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EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS'
FEELINGS ABOUT SELF AND FAMILY.

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QUESTIONNAIRES ASSESSING STUDENTS' FEELINGS CONCERNING
RESPONSIBILITY AND AUTONOMY, VOCATIONAL CHOICE,
ACCOMPLISHMENTS, ACTIVITIES, PARENTAL RELATIONSHIPS,
SELF-DISCLOSURE, SELF-CONCEPTS, AND CERTAIN AREAS OF FAMILY
BACKGROUND WERE ADMINISTERED TO ALL NEW LOWER-DIVISION
STUDENTS ENTERING THE UNIVERSITY OF FLORIDA IN SEPTEMBER
1966. THE TOTAL SAMPLE, MALES AND FEMALES SEPARATELY, WAS
DIVIDED INTO SEVEN GROUPS DENOTING THE LEVEL OF THE FATHERS'
EDUCATION. THE RESPONSES OF THE GROUP WERE COMPARED BY SIMPLE
ANALYSIS OF VARIANCE. ALTHOUGH SOMEWHAT DIFFERENT VARIABLES
OVERALL ARE RELATED TO MALE AND FEMALE STUDENTS, THERE ARE
SOME GENERAL TRENDS. PARENTS WITH MORE EDUCATION SEEM TO TAKE
MORE INTEREST IN THE HIGH SCHOOL ACTIVITIES OF THEIR CHILDREN
AND ARE LESS PERMISSIVE IN REGARD TO HOMEWORK AND ACADEMIC
PERFORMANCE. COLLEGE-TRAINED PARENTS ARE MUCH MORE DEMANDING
AND PERHAPS LESS ACCEPTING OF THEIR CHILDREN. THEY ALSO
PROVIDE MORE OPPORTUNITY FOR DISCUSSION, ESPECIALLY IN THE
INTELLECTUAL AREAS. THERE ARE INDICATIONS THAT STUDENTS FROM
LOWER EDUCATIONAL BACKGROUNDS ARE LESS CONFIDENT ABOUT
ADAPTING TO THE UNIVERSITY ENVIRONMENT. FOR GIRLS, WITH AN
INCREASE IN THE MOTHER'S EDUCATION, THERE IS AN INCREASE IN
POSITIVE FEELINGS ABOUT RESPONSIBILITY AND THEIR OWN
EMOTIONAL MATURITY. BOYS SHOW A DECREASE IN POSITIVE FEELINGS
AS THE MOTHER'S EDUCATIONAL ATTAINMENT INCREASES. (AO)

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STUDENT MENTAL HEALTH PROJECT



UNIVERSITY OF FLORIDA

GAINESVILLE

**Educational Attainment of Parents as Related to
Students' Feelings About Self and Family**

Everette Hall and Ben Barger

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Educational Attainment of Parents as Related to Students' Feelings About Self and Family

Everette Hall and Ben Barger

Many studies have demonstrated the importance of socioeconomic status in the prediction of differences in attitudes and relationships. Social class has long been considered a powerful sociological variable, and increasingly its psychological significance is also being recognized. A number of studies by the Mental Health Project staff has shown that selection for college can have an important bearing on the ways in which social class mediates attitudes and behavior.

The present study has as its focus one of the more important socioeconomic variables--parents' education--and the ways in which it is related to the self-concept, relationships, and other feelings of entering students at the University of Florida.

Procedure

Questionnaire and Sample

A questionnaire was developed during the past year by the Project staff to assess students' feelings concerning responsibility and autonomy, vocational choice, accomplishments, activities, parental relationships, self-disclosure, and their self-concept. In addition, there are several additional family status questions, including size of family. Another questionnaire, designed by the Board of Regents, covers the areas of family background (parents' education, income, etc.) and educational plans of students. Both of these questionnaires were administered to all new lower division students entering the University of Florida in September, 1966. Dr. Carl T. Clarke, of the Project staff, assumed the major responsibility for developing the Project questionnaire, and directed the Mental Health portion of fall orientation. A copy of the Project questionnaire is appended to this report.

Analysis

The total sample, males and females separately, was divided into seven groups denoting level of education attained by father. These groups were then compared, in terms of their responses to each question, by simple analysis of variance. The F ratio yielded by

this analysis indicates whether differences in the distributions of scores are greater between the different educational-level groups than within these groups. The same procedure was followed for mother's education. In addition to the questions on the Project questionnaire, the groups were also compared on family income and ability (SCAT) scores.

Mrs. Claudia Batteiger, Project Research Assistant, and Mrs. Jennie Grossman, Associate in Research of the University Computing Center, were responsible for data handling and computer programming.

Tables 1 and 2 contain the distributions of students divided according to father's and mother's education, respectively. Tables 3 and 4 list the variables which significantly discriminate among levels of father's education, for males and females respectively. Tables 5 and 6 contain the significant variables for mother's education. Variations in total N for the different questions reflect both unmatched questionnaires and no information (sometimes the question did not apply for a given student, as in the case of certain activities).

Table 1

Father's Education

	Males		Females	
	N	%	N	%
8th grade or less	87	4.86	57	4.26
Some high school	152	8.49	94	7.03
Completed high school	638	35.62	457	34.18
Two years of college	320	17.87	255	19.07
Bachelor's degree	276	15.41	241	18.03
Professional training	168	9.38	119	8.90
Post-graduate study	132	7.37	105	7.85
No information	18	1.01	9	.67
Total	1791	100.01	1337	99.99

Table 2

Mother's Education

	Males		Females	
	N	%	N	%
8th grade or less	47	2.62	31	2.32
Some high school	130	7.26	90	6.73
Completed high school	940	52.48	686	51.31
Two years of college	360	20.10	284	21.24
Bachelor's degree	194	10.83	143	10.70
Professional training	51	2.85	55	4.11
Post-graduate study	47	2.62	32	2.39
No information	22	1.23	16	1.20
Total	1791	99.99	1337	100.00

Results

Father's Education

Males: Eighteen of the variables (total of 100) are significantly associated ($p \leq .05$) with the level of education attained by the fathers of male students. As expected, there is a strong positive relation between family income and father's education, with "professional" fathers having the highest income. Family size is related to father's education, but it is a curvilinear relationship. Fathers with an eighth grade education and fathers with graduate training have the largest families. High school graduate fathers have the smallest families.

Several questions concerned with a positive self-concept differentiate the seven groups of students, divided according to level of father's education. Boys whose fathers have completed two years of college or more report more positive feelings about their fathers than do boys whose fathers have less education. On the other hand, boys whose fathers have had graduate or professional training feel less positive about their mothers than do boys whose fathers did not complete high school. Feelings about older people, other than parents or teachers, is also related to father's education,

with sons of graduate trained fathers reporting the most positive feelings.

In terms of activities, writing and athletics contribute differing amounts to a positive self-concept, depending on the level of father's education. Sons of graduate trained fathers feel the most positive about writing. Boys whose fathers have only completed the eighth grade feel less positive about athletics than the boys in the other six groups.

Only one of the twelve areas of "help wanted" differentiates boys according to their father's education--marriage planning. Boys whose fathers completed two years of college desire the most help, followed by sons of fathers with eighth grade educations.

Four questions concerning evaluation of parents discriminate among the several groups of male students, but in different ways for the different questions. Generally speaking, boys whose fathers have completed at least two years of college feel their parents were more interested in high school activities, than do boys whose fathers had no college training. Boys whose fathers have professional training feel their parents are the least accepting of their school performance, while those students whose fathers have less than a high school education rate their parents as most accepting. Boys whose fathers have had no college training are more likely to think their parents view the first college term as a time to get adjusted. However, these same boys tend to feel more strongly that their parents overemphasize the importance of grades.

Four questions in the area of self-disclosure--two with parents and two with friends--differentiate the seven groups of male students significantly. Boys whose fathers have had at least two years of college tend to discuss political issues more with their parents. Amount of discussion concerning vocational choice is rather complexly related to level of father's education, with sons of fathers who had two years of college reporting the most discussion with parents. This group of boys also reports the most discussion of dating and hobbies with friends.

School and College Ability Test (SCAT) verbal and total scores differentiate boys according to their fathers' educational attainment. Boys whose fathers were trained in graduate school have the highest mean verbal and total scores. Boys whose fathers had some high school training (not graduates) have the lowest mean verbal scores and second-lowest total scores (sons of fathers with two years of college have slightly lower total scores).

Females: Of the 100 variables considered, 18 are related significantly to father's education ($p \leq .05$). These significant associations are scattered over the several content areas within the

questionnaire. With a few exceptions, however, the questions seem to cluster around perception of self and parents by the student, particularly in the academic area. For example, in terms of satisfaction with academic performance in high school, those girls whose fathers are high school graduates rate themselves highest, and the girls whose fathers have had graduate training rate themselves the lowest, of the seven groups. In terms of seeing parents as accepting of their school performance, daughters of graduate trained fathers rate their parents' acceptance the lowest, and girls whose fathers have not completed high school rate their parents' acceptance the highest, of the groups studied. With the ratings of parents' interest in high school activities and encouragement in homework, however, the more highly educated parents are rated higher, with some exceptions, than are the parents with no college training. Reflecting to some extent their degree of dissatisfaction with academic skills, girls whose fathers have only an eighth grade education feel the greatest need for help with reading skills and with speech difficulties.

Both the SCAT quantitative and total scores differentiate the seven groups of girls, subdivided according to amount of education completed by their fathers. There is no simple linear relationship, however, to father's education. Girls whose fathers completed professional training have the lowest scores. Girls whose fathers have had some high school training have the highest mean quantitative score, and the second-highest mean total score. Daughters whose fathers have had training in a graduate school have the highest mean total score, and the second-highest quantitative score.

There are only two significant variables among the questions which concern relating to parents--discussion of social issues and hobbies with parents. Again, there is no simple stepwise increase or decrease with level of education, but for both questions, girls whose fathers have an eighth grade education report the least discussion. Daughters of college graduates report the most discussion with parents in these two areas.

In the social area, girls whose fathers have had at least some college training feel more confident in their ability to meet new people and make friends, than do girls from lower educational backgrounds. This is reflected in the question concerning help wanted in making friends, with daughters of fathers who did not graduate from high school wanting the highest degree of help. These girls also feel the least positive about the contribution of athletics to a positive self-concept. In addition, they are somewhat less satisfied with the family responsibility they have been given.

There is a curvilinear relationship of family size and father's education for this population of girls. Girls with high school graduate fathers come from the smallest families, on the

average, and girls with graduate trained fathers come from the largest. (Girls whose fathers have eighth grade educations come from the second-largest families).

Mother's Education

Males: Although family income is significantly related to the level of education attained by the mother, the relationship is not as strong as that between family income and father's education. In the majority of cases, the education of the father has a more important influence on family income than does the educational attainment of the mother. In addition, some of the significance seen here is due to a fairly high correlation between education of husband and wife.

Two questions dealing with responsibility and maturity differentiate the seven groups of boys. Boys whose mothers are professionally trained feel they have been given less responsibility in family matters, and feel less mature emotionally than the other groups of boys. Boys whose mothers have only an eighth grade education or less feel the most mature in relation to their peers.

Boys whose mothers had training in graduate school feel less positive about their mothers than the other boys, on the average. On the other hand, this same group of boys feels the most positive about the relationship with father. The only activity differentiating the boys according to mother's education is summer camp. Boys whose mothers had two years of college feel the most positive about summer camp, and sons of college graduate mothers feel the least positive.

Three questions concerning evaluation of parents differentiate these boys. Sons of more highly educated mothers tend to rate their parents as more interested in high school activities and less likely (sons of graduate trained mothers) to leave study habits up to their sons. Sons of mothers who are less than high school graduates or more than college graduates tend to feel parents have less time to listen than those boys do whose mothers are from the middle levels of education.

Sons of professionally trained mothers feel the least satisfied with their level of emotional maturity, with the other six groups being relatively similar to each other. Satisfaction with ability to adjust is complexly related to level of mother's education.

Amount of discussion in five areas--school work, social activities, social issues, political issues, and hobbies--differentiates the seven groups of boys at the .05 level of significance or higher. Boys whose mothers have at least some college seem to feel more able than boys from the other groups to discuss school work, social issues,

and political issues with their parents. Although this is the general trend, boys with professionally trained mothers tend to be relatively low on self-disclosure in these areas. Discussion of social activities seems to be inversely related to mother's education. Sons of mothers with an eighth grade education or less report the most discussion. The pattern for discussion of hobbies seems to be a curvilinear one, with sons of mothers from the middle educational levels reporting the most discussion.

School and College Ability Test (SCAT) verbal scores are significantly related to mother's education. Boys whose mothers had graduate training have the highest mean score, and sons of mothers with eight years or less of schooling have the lowest mean score.

Females: The relationship between mother's education and family income is similar to that found for the male students. That is, there is a generally positive relationship between level of mother's educational attainment and amount of family income, but the mean reported income for families represented by professionally trained mothers is not as high as it is for the other college trained groups.

Four questions relating to responsibility and autonomy differentiate the girls when they are grouped according to mother's education. Generally speaking, girls with more highly educated mothers feel they have been given more responsibility in personal and family matters, and feel more mature in relation to peers. However, for two of the questions (family responsibility and emotional maturity) the means of girls whose mothers have eighth grade educations or less compare favorably with the means of girls with college trained mothers.

The relationship for the question concerning feelings of independence, while not a consistently stepwise one, is consistent with the general trend for these questions--girls whose mothers have attained a high level of education feel more mature and autonomous than girls whose mothers have relatively little formal education, with the exception noted above.

Only one activity is significantly associated with mother's education--athletics. Surprisingly, girls whose mothers are college trained feel that athletics have contributed more to a positive self-concept than do those girls whose mothers did not graduate from high school.

Degree of help wanted with religious education is the only one of that group of questions which is associated with mother's education. There is a tendency for daughters of mothers who are less than college graduates to want more help, but the daughters of professionally trained mothers also have a relatively high mean on this question.

Generally speaking, parents are seen as having been more interested in high school activities by daughters of more highly educated mothers. This same trend holds for amount of discussion with parents about school work, vocational choice, and social issues. Discussion about important decisions with friends is emphasized more by daughters of graduate trained mothers than it is by the other groups of girls.

School and College Ability Test (SCAT) quantitative scores are significantly related to mother's education for girls. Girls whose mothers have eighth grade educations or lower have the highest mean quantitative score. The lowest mean is for the group whose mothers completed two years of college.

Discussion

Although somewhat different variables overall are related to father's and mother's education, and for male and female students, there are some general trends which seem to merit attention. Parents with more favorable educational backgrounds seem to have taken more interest in the high school activities of their boys and girls. Along with this interest, there is apparently less permissiveness on the part of highly educated parents in regard to homework and less acceptance of academic performance. There is a suggestion that college trained parents are much more demanding and perhaps less accepting of their children. This seems to generalize to students' feelings about self, at least for girls. Girls whose fathers are highly educated feel less satisfied about their own academic performance.

On the other hand, college trained parents seem to provide more of an opportunity for discussion, especially in the intellectual areas such as political issues, social issues, and school work. Interestingly, the one significant relationship with discussion of social activities shows an inverse association with mother's education.

For the activities which differentiate the groups of students in this study, girls and boys whose parents attained a relatively high level of education derive more positive feelings from the activities.

There are several indications that students from very low educational backgrounds feel somewhat less confident about adapting to the university environment than do students from college backgrounds. There is at least one significant relationship each for degree of help wanted with marriage planning, making friends, religious education, reading, and speech difficulties. For all of these areas, students whose parents have relatively little formal education say they want more help.

There is a consistent difference between boys and girls in the way questions concerning responsibility and autonomy relate to mother's education. For girls, with an increase in mother's education there is a corresponding increase in positive feelings about responsibility given by parents and about their own emotional maturity. For the boys, the same two questions show a decrease in positive feelings with an increase in mother's education. The boys with professionally trained mothers also feel less satisfied with their own emotional maturity than the other boys do, on the average. Although the general trend is for more discussion with more parental education, sons of professionally-educated mothers report relatively less discussion with parents in several areas. Another possibly associated finding is that, for boys, there is an increase in positive feelings about father with an increase in either mother's or father's education. Feelings about mothers are exactly the opposite; with an increase in father's or mother's education, there is a corresponding decrease in the extent to which the relationship with mother has contributed to positive feelings about the self.

Ability scores of students seem to be rather complexly related to parents' education. The relationships for boys seem to be rather predictable. That is, with an increase in father's or mother's educational attainment, the mean SCAT scores tend to rise, with a few exceptions. The relationships for the girls, however, are not so straightforward. As two examples, daughters of professionally trained fathers have the lowest mean total SCAT scores, and girls whose mothers have an eighth grade education or less have the highest mean SCAT quantitative scores.

In assessing all of these data, it is well to keep in mind the possible relevance of selection factors which bring students to college, and in particular to the University of Florida. While some of the relationships we have found are consistent with findings in the general population, others are true only of a college population. Therefore, when dealing with socioeconomic variables for college students, generalizations to the total population should be approached with caution.

Starting with our college population as the frame of reference, however, it would seem as if the educational background of parents can be an important determinant of the way students view themselves and their parents, and the relative readiness they feel in approaching the college experience. Some of these data should provide some clues concerning the different needs of students for remedial programs and special help which are related to the educational status of their homes. This study again emphasizes the importance of background factors in conditioning students for different degrees of adjustment at the University of Florida. Subsequent reports will focus on such variables as parents' marital status, family income, and family constellation.

Table 3

FATHER'S EDUCATION

Males

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
Income N = 1634	\bar{X} S.D.	3.40 (1.43)	3.85 (1.32)	4.16 (1.31)	4.75 (1.28)	4.85 (1.34)	5.39 (1.40)	5.13 (1.13)	42.301**
22. Family size N = 1637	\bar{X} S.D.	3.00 (1.20)	2.81 (1.21)	2.72 (1.07)	2.80 (1.11)	2.98 (1.17)	2.89 (1.23)	3.00 (1.03)	2.590*
<u>Positive Feelings from:</u>									
33. Mother N = 1644	\bar{X} S.D.	3.75 (1.00)	3.77 (0.99)	3.55 (1.03)	3.78 (0.97)	3.68 (1.01)	3.50 (1.13)	3.56 (1.19)	2.766*
34. Father N = 1605	\bar{X} S.D.	3.51 (1.02)	3.49 (1.16)	3.51 (1.08)	3.74 (1.01)	3.69 (0.99)	3.72 (1.04)	3.68 (1.09)	2.646*
38. Older people N = 1622	\bar{X} S.D.	3.08 (1.16)	3.14 (1.13)	3.03 (1.05)	3.23 (1.02)	3.08 (1.04)	3.30 (1.08)	3.12 (1.10)	2.125*
45. Writing N = 1415	\bar{X} S.D.	2.51 (1.13)	2.30 (0.94)	2.48 (1.18)	2.66 (1.14)	2.48 (1.07)	2.55 (1.12)	2.75 (1.19)	2.251*
49. Athletics N = 1560	\bar{X} S.D.	2.97 (1.26)	3.40 (1.20)	3.36 (1.30)	3.54 (1.21)	3.39 (1.26)	3.52 (1.22)	3.43 (1.35)	2.260*
<u>Help Wanted in:</u>									
64. Marriage planning N = 1617	\bar{X} S.D.	2.31 (1.26)	2.04 (1.12)	2.12 (1.11)	2.38 (1.16)	2.10 (1.19)	2.07 (1.13)	2.14 (1.20)	2.739*
<u>Parents:</u>									
67. Interest in H.S. activities N = 1653	\bar{X} S.D.	2.82 (1.14)	3.14 (1.17)	3.17 (1.13)	3.46 (1.12)	3.32 (1.06)	3.29 (1.08)	3.29 (1.20)	4.597**

* p \leq .05

** p \leq .01

Table 3 (Continued)

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
<u>Parents (con't):</u>									
70. Understand & accept school performance N = 1645	\bar{X} S.D.	3.85 (0.96)	3.72 (1.08)	3.73 (1.03)	3.70 (1.06)	3.72 (1.01)	3.38 (1.17)	3.79 (1.17)	2.805*
73. View adjustment before grades N = 1623	\bar{X} S.D.	3.20 (1.18)	3.23 (1.16)	3.02 (1.16)	2.99 (1.22)	2.96 (1.20)	2.75 (1.26)	2.99 (1.17)	2.339*
75. Overemphasize grades N = 1646	\bar{X} S.D.	2.35 (1.21)	2.28 (1.22)	2.33 (1.18)	2.23 (1.24)	2.07 (1.12)	2.15 (1.18)	2.01 (1.15)	2.417*
<u>Discussion with Parents:</u>									
98. Vocational choice N = 1616	\bar{X} S.D.	4.21 (0.95)	4.15 (0.95)	4.14 (0.99)	4.36 (0.82)	4.19 (0.93)	4.30 (0.88)	4.10 (1.00)	2.410*
102. Political issues N = 1612	\bar{X} S.D.	3.63 (1.27)	3.54 (1.09)	3.65 (1.11)	3.83 (1.09)	3.68 (1.13)	3.88 (1.08)	3.77 (1.12)	2.095*
<u>Discussion with Friends:</u>									
110. Dating/friendships N = 1610	\bar{X} S.D.	3.88 (0.86)	4.09 (0.88)	4.02 (0.87)	4.21 (0.80)	4.05 (0.80)	4.18 (0.85)	4.10 (0.82)	2.863**
119. Hobbies N = 1606	\bar{X} S.D.	4.22 (0.86)	4.07 (0.87)	4.13 (0.85)	4.26 (0.86)	4.00 (0.91)	4.20 (0.81)	4.19 (0.78)	2.522*
SCAT -- V N = 1631	\bar{X} S.D.	40.35 (8.18)	38.88 (8.30)	39.90 (8.07)	39.85 (8.21)	41.61 (7.90)	40.41 (8.46)	42.92 (8.36)	4.121**
SCAT -- Total N = 1631	\bar{X} S.D.	81.52 (9.82)	80.60 (11.22)	81.61 (10.81)	80.56 (11.00)	83.05 (11.10)	81.74 (11.67)	85.01 (11.86)	3.046**

* p \leq .05

** p \leq .01

Table 4

FATHER'S EDUCATION

Females

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
Income N = 1218	\bar{X} S.D.	3.57 (1.52)	3.63 (1.40)	4.24 (1.30)	4.54 (1.43)	4.77 (1.29)	5.57 (1.60)	4.82 (1.23)	22.146**
22. Family size N = 1243	\bar{X} S.D.	2.96 (1.31)	2.80 (1.02)	2.65 (1.09)	2.79 (1.08)	2.88 (1.13)	2.83 (1.12)	3.18 (1.07)	3.618**
32. Confident in attaining voc. choice N = 1167	\bar{X} S.D.	3.98 (0.86)	3.82 (0.83)	3.88 (0.91)	3.78 (0.94)	4.06 (0.80)	3.96 (0.86)	3.75 (1.03)	2.452*
<u>Positive Feelings from:</u>									
49. Athletics N = 1073	\bar{X} S.D.	2.38 (1.38)	2.16 (1.14)	2.43 (1.25)	2.44 (1.22)	2.49 (1.29)	2.56 (1.23)	2.84 (1.29)	2.315*
51. Volunteer work N = 981	\bar{X} S.D.	2.81 (1.29)	3.02 (1.20)	3.17 (1.25)	3.26 (1.32)	3.22 (1.36)	2.95 (1.34)	3.51 (1.22)	2.191*
<u>Help Wanted in:</u>									
58. Reading skills N = 1247	\bar{X} S.D.	3.47 (1.27)	2.91 (1.36)	3.12 (1.24)	3.31 (1.25)	2.97 (1.28)	3.19 (1.34)	3.14 (1.23)	2.539*
60. Speech N = 1209	\bar{X} S.D.	2.22 (1.29)	1.46 (0.74)	1.60 (0.94)	1.54 (0.86)	1.42 (0.83)	1.60 (0.98)	1.50 (0.93)	5.444**
62. Making friends N = 1234	\bar{X} S.D.	2.86 (1.24)	2.71 (1.22)	2.57 (1.17)	2.52 (1.13)	2.29 (1.18)	2.58 (1.26)	2.33 (1.16)	3.077**

* p \leq .05

** p \leq .01

Table 4 (Continued)

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
<u>Parents:</u>									
67. Interest in H.S. activities N = 1250	\bar{X} S.D.	2.50 (1.19)	2.96 (1.16)	3.17 (1.21)	3.24 (1.23)	3.42 (1.26)	3.42 (1.17)	3.14 (1.17)	5.396**
68. Encouraged homework N = 1245	\bar{X} S.D.	3.28 (1.39)	3.27 (1.35)	3.54 (1.33)	3.37 (1.32)	3.68 (1.25)	3.45 (1.39)	3.76 (1.31)	2.466*
70. Understand & accept school performance N = 1245	\bar{X} S.D.	4.15 (1.01)	4.30 (0.84)	4.21 (0.98)	4.21 (0.94)	4.14 (0.95)	4.05 (1.01)	3.85 (1.19)	2.520*
<u>Student Satisfaction:</u>									
79. Academic H.S. performance N = 1249	\bar{X} S.D.	3.23 (0.89)	3.18 (1.08)	3.32 (0.97)	3.08 (1.01)	3.20 (0.94)	3.17 (1.02)	3.03 (1.05)	2.124*
85. Family respb. given N = 1242	\bar{X} S.D.	3.47 (1.18)	3.86 (0.94)	3.87 (0.96)	3.91 (1.05)	4.00 (0.95)	3.92 (1.04)	4.04 (0.90)	2.410*
88. Ability to meet new people N = 1252	\bar{X} S.D.	3.42 (0.89)	3.26 (0.86)	3.46 (0.94)	3.66 (0.96)	3.67 (0.92)	3.52 (0.99)	3.75 (0.86)	4.309**
<u>Discussion with Parents:</u>									
101. Social issues N = 1234	\bar{X} S.D.	3.52 (1.18)	3.62 (1.14)	3.75 (1.05)	3.88 (1.05)	3.96 (1.07)	3.74 (1.17)	3.86 (1.19)	2.192*
104. Hobbies N = 1235	\bar{X} S.D.	3.78 (1.13)	4.00 (0.98)	4.12 (0.98)	4.21 (0.94)	4.27 (0.98)	4.20 (0.95)	4.07 (1.10)	2.482*
SCAT -- Q N = 1235	\bar{X} S.D.	36.98 (5.90)	38.66 (5.18)	37.96 (5.61)	37.09 (5.90)	37.89 (6.22)	35.76 (6.65)	38.50 (6.18)	3.337**
SCAT -- Total N = 1235	\bar{X} S.D.	79.38 (12.50)	81.93 (10.02)	80.48 (10.92)	79.28 (10.89)	81.70 (12.55)	78.37 (11.69)	82.61 (11.64)	2.399*

* p \leq .05

** p \leq .01

Table 5

MOTHER'S EDUCATION

Males

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
Income N = 1630	\bar{X} S.D.	3.34 (1.32)	3.82 (1.38)	4.38 (1.34)	4.79 (1.44)	5.13 (1.32)	4.51 (1.51)	5.25 (1.16)	22.440**
26. Person. respb. in fam. matters N = 1640	\bar{X} S.D.	3.23 (0.84)	3.38 (0.99)	3.21 (0.89)	3.32 (0.97)	3.22 (0.86)	2.93 (0.76)	3.04 (1.04)	2.337*
27. Emo. maturity in rel. to peers N = 1650	\bar{X} S.D.	3.65 (0.70)	3.55 (0.64)	3.45 (0.67)	3.55 (0.70)	3.50 (0.70)	3.26 (0.68)	3.57 (0.86)	2.419*
<u>Positive Feelings from:</u>									
33. Mother N = 1639	\bar{X} S.D.	3.41 (1.12)	3.70 (0.98)	3.59 (1.02)	3.76 (1.05)	3.78 (0.94)	3.50 (1.11)	3.35 (1.29)	2.953**
34. Father N = 1599	\bar{X} S.D.	3.30 (1.10)	3.58 (1.02)	3.59 (1.06)	3.73 (1.03)	3.64 (0.99)	3.31 (1.25)	3.80 (1.12)	2.291*
50. Summer camp N = 1038	\bar{X} S.D.	2.16 (1.34)	2.21 (1.31)	2.11 (1.22)	2.44 (1.31)	2.09 (1.23)	2.23 (1.10)	2.48 (1.20)	2.310*
<u>Parents:</u>									
67. Interest in H.S. activities N = 1648	\bar{X} S.D.	2.71 (1.18)	3.04 (1.07)	3.23 (1.11)	3.38 (1.18)	3.34 (1.08)	3.19 (1.13)	3.40 (1.11)	3.593**
69. Left study habits to me N = 1639	\bar{X} S.D.	3.82 (1.30)	4.10 (1.03)	3.98 (1.04)	3.79 (1.07)	3.90 (1.03)	3.89 (1.16)	3.66 (1.12)	2.391*

* p \leq .05

** p \leq .01

Table 5 (Continued)

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
<u>Parents (con't):</u>									
78. Don't have time to listen N = 1627	\bar{X} S.D.	1.77 (1.09)	1.76 (1.11)	1.49 (0.87)	1.44 (0.82)	1.49 (0.94)	1.65 (1.13)	1.77 (1.12)	3.241**
<u>Student Satisfaction:</u>									
89. Emo. maturity N = 1649	\bar{X} S.D.	3.89 (0.79)	3.86 (0.74)	3.74 (0.80)	3.82 (0.83)	3.69 (0.85)	3.40 (0.85)	3.82 (0.80)	2.650*
90. Ability to adjust N = 1648	\bar{X} S.D.	3.76 (0.87)	3.96 (0.87)	3.84 (0.86)	3.98 (0.81)	3.76 (0.93)	3.72 (0.79)	3.86 (1.14)	2.110*
<u>Discussion with Parents:</u>									
91. School work N = 1614	\bar{X} S.D.	3.74 (1.23)	3.89 (1.05)	3.98 (1.01)	4.15 (0.95)	4.08 (0.96)	4.04 (0.94)	4.13 (1.00)	2.140*
92. Social act. N = 1610	\bar{X} S.D.	3.86 (1.08)	3.64 (1.04)	3.62 (1.05)	3.79 (0.99)	3.58 (1.08)	3.28 (1.20)	3.29 (1.09)	3.316**
101. Social issues N = 1605	\bar{X} S.D.	3.27 (1.14)	3.44 (1.11)	3.59 (1.07)	3.76 (1.10)	3.63 (1.15)	3.46 (1.19)	3.77 (1.17)	2.464*
102. Political issues N = 1608	\bar{X} S.D.	3.34 (1.30)	3.52 (1.09)	3.67 (1.09)	3.85 (1.10)	3.80 (1.11)	3.58 (1.18)	4.04 (1.14)	3.352**
104. Hobbies N = 1609	\bar{X} S.D.	3.57 (1.17)	3.70 (1.08)	3.88 (1.02)	3.96 (1.03)	3.95 (1.03)	3.76 (1.31)	3.59 (1.10)	2.357*
SCAT -- V N = 1625	\bar{X} S.D.	37.71 (7.99)	39.66 (7.80)	40.33 (8.15)	40.20 (8.12)	40.62 (8.67)	41.45 (8.59)	43.86 (7.47)	2.508*

* p \leq .05

** p \leq .01

Table 6

MOTHER'S EDUCATION

Females

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
Income N = 1210	\bar{X} S.D.	3.39 (1.61)	3.88 (1.43)	4.43 (1.39)	4.67 (1.44)	4.75 (1.41)	4.23 (1.42)	4.90 (1.42)	7.514**
25. Person. respb. from parents N = 1242	\bar{X} S.D.	3.67 (1.12)	3.90 (0.98)	3.88 (0.90)	3.91 (0.91)	4.08 (0.86)	4.23 (0.76)	4.22 (0.80)	2.761*
26. Person. respb. in fam. matters N = 1242	\bar{X} S.D.	3.50 (1.10)	3.25 (0.97)	3.35 (0.95)	3.48 (0.99)	3.54 (0.95)	3.56 (0.98)	3.74 (0.92)	2.235*
27. Emo. maturity in rel. to peers N = 1247	\bar{X} S.D.	3.78 (0.83)	3.50 (0.63)	3.54 (0.70)	3.51 (0.68)	3.64 (0.69)	3.72 (0.60)	3.90 (0.53)	2.944**
28. Feelings about self N = 1247	\bar{X} S.D.	3.07 (0.76)	3.22 (0.77)	3.12 (0.69)	3.19 (0.69)	3.32 (0.69)	3.21 (0.61)	3.35 (0.55)	2.137*
<u>Positive Feelings from:</u>									
49. Athletics N = 1069	\bar{X} S.D.	2.21 (1.27)	2.12 (1.15)	2.41 (1.22)	2.69 (1.31)	2.53 (1.32)	2.39 (1.25)	2.51 (1.50)	2.429*
<u>Help Wanted in:</u>									
65. Religious education N = 1235	\bar{X} S.D.	2.85 (1.43)	2.84 (1.08)	2.70 (1.20)	2.91 (1.24)	2.46 (1.11)	2.76 (1.37)	2.35 (1.17)	2.841**

* p \leq .05

** p \leq .01

Table 6 (Continued)

		<u>8th</u> <u>grade</u>	<u>Some</u> <u>H.S.</u>	<u>H.S.</u> <u>Grad.</u>	<u>2 yrs.</u> <u>Col.</u>	<u>Col.</u> <u>Grad.</u>	<u>Prof.</u> <u>Trg.</u>	<u>Grad.</u> <u>Sch.</u>	<u>F</u>
<u>Parents:</u>									
67. Interest in H.S. activities N = 1244	\bar{X} S.D.	2.46 (1.13)	2.87 (1.10)	3.23 (1.21)	3.31 (1.23)	3.20 (1.33)	3.15 (1.23)	3.38 (1.17)	3.197**
<u>Discussion with Parents:</u>									
91. School work N = 1230	\bar{X} S.D.	3.57 (1.19)	4.00 (1.15)	4.29 (0.90)	4.28 (0.91)	4.22 (0.96)	4.12 (1.18)	4.54 (0.72)	4.291**
98. Voc. choice N = 1231	\bar{X} S.D.	3.75 (1.23)	4.26 (1.00)	4.42 (0.86)	4.43 (0.85)	4.34 (0.96)	4.32 (0.99)	4.61 (0.61)	3.325**
101. Social issues N = 1228	\bar{X} S.D.	3.25 (1.43)	3.54 (1.07)	3.84 (1.07)	3.84 (1.06)	3.82 (1.06)	3.76 (1.23)	3.70 (1.10)	2.249*
<u>Discussion with Friends:</u>									
120. Important decisions N = 1218	\bar{X} S.D.	3.64 (0.95)	3.75 (0.96)	3.75 (1.01)	3.74 (1.01)	3.74 (1.04)	3.60 (0.96)	4.40 (0.67)	2.318*
SCAT -- Q N = 1229	\bar{X} S.D.	39.44 (6.14)	38.36 (6.23)	37.88 (5.80)	36.48 (6.29)	37.79 (5.73)	37.82 (5.38)	38.12 (6.64)	2.508*

* p \leq .05

** p \leq .01