not 3. _____
- Definitely not 4. _____

59 /

26. WOULD ALL RESPONDENTS, WORKING AND NON-WORKING, PLEASE ANSWER THE REMAINING QUESTIONS. IF YOU HAVE NEVER WORKED, WOULD YOU PLEASE ANSWER THE NEXT FEW QUESTIONS IN TERMS OF WHAT YOUR PREFERENCE WOULD BE IF YOU WERE TO GET A JOB.

If you had your choice, how much supervision would you prefer on a job?

I would prefer a job that is:

- Highly supervised 1. _____
- Supervised to a fair extent 2. _____
- Moderately free from supervision 3. _____
- Largely but not completely free 4. _____
- Completely free from Supervision 5. _____

60 /

27. If you had your choice, would you prefer to be working primarily with people (conferences, negotiations, seeing customers, etc.), with written material (letters, files, memos, books, blueprints, etc.), or with your hands (other than writing - operating tools or machines, typing, using or repairing any kind of instrument, etc.).

I would prefer a job in which I was working primarily:
(PLEASE CHECK ONLY ONE)

- With people 1. _____
With written materials 2. _____
With my hands 3. _____

61

28. If you had your choice, how much self-reliance (being required to make independent judgements) would you prefer to have on a job?

I would prefer a job in which:

- A great deal of self-reliance is involved 1. _____
A considerable amount of self-reliance is involved 2. _____
A moderate amount of self-reliance is involved 3. _____
Very little or no self-reliance is involved 4. _____

62

29. Some people prefer a well organized work situation where everything is clearly spelled out - who is to do what and when they are to do it. Others prefer a more open, flexible situation. If you had your choice, which of these two situations would you prefer:

I would:

- Very much prefer duties to be clearly spelled out 1. _____
Somewhat prefer duties to be clearly spelled out 2. _____
Somewhat prefer a more open, flexible situation 3. _____
Very much prefer a more open, flexible situation 4. _____

63

30. In terms of work for pay, if you had your choice would you prefer to:
(PLEASE CHECK ONLY ONE)

- Work full-time 1. _____
- Work part-time 2. _____
- Not work 3. _____

64 /

31. In the space provided below, please describe your father's main job (for pay or profit). If he held several jobs, describe the one he held for the longest period of time.

Please give as complete an occupational title as you can (See Question 10, page 3, for examples of complete and incomplete occupational titles).

--	--	--	--

65 66 67 68

I don't know what his job was _____

32. What was the highest grade of formal schooling that your father completed? (If he was educated outside Canada, give the approximate Canadian equivalent)

_____ (Grade) (If you are not sure please give the best estimate you can)

--	--

69 70

I don't know _____

32a. How many years altogether was your father in school?

_____ (If you are not sure please give the best estimate you can)
(years)

--	--

71 72

I don't know _____

THE NEXT FEW QUESTIONS DEAL SPECIFICALLY WITH YOUR TEENAGE DAUGHTER WHO WAS INTERVIEWED.

33. What grade in school is she in? If she is no longer in school, please give the last grade completed. (If the school is on the course credit system, give the approximate grade equivalent)

--	--

73 74

34. How far would you like her to go (to have gone) in high school? (If school is on the course credit system, give the approximate grade equivalent). I would like her to:

- | | | | |
|-------------------|----------|-------------------|----------|
| Finish Grade 9 | 1. _____ | Finish Grade 13 | 5. _____ |
| Finish Grade 10 | 2. _____ | (Secondary School | |
| Finish Grade 11 | 3. _____ | Honours Diploma) | |
| Finish Grade 12 | 4. _____ | Go as far as she | |
| (Secondary School | | can | 6. _____ |
| Diploma) | | | |

75

35. How far do you think she will probably go in high school? I think she will probably:

- | | | | |
|-------------------|----------|----------------------|----------|
| Finish Grade 9 | 1. _____ | Finish Grade 13 | 5. _____ |
| Finish Grade 10 | 2. _____ | (Secondary School | |
| Finish Grade 11 | 3. _____ | Honours Diploma) | |
| Finish Grade 12 | 4. _____ | She has already gone | |
| (Secondary School | | as far as she will | 6. _____ |
| Diploma) | | | |

76

36. Which of the following paths would you like your daughter to take after high school?

- | | |
|--|----------|
| Go to work | 1. _____ |
| Go into an apprenticeship | 2. _____ |
| Go to a commercial, business or trade school | 3. _____ |
| Go to a community college | 4. _____ |
| Go to a teacher's college | 5. _____ |
| Go to university | 6. _____ |
| Other (please specify) | 7. _____ |

77

Case No.			Card No.	
			0	8
1	2	3	4	5

37. Which of these paths do you realistically think she will actually follow?

- Go to work 1. ____
- Go into an apprenticeship 2. ____
- Go to a commercial, business or trade school 3. ____
- Go to a community college 4. ____
- Go to a teacher's college 5. ____
- Go to university 6. ____
- Other (please specify) 7. ____

6 /

38. How important do you think your opinion is to your daughter's educational plans?

- Very important 1. ____
- Moderately important 2. ____
- Not very important 3. ____
- Not at all important 4. ____

7 /

39. How close would you say you and your daughter are?

- We are very close to each other 1. ____
- We are fairly close to each other 2. ____
- We are not really very close 3. ____
- We are not at all close to each other 4. ____

8 /

40. Have you ever discussed with her what occupation she should go into?

- No, we haven't really discussed this 1. ____
- We have had some discussion on this 2. ____
- We have discussed this a fair bit 3. ____
- We have discussed it quite a bit 4. ____

9 /

41. How important do you think your opinion is to your daughter's occupational choice?

- Very important 1. ____
- Moderately important 2. ____
- Not very important 3. ____
- Not at all important 4. ____

10 /

42. IN THE NEXT TWO QUESTIONS WE ASK YOUR IDEAS ABOUT YOUR DAUGHTER'S POSSIBLE JOB CHOICE. THESE QUESTIONS DO NOT IMPLY THAT YOU TRY TO INFLUENCE HER DECISION - WE ARE SIMPLY INTERESTED IN YOUR IDEAS, WHETHER OR NOT SHE IS AWARE OF THEM.

List three jobs (in order of preference) that you think it would be a good idea for her to go into, given her talents and attitudes.

1. _____

11	12	13	14

2. _____

15	16	17	18

3. _____

19	20	21	22

OR I have no idea what kind of job it would be a good idea for her to go into. _____

43. List three jobs you think it would be unwise for her to go into, that she may consider.

1. _____

23	24	25	26

2. _____

27	28	29	30

3. _____

31	32	33	34

OR I have no idea what kind of job it would be unwise for her to go into. _____

44. How important do you think a career is to your daughter?

- Extremely important 1. _____
- Very important 2. _____
- Moderately important 3. _____
- Of little or no importance 4. _____

35 /

45. How would you react if she wanted to go into the same kind of job you are in?

- I think it would be a really good idea 1. _____
- I think it would be a fairly good idea 2. _____
- I think it would be neither a good nor a bad idea 3. _____
- I think it would be a fairly bad idea 4. _____
- I think it would be a really bad idea 5. _____

36 /

46. IF YOUR WIFE IS CURRENTLY WORKING FULL-TIME (for pay or profit):
How would you react if she wanted to go into the same kind of
job her mother is in:

- I think it would be a really good idea 1. ___
- I think it would be a fairly good idea 2. ___
- I think it would be neither a good nor
a bad idea 3. ___
- I think it would be a fairly bad idea 4. ___
- I think it would be a really bad idea 5. ___
- Not applicable, wife is not currently
working full-time 6. ___

37 /

47. How would you react if she wanted to go into a traditionally
male occupation - that is, one which is predominantly male?

- I think it would be a really good idea 1. ___
- I think it would be a fairly good idea 2. ___
- I think it would be neither a good nor
a bad idea 3. ___
- I think it would be a fairly bad idea 4. ___
- I think it would be a really bad idea 5. ___

38 /

48. What would your attitude be if she worked after marriage?

- I think it would be a really good idea 1. ___
- I think it would be a fairly good idea 2. ___
- I think it would be neither a good nor
a bad idea 3. ___
- I think it would be a fairly bad idea 4. ___
- I think it would be a really bad idea 5. ___

39 /

49. Given her personality and disposition, do you think she
should choose a job that is highly supervised?

- I think she should choose a job that is:
- Completely free from supervision 1. ___
 - Largely but not completely free 2. ___
 - Moderately free from supervision 3. ___
 - Supervised to a fair extent 4. ___
 - Highly supervised 5. ___

40 /

50. Given her personality and disposition, do you think she should choose a job which she would be working primarily with people, with her hands, or with written material? (PLEASE CHECK ONLY ONE)

I think she should choose a job in which she would be working primarily:

- With people 1. ____
With her hands 2. ____
With written material 3. ____

41 /

51. Given her personality and disposition, do you think she should choose a job which involves a great deal of self-reliance (being required to make independent judgements)?

I think she should choose a job in which:

- A great deal of self-reliance is involved 1. ____
A considerable amount of self-reliance is involved 2. ____
A moderate amount of self-reliance is involved 3. ____
Very little self-reliance is involved 4. ____

42 /

52. What occupation do you think she will probably go into?

--	--	--	--

43 44 45 46

53. A number of characteristics are listed below. Parents differ in the things they think are desirable or important on this list. Thinking mainly in terms of your daughter, how important are each of these qualities to you?

a. That she has good manners.

- Extremely important 1. ____
Very important 2. ____
Somewhat important 3. ____
Of little or no importance 4. ____

47 /

b. That she tries hard to succeed.

- Extremely important 1. ____
Very important 2. ____
Somewhat important 3. ____
Of little or no importance 4. ____

48 /

- c. That she is honest.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>49</u> / |
- d. That she is neat and clean.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>50</u> / |
- e. That she has good sense and sound judgement.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>51</u> / |
- f. That she has self-control.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>52</u> / |
- g. That she acts like a girl should.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>53</u> / |
- h. That she gets along with others her age.
- | | | |
|----------------------------|--------|-------------|
| Extremely important | 1. ___ | |
| Very important | 2. ___ | |
| Somewhat important | 3. ___ | |
| Of little or no importance | 4. ___ | <u>54</u> / |

i. That she obeys her parents well.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

55 /

j. That she is responsible.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

56 /

k. That she is considerate of others.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

57 /

l. That she is interested in how and why things happen.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

58 /

m. That she is a good student.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

59 /

54. Which THREE of these characteristics would you say are the most important in a girl her age?
(PLEASE CIRCLE THE NUMBERS CORRESPONDING TO THE THREE MOST IMPORTANT)

That she:

- | | |
|--|------|
| 1. Has good manners | 60 / |
| 2. Tries hard to succeed | 61 / |
| 3. Is honest | 62 / |
| 4. Is neat and clean | 63 / |
| 5. Has good sense and sound judgement | 64 / |
| 6. Has self-control | 65 / |
| 7. Acts like a girl should | 66 / |
| 8. Gets along with others her age | 67 / |
| 9. Obeys her parents well | 68 / |
| 10. Is responsible | 69 / |
| 11. Is considerate of others | 70 / |
| 12. Is interested in how and why things happen | 71 / |
| 13. Is a good student | 72 / |

THE NEXT FEW QUESTIONS DEAL WITH HYPOTHETICAL SITUATIONS CONCERNING TEENAGERS. WE REALIZE THAT THE CHOICES WE ASK YOU TO MAKE ARE DIFFICULT ONES, BUT WE WOULD ASK YOU TO CHOOSE ONE RESPONSE FOR EACH QUESTION.

55. One teenager, Patricia, was very well mannered and clean cut. She was very honest and she always obeyed her parents. She pretty much accepted things the way they were rather than thinking them through on her own. She basically tried to live up to the standards she learned as a child.

Another girl, Donna, was much more easygoing - she tended to be rather sloppy in her dress and her manners. She had her own ideas about what she should be like and didn't always do things the way her parents wanted her to. But basically she was a considerate and fairly responsible girl.

Would you prefer your daughter to be more like Patricia, or more like Donna?

I would:

- | | |
|---|----------|
| Very much prefer her to be more like Patricia | 1. _____ |
| Somewhat prefer her to be more like Patricia | 2. _____ |
| Somewhat prefer her to be more like Donna | 3. _____ |
| Very much prefer her to be more like Donna | 4. _____ |

56. Anne was a good student; she worked hard in school, did her homework and got relatively good marks. She could be counted on to be honest, polite and respectful to the teachers.

Martha, who was as bright as Anne, did not seem to fit in with the school system as well. She would often be more interested in reading about things and thinking them through on her own, than in following the school lessons. Some of her teachers were unhappy with her attitudes toward school and school work.

Would you prefer your daughter to be more like Anne or more like Martha?

I would:

- | | |
|---|----------|
| Very much prefer her to be more like Anne | 1. _____ |
| Somewhat prefer her to be more like Anne | 2. _____ |
| Somewhat prefer her to be more like Martha | 3. _____ |
| Very much prefer her to be more like Martha | 4. _____ |

74

57. Joe, a seventeen year old, went out and promised his parents that he would be home by nine o'clock. He met a friend who was very upset, so Joe decided to sit and talk to him to see if he could help. He couldn't get away to call his parents - and didn't get home until midnight. His parents were worried and angry, but Joe felt that he had done the right thing.

Do you think Joe was right in what he did?

I think Joe was:

- | | |
|------------------|----------|
| Definitely right | 1. _____ |
| Probably right | 2. _____ |
| Probably wrong | 3. _____ |
| Definitely wrong | 4. _____ |

75

58. Another seventeen year old, Christine, had a girlfriend who tended to dress and act sloppily. Her parents didn't want her to hang around with this girl. Christine felt that her friend was really a good person and so refused to stop seeing her.

Do you think Christine was right in this?

I think Christine was:

- | | |
|------------------|----------|
| Definitely right | 1. _____ |
| Probably right | 2. _____ |
| Probably wrong | 3. _____ |
| Definitely wrong | 4. _____ |

76

THIS CONCLUDES THE SET OF QUESTIONS THAT CONCERN YOUR DAUGHTER. The following is a list of statements dealing with your beliefs and feelings. Please indicate how much you agree or disagree with each of these statements.

59. Teenagers have to learn how to take orders from those in authority.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

77 /

60. It doesn't matter if you think "wrong thoughts" as long as you don't put them into action.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

78 /

61. It is more important to me that my daughter be a sensitive, responsible person than that she achieve any worldly success.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

79 /

62. Two people who commit the same act should be dealt with in the same way, no matter what their motives are.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

80 /

1	2	3

0	9
4	5

Case No.

Card No.

63. I'd probably be more likely to trust someone who was neat and respectable looking than someone who dressed really sloppily.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

6 /

64. Parents should give independence to their teenage child only as long as he or she uses it wisely.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

7 /

65. It's all right to get around the law as long as you don't actually break it.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

8 /

66. Having an interest in many things and being curious about how they work is more important than being a good student in school.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

9 /

67. A person's motives should count more than his or her actions.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

10 /

68. The most important thing to teach children is absolute obedience to their parents.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

11 /

69. The key to getting along in the world is being able to fit in with the way things are.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

12 /

70. It's all right to do anything you want as long as you stay out of trouble.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

13 /

71. There are two kinds of people in the world: the weak and the strong.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

14 /

72. One should always show respect to those in authority.

- Strongly agree 1. ____
- Agree somewhat 2. ____
- Neither agree nor disagree 3. ____
- Disagree somewhat 4. ____
- Strongly disagree 5. ____

15 /

73. As long as a child has learned the right values, parents don't need to worry too much about specific acts of wrongdoing.

- Strongly agree 1. ____
- Agree somewhat 2. ____
- Neither agree nor disagree 3. ____
- Disagree somewhat 4. ____
- Strongly disagree 5. ____

16 /

74. There are times when it is morally right to break the law.

- Strongly agree 1. ____
- Agree somewhat 2. ____
- Neither agree nor disagree 3. ____
- Disagree somewhat 4. ____
- Strongly disagree 5. ____

17 /

75. You should obey your superiors whether or not you think they are right.

- Strongly agree 1. ____
- Agree somewhat 2. ____
- Neither agree nor disagree 3. ____
- Disagree somewhat 4. ____
- Strongly disagree 5. ____

18 /

76. If something works, it doesn't matter whether it's right or wrong.

- Strongly agree 1. ____
- Agree somewhat 2. ____
- Neither agree nor disagree 3. ____
- Disagree somewhat 4. ____
- Strongly disagree 5. ____

19 /

77. Teenagers have to learn to face the consequences of their actions, no matter how innocent their intentions were.

- Strongly agree 1. ___
- Agree somewhat 2. ___
- Neither agree nor disagree 3. ___
- Disagree somewhat 4. ___
- Strongly disagree 5. ___

20 /

78. People who question the old and accepted ways of doing things usually just end up causing trouble.

- Strongly agree 1. ___
- Agree somewhat 2. ___
- Neither agree nor disagree 3. ___
- Disagree somewhat 4. ___
- Strongly disagree 5. ___

21 /

79. People have to learn that they often can't just do something because they think it is for the best.

- Strongly agree 1. ___
- Agree somewhat 2. ___
- Neither agree nor disagree 3. ___
- Disagree somewhat 4. ___
- Strongly disagree 5. ___

22 /

80. Young people should not be allowed to read books that are likely to confuse them.

- Strongly agree 1. ___
- Agree somewhat 2. ___
- Neither agree nor disagree 3. ___
- Disagree somewhat 4. ___
- Strongly disagree 5. ___

23 /

81. In this complicated world, the only way to know what to do is to rely on leaders and experts.

- Strongly agree 1. ___
- Agree somewhat 2. ___
- Neither agree nor disagree 3. ___
- Disagree somewhat 4. ___
- Strongly disagree 5. ___

24 /

WOULD YOU PLEASE ANSWER THE REMAINING FEW QUESTIONS ON YOUR GENERAL BACKGROUND.

82. Prior to your sixteenth birthday, did you ever live on a farm for as long as one year?

- Yes 1.
- No 2.

25 |

83. What is your mother tongue (the language you first learned to speak)?

- English 1.
- French 2.
- Other 3.

26 |

(please specify)

84. To what ethnic or cultural group did you or your ancestors (on the male side) belong on coming to this continent?

- | | | | | | |
|-----------|-----------------------------|-------------|------------------------------|-----------|------------------------------|
| Danish | 1. <input type="checkbox"/> | Italian | 7. <input type="checkbox"/> | Scottish | 13. <input type="checkbox"/> |
| English | 2. <input type="checkbox"/> | Jewish | 8. <input type="checkbox"/> | Swedish | 14. <input type="checkbox"/> |
| French | 3. <input type="checkbox"/> | Netherlands | 9. <input type="checkbox"/> | Ukrainian | 15. <input type="checkbox"/> |
| German | 4. <input type="checkbox"/> | Norwegian | 10. <input type="checkbox"/> | Welsh | 16. <input type="checkbox"/> |
| Hungarian | 5. <input type="checkbox"/> | Polish | 11. <input type="checkbox"/> | Other | 17. <input type="checkbox"/> |
| Irish | 6. <input type="checkbox"/> | Russian | 12. <input type="checkbox"/> | | |

27 | 28

(please specify)

85. What is your religious background?

- Roman Catholic 1.
- Protestant 2.
- Jewish 3.
- No formal religious affiliation in background 4.
- Other 5.

29 |

(please specify)

86. About how often would you say you attend your place of worship (church, synogogue, etc)?
CHECK THE ONE THAT BEST APPLIES

- Rarely or never 1. ___
- Less than once a week 2. ___
- Once a week or more 3. ___
- I have no formal religious affiliation 4. ___

30

87. How important would you say formal religion is to you?

- Very important 1. ___
- Moderately important 2. ___
- Not very important 3. ___
- Not at all important 4. ___

31

88. Are you a member of a labour union or professional association?

- Yes, labour union 1. ___
- Yes, professional association 2. ___
- No 3. ___

32

89. During the last 12 months, what was your total personal income (before taxes) from all sources (include interest, dividends, rents received, pensions, youth allowances, welfare, etc)? If you own a farm or are self-employed, state the amount after the deduction of business expenses.

33 34

- | | | | | | |
|-----------------|--------|---------------------------------|---------|----------------|---------|
| less than 4,000 | 1. ___ | 8,000-8,999 | 6. ___ | 13,000-13,999 | 11. ___ |
| 4,000-4,999 | 2. ___ | 9,000-9999 | 7. ___ | 14,000-14,999 | 12. ___ |
| 5,000-5,999 | 3. ___ | 10,000-10,999 | 8. ___ | 15,000-15,999 | 13. ___ |
| 6,000-6,999 | 4. ___ | 11,000-11,999 | 9. ___ | 16,000-16,999 | 14. ___ |
| 7,000-7,999 | 5. ___ | 12,000-12,999 | 10. ___ | 17,000-17,999 | 15. ___ |
| | | | | 18,000 or over | 16. ___ |
| | | No income, did not work for pay | | | 17. ___ |

90. If you had to pick one, which of the following five social classes would you say you were in?

- | | | | |
|--------------------|--------|------------------------|--------|
| Upper class | 1. ___ | Lower Class | 5. ___ |
| Upper middle class | 2. ___ | I don't know | 6. ___ |
| Middle class | 3. ___ | There is no such thing | 7. ___ |
| Working class | 4. ___ | | |

35

MOTHER'S QUESTIONNAIRE

1	2	3

Case No.

1	0
4	5

Card No.

First of all, we'd like to ask you some information about yourself.

1. In what country were you born? _____

6	7

2. In what country was your father born? _____

8	9

3. In what country was your mother born? _____

10	11

4. Besides Canadian, which nationality in your background has had the greatest influence on you?

12	13

5. What was your age on your last birthday?
_____ (years)

14	15

6. What was the highest grade of formal schooling that you completed? (If educated outside Canada, give approximate Canadian equivalent)

16	17

- a) How many years altogether were you in school? _____ (years)

18	19

- b. Do you have any additional training besides formal schooling (e.g. apprenticeship, extension or correspondence courses, etc.)?

20

1. YES _____ IF YES, Please specify _____

2. NO _____

21	22

7. Last week were you working, going to school, keeping house, or what? Were you:

- Working full-time (35 hours or more) 01. _____
- Working part-time 02. _____
- Working without pay on family farm or business 03. _____
- With a job but not at work because of temporary illness, vacation strike, etc. 04. _____

Go to Question 8

- Unemployed (looking for work) 05. _____
- Retired 06. _____
- Keeping house 07. _____
- In school full-time 08. _____
- Other (please specify) _____ 09. _____

Go to Question 7a

23	24

7a. IF UNEMPLOYED, RETIRED, KEEPING HOUSE, IN SCHOOL OR "OTHER":

Did you ever work for as long as seven months?

Yes 1. _____

No 2. _____ Go to Question 23

25 /

8. Please describe your present job (for pay or profit) - your main job if you have more than one. IF YOU ARE NOT CURRENTLY WORKING, please describe the most recent job you have held that lasted 7 months or more. It would help us if you would provide a complete occupational title.

Examples of complete and incomplete titles are:

<u>Complete</u>	<u>Incomplete</u>
Drill press operator	Machine operator
High school English teacher	Teacher
Invoice clerk	Clerk
Medical X-Ray technician	Technician
Electrical foreman	Foreman
Office machine mechanic	Mechanic
Farm owner	Farmer
Farm hand	Farmer

26	27	28	29

What is your present (or most recent) job?

9. Please describe your principal job duties as thoroughly as possible.

30 31

THE NEXT FEW QUESTIONS DEAL WITH CERTAIN SPECIFIC ASPECTS OF YOUR JOB. IF YOU ARE NOT CURRENTLY WORKING, PLEASE SKIP TO QUESTION 23.

10. Does your work involve doing the same thing in the same way repeatedly, the same kind of thing in a number of different ways, or a number of different kinds of things?

- Doing the same thing in the same way repeatedly 1. _____
- Doing the same kind of thing in a number of different ways. 2. _____
- Doing a number of different kinds of things 3. _____

32 /

11. Do you work for others or are you self-employed?

- Work for others 1. _____
- Self-employed 2. _____

33 /

12. Of all the persons above you in your work, who has the most control over what you actually do on the job? (Give his or her title and his or her position relative to you, not his or her name)

_____ 1.

OR

I have no one above me in my work 2. _____

Skip to Q. 16

34 /

13. How closely does he or she supervise you?

- He/she decides what I do, and how I do it. 1. _____
- He/she decides what I do, but lets me decide how to do it. 2. _____
- I have some freedom in deciding both what I do and how I do it. 3. _____
- I am my own boss as long as I stay within the general policies of the firm (or department) 4. _____

35 /

14. When he (she) wants you to do something, does he (she) usually just tell you to do it, does he (she) usually discuss it with you, or is it about half and half?

- He/she usually just tells me to do it 1. ____
- He/she usually discusses it with me 2. ____
- It is about half and half 3. ____

36 |

15. How free do you feel to disagree with your supervisor?

- Completely free 1. ____
- Largely but not completely free 2. ____
- Moderately free 3. ____
- Not particularly free 4. ____
- Not at all free 5. ____

37 |

16. Do you have much influence on the way things go at work?

- I have a great deal of influence on this 1. ____
- I have a considerable amount of influence 2. ____
- I have a moderate amount of influence 3. ____
- I have very little influence 4. ____
- I have practically no influence on this 5. ____

38 |

17. How important is it for your doing your job well that you do what you are told?

- Very important 1. ____
- Moderately important 2. ____
- Not very important 3. ____
- Not at all important 4. ____

39 |

18. Is the speed at which you work controlled mostly by you, your boss, the people you work with, the speed of machinery with which you work, or what?

- The speed of machinery 1. ____
- The people I work with 2. ____
- My boss 3. ____
- Myself 4. ____
- Other _____ 5. ____
(specify)

40 |

19. Some jobs require that you be quite self-reliant (require you to make independent judgements) while other jobs do not. How much self-reliance would you say is involved in your job?

- A great deal of self-reliance is involved 1. _____
- A considerable amount of self-reliance is involved 2. _____
- A moderate amount of self-reliance is involved 3. _____
- Very little or no self-reliance is involved 4. _____

41

20. Most jobs require you to spend some time with each of the following types of activity - working with written materials (letters, files, memos, books, or blueprints, etc.) working with your hands (other than written material - using tools, using or repairing machines, using special instruments, etc.), and dealing with people (conferences, negotiations, seeing customers, etc.).

In your typical day's work, how important is each of these kinds of activity for doing your job adequately?

In my work, work with written materials is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

42

In my work, work with my hands, other than writing, is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

43

In my work, dealing with people is:

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Unimportant 4. _____

44

21. Which of these is most important in your work (not in terms of time spent in each, but what you feel is the most important in your job)?

(PLEASE CHECK ONLY ONE)

- Work with written material is most important 1. _____
- Work with my hands is most important 2. _____
- Dealing with people is most important 3. _____

45

22. How satisfied are you with your present job?

- Very satisfied 1. _____
- Moderately satisfied 2. _____
- Moderately dissatisfied 3. _____
- Quite dissatisfied 4. _____

46 /

23. WOULD ALL RESPONDENTS, WORKING AND NON-WORKING, PLEASE ANSWER THE REMAINING QUESTIONS.

IF YOU HAVE NEVER WORKED, WOULD YOU PLEASE ANSWER THE NEXT FEW QUESTIONS IN TERMS OF WHAT YOUR PREFERENCE WOULD BE IF YOU WERE TO GET A JOB.

If you had your choice, how much supervision would you prefer on a job?

I would prefer a job that is:

- Highly supervised 1. _____
- Supervised to a fair extent 2. _____
- Moderately free from supervision 3. _____
- Largely but not completely free 4. _____
- Completely free from supervision 5. _____

47 /

24. If you have your choice, would you prefer to be working primarily with people (conferences, negotiations, seeing customers, etc.) with written material (letters, files, memos, books, blueprints, etc.) or with your hands (other than writing, operating tools or machines, typing, using or repairing any kind of instrument, etc.).

I would prefer a job in which I was working primarily:
(PLEASE CHECK ONLY ONE)

- With people 1. _____
- With written material 2. _____
- With my hands 3. _____

48 /

25. If you had your choice, how much self-reliance (being required to make independent judgements) would you prefer on a job?

I would prefer a job in which:

- A great deal of self-reliance is involved 1. _____
- A considerable amount of self-reliance is involved 2. _____
- A moderate amount of self-reliance is involved 3. _____
- Very little or no self-reliance is involved 4. _____

49 /

26. Some people prefer a well-organized work situation where everything is clearly spelled out - who is to do what and when they are to do it. Others prefer a more open, flexible situation. Which of these two situations would you prefer?

I would:

- Very much prefer duties to be clearly spelled out 1. _____
- Somewhat prefer duties to be clearly spelled out 2. _____
- Somewhat prefer a more open, flexible situation 3. _____
- Very much prefer a more open, flexible situation 4. _____

50

27. In terms of work for pay, if you had your choice would you prefer to: (PLEASE CHECK ONLY ONE)

- Work full-time 1. _____
- Work part-time 2. _____
- Not work 3. _____

51

28. What do you think of the idea of a woman working before she gets married? Do you:

- Think it is a really good idea 1. _____
- Think it is a fairly good idea 2. _____
- Think it is neither a good nor a bad idea 3. _____
- Think it is a fairly bad idea 4. _____
- Think it is a really bad idea 5. _____

52

28a. What do you think of the idea of a woman working after she is married but before she has children? Do you:

- Think it is a really good idea 1. _____
- Think it is a fairly good idea 2. _____
- Think it is neither a good nor a bad idea 3. _____
- Think it is a fairly bad idea 4. _____
- Think it is a really bad idea 5. _____

53

28b. What do you think of the idea of a woman working when she has at least one "preschooler" (a child under five years old who is not enrolled in school full-time)? Do you:

- Think it is a really good idea 1. _____
- Think it is a fairly good idea 2. _____
- Think it is neither a good nor a bad idea 3. _____
- Think it is a fairly bad idea 4. _____
- Think it is a really bad idea 5. _____

54

28c. What do you think of the idea of a woman working after all her children are in school full-time? Do you:

- Think it is a really good idea 1. ___
- Think it is a fairly good idea 2. ___
- Think it is neither a good nor a bad idea 3. ___
- Think it is a fairly bad idea 4. ___
- Think it is a really bad idea 5. ___

55 /

28d. What do you think of the idea of a woman working after all her children have grown up and left home? Do you:

- Think it is a really good idea 1. ___
- Think it is a fairly good idea 2. ___
- Think it is neither a good nor a bad idea 3. ___
- Think it is a fairly bad idea 4. ___
- Think it is a really bad idea 5. ___

56 /

29. What would your husband think of the idea of a woman working before she is married? Would he:

- Think it is a really good idea 1. ___
- Think it is a fairly good idea 2. ___
- Think it is neither a good nor a bad idea 3. ___
- Think it is a fairly bad idea 4. ___
- Think it is a really bad idea 5. ___

57 /

29a. What would he think of the idea of a woman working after she is married but before she has children? Would he:

- Think it is a really good idea 1. ___
- Think it is a fairly good idea 2. ___
- Think it is neither a good nor a bad idea 3. ___
- Think it is a fairly bad idea 4. ___
- Think it is a really bad idea 5. ___

58 /

29b. What would he think of the idea of a woman working when she has at least one "preschooler"? Would he:

- Think it is a really good idea 1. ___
- Think it is a fairly good idea 2. ___
- Think it is neither a good nor a bad idea 3. ___
- Think it is a fairly bad idea 4. ___
- Think it is a really bad idea 5. ___

59 /

29c. What would he think of the idea of a woman working after all her children are in school full-time? Would he:

- Think it is a really good idea 1. _____
- Think it is a fairly good idea 2. _____
- Think it is neither a good nor a bad idea 3. _____
- Think it is a fairly bad idea 4. _____
- Think it is a really bad idea 5. _____

60 /

29d. What would he think of the idea of a woman working after all her children have grown up and left home? Would he:

- Think it is a really good idea 1. _____
- Think it is a fairly good idea 2. _____
- Think it is neither a good nor a bad idea 3. _____
- Think it is a fairly bad idea 4. _____
- Think it is a really bad idea 5. _____

61 /

30. Did you, in fact, work before you were married?

- Yes, full-time 1. _____
- Yes, part-time 2. _____
- No 3. _____

62 /

30a. Did you, in fact, work after you were married but before you had any children?

- Yes, full-time 1. _____
- Yes, part-time 2. _____
- No 3. _____

63 /

30b. Did you, in fact, work when you had at least one "pre-schooler"?

- Yes, full-time 1. _____
- Yes, part-time 2. _____
- No 3. _____

64 /

30c. ANSWER PART (i) OR PART (ii)

(i) IF YOU HAVE AT LEAST ONE "PRE-SCHOOLER" AT PRESENT: Do you think you will work once your children are all in school full-time?

- Definitely yes 1. _____
- Probably yes 2. _____
- Probably not 3. _____
- Definitely not 4. _____

65 /

(ii) IF YOU NO LONGER HAVE ANY "PRE-SCHOOLERS": Did you, in fact, work after all your children were in school full-time?

- Yes, full-time 1. _____
- Yes, part-time 2. _____
- No 3. _____

30d. Do you think you will work once all of your children have grown up and left home?

- Definitely yes 1. _____
- Probably yes 2. _____
- Probably not 3. _____
- Definitely not 4. _____

66 /

31. In the space provided below, please describe your father's main job (for pay or profit). If he held several jobs, describe the one he held for the longest period of time.

Please give as complete an occupational title as you can (See Question 8, page 2 for examples of complete and incomplete occupational titles)

67	68	69	70

I don't know what his job was _____

31a. What was the highest grade of formal schooling that your father completed? (If he was educated outside Canada, give the approximate Canadian equivalent).

_____ (grade) (If you are not sure, please give the best estimate you can)

71	72

I don't know _____

31b. How many years altogether was your father in school?

_____ (years) (If you are not sure, please give the best estimate you can)

73	74

I don't know _____

1	2	3

1	1
4	5

32. Do either of your parents live with you?

- Yes, both mother and father do. 1. _____
- Yes, mother does 2. _____
- Yes, father does 3. _____
- No, neither mother nor father does 4. _____

6 /

32a. How often are you in contact with your parents - in person or by phone?

(i) Approximately how often are you in contact with your father?

- Once a day or more 1. _____
 - Three to six times a week 2. _____
 - Once or twice a week 3. _____
 - One to three times a month 4. _____
 - Between four and eleven times a year 5. _____
 - One to three times a year 6. _____
 - Less than once a year 7. _____
 - Not applicable, father deceased 8. _____
- (Please indicate approximately how long he has been deceased) _____

7 /

8	9

(ii) Approximately how often are you in contact with your mother?

- Once a day or more 1. _____
 - Three to six times a week 2. _____
 - Once or twice a week 3. _____
 - One to three times a month 4. _____
 - Between four and eleven times a year 5. _____
 - One to three times a year 6. _____
 - Less than once a year 7. _____
 - Not applicable, mother deceased 8. _____
- (Please indicate approximately how long she has been deceased) _____

10 /

11	12

THE NEXT FEW QUESTIONS DEAL SPECIFICALLY WITH YOUR TEENAGE DAUGHTER WHO WAS INTERVIEWED.

33. What grade in school is she in? If she is no longer in school, please give the last grade completed. (If the school is on the course credit system, give the approximate grade equivalent)

13	14

34. How far would you like her to go (to have gone) in high school? (If school is on the course credit system, give the approximate grade equivalent). I would like her to:

Finish Grade 9	1. _____	Finish Grade 13	5. _____
Finish Grade 10	2. _____	(Secondary School	
Finish Grade 11	3. _____	Honours Diploma)	
Finish Grade 12	4. _____	Go as far as she	
(Secondary School		can	6. _____
Diploma)			

15 /

35. How far do you think she will probably go in high school? I think she will probably:

Finish Grade 9	1. _____	Finish Grade 13	5. _____
Finish Grade 10	2. _____	(Secondary School	
Finish Grade 11	3. _____	Honours Diploma)	
Finish Grade 12	4. _____	She has already gone	
(Secondary School		as far as she will	6. _____
Diploma)			

16 /

36. Which of the following paths would you like your daughter to take after high school?

Go to work	1. _____
Go into an apprenticeship	2. _____
Go to a commercial, business or trade school	3. _____
Go to a community college	4. _____
Go to a teacher's college	5. _____
Go to university	6. _____
Other (please specify)	7. _____

17 /

37. Which of these paths do you realistically think she will actually follow?

- Go to work. 1. _____
- Go into an apprenticeship 2. _____
- Go to a commercial, business or trade school 3. _____
- Go to a community college 4. _____
- Go to a teacher's college 5. _____
- Go to university 6. _____
- Other (please specify) 7. _____

18

38. How important do you think your opinion is to your daughter's educational plans?

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Not at all important 4. _____

19

39. How close would you say you and your daughter are?

- We are very close to each other 1. _____
- We are fairly close to each other 2. _____
- We are not really very close 3. _____
- We are not at all close to each other 4. _____

20

39a. It is often thought that teenagers go through a certain stage in which there is relatively high conflict with one or both of their parents. If you were to describe the relationship you and your husband have with your daughter at this time, would you say she is currently going through this stage, she has already gone through it, or what?

- She is currently going through this stage with one or both of us 1. _____
- She has already gone through this stage and is now out of it 2. _____
- She has not gone through this stage 3. _____

21

40. Have you ever discussed with her what occupation she should go into?

- No, we haven't really discussed this 1. _____
- We have had some discussion on this 2. _____
- We have discussed this a fair bit 3. _____
- We have discussed it quite a bit 4. _____

22

41. How important do you think your opinion is to your daughter's occupational choice?

- Very important 1. _____ Not very important 3. _____
- Moderately important 2. _____ Not at all important 4. _____

23

42. Do you think your daughter is likely to work:

a. Before she is married?

Definitely yes 1. ___ Probably not 3. ___
Probably yes 2. ___ Definitely not 4. ___

24 /

b. After she is married but before she has any children?

Definitely yes 1. ___ Probably not 3. ___
Probably yes 2. ___ Definitely not 4. ___

25 /

c. When she has preschool aged children?

Definitely yes 1. ___ Probably not 3. ___
Probably yes 2. ___ Definitely not 4. ___

26 /

d. When all her children are in school?

Definitely yes 1. ___ Probably not 3. ___
Probably yes 2. ___ Definitely not 4. ___

27 /

43a. IN THE NEXT TWO QUESTIONS WE ASK YOUR IDEAS ABOUT YOUR DAUGHTER'S POSSIBLE JOB CHOICE. THESE QUESTIONS DO NOT IMPLY THAT YOU TRY TO INFLUENCE HER DECISIONS - WE ARE SIMPLY INTERESTED IN YOUR IDEAS, WHETHER OR NOT SHE IS AWARE OF THEM.

List three jobs (in order of preference) that you think it would be a good idea for her to go into, given her talents and attitudes.

1. _____

28 29 30 31

2. _____

32 33 34 35

3. _____

36 37 38 39

OR I have no idea what kind of job it would be a good idea for her to go into. _____

43b. List three jobs you think it would be unwise for her to go into, that she may consider.

1. _____

40 41 42 43

2. _____

44 45 46 47

3. _____

48 49 50 51

OR I have no idea what kind of job it would be unwise for her to go into. _____

44. How important do you think a career is to you daughter?

Extremely important 1. ___ Moderately important 3. ___
Very important 2. ___ Of little or no importance 4. ___

52 /

45. How would you react if she wanted to go into the same kind of job her father is in?

I think it would be a really good idea 1. ___
I think it would be a fairly good idea 2. ___
I think it would be neither a good nor a bad idea 3. ___
I think it would be a fairly bad idea 4. ___
I think it would be a really bad idea 5. ___

53 /

46. IF YOU ARE CURRENTLY WORKING FULL-TIME, (for pay or profit):

How would you react if she wanted to go into the same kind of job you are in?

- I think it would be a really good idea 1. _____
- I think it would be a fairly good idea 2. _____
- I think it would be neither a good nor a bad idea 3. _____
- I think it would be a fairly bad idea 4. _____
- I think it would be a really bad idea 5. _____
- Not applicable, I am not currently working full-time 6. _____

54 /

47. How would you react if she wanted to go into a traditionally male occupation - that is, one which is predominantly male?

- I think it would be a really good idea 1. _____
- I think it would be a fairly good idea 2. _____
- I think it would be neither a good nor a bad idea 3. _____
- I think it would be a fairly bad idea 4. _____
- I think it would be a really bad idea 5. _____
- Not applicable, I am not currently working full-time 6. _____

55 /

48. What would your attitude be if she worked after marriage?

- I think it would be a really good idea 1. _____
- I think it would be a fairly good idea 2. _____
- I think it would be neither a good nor a bad idea 3. _____
- I think it would be a fairly bad idea 4. _____
- I think it would be a really bad idea 5. _____

56 /

49. Given her personality and disposition, do you think she should choose a job that is highly supervised?

I think she should choose a job that is:

- Completely free from supervision 1. _____
- Largely but not completely free 2. _____
- Moderately free from supervision 3. _____
- Supervised to a fair extent 4. _____
- Highly supervised 5. _____

57 /

50. Given per personality and disposition, do you think she should choose a job which she would be working primarily with people, with her hands, or with written material? (PLEASE CHECK ONLY ONE).

I think she should choose a job in which she would be working primarily:

- With people 1. _____
- With her hands 2. _____
- With written material 3. _____

58 /

51. Given her personality and disposition, do you think she should choose a job which involves a great deal of self-reliance (being required to make independent judgements)?

I think she should choose a job in which:

- A great deal of self-reliance is involved 1. _____
- A considerable amount of self-reliance is involved 2. _____
- A moderate amount of self-reliance is involved 3. _____
- Very little self-reliance is involved 4. _____

59 /

52. What occupation do you think she will probably go into?

60	61	62	63

53. A number of characteristics are listed below. Parents differ in the things they think are desirable or important on this list. Thinking mainly in terms of your daughter, how important are each of these qualities to you:

a. That she has good manners.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

64 /

b. That she tries hard to succeed.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

65 /

c. That she is honest.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

66 /

d. That she is neat and clean.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

67 /

e. That she has good sense and sound judgement.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

68 /

f. That she has self-control.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

69 /

g. That she acts like a girl should.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

70 /

h. That she gets along with others her age.

- Extremely important 1. ___
- Very important 2. ___
- Somewhat important 3. ___
- Of little or no importance 4. ___

71 /

i. That she obeys her parents well.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

72 /

j. That she is responsible.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

73 /

k. That she is considerate of others.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

74 /

l. That she is interested in how and why things happen.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

75 /

m. That she is a good student.

- Extremely important 1. _____
- Very important 2. _____
- Somewhat important 3. _____
- Of little or no importance 4. _____

76 /

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Case No.

1	2
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Card No.

n. Which THREE of these characteristics would you say are the most important in a girl her age?
(PLEASE CIRCLE THE NUMBERS CORRESPONDING TO THE THREE MOST IMPORTANT)

That she:

- | | |
|--|----|
| 1. Has good manners | 6 |
| 2. Tries hard to succeed | 7 |
| 3. Is honest | 8 |
| 4. Is neat and clean | 9 |
| 5. Has good sense and sound judgement | 10 |
| 6. Has self-control | 11 |
| 7. Acts like a girl should | 12 |
| 8. Gets along with others her age | 13 |
| 9. Obeys her parents well | 14 |
| 10. Is responsible | 15 |
| 11. Is considerate of others | 16 |
| 12. Is interested in how and why things happen | 17 |
| 13. Is a good student | 18 |

54. To what extent would you say that your mother influences (or influenced) the way you raised this daughter - the values you tried to teach her, the ways you punished her, etc. Here we are interested in your mother's influence on you after this child was born.

Would you say that she influenced you:

- | | |
|--------------|----------|
| A great deal | 1. _____ |
| A fair bit | 2. _____ |
| A little | 3. _____ |
| Not at all | 4. _____ |

THE NEXT FEW QUESTIONS DEAL WITH HYPOTHETICAL SITUATIONS CONCERNING TEENAGERS. WE REALIZE THAT THE CHOICES WE ASK YOU TO MAKE ARE DIFFICULT ONES, BUT WE WOULD ASK YOU TO CHOOSE ONE RESPONSE FOR EACH QUESTION.

55. One teenager, Patricia, was very well mannered and clean cut. She was very honest and she always obeyed her parents. She pretty much accepted things the way they were rather than thinking them through on her own. She basically tried to live up to the standards she learned as a child.

Another girl, Donna, was much more easygoing - she tended to be rather sloppy in her dress and her manners. She had her own ideas about what she should be like and didn't always do things the way her parents wanted her to. But basically she was a considerate and fairly responsible girl.

Would you prefer you daughter to be more like Patricia, or more like Donna?

I would:

- Very much prefer her to be more like Patricia 1. _____
- Somewhat prefer her to be more like Patricia 2. _____
- Somewhat prefer her to be more like Donna 3. _____
- Very much prefer her to be more like Donna 4. _____

20 /

56. Anne was a good student; she worked hard in school, did her homework and got relatively good marks. She could be counted on to be honest, polite and respectful to the teachers.

Martha, who was as bright as Anne, did not seem to fit in with the school system as well. She would often be more interested in reading about things and thinking them through on her own, than in following the school lessons. Some of her teachers were unhappy with her attitudes toward school and school work.

Would you prefer your daughter to be more like Anne or more like Martha?

I would:

- Very much prefer her to be more like Anne 1. _____
- Somewhat prefer her to be more like Anne 2. _____
- Somewhat prefer her to be more like Martha 3. _____
- Very much prefer her to be more like Martha 4. _____

21 /

57. Joe, a seventeen year old, went out and promised his parents that he would be home by nine o'clock. He met a friend who was very upset, so Joe decided to sit and talk to him to see if he could help. He couldn't get away to call his parents - and didn't get home until midnight. His parents were worried and angry, but Joe felt that he had done the right thing.

Do you think Joe was right in what he did?

I think Joe was:

- Definitely right 1. _____
- Probably right 2. _____
- Probably wrong 3. _____
- Definitely wrong 4. _____

22 /

58. Another seventeen year old, Christine, had a girlfriend who tended to dress and act sloppily. Her parents didn't want her to hang around with this girl. Christine felt that her friend was really a good person and so refused to stop seeing her.

Do you think Christine was right in this?

I think Christine was:

- Definitely right 1. _____
- Probably right 2. _____
- Probably wrong 3. _____
- Definitely wrong 4. _____

23 /

THIS CONCLUDES THE SET OF QUESTIONS THAT CONCERN YOUR DAUGHTER. The following is a list of statements dealing with your beliefs and feelings. Please indicate how much you agree or disagree with each of these statements.

59. Teenagers have to learn how to take orders from those in authority.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

24 /

60. It doesn't matter if you think "wrong thoughts" as long as you don't put them into action.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

25 /

61. It is more important to me that my daughter be a sensitive, responsible person than that she achieve any worldly success.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

26 /

62. Two people who commit the same act should be dealt with in the same way, no matter what their motives are.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

27 /

63. I'd probably be more likely to trust someone who was neat and respectable looking than someone who dressed really sloppily.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

28 /

64. Parents should give independence to their teenage child only as long as he or she uses it wisely.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

29 |

65. It's all right to get around the law as long as you don't actually break it.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

30 |

66. Having an interest in many things and being curious about how they work is more important than being a good student in school.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

31 |

67. A person's motives should count more than his or her actions.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

32 |

68. The most important thing to teach children is absolute obedience to their parents.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

33 |

69. The key to getting along in the world is being able to fit in with the way things are.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

34 |

70. It's all right to do anything you want as long as you stay out of trouble.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

35 |

71. There are two kinds of people in the world: the weak and the strong.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

36 |

72. One should always show respect to those in authority.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

37 |

73. As long as a child has learned the right values, parents don't need to worry too much about specific acts of wrongdoing.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

38 |

74. There are times when it is morally right to break the law.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

39 /

75. You should obey your superiors whether or not you think they are right.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

40 /

76. If something works, it doesn't matter whether it's right or wrong.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

41 /

77. Teenagers have to learn to face the consequences of their actions, no matter how innocent their intentions were.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

42 /

78. People who question the old and accepted ways of doing things usually just end up causing trouble.

- Strongly agree 1. _____
- Agree somewhat 2. _____
- Neither agree nor disagree 3. _____
- Disagree somewhat 4. _____
- Strongly disagree 5. _____

43 /

79. People have to learn that they often can't just do something because they think it is for the best.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

44

80. Young people should not be allowed to read books that are likely to confuse them.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

45

81. In this complicated world, the only way to know what to do is to rely on leaders and experts.

- Strongly agree 1. _____
 Agree somewhat 2. _____
 Neither agree nor disagree 3. _____
 Disagree somewhat 4. _____
 Strongly disagree 5. _____

46

WOULD YOU PLEASE ANSWER THE REMAINING FEW QUESTIONS ON YOUR GENERAL BACKGROUND.

82. Prior to your sixteenth birthday, did you ever live on a farm for as long as a year?

- Yes 1. _____
 No 2. _____

47

83. What is your mother tongue (the language you first learned to speak)?

- English 1. _____
 French 2. _____
 Other _____ 3. _____

48

(please specify)

84. What is your religious background?

- Roman Catholic 1. _____
- Protestant 2. _____
- Jewish 3. _____
- No formal religious affiliation in background 4. _____
- Other _____ 5. _____
(please specify)

49 /

85. About how often would you say you attend your place of worship (church, synagogue, etc)?
CHECK THE ONE THAT BEST APPLIES

- Rarely or never 1. _____
- Less than once a week 2. _____
- Once a week or more 3. _____
- I have no formal religious affiliation 4. _____

50 /

86. How important would you say formal religion is to you?

- Very important 1. _____
- Moderately important 2. _____
- Not very important 3. _____
- Not at all important 4. _____

51 /

87. Do you belong to any voluntary association or organization (e.g. church group, P.T.A., sports club, employees club, etc)?

- No 1. _____
- Yes, one only 2. _____
- Yes, more than one 3. _____

52 /

88. In the average month, about how many afternoons or evenings do you spend attending meetings of these organizations?

53	54

(write in the approximate number of afternoons and evenings)

89. Are you engaged in any volunteer work of any kind (that is, work for which you do not receive pay or financial profit)?

- No 1. _____
- Yes 2. _____

55 /

} Please specify the nature of the work:

1966

THIS CONCLUDES THE SET OF QUESTIONS WE HAVE TO ASK YOU. IT IS VERY IMPORTANT THAT WE HAVE A COMPLETE ANSWER TO EVERY QUESTION (WITH THE EXCEPTION OF A FEW ITEMS WHICH YOU MAY HAVE BEEN INSTRUCTED TO SKIP). IF YOU HAVE OMITTED ANY QUESTIONS THAT YOU SHOULD HAVE ANSWERED, WE WOULD ASK THAT YOU GO BACK TO THEM AND GIVE US AS COMPLETE AN ANSWER AS POSSIBLE. WRITE A NOTE IN THE MARGIN IF YOU HAVE ANY PROBLEMS WITH A QUESTION OR IF YOU HAVE ANY QUALIFICATIONS ABOUT YOUR ANSWER.

WE WOULD ALSO WELCOME ANY GENERAL COMMENTS YOU MAY HAVE CONCERNING THIS QUESTIONNAIRE. PLEASE FEEL FREE TO USE THIS BLANK PAGE TO EXPRESS YOUR OPINIONS.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

RETURN TO: Field Survey Unit,
Room 3H7,
McMaster Medical Center,
1200 Main St.W.,
Hamilton, Ontario.
L8S 4J9

(529-0908)

Appendix D

Data Processing Procedures

Coding

The coding of the data from the three instruments was done by three individuals: myself, a graduate student in sociology and an individual with an undergraduate degree in sociology who had considerable experience in coding similar data.

Most of the questions on both the interview schedule and the parents' questionnaire were precoded, forced choice type questions.¹ For these the coding procedure simply involved recording the appropriate code in the corresponding box on the questionnaire/interview schedule. For some questions an "Other (please specify)" category was one of the possible responses. For these and any other question where the respondent wrote in another response or a qualification, a note was made of the case and question number and the response given. In no case was there a sufficient number of respondents giving a particular response to warrant creating a new code category. However, this information was useful in the data analysis in deciding how

¹If a respondent gave multiple responses to a question which called for one response, this was treated as a non-response except in the coding of the occupational questions. For these, the coder flipped a coin to decide which one to code.

to treat the "other..." category.

The major exception to this coding procedure involved the various questions involving a specific occupation. It was necessary to assign the four column code used by the census² to each of the occupations named. This required considerable familiarity with the census classification. Originally it was planned that I would code all the occupations questions. This became impractical in terms of time constraints so one of the other coders was also involved in this procedure. There were a number of problems encountered in coding the occupations questions. In addition to the vagueness with which some respondents describe their job, we had to contend with the fact that for some questions we were asking about hypothetical jobs, jobs that occurred some time in the past, or jobs held by some other person. Those that were difficult to assign to a particular category were recorded and dealt with individually. For the coding of the parent's current or most recent job the question on job duties (see question 11, father's questionnaire, question 9, mother's questionnaire) was consulted to clarify the nature of the job. The teen's report of the parent's job was compared to the parent's report in ambiguous cases and the teen's response coded accordingly.³ With the questions dealing with hypothetical jobs for the teen, some information could be retained even if the job title were too vague to assign a specific occupational code.

²See Dominion Bureau of Statistics, Occupational Classification Manual, Census of Canada, 1971, Information Canada, Ottawa, 1971 (Catalogue 205-505).

³Note that this decision precluded the use of these two sources as reliability checks on each other or the examination of how accurately

In these cases, if enough information was given to classify the job in terms of the Pineo-Porter-McRoberts classification scheme, one of these fifteen codes was assigned to the occupation. In consultation with my supervisor decisions were made concerning the use of these codes (See Table D-1 for details).

Table D-1

Coding of Ambiguous Job Descriptions

<u>Job Description</u>	<u>Pineo-Porter-McRoberts Code</u>
"Research"	03 - Employed professionals
"Computers" "Technologist" "Technical"	04 - Technical, semi-professional
"Business", "Marketing", "Finance"	05 - Middle management and small business
"Mechanic", "Electrical", "Apprentice"	09 - Skilled crafts and trades
"Clerk", "Commercial", "Office"	11 - Semi-skilled clerical and sales
"Factory", "Labourer", "Assembly Line"	14 - Unskilled labour

Another decision that influenced the coding of the specific occupation, if not the final classification code, involved cases where the specific industry was unclear. The assumption was made that such cases involved the steel industry since two of the largest industries in Hamilton are steel plants. If, on the other hand, a company but not a specific job was given (e.g. Westinghouse), the job was classified as a semi-skilled worker in that type of company. Jobs still uncodeable were assigned a separate code and treated as missing values throughout

(3 continued)

the teens perceived their parents' jobs. This was seen as the cost of obtaining useable information for as many respondents as possible.

the analysis. The regular four digit codes for the different occupations were later recorded into the Pineo-Porter-McRoberts classification⁴ once the data were in machine readable form.

Keypunching

The data were keypunched from the schedules onto machine readable cards by professional keypunchers from Hamilton Key Punch Inc. The cards were independently verified by a keypuncher other than the individual who had originally keypunched a particular set of cases.

Computer analysis

The cleaning⁵ and the processing of the data were done on a CDC 6400 computer. The analysis made use of the Statistical Package for the Social Sciences.⁶ Those subprograms used included: FREQUENCIES, BREAKDOWN, CROSSTABS, PEARSON CORR, NONPAR CORR and FACTOR. In the correlation subprograms pair wise deletion of missing values was used to make optimal use of our small sample. In all cases two-tailed tests of statistical significance were used.

The various computer runs on which the different tables throughout the analysis are based were independently redone by a research assistant who has had considerable experience with this type of analysis. This served as a check against technical errors influencing the data analysis.

⁴See Pineo, Porter and McRoberts, op.cit., for details of this classification. See also pp. 26-27 above.

⁵Whenever discrepant responses or codes outside the expected range appeared, the original questionnaire or interview schedule was consulted.

⁶N.H. Nie, C.H. Hull, J.G. Jenkins, K. Steinbrenner and D.H. Bent, Statistical Package for the Social Sciences, McGraw-Hill, New York, 1975.

Appendix E

Factor Analyses

Kohn Question:

Factor Loadings		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Teen's values for self:		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Factor	1	.081	.071	-.425	.691	-.096	-.056	.165	.756	.160	-.313	-.083	-.066	-.171
	2	.050	-.089	.041	.041	-.059	-.060	.491	.002	.734	-.672	.045	-.009	.246
	3	.294	-.011	-.128	.050	.116	-.002	.290	.016	.042	.361	.898	-.018	.274
	4	.666	-.089	.316	.204	-.788	.012	-.354	-.010	.093	-.098	-.029	.009	.121
	5	.259	.858	-.312	-.221	-.112	-.087	-.193	.113	.032	-.083	-.132	-.064	.513
	6	-.176	-.087	-.290	.084	-.124	.964	.038	-.141	-.113	-.059	-.005	-.024	.092
	7	.008	-.090	-.410	-.106	.040	-.002	-.175	.021	.030	.002	-.001	.934	.094

Teen's perception of father's values:

Factor	1	-.098	-.083	-.005	-.020	-.438	.025	.246	-.066	.708	-.596	-.016	-.135	.556
	2	.532	-.822	-.039	.020	-.104	.085	.464	-.013	.202	-.023	.186	-.047	-.329
	3	.515	-.015	.011	.816	-.355	.016	-.051	-.067	-.229	-.278	-.346	-.122	.120
	4	-.214	-.187	-.076	.066	.024	.827	-.488	.000	-.095	-.038	.373	.067	.089
	5	.038	.030	-.056	-.024	.293	.008	-.021	.837	-.007	-.547	-.011	.118	-.178
	6	-.038	.038	-.859	.026	.328	.155	.274	.078	-.016	.134	-.368	.108	.351
	7	.153	.097	-.040	-.133	-.496	.108	.066	.091	-.042	.093	-.150	.850	-.097

* = conformity items

+ = self-direction items

(Factor loadings)

Kohn question:

Teen's perception of
mother's values:

		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Factor	1	-.084	-.027	-.113	-.093	.264	.011	.194	-.188	.697	-.132	-.572	.055	.606
	2	-.125	.065	-.904	.273	.501	.060	.143	-.022	-.103	-.023	.084	.052	.245
	3	-.722	.132	.125	.684	.395	.058	-.004	.088	.063	.157	.420	-.014	.184
	4	-.157	.674	-.086	-.065	-.157	.015	-.030	.706	-.169	.023	-.429	.077	-.069
	5	.083	.072	.033	.214	.375	.799	-.508	-.107	.005	-.028	-.210	-.090	-.202
	6	.200	.231	.010	.009	.087	.064	.174	.421	.288	-.876	.175	.064	-.058
	7	.118	.187	-.045	-.112	-.079	-.128	-.424	-.077	-.036	-.041	.165	.855	.109

Father's values

Factor	1	.042	.747	-.297	.006	-.140	.043	.041	.105	.073	.160	-.745	.005	.001
	2	-.119	.044	-.582	-.002	.681	-.384	.025	.039	-.222	-.101	.036	.630	-.010
	3	-.414	.147	-.294	.115	-.304	.009	.202	.454	.097	-.234	.105	.082	.782
	4	.566	-.062	-.117	-.029	.032	-.451	.099	.109	.708	-.641	-.016	-.179	.111
	5	.475	-.211	-.288	.785	-.238	.254	.009	.133	-.178	-.270	-.213	.039	.061
	6	-.099	-.132	-.077	-.030	.105	.315	.807	-.519	.025	-.151	-.114	-.078	.115

* = conformity items

+ = self-direction items

(Factor loadings)

Kohn question:

Mother's values		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Factor	1	.292	-.097	-.313	-.034	.057	-.076	-.250	-.097	.755	-.439	-.136	-.198	.670
	2	-.003	.209	-.397	.032	-.092	-.012	.306	.681	-.020	-.575	.172	.401	-.030
	3	.117	.099	-.388	.301	.137	-.012	.427	-.058	.031	.173	-.835	.186	.073
	4	.513	-.117	.350	.620	-.719	.134	.152	.038	.106	-.317	-.057	-.345	-.127
	5	.222	-.805	.268	-.103	-.036	.088	.187	-.130	.143	-.119	.048	.561	-.135
	6	-.322	-.020	-.295	.157	-.066	.897	-.320	-.030	.029	.016	.015	.089	-.095

Stretched Kohn Question:

Teen's values

Factor	1	.009	.462	.083	.051	.716	.673	.419	.507	.221	.597	.423	.308	.435
	2	.730	.202	.306	.724	-.007	.011	.587	.268	.603	.220	.289	-.019	.373
	3	.274	.213	.647	.229	.174	.200	-.399	-.154	.030	.359	.567	.531	.198

* = conformity items
+ = self-direction items

(Factor loadings)

Stretched Kohn question:

Father's values		* Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Factor	1	.112	.230	.559	.259	.725	.647	.179	.303	.053	.710	.639	.263	.179
	2	.251	.263	-.234	.223	.325	.327	.664	.619	.533	.246	.149	.638	.691
	3	.743	.549	.573	.697	.078	.133	.299	.241	.562	.233	.229	.055	.212
Mother's values														
Factor	1	.101	.297	.577	.179	.743	.673	.251	.401	.140	.804	.731	.631	.316
	2	.708	.549	.183	.692	.207	.315	.718	.572	.756	.190	.233	.160	.615

* = conformity items

+ = self-direction items

Kohn question
(forced to two factors)

Factor loadings		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
<u>Teen's values for self:</u>														
Factor	1	.493	-.180	.089	.606	-.459	-.176	.249	.458	.331	-.558	-.044	-.205	-.035
	2	-.325	.532	-.729	.172	.221	.136	.221	.461	-.047	-.138	-.380	.116	.303
<u>Teen's perception of father's values:</u>														
Factor	1	-.630	.522	-.204	-.407	.588	.158	-.434	.162	-.348	.395	.084	.156	-.011
	2	-.182	.233	-.535	.043	.021	-.014	.247	.211	.394	-.457	-.360	-.036	.641
<u>Teen's perception of mother's values:</u>														
Factor	1	-.637	.340	-.167	-.514	.587	.281	-.261	.024	-.271	.434	.318	.023	.032
	2	-.264	-.016	-.583	.040	.068	-.150	.420	-.039	.504	-.183	-.245	.032	.659

* = conformity items
+ = self-direction items

Kohn question
(forced to two factors)

Factor loadings		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Father's values:														
Factor	1	.633	-.248	.095	.336	-.432	.011	.139	.094	.541	-.574	-.040	-.437	.178
	2	-.025	.371	-.736	.279	.075	-.241	.155	.420	.091	-.353	-.302	.371	.506
Mother's values														
Factor	1	.669	-.387	.325	.478	-.612	-.025	.186	-.014	.372	-.472	-.087	-.177	.071
	2	.150	.287	-.663	.017	.230	-.154	.009	.130	.530	-.337	-.422	-.056	.611

* = conformity items
+ = self-direction items

Stretched Kohn question
(forced to two factors)

Factor loadings		*Good manners	Tries hard to succeed	Honest	*Neat and clean	+ Good sense	+ Self-control	Acts as a boy/girl should	Gets along with others	*Obeys parents	+ Responsible	+ Considerate	+ Interested	*Good student
Teen's values:														
Factor	1	.117	.489	.412	.126	.690	.668	.089	.318	.164	.681	.649	.552	.448
	2	.726	.236	.305	.723	.048	.063	.622	.309	.618	.263	.316	.000	.404
Father's values:														
Factor	1	.489	.432	-.030	.446	.324	.346	.725	.661	.693	.304	.212	.615	.720
	2	.393	.408	.785	.506	.623	.579	.189	.280	.217	.692	.642	.158	.147
Mother's values:														
Factor	1	.101	.297	.577	.179	.743	.673	.251	.401	.140	.804	.731	.631	.316
	2	.708	.549	.183	.692	.207	.315	.718	.572	.756	.190	.233	.160	.615

* = conformity items

+ = self-direction items

The scores for the Kohn and stretched Kohn questions were calculated by weighting the individual's response by the factor score coefficient from the first factor in the factor analyses forced to two factors. The weights used were:

Kohn question
(weights)

	Teen	Teen's perception of father	Teen's perception of father	Father	Mother
*Good manners	3.0	3.6	4.0	3.9	3.8
Tries hard to succeed	-1.0	-3.1	-2.0	-1.7	-2.3
Honest	0.5	1.4	1.4	0.9	2.0
*Neat and clean	3.7	2.3	3.1	1.9	2.7
+Good sense	-2.8	-3.3	-3.6	-2.7	-3.6
+Self-control	-1.1	-0.9	-1.6	0.2	-0.1
Acts as a boy/girl should	1.6	2.4	1.3	0.8	1.1
Gets along with others	2.9	-1.0	-0.1	0.4	-0.1
*Obeys parents	2.0	1.8	1.3	3.3	2.0
+Responsible	-3.4	-2.1	-2.5	-3.3	-2.6
+Considerate	-0.3	-0.3	-1.8	-0.1	-0.4
+Interested	-1.2	-0.9	-0.2	-2.9	-1.0
*Good student	-0.2	-0.2	-0.6	0.8	0.2

* = conformity items

+ = self-direction items

Stretched Kohn question
(weights)

	<u>Teen</u>	<u>Father</u>	<u>Mother</u>
*Good manners	-.129	.114	-.139
Tries hard to succeed	.166	.081	-.011
Honest	.123	-.274	.209
*Neat and clean	-.124	.055	-.100
+Good sense	.306	-.044	.277
+Self-control	.292	-.019	.218
Acts as a boy/girl should	-.116	.299	-.074
Gers along with others	.069	.237	.030
*Obeys parents	-.080	.274	-.134
+Responsible	.247	-.077	.309
+Considerate	.220	-.106	.265
+Interested	.254	.254	.239
*Good student	.104	.310	-.019

* = conformity items

+ = self-direction items

Appendix F

Correlation Matrices

Intercorrelations of individual items in the "stretched Kohn" question

Teen:

		Item ^a											
		2	3	4	5	6	7	8	9	10	11	12	13
Item:	1	.247	.231	.505	.117	.171	.232	.137	.307	.255	.321	.119	.251
	2		.176	.194	.286	.239	.176	.122	.222	.372	.254	.159	.270
	3			.237	.173	.206	.044	.158	.254	.325	.422	.151	.230
	4				.163	.148	.332	.175	.236	.233	.318	.172	.262
	5					.380	.182	.215	.172	.419	.312	.254	.273
	6						.229	.238	.108	.361	.389	.236	.203
	7							.250	.317	.202	.178	.043	.245
	8								.192	.211	.291	.084	.206
	9									.256	.247	.090	.332
	10										.452	.222	.403
	11											.352	.296
	12												.267

Father:

		Item ^a											
		2	3	4	5	6	7	8	9	10	11	12	13
Item:	1	.390	.322	.480	.278	.325	.388	.327	.455	.309	.311	.326	.262
	2		.332	.330	.338	.291	.208	.277	.409	.374	.239	.276	.409
	3			.424	.339	.305	.191	.238	.193	.342	.354	.097	.183
	4				.349	.338	.438	.417	.432	.377	.322	.236	.336
	5					.495	.339	.390	.269	.502	.348	.343	.375
	6						.417	.372	.300	.457	.345	.275	.319
	7							.559	.436	.332	.267	.303	.437
	8								.383	.323	.366	.372	.395
	9									.375	.325	.323	.443
	10										.466	.314	.376
	11											.315	.219
	12												.393

Mother:

		Item ^a											
		2	3	4	5	6	7	8	9	10	11	12	13
Item:	1	.396	.230	.442	.250	.288	.442	.321	.423	.300	.238	.144	.335
	2		.235	.323	.286	.330	.307	.327	.353	.353	.310	.229	.515
	3			.346	.400	.388	.272	.284	.215	.465	.446	.216	.178
	4				.363	.366	.464	.373	.442	.306	.267	.141	.398
	5					.571	.364	.360	.273	.599	.452	.359	.342
	6						.418	.380	.275	.539	.420	.340	.364
	7							.573	.490	.315	.387	.246	.418
	8								.487	.346	.429	.409	.360
	9									.258	.282	.273	.464
	10										.564	.419	.331
	11											.486	.313
	12												.352

- ^aWhere Item 1 = Good manners
 2 = Tries hard to succeed
 3 = Honest
 4 = Neat and clean
 5 = Good sense and sound judgement
 6 = Self-control
 7 = Acts as a boy/girl should
 8 = Gets along with others
 9 = Obeys parents
 10 = Responsible
 11 = Considerate
 12 = Interested in how and why things happen
 13 = Good student

Intercorrelations of individual agree-disagree items.

Teen:	Question ^b																	
	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	
109	.087	.077	.162	.151	.217	.044	-.112	.064	.149	.073	.337	.111	-.135	.311	.057	.229	.229	
110		-.006	.261	.097	.097	.277	.014	.063	.134	.261	.131	.102	-.040	.162	.228	-.009	-.036	
111			.071	-.010	.055	-.057	.118	.128	-.052	-.006	.055	.174	.111	.130	-.061	-.007	.022	
112				.217	.157	.136	.025	-.066	.148	.123	.169	.156	-.125	.224	.187	.097	.066	
113					.136	.042	-.114	-.026	.131	.043	.282	.148	-.151	.207	.142	.124	.105	
114						-.029	-.132	-.071	.038	-.041	.174	.083	-.118	.121	.003	.142	-.014	
115							.162	.075	.096	.481	-.009	.162	.105	.027	.292	.068	-.052	
116								.169	-.018	.072	-.140	.152	.244	-.075	.096	-.104	-.038	
117									.117	.082	.014	.133	.045	.063	.060	-.029	.089	
118										.249	.149	.052	-.045	.256	.246	.069	.096	
119											.129	.191	.032	.073	.378	.057	-.083	
120												.095	-.204	.398	.057	.082	.054	
121													.159	.126	.150	.071	.023	
122														-.204	-.015	-.050	-.033	
123															.239	.139	.164	
124																.049	-.020	
125																		.276

^bSee Interview Schedule, Appendix C.

Father:

	Question ^c																						
	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	
59	.031	.140	.094	.101	.217	.044	-.083	.148	.273	.189	.068	.170	.239	.063	-.040	.129	.060	.150	.186	.130	.221	.213	
60		-.018	.097	.056	.035	.269	.089	.187	.137	.069	.246	.183	.129	.170	.111	.118	.265	-.003	.137	.096	.119	.128	
61			.089	.101	.034	-.007	.152	.172	.107	.174	.012	.092	.086	.070	-.108	.102	.040	.092	-.018	-.041	.035	.094	
62				.251	.152	.260	-.015	-.003	.422	.319	.270	.373	.243	.191	-.147	.268	.244	.207	.315	.018	.343	.366	
63					.138	.149	.013	.031	.183	.232	.174	.175	.195	.161	-.076	.233	.196	.114	.110	.182	.205	.317	
64						.105	-.081	.054	.272	.258	.217	.154	.174	.098	-.096	.166	.134	.261	.223	.112	.265	.137	
65							.250	.171	.306	.184	.474	.339	.151	.228	.120	.164	.344	.031	.173	.110	.166	.194	
66								.210	-.013	.087	.155	.105	-.118	.173	-.011	-.017	.083	-.081	.004	.063	-.003	.049	
67									.120	.198	.154	.236	.163	.186	-.066	.065	.149	.040	.134	-.006	.097	.169	
68										.467	.407	.507	.457	.268	-.175	.419	.308	.134	.338	-.001	.421	.490	
69											.306	.334	.293	.291	-.094	.341	.240	.138	.340	.111	.278	.397	
70												.423	.212	.295	.033	.249	.402	.062	.307	.104	.291	.411	
71													.370	.340	-.047	.258	.294	.022	.303	.055	.281	.468	
72														.092	-.219	.387	.163	.160	.210	.133	.199	.403	
73															.093	.186	.299	.014	.200	.013	.238	.281	
74																	-.184	-.008	-.098	-.069	.012	-.093	-.145
75																	.274	.085	.259	.026	.291	.433	
76																		.014	.221	.003	.154	.262	
77																			.087	.148	.145	.050	
78																				.148	.367	.397	
79																					.025	.078	
80																						.437	

^cSee questionnaires Appendix C.

Mother:

Question^c

	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
59	.007	.099	.190	.113	.188	.170	-.083	.049	.291	.231	.088	.145	.373	.123	.025	.306	.020	.165	.079	.127	.230	.202
60		-.010	.147	.116	.038	.321	.193	.233	.169	.152	.327	.192	.108	.146	.040	.087	.296	.038	.191	-.010	.111	.142
61			-.045	.100	.125	-.015	.121	.079	-.076	.026	-.054	-.098	.131	-.044	-.036	.043	-.014	.092	.053	.105	.003	.055
62				.283	.158	.245	-.117	.013	.389	.319	.344	.306	.248	.092	-.099	.269	.218	.048	.227	-.008	.252	.249
63					.159	.141	-.088	.056	.193	.109	.166	.035	.212	.150	-.000	.228	.072	.100	.151	.033	.179	.196
64						-.003	-.104	.007	.083	.217	.044	.089	.222	.073	-.086	.095	-.020	.172	.073	.115	.119	.141
65							.175	.254	.377	.267	.481	.391	.175	.204	.264	.230	.337	-.037	.296	-.030	.336	.286
66								.326	-.031	.035	.184	.131	-.070	.112	.085	-.057	.170	-.023	.074	.034	-.027	-.008
67									.211	.068	.321	.231	.129	.152	.067	.088	.181	-.025	.209	-.010	.179	.143
68										.402	.499	.414	.450	.267	.064	.359	.306	-.004	.378	.053	.536	.468
69											.361	.432	.303	.162	.046	.243	.192	.117	.299	.108	.249	.292
70												.494	.236	.328	.137	.296	.476	.040	.412	.008	.442	.361
71													.252	.269	.129	.293	.340	.029	.355	.033	.443	.411
72														.142	-.091	.403	.107	.094	.328	.170	.295	.351
73															.161	.201	.297	.028	.211	.046	.250	.219
74																.034	.163	-.057	.108	-.077	.038	.096
75																	.226	.144	.293	.049	.391	.375
76																		-.066	.340	-.028	.321	.314
77																			-.021	.179	-.018	.049
78																				.106	.431	.422
79																					.043	.055
80																						.534

^cSee questionnaires Appendix C

Appendix G

Effect of Weighting Canadian Sample to Match Kohn's National Sample

Kohn's national sample of males in civilian occupations consisted of 46.7% individuals classified as middle class, 53.7% as working class. The corresponding figures for the fathers in our sample are 33.9% middle class (white collar) and 66.1% working class (blue collar). The responses of the middle class R's were therefore weighted by $46.7 \div 33.9 = 1.38$, these of the working class respondents by $53.7 \div 66.1 = 0.81$.

The class differences in the choice of characteristics in the "Kohn question" with this weighting are given below.

Responses to "Kohn question" by Status of Father's Job,
Sample Weighted to Match U.S. Study (Fathers only)^a

	Status of father's job:		
	Total	White Collar	Blue Collar
<u>Items measuring self-direction:</u>			
Good sense and sound judgement	40.0%	37.1%	43.1%
Self-control	14.1	14.5	13.3
Responsible	43.3	52.8	35.4
Considerate	20.1	23.9	17.1
Interested in how and why things happen	12.6	17.6	7.7
<u>Items measuring conformity:</u>			
Good manners	31.7%	24.5%	38.7%
Neat and clean	11.3	10.2	12.2
Obeys his/her parents	13.7	6.9	18.2
Good student	9.3	5.7	12.2
<u>Other items:</u>			
Tries hard to succeed	24.2%	24.5%	22.7%
Honest	63.4	62.3	64.1
Acts as a boy/girl should	8.0	10.1	5.5
Gets along with other children	5.6	4.4	6.1

^aData are given for fathers only for two reasons: the point of comparison is the sample of males studied in Kohn's national sample; further we do not have data from Kohn on the mothers' jobs and it becomes problematic to weight the mothers' responses in terms of the status distributions of the fathers in the sample.

Appendix H

Partial Correlations: "Value Inheritance" Controlling
on the Parent-Teen Relationship

	Type of value:			
	Kohn question with		Conformity score with	
	Father	Mother	Father	Mother
Original teen-parent correlation	.071	.096	.120	.123
Controlling on: (Teen's report)				
Flexibility of parent	.073	.099	.128	.127
Whether parent explains	.071	.096	.120	.122
Freedom to disagree	.069	.098	.123	.124
Who gets their way	.070	.089	.122	.124
Closeness to parent	.069	.091	.124	.123
Conflict with parent	.072	.097	.121	.123
(Parent's report)				
Closeness to teen ^a	.056	.089	.093	.120
Conflict with teen ^b	.075	.086	.116	.119

^aData from both parents separately.

^bData from mother's questionnaire only.