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The Transference of Attitudes of Rural Parents to Their Children: a Study of Attitudes Toward Local Issues and Youths' Later Life Achievement Goals in a Selected Area of Louisiana.

Gilbert Dale Welch
Louisiana State University and Agricultural & Mechanical College

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CHILDREN: A STUDY OF ATTITUDES TOWARD LOCAL
ISSUES AND YOUTHS' LATER LIFE ACHIEVEMENT GOALS
IN A SELECTED AREA OF LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Sociology

by
Gilbert Dale Welch
B.A., Ouachita Baptist University, 1965
M.A., Louisiana State University, 1968
August, 1970
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TABLE OF CONTENTS

ACKNOWLEDGMENTS .............................................. ii
LIST OF TABLES ...................................... vii
ABSTRACT .................................................... x

CHAPTER

I. THE PROBLEM AND CONCEPTUAL FRAMEWORK ...................... 1
   Introduction ........................................ 1
   Statement of the Problem ............................ 2
   Conceptual Framework ............................... 3
      The Nature of Social Systems ........................... 4
      Structural Elements of Social Systems: A
         Language for Role Theory .......................... 5
   The Explanation of Behavior: An Interactional
      Model ............................................... 6
      Analytical Approach ................................ 7

II. SOCIALIZATION AND PARENT-CHILD ATTITUDE CONGRUENCY: A

SELECTED REVIEW OF THE LITERATURE ....................... 9
Socialization and the Family ............................. 9
Selected Studies of Parent-Child Attitude
   Congruency ........................................... 14
   Studies of General Attitudes .......................... 15
      Intergroup attitudes ................................ 15
      Political attitudes ................................. 17
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Analysis of Parent-Child Attitude Incongruency</td>
<td></td>
</tr>
<tr>
<td>Toward Occupational Aspirations</td>
<td>69</td>
</tr>
<tr>
<td>Source of Youths' Information for their Occupational Aspirations</td>
<td>69</td>
</tr>
<tr>
<td>Father's Occupational Achievement</td>
<td>71</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND IMPLICATIONS</td>
<td>74</td>
</tr>
<tr>
<td>Conclusions</td>
<td>74</td>
</tr>
<tr>
<td>Parent-Child Attitudes were More Congruent on</td>
<td></td>
</tr>
<tr>
<td>Current Local Matters than on Future Oriented</td>
<td>74</td>
</tr>
<tr>
<td>Socio-Economic Factors were Negatively Related to</td>
<td></td>
</tr>
<tr>
<td>Parent-Child Incongruency Scores</td>
<td>77</td>
</tr>
<tr>
<td>Parents are not an Important Source of Information</td>
<td></td>
</tr>
<tr>
<td>on Youths' Occupational Goals</td>
<td>78</td>
</tr>
<tr>
<td>Implications</td>
<td>78</td>
</tr>
<tr>
<td>Implications for Future Research</td>
<td>78</td>
</tr>
<tr>
<td>Implications for the Forestry Commission and other Service Agencies</td>
<td>79</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>82</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>90</td>
</tr>
<tr>
<td>VITA</td>
<td>109</td>
</tr>
</tbody>
</table>

vi
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Factorially Derived Community Issues, Their Corresponding Attitudinal Indices, and Rotated Factor Loadings</td>
<td>42</td>
</tr>
<tr>
<td>II. Sociological Variables Considered in Relation to Parent-Child Attitude Incongruency Scores</td>
<td>49</td>
</tr>
<tr>
<td>III. The Means and Differences of Means of Parents' and Their Children's Responses to Reasons for Burning the Woods</td>
<td>53</td>
</tr>
<tr>
<td>IV. The Means and Differences of Means of Parents' and Their Children's Attitudes Toward Paper Companies</td>
<td>54</td>
</tr>
<tr>
<td>V. The Means and Differences of Means of Parents' and Their Children's Attitudes Toward Burning the Woods</td>
<td>55</td>
</tr>
<tr>
<td>VI. The Means and Differences of Means of Parents' and Their Children's Attitudes Toward Land Ownership</td>
<td>56</td>
</tr>
<tr>
<td>VII. The Means and Differences of Means of Parents' and Their Children's Attitudes Toward Government Agencies' Services</td>
<td>57</td>
</tr>
<tr>
<td>VIII. Means and Differences of Means for Parents' and Their Children's Attitudes Toward Occupational Aspirations and Occupational Expectations</td>
<td>59</td>
</tr>
<tr>
<td>IX. Means and Differences of Means for Parents' and Children's Attitudes Toward Educational Aspirations and Educational Expectations</td>
<td>59</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>X. Means and Differences of Means of Parents' and Their Sons' Attitudes Toward Occupational Aspirations and Occupational Expectations</td>
<td>60</td>
</tr>
<tr>
<td>XI. Means and Differences of Means of Parents' and Their Daughters' Attitudes Toward Occupational Aspiration and Occupational Expectation</td>
<td>60</td>
</tr>
<tr>
<td>XII. Means and Differences of Means of Parents' and Their Sons' Attitudes Toward Educational Aspirations and Educational Expectations</td>
<td>61</td>
</tr>
<tr>
<td>XIII. Means and Differences of Means of Parents' and Their Daughters' Attitudes Toward Educational Aspirations and Educational Expectations</td>
<td>61</td>
</tr>
<tr>
<td>XIV. Zero-Order Correlations Between Selected Sociological Variables and Parent-Child Incongruency Scores on Youths' Later Life Aspirations and Four Local Issues</td>
<td>65</td>
</tr>
<tr>
<td>XV. The Number of Times the Independent SES Variables and the Dependent Variables are Correlated in the Predicted Direction</td>
<td>66</td>
</tr>
<tr>
<td>XVI. Multiple Regression Analysis of Selected Sociological Variables and Parent-Child Attitude Incongruency Scores Showing the Percentage of Variance Explained</td>
<td>68</td>
</tr>
<tr>
<td>XVII. Youths' Source of Information for Occupational Aspirations and Mean Parent-Child Incongruency Score on Occupational Aspiration</td>
<td>70</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XVIII. Mean Parent-Child Occupational Aspiration Incongruency Score and Youths' Source of Information for Occupational Aspiration by Family Income</td>
<td>70</td>
</tr>
<tr>
<td>XIX. Mean Parent-Child Incongruency on Attitude Toward Occupational Aspiration by Father's Achievement or Non-Achievement of Occupational Aspiration</td>
<td>72</td>
</tr>
<tr>
<td>XX. Mean Parent-Child Incongruency on Occupational Aspiration Attitude According to Youths' Source of Information for Occupational Aspiration by Father's Occupational Aspiration Achievement</td>
<td>72</td>
</tr>
<tr>
<td>XXI. Mean Parent-Child Incongruency on the Later Life Achievement Measures by Sex of the Child</td>
<td>108</td>
</tr>
</tbody>
</table>
ABSTRACT

Rural sociologists have noted many changes in rural society within recent years. In light of these changes, they have predicted among other things, that the rural family would lose its importance as a socializing agency, that is, parents in rural areas would not play a significant other role in the formation of their children's belief system. The study done was an attempt to test the validity of this general statement.

Specifically, the purpose of the study was: (1) to determine the congruency of parents' and their children's attitudes toward local and future issues; and (2) to determine what sociological factors account for a high degree of congruency of parent-child attitudes. More specifically, this was an investigation of the socialization process within the family and factors which account for a high degree of socialization in the family.

The investigation was conducted in a rural area of western Louisiana. All parents in the study locale having children enrolled in grades 9 - 12 were interviewed. Their children in high school were interviewed a short time later and asked the same questions as had been asked of their parents. A total of 64 parent-child pairs participated in the study.

The issues on which the parents' and children's attitudes were compared related to two different time references. One set of issues dealt with current local issues. Twenty-seven statements relating to
local issues with emphasis on forestry conservation were asked the respondents and they indicated their degree of agreement or disagreement with each statement. A factor analysis was done in order to reduce the 27 indices to unidimensional categories. Thus, it was possible to reduce the 27 indices to five conceptual variables (factors) which included 18 of the items. These variables were identified according to the common element of the clustered items. The five variables were: (1) Beliefs as to why people burn the woods; (2) Attitude toward paper companies; (3) Attitude toward burning the woods; (4) Attitude toward land ownership; and (5) Attitude toward government agencies' services.

The second set of issues was future oriented and dealt with the occupational and educational aspirations and expectations of youth.

Twelve personal social characteristics of household heads were related to parent-child congruency scores on the nine issues listed above. Eight of these variables, identified as socio-economic factors, were: family income, family net worth, education of father, education of mother, number of parents employed, father's occupational level, ownership of land, and size of home place. The remaining four variables were: family size, age of father, age of mother, and father's membership in voluntary organizations.

Three general hypotheses were formulated: (1) There will be congruency in the responses of rural parents and their children on current local issues. (2) There will be incongruency on the responses of parents and their children toward later life achievement goals for
youth. (3) There will be a negative relationship between socio-economic characteristics of household heads and attitude incongruency scores for parents and their children.

The data collected supported all three general hypotheses devised. In addition, it was found that rural parents were not an important source of information for their children's occupational aspirations.

On the basis of the findings made, it was concluded that the rural family remains an important source of influence on the development of the children's attitudes about local issues, but is not greatly influential in the attitudes their children develop on future oriented issues. It is suggested that these findings have implications for persons and agencies interested in developing action programs in rural areas.
CHAPTER I

THE PROBLEM AND CONCEPTUAL FRAMEWORK

I. INTRODUCTION

Rural society has changed in recent years in many ways, including population shifts, shifts in power, and trends toward community disorganization. Along with the above changes, rural sociologists have noted a transformation in the traditionally close-knit rural family. The trend has been for the latter to more closely resemble its urban counterpart. Rogers emphasizes this point and states the functions of the rural family are changing and its members are drifting toward individualism.  

Taylor and Jones contend that with increased urbanization there is a reduction of the social space the family occupies in the lives of its members.  

Burchinal, summarizing several studies of the rural family, states there is declining familism in rural society.

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1 Everett M. Rogers, Social Change in Rural Society (New York: Appleton-Century-Crofts, 1960), pp. 171-72. Rogers also gives four factors which caused the changes in the modern rural family. These are: industrialization, urbanization, children are no longer an asset and the change in modern household appliances.  


In light of the above, one would expect that agreement of parents and children on various issues would differ. More specifically, it seems logical that the influence of rural parents on their children has decreased in recent years.

Hough, Summers and O'Meara, studying parent influence on rural youths' attitudes, emphasize that there have been few attempts to independently examine the correspondence of attitudes of parents and their children in rural areas. It thus appears worthwhile to investigate whether or not rural youth do, in fact, hold attitudes contrary to their parents. A study of this type would add support to or would tend to disprove the statement that rural parents and their children are incongruent in their responses to various issues. This investigation represents a research effort with such an objective.

II. STATEMENT OF THE PROBLEM

The focus of this research project is on the congruency of attitudes of parents and their children. More specifically, the first portion of the study was designed to analyze the congruency and/or incongruency of responses of rural high school students with the responses of their parents concerning selected issues of local community concern and issues of future orientation (later life achievement) for

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the youth. The second part of the study was planned as an analysis of certain sociological variables which are related to a high degree of congruency between the attitudes of parents and their children. In the former instance, the interest is in the areas of high degree of congruency between parents and children or the indications of transference of attitudes from parents to children (socialization), while in the latter instance the purpose is the determination of the sociological variables which might account for the congruency of parent-child responses.

The specific objectives for this study were:

1. To determine the attitudes of a sample group of rural high school students and their parents toward (a) selected local issues, and (b) later life achievement goals for youth.

2. To determine the congruency of parent-child responses to selected issues.

3. To determine the sociological variables which account for high congruency in parent-child responses.

III. CONCEPTUAL FRAMEWORK

The study done was cast primarily in terms of social systems and role theory. It was assumed that human behavior can be explained and understood in terms of a series of variables which are inter-related. (These variables are the cultural structure, personality, situation and social interaction).
The Nature of Social Systems

In society, the behavior of persons and groups is integrated into a more or less cohesive whole through patterns of interaction. This integration of behavior arises out of what Buckley refers to as the intercommunication of information. More specifically, society is composed of many social systems which individually encompass a plurality of actors (two or more) directed toward attaining a goal and whose relations to each other are guided by a pattern of structured and shared symbols and expectations. Thus, one can conceptualize a social system as an interactional unit. In this regard, the parts of a system are all interactional in nature and are manifest as processes of action and reaction.

Social systems are basic analytical units for sociology, i.e., they are seen as models for understanding social organization. Within a given society there are micro and macro system entities. The former include individual groups while the latter include social systems which are made up of two or more groups (complex organizations, communities and societies).


7Bertrand, Basic Sociology, op. cit., p. 25.


9Ibid., p. 191.
The research done was focused primarily on one type of social system, families. This is not to suggest that one can isolate a family's behavior completely from other social systems for, obviously, the contrary is true. Families are only one small part of larger systems such as communities and societies. However, the point was that the behavior studied was manifest primarily at family levels.

Structural Elements of Social Systems: A Language for Role Theory

In the approach taken, social systems are seen as made up of three basic structural elements. The smallest element is the norm. Norms refer to required or acceptable behavior in given situations. Norms are rooted in the cultural structure (social heritage) and are acquired through the process of socialization.\(^{10}\) Associated with norms are values and attitudes, which can be seen as predispositions to act toward objects, persons or ideas. They are a part of behavior in that they are developed within the cultural structure and influence interaction. However, they differ from norms in that they are not specific in nature and not acts as such.\(^{11}\)

The second analytical element of social systems is a role. Roles are made up of bundles of norms which are dedicated to the same function. A role, as a norm, is unifunctional.\(^{12}\)

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\(^{10}\)Bertrand, Basic Sociology, op. cit., p. 144.

\(^{11}\)Bertrand, Social Organization and Social Structure, op. cit., pp. 118–25.

\(^{12}\)Bertrand, Basic Sociology, loc. cit., and Bertrand, Social Organization and Social Structure, op. cit., p. 25.
The third basic analytical unit in a simple system is the status-position. Status-positions are the places where one can locate actors within social systems. The status-position is usually made of several roles and is thus multi-functional in nature. However, they must not be thought of as synonymous with the individual occupying the position.

The above concepts are the ones which are most generally used by role theorists. They represent the analytical terms most often utilized in explaining behavior within groups and organizations.

The Explanation of Behavior: An Interactional Model

Behavior can be explained in terms of a model including three variables. First, there is the variable of the cultural structure, which is seen as the patterns for living (normative behavior) which individuals have learned. The second variable is the personality of individual actors which includes traits such as age, sex, race, and attributes which contribute to their behavior. Situational factors represent the third set of variables and include those conditions over which the individual has little or no control. The interplay of these three factors--culture, personality and situation--as perceived by the

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13 Bertrand, Basic Sociology, loc. cit.

14 Two other structural elements exist in social system analysis but these apply to multi-group structures. Within complex organizations one can locate actors by their situases, or to all the status-positions they hold within a complex organization. A Station is the location of an actor within a community or society. It is made up of all the situases which the actor holds. (See Bertrand, Basic Sociology, op. cit., pp. 145-46).
actors in behavioral situation results in interactional relations. The latter are organizational in nature if they fall within a range acceptable in the social system within which they occur and are disorganizational in nature if they are not within patterns which will be tolerated.15

The behavioral variables of most relevance to this study were construed to be the cultural structure and situational factors. The former was related to the background of values and beliefs of the respondents in the nature of local issues. The latter, the situational factor, was the prevailing social climate in the sense that young people tend to be future oriented,16 and there was limited opportunity available for youth in the study area.

Analytical Approach

The analytical units just discussed were used in the analysis done in the following way. Status-positions were identified in families, i.e.: (1) husband-father, (2) wife-mother, (3) son-brother, and/or (4) daughter-sister. The several roles played by the husband-father were seen as being reciprocal to roles of other family members. Two of these roles were identified as the most relevant for this study:

1. The husband-father's role of teacher, which is reciprocally related to children's role of student.


2. The husband-father's role of counselor, which is reciprocally related to the children's role of counselee.

In the first instance, the notion was that children were socialized to certain patterns of behavior by their father as a normal instructive process. More specifically, it was hypothesized that a transference of social values (attitudes) took place from father to the child on given local or community problems. In turn, the attitudes and values learned from the parent provided a frame of reference for the future behavior of the child.

The role of counselor is closely related to the role of teacher. However, the former implies that behavior is related to future options which are not clear-cut, and which carry no clear-cut rightness or wrongness, such as one's future occupational plans.

Findings relative to the above two roles are reported in the remainder of this dissertation.
CHAPTER II

SOCIALIZATION AND PARENT-CHILD ATTITUDE CONGRUENCY:
A SELECTED REVIEW OF THE LITERATURE

Socialization is the process in a social system by which an individual learns and internalizes appropriate patterns, values and feelings. In its broadest sense, socialization is the process by which a person learns the ways of a given society or system so that he can function within that society. The actors in social systems and subsystems are agents of socialization and they socialize the individual members of their groups into acceptable patterns and values.

I. SOCIALIZATION AND THE FAMILY

The subject under examination here is that of family influence on the socialization of the child as seen in the acquisition of attitudes and factors associated with high congruency of attitudes. The family is the first and most important socializing agent and it remains the major socializing agency for most individuals. In this regard, Elken states:

It is a primary group whose close, intense, and enduring emotional attachments are, as we have observed, crucial not only as the prototypes of subsequent ties, but also for adequate socialization and emotional development of the child.¹

Lindzey, discussing the influence of parents in determining inter-group attitudes, states that upon parents, as primary agents of socialization, falls major responsibility for the transition of cultural norms in this as in other areas. Parents frequently have attitudes that deviate to some extent from the norm for their group, and in this case it is usually their own attitudes which they try to transmit to their children.²

Hollinshead, in his classical study of youth, found that an adolescent's home conditions in a very definite way affect his behavior in relation to church, job, recreation and school. The family sets the stage upon which the child acts and provides him with ways of acting and definitions of action. The adolescent learns in the family a series of definitions for situations.³

Attitudes, as mental orientations to referents or predispositions to react favorably or unfavorably toward something,⁴ are a part of the learning process of the individual, in the family or otherwise. This does not mean that attitudes are consciously taught, for much of the

teaching of attitudes is unintentional. Ginzberg notes that many of
the attitudes of children come from informal instruction in the home,
i.e. through "osmosis." Children observe the reactions of their mother
and father or see and hear how parents act towards the neighbors, or
they are present when guests selected by their parents are entertained. 5
Foshay and Wann have suggested that in this sense, attitudes are
"caught" rather than taught. There are, however, some attitudes that
are directly taught. 6

The greater direction of influence in the development of atti­
tudes is that of parent to child. 7 This is due to two factors in the
relationship between the individual (the child) and the socializing
agency (a family). The first factor is the nature of the roles
regulating the interpersonal relationship.

There are certain social relationships whose primary function
in society is to train society's members. In the teacher-pupil
and the parent-child relationships the broad and dominant purpose
is the physical care and training of the child so that he may
become a socially suitable member of society. The major function
in these relationships is to produce, if you will, certain kinds
of behavior and attitudes in the person being trained. In such
relationships the role of the child is formally given as that of a
person being socialized. 8

5 Eli Ginzberg, The Nation's Children (New York: Columbia Univer­
sity Press, 1960), p. 65. See also: Herbert Hyman, Political Socializa­
6 Fashay and Wann, op. cit., p. 30.
7 Fisher, op. cit., p. 37.
8 Orville G. Brim, Jr. and Stanton Wheeler, Socialization After
Childhood: Two Essays (New York: John Wiley and Sons, 1966), p. 34.
The second factor is the power and affectivity in the relationship.

The first indicates the degree to which the socializing agent (the parent in these particular studies) exerts dominance or authority in relationship to his child, as against being permissive or democratic or even, in some cases, submissive. The second indicates the degree to which there is a highly affective relationship between the parent and child, in contrast with one of low affectivity or 'affective neutrality'. . . .

Although the direction of influence is to youths from their parents for the younger set, some authorities suggest that for older adolescents this may not be true. They note that two groups compete in the socialization of such individuals. These groups are the family and the youth's peers. Coleman, perhaps, has contributed most to knowledge on the influence of peers on other youth. He states that in an industrial society two conditions make the task of educating children more complex than in the past. One of these is change.

Our society is changing at an ever increasing rate; adults cannot afford to shape their children in their own image. Parents are often obsolescent in their skills, trained for jobs that are passing out of existence and thus unable to transmit directly their accumulated knowledge. They come to be out of touch with the times, and unable to understand, much less inculcate, the standards of a social order that has changed since they were young.

The second factor is that of economic specialization. Coleman says that while the father's job has become specialized, the son still

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9Ibid., p. 36.


must be trained through public schools as a generalist. Furthermore, the son often never sets foot in his father's place of work because the father's activities are carried out far from home.¹²

Coleman continues his argument that the family is not the sole source of information for older youth by emphasizing that the training period necessary for a young person to find his place as an adult in society is long. In addition, society has relegated education of the individual to places outside the home.¹³

In sum, Coleman feels that the adolescent today is cut off, probably more than ever before, from adult society. Though still oriented toward fulfilling their parents' desires, adolescents look increasingly to their peers for approval.

Coleman's findings, however, indicate that the correspondence (agreement) of parent and child was closer in schools located in small towns. This would tend to suggest that the rural farm and rural non-farm families exert more influence on their youth than families in larger towns or cities.¹⁴

Further support for the position that rural youth have not emerged as much into youth subcultures as elaborated by Coleman and that they still look to the family as their primary reference group

¹²Coleman, Loc. cit.
¹³Ibid., p. 3.
¹⁴Ibid.
is given by Bealer and Willits. Their conclusions were: The youths in the study accepted the family as their most important reference group. The authors stated:

The characterization of adolescence as a period of rebellion against parental norms and rejection of traditional values is questionable, particularly among rural youth. The adolescent seems, in fact, to be tolerant of behavior which deviates from traditionalism and to regard his family rather than his peer group as the most important point of reference in formulating his attitudes.

In summary, the family is an important source in the developing of their children's attitudes. Parental influence is due to two factors in the relationship between the child and family— the nature of roles and the power and affectivity in the relationship. Coleman, however, contends that today the youth are cut off from the adult society and more than ever before the youth look increasingly to their peers for approval. However, there is evidence to support the proposition that in rural families, youth look more to their family than their peers as a reference group.

II. SELECTED STUDIES OF PARENT-CHILD ATTITUDE CONGRUENCY

The purpose of this section is a review of selected studies designed to compare the attitude of parents and their children. The discussion is divided into two parts. The first is concerned with

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parental influence on general attitudes which are of more current community concerns and the second focuses on parental influence on their children's later life achievement aspirations which is a future orientation.

Studies of General Attitudes

Studies comparing the attitudes of parents and children cover many areas; but two emphases appear to dominate: intergroup relations and political attitudes. It is for this reason that the following discussion focuses primarily on comparisons relating to these two attitudinal areas.

Intergroup attitudes. The research done reveals the crucial role parents play in the development of their children's ethnic attitudes. Comparative investigations of student-parent feelings range from studies of grade school children to studies of college students, but the findings are basically the same.

Horowitz and Horowitz, in the study of a sample of southern grade school children, found that parents were the primary source of children's racial attitudes. In addition, younger children were more aware that their attitude stemmed from their parents' beliefs, while older children tended to lose conscious recollection of the origins of their attitudes. These authors also found that parents had given direct instruction in these attitudes although they could not recall doing so. The authors, however, do warn that the parents were not the sole influence on their children's attitudes. Apparently, as the child
got older, he devised rationalizations of various sorts to support his attitudes, but his attitudes were maintained with little change.\textsuperscript{16}

Allport and Kramer, in a study of college students, found that the majority of their respondents were influenced by their parents' ethnic attitudes. More of the "prejudiced" than of the "unprejudiced" students reflected their parents' feelings.\textsuperscript{17}

Frenkel-Brunswik and Hovel studied students 10-15 years of age in two metropolitan and one small town high school. They investigated the attitudes of the parents of their students as well. With respect to prejudice against Negroes, Jews and general prejudice they found correlation coefficients between parent and child attitudes ranging from .2 to .6. This finding was suggestive of intra-familial influence upon ethnocentricism as well as ethnic tolerance and intolerance. The authors made no comparison based on residence in metropolitan areas versus small town.\textsuperscript{18} Bird, Monachesi, and Burdick,\textsuperscript{19} and Radke and


Trager did research which supported the general conclusion of the latter studies, but reported low positive correlations.

Hough, Summers and O'Meara point out that adolescent attitudes and behavior have usually been determined by asking adolescents what considerations affected their decisions on certain matters. Their critique of this procedure is that there is little independent testing of interviewees' reference groups for similarity of attitudes. In a study of independent groups, they found students reflect fairly accurately the attitudes of their parents toward minority groups. They state, "...the evidence we found indicated the continued importance of parents in determining their children's attitudes toward minority groups."

**Political attitudes.** Hyman surveyed several political socialization studies conducted between 1930 and 1950. His conclusions from this study were that the family is foremost among the agencies of youth socialization related to politics. He observes:

> When children and their parents are measured independently and agreements in political views are established, it supports the

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22Ibid., p. 386.

inference that the family transmits politics to the children.  

Berelson and Steiner also reviewed the influence of family on the opinions, attitudes and beliefs of children with respect to politics. They found the opinions, attitudes and beliefs of children and youths usually corresponded to those of their parents. They note, however:

1. As for political affairs, what is typically learned or passed on is not so much an ideology as a party affiliation.

2. Between generations, the weaker the parents' feelings on a matter, the less influence they exert on their children.

3. As a child grows up, he grows away from the original parental influence to the extent that he comes into contact with new ways of life, new social groups, new community environments, and so on.

4. Among young people, the more important the subject of the opinions, attitudes and beliefs is to them, the more likely they are to go along with their peers rather than their parents.

Jennings and Niemi examined the patterns of parent-child attitude correspondence on several political measures and found that parental influence appeared to be less within recent times than in the past. Their sample population consisted of seniors from 97 secondary schools and their parents. Four measures were used: (1) party identification, (2) attitudinal positions on four specific issues, (3) evaluations of socio-political groups, and (4) political cynicism.

\[24\]Ibid., p. 52.


Their findings on party identification generally were consistent with earlier studies. They state:

The observed similarity between parents and students suggests that transmission of party preference from one generation to the next is carried out rather successfully in the American context.\(^7\)

Parent-child opinions on two specific and relevant issues and two more abstract issues were compared. The former issues concerned integration in the schools and use of prayers in schools. The former more abstract issue dealt with communists holding public office and allowing persons to speak against churches and religion. The correlations (tau-b) between parent and child attitudes decreased on the four issues as the issues were more abstract. (These correlations were .34, .29, .13, .05 respectively).\(^8\) The authors emphasized that abstract topics, such as the two used, are not prime candidates for dinner-talk discussion or inadvertent cue-giving, nor do they tap the basic sentiments and attitudes characteristic of the integration and prayer issues. They note, "...the articulation of political opinions is only moderately strong on salient, concrete issues and virtually nil on more abstract issues."\(^9\)

Students' and parents' attitudes toward eight socio-political groupings were also compared by Jennings and Niemi. These groupings

\(^{27}\text{Ibid.}, \text{p. 173.}\)

\(^{28}\text{Ibid.}, \text{p. 174-75.}\)

\(^{29}\text{Ibid.}, \text{p. 175.}\)
were collectivities of people distinguished by certain physical, locational, social, religious and membership characteristics. It was noted that these groupings had easily recognized labels but differed in terms of relative visibility. However, the product-moment correlations between students' and their parents' evaluations were relatively low and decreased as they had less distinguishable properties. They explained their findings in this manner:

What we begin to discern, then, is a pattern of congruences which peak only over relatively concrete, salient values susceptible to repeated reinforcement in the family (and elsewhere, perhaps), as in party identification and in certain issues and group evaluations.

The fourth measure used to determine political differences was political cynicism. This was assessed from a five-item Guttman scale devised from questions concerning the conduct of the national government. The aggregate scores reflected remarkably less cynicism among students than among parents. This finding was interpreted as indicating that the more global orientations to political life yield opposite parent-student correspondence than the more specific issues. This finding further supports the suggestion that correspondence of parent-child attitudes is low on abstract issues.

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30 Ibid., pp. 175-76.
31 Ibid., p. 177.
32 Ibid., pp. 177-79.
Other attitudes. Remmers and Weltman, in a study done in rural high schools in the Midwest, compared the attitudes of parents, pupils and teachers on 16 issues. They found greater congruency between parent and child than between teacher and pupil. There was a high degree of commonality of attitudes between parent and child, and the attitudes of parents could be fairly accurately predicted from those of their children and vice versa. The data suggested that older children (grades 11 and 12) were less like their parents in attitude patterns than younger children (grades 9 and 10).  

Kirkpatrick and Stone studied the attitudes of college students and their parents toward religion. They found a significant difference between parents and their college level children. The former were generally more favorable to church or religious tenets.  

Jennings and Niemi also compared parent-child attitudes with respect to religion. They found that church affiliation of youth, like political party affiliation, was very similar to that of their parents. Church preference was internalized to a moderately greater extent than party preference. Further examination of parent-child congruency in religious belief was made by confronting the two groups with four statements having to do with the literal and/or divine nature of the

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Bible. The results were similar to those found when political values were tested in the same way. Once the subject matter moves out from central basic identification patterns the transmission of parental values fades.

Studies of Attitudes Toward Later Life Achievement

The above review of studies of parents' and their children's attitudes toward minority groups and political questions were more oriented toward the present than the past or future. In this section, studies dealing more with the future orientation of parents and youth are treated. Selected studies of parent-child congruency on the later life achievement of the child are especially reviewed. In this regard, studies of aspirations and expectations of youth have focused primarily on the factors which account for the level of aspirations of youth.

35 Jennings and Niemi, op. cit., pp. 179-80.

A few studies have compared the aspirations of rural parents for their child or children with the aspirations of the youth themselves. These studies were carried out by first asking the students what their occupational and educational aspirations were and then asking them about their mother's and father's occupational and educational aspiration for them. The emphasis of researchers is generally on the stress or encouragement of youth by their parents toward certain occupational or educational achievement. In some instances the authors compare parent and peer influences on youth, and in others an attempt is made

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to determine whether the father is most influential in determining the student's occupational choice. The findings of the latter investigations indicate the mother is the most influential parent in determining youths' occupational aspirations.

Certain psychologically oriented studies have dealt with parental influence on the future occupational choice of their children from the point of view of early childhood training and satisfaction with family relationship: Roe developed a theory that if a child experiences warm, loving parents he will be oriented toward occupations predominantly involving people. By contrast, if the child comes from a home that is cold, with rejecting parents, he will be predisposed to non-person occupations, such as those involving inanimate objects, other living things or ideas. This theory has not received a great deal of support.

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Ginzberg emphasizes that in a fluid social structure like our own, the family is an important influence on occupational choices of the younger generation.

For it is as a member of a family that the child first learns about the jobs that exist in the adult world; it may be through the family that he acquires his first experience at work; and it is through the family that he is encouraged to follow one path and discouraged from following another, even if only indirectly through his absorption of familial attitudes and values.\footnote{41}

The influence of parents is often not in terms of "specific assistance" in preparing for later life achievement. Some of the influence of lower-class parents on their children is in negative form, that is, they discourage their children from following their footsteps.\footnote{42}

Kahl, investigating family influence on their sons, interviewed the parents of two student groups to determine parental pressure on students' aspirations. One group (12 boys) planned to go to college, the other group (12 boys) did not plan to attend college. His concern was primarily with the parents' satisfaction with their own lot (based on the fathers' attitudes toward their own success in life) and how this affected the advice they gave their sons. A definite positive correlation was found between parental attitudes and boys' attitudes toward college and lifetime jobs. Eight boys, who were planning to go to college, were from families that wanted to "get ahead" and four from those content to "get by". Eleven boys, who were not planning to go to

\footnote{41}{Ginzberg, \textit{Occupational Choice}, \textit{op. cit.}, p. 234.}
\footnote{42}{Ibid.}
college, were from families content to "get by" and only one was from a family that "wanted to get ahead." 43

Dyer compared the attitudes of parents and children toward the father's job. He found that the children were generally less satisfied with their father's occupation than were their parents and that white collar children were more satisfied with their father's job than were blue collar children. Neither parents nor children from either occupational strata (blue and white collar) desired that the children follow in their father's occupation. This finding was true despite the general trend for sons of lower occupational class workers to follow in their father's footsteps. 44

The studies cited support the general conclusion that the extent to which parents stress high level educational and occupational goals clearly influences the perspectives of their children. 45 However, rural patterns seem to be somewhat different.

Burchinal, after an extensive survey of literature on rural youth, states there is a difference in the socialization systems of rural and

43 Kahl, op. cit., pp. 186-203.


45 Sewell and Shah, using zero-order, partial, and multiple correlation and path analysis found parental encouragement to be a powerful intervening variable between socio-economic class background, and intelligence of the child and his educational aspirations. See: Sewell and Shah, op. cit., p. 559.
urban youth in preparing them for adult roles. Increased similarity in the socialization systems of rural and urban youth has led some persons to the generalization that value related characteristics of rural and urban youth are not very different. A considerable body of data points to the opposite conclusion and these differences are noted in school achievement levels and youth occupational aspirations and achievement levels.46

Burchinal compared samples of urban, rural non-farm and farm boys in Iowa. The urban boys received more parental encouragement to attend college than did the rural non-farm and farm youth. Rural boys less frequently reported their parents (1) discussed the boys' occupation plans with them, and/or (2) were less frequently involved with the boys' occupational decision-making processes.47 Sewell's findings from a study of rural youth in Wisconsin supported the findings of Burchinal.48


Haller, Burchinal and Taves, in a study of rural youth in Michigan, suggested some parents have a general plan for their youth while others do not care what they do. The former group develop a concern for the future in the youth while the latter give little guidance after the youth completes the minimum school requirements of the state. They assume the child has information with which to choose for himself his future educational and occupation plans. Thus, rural youth's later life occupational and educational choices tend to be limited to the lower levels of the occupational hierarchy (unless others help him).

III. FACTORS RELATED TO CONGRUENCY IN ATTITUDES BETWEEN PARENTS AND CHILDREN

Researchers concerned with studying the congruency of parent-child attitudes generally have not been concerned with the sociological variables which account for the high correspondence of attitudes between parent and child. Since the question: What are the sociological factors which are associated with a greater amount of congruency between parent and child? remains an important one, it was a primary focus of this study.

Families in all societies, making up different social classes, train their children according to different norms. Some of the findings relative to variations in child-rearing practices provide guidelines for predicting factors possibly associated with high parent-child congruency in attitudes.

Erickson found, for example, that middle-class parents supervised their children's activities more than lower-class parents. The socialization practices of the middle class were such as to orient youth to middle-class values and to training them for occupational success. Apparently lower-class parents do not effectively train their youth for later life success.

Morland, examining attitudes toward education, found that lower-class children did not receive training which would encourage academic success. Lower-class parents realize education is important but do not take an interest in their children's school work. This pattern is partially explained because of their inability to answer their children's questions. Bossard and Boll support Morland's finding. They found

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lower-class children were likely to have little parental guidance and do whatever was available to them.

MacDonald and associates, in a study of a population ranging from lower to upper class, found that middle-class children did more things in the company of their parents. Lower-class children, on the other hand, participated more in organizations set up for underprivileged children. Davis and Havighurst found middle-class fathers spent more time with their children and taught them more themselves.

Family size has also been found to be an important factor related to educational aspirations of youth. Rehberg and Westby found that the larger the family the less parents encouraged their children to get higher education.

This concludes the review of literature considered pertinent for this study. In summary it may be pointed out this study was designed to investigate one facet of the socialization process within family


systems. Families are seen as the primary agent of socialization for the child, because of the roles regulating the relationships and affectivity of parents. It is hoped the findings of this study will help answer the question of whether the traditionally close-knit rural family is changing to patterns resembling its urban counterpart.

In the chapter following the setting for the investigation made is described. This discussion is followed by an account of the research procedures followed.
CHAPTER III

THE STUDY AREA AND METHODOLOGICAL PROCEDURE

I. INTRODUCTION

The purpose of this chapter is to present the study area and the methodology used in gathering and analyzing the data upon which this study was based. These data were collected, as explained in Chapter I, in an effort to determine the congruency of parent-child response to:

(1) local issues—with emphasis on conservation of forests, and (2) the desired and expected later life aspirations for youth.

The area selected for the study was designated as a "problem area" by the Louisiana Forestry Commission because of the high rate of man-caused forest fires over the past several years. Such areas exist in many other regions of the South.

About 98 per cent of the forest fires occurring in the southern region\(^1\) of the United States are man-caused. A large percentage of these are attributed to incendiarism.\(^2\) Incendiary fires are those intentionally set on property not owned or controlled by the persons

\(^1\)The southern region, as here defined, includes: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Oklahoma, Tennessee, and Texas.

setting the fire and without the consent of the owner or owner's agent. In short, the fire problem is in large part a "people" or a social problem. Approximately $45 million are spent each year in the southern region in preventing and controlling fires. Other costs for these man-caused fires are not as easily measurable. Jones, Taylor and Bertrand note these costs:

... can be broadly assessed in terms of the recreational facilities destroyed or harmed by fires and watershed and soil conservation programs which are disrupted. In addition, costs which stem from losses of employment potentials in forestry and wood-products industries represent an enormous cost directly attributable to fire.

Louisiana is one of the states characterized by a continuing high rate of forest fire occurrence. The striking fact is that over 75 per cent of the wild fires occurring in recent years in Louisiana were incendiary. Since 1965, seven parishes have been designated by the Louisiana Forestry Commission as "hot parishes." These parishes were the site for 65 per cent of all the fires in the state and

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5Ibid., p. 6.

6The seven parishes are: Allen, Beauregard, Evangeline, Livingston, Saint Helena, Saint Tammany and Tangipahoa.
included 85 per cent of the acreage burned.\textsuperscript{7}

The Louisiana Forestry Commission, concerned with the continuing incendiary problem, decided upon an experimental prevention strategy. The latter had been suggested by the authors of previous research reports. The program initiated was designed to combat the fire problem through an action program directed toward the alteration of existing "fire" attitudes held by persons in high incendiary areas. After extensive study, a parish in western Louisiana was selected as the first site for this program. The District Forester in this area had indicated that the fire problem was due primarily to two causes: (1) grazing; and (2) teenage activities. Upon the basis of this information, the Louisiana Forestry Commission program was planned to decrease fires set to improve grazing. A longitudinal study was designed to determine the effectiveness and evaluate the strategies employed in the implementation of the action program put into effect. A report on the success of this evaluation is currently being prepared. The second major cause of fires--teen-age activity--was not a specific target of the action program of the Louisiana Forestry Commission. This fact provided an opportunity for the study reported here.

Previous investigations related to forest fires have focused on the adult population. The importance of comparing parent-child attitudes toward fire setting is self-evident. If children "inherit" the attitudes

and beliefs of their parents, it can be expected that the fire problem will continue. However, if members of the younger generation have a more favorable attitude toward conservation, the problem can be expected to lessen.

II. LOCATION AND CHARACTERISTICS OF THE RESEARCH SITE

As stated, the problem under investigation grew out of a larger study, which focused on the evaluation of an action program aimed at bringing about change in local residents' attitudes toward forestry conservation. The selection of the study area was done by the Louisiana Forestry Commission in collaboration with the Southern Forest Experiment Station and representatives of the United States Forest Service. The first selection criteria was that the site be in one of seven parishes in the state characterized by a high rate of man-caused fires. The second criteria was that the area be one in which local forestry personnel would be interested in such an experimental project. The study area selected was located in Beauregard Parish, in the west central part of Louisiana.

The research locale, Ward 7 (a political unit), is located in the northeastern tip of Beauregard Parish. This parish includes a total of 757,760 acres, of which some 60,000 acres are found in Ward 7. The western boundary of the Ward line is about 10 miles from the parish.
seat—De Ridder, Louisiana. Bundick Lake borders the study area on the southwest corner and the north and east sides border Vernon and Allen Parishes respectively.

The first and larger study made indicated the existence of 11 neighborhoods in the ward. The largest neighborhood in the ward was referred to as Sugartown. It was the first permanent settlement in the parish, and was described as follows in 1825.

The village was first a way-station and overnight camping stop for travellers. Because Sugar Creek is easy to ford at this point, Sugartown later became the well-travelled and direct route from Lake Charles to Alexandria and Lecompte. Large cattle drives were made along this way, from the holding point at the Marked Tree Pens near the present De Ridder airport to the rail shipping point at Lecompte.\(^9\)

Neither Sugartown, nor the remainder of the residence groups in the study area, can be considered a community, since most residents must go to De Ridder to satisfy some of their needs. The study area is thus appropriately characterized as a conglomeration of distinct neighborhoods.

A review of the history of the study area shows that a few scattered pioneer settlers came to this section as early as 1815. They and their descendants were successful in raising cattle and sheep on the open range. The first sheep were brought into the area in the 1830's and for a while the area was one of the leading wool producing

centers of the state. However, today there are no sheep there. After trial and experimentation it was found that grassland farming, with improved pastures for livestock, was the most practical and lucrative type of farming for this cutover coastal plains soil. There is still open range grazing, including rather extensive use of the land of absentee landowners, and large companies' forest plantations for grazing.

In the early 1900's large lumber mills cut their way into the area and gradually consumed the timber reserves. When they moved out the land was left in a cutover state. In the mid-1940's, Crosby Chemical, a turpentine and pine oil products company, came into the area. This company was responsible for the clearing of pine stumps and the eventual improvement of pastureland and land on which reforestation could begin. Reforestation efforts during the past 15-20 years have changed a very large percentage of the open land to pine plantation. One of the local leaders for reforestation stated:

We wanted the people to realize that if we could get forest products companies into the area, we would have a guaranteed strong economy. We had to fight hard against deliberate and incessant setting of forest fires, but the people finally identified with pine trees. Now we are right in the middle of some of the finest timber land in the state.10

Today, the study area is approximately 85 per cent commercial forest land. A little over 50 per cent of the 60,000 acres is owned by large companies: Crown Zellerback, 25,000 acres; and Hillyer Deutsch Edwards,

7,000 acres. Other absentee owners of land account for about 33 per cent (20,500 acres) of the land. This leaves only approximately 7,500 acres, which are owned by resident small farmers.

The two leading crops in the area are soybeans and watermelons. Acreage in the former has increased considerably during the past two or three years. Farming, however, is not a significant source of earnings, as few residents receive 50 per cent or more of their income from farming. The majority of the area residents receive part of their income from employment outside the study area--in neighboring parishes or in De Ridder.

Boise Cascade Paper Company announced in 1966 that a multi-million-dollar forest products complex was to be constructed four miles west of De Ridder (about 15 miles west of the study area). The new complex began production in January, 1970. When in full operating force, it will employ 425 persons and have an annual payroll of some $2.5 million.

Bundick Lake, opened in 1961, provides recreation for the people in the study area and attracts nonresident sportsmen as well. A skating rink in the southeast section of the area (Morril's Skating Rink) brings in many teen-agers from surrounding communities.

The consolidation of the Sugartown and Dry Creek schools about five years ago, into what is known as East Beauregard High School, increased the inter-personal relationships of area residents through additional social contact and through heightened local pride in the
basketball team.

The above provides background information on the area and people under study. The setting is one in which long established practices such as open range grazing and fire setting to improve grazing are still carried on to some extent. Persons' attitudes toward the latter practice are of concern to the Louisiana Forestry Commission. Some new developments in pasture improvement and conservation may have contributed a little in the reduction of grazing fires but not a noticeable reduction. The problem still exists.

The methodology used in gathering and analyzing data for this study are discussed in the following section. This is followed by a statement of the hypotheses which were tested in the research endeavor.

III. RESEARCH PROCEDURE

The Population

The data for this study were collected from parents with children presently enrolled in high school, grades 9-12, and from their high school children. Forty-nine families met the requirement of a member in high school. In instances where the families had more than one child, the interviewer collected separate data on attitudes of parents toward later life achievement aspirations for each child. Thus, for analysis purposes, each individual child and parent (father) was treated as a separate family unit. There were 64 students from the study area enrolled in high school. Thus, there was a total N of 64 parent-child
Measures Used to Determine Congruency of Attitudes

Local issues with emphasis on forestry conservation. Twenty-seven statements related to some current local issues were included in the questionnaire administered the two groups in the study. Each respondent was asked to respond to the 27 items by indicating his agreement or disagreement with the statement made. Both positive and negative statements were included. (The complete questionnaires for both parents and students are in Appendix A.) The choices of response were: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree. The responses to the items were arranged so that the lower the score, the more favorable the attitude.\(^{11}\)

A factor analysis of the 27 items was done in order to reduce the indices to unidimensional categories. Factor analysis is a technique which can be used to take a large number of operational indices and reduce these to a smaller number of conceptual variables. Indices that cluster together have a common element, are designated as a factor and can be identified (named) accordingly.\(^{12}\) From the rotated matrix, it was possible to determine five dimensions (conceptual variables) as

\(^{11}\) Favorable in the sense that this is the way the forestry commission would expect them to answer.

measures of local issues. Thus, 27 statements were essentially reduced to five conceptual variables comprising 18 of the items. The remaining nine items were dropped from further analysis. The five categories were given a general identification according to the common element of the included items. These five conceptual variables (community issues), the indices of each and the rotated factor loading for each item are given in Table I. The emphasis of these community issues is on forestry conservation.

Later life aspirations and expectations for youth. The two questions designed to determine the parent's desired and expected educational achievement for his child are as follows:

If your son or daughter could have as much education as you desired and were completely free to choose, which one of the following would you most desire for them? (one only)

1. Quit high school now 
2. Graduate from high school
3. Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program
4. Graduate from a junior college
5. Graduate from a college or university
6. Complete additional studies after graduating from a college or university

What do you really expect your son's or daughter's educational attainment will be? (Same responses as above)

The students had the same response choices as the parents. Their questions were:

13 A rotated factor loading of .500 and above was used for including items in each dimension.
<table>
<thead>
<tr>
<th>Community Issues</th>
<th>Attitudinal Indices</th>
<th>Factor Loading*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. REASONS FOR BURNING THE WOODS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If it were not for the high number of forest</td>
<td>.738</td>
<td></td>
</tr>
<tr>
<td>fires in the area the forestry commission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personnel would have nothing to do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Except for two or three months of the year</td>
<td>.711</td>
<td></td>
</tr>
<tr>
<td>the forestry commission personnel do not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do enough work to justify their salaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firing the woods is an established custom</td>
<td>.649</td>
<td></td>
</tr>
<tr>
<td>that ought not be regulated by law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The only reason for burning the woods is to</td>
<td>.616</td>
<td></td>
</tr>
<tr>
<td>improve grazing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning the woods reduced the number of bugs,</td>
<td>.556</td>
<td></td>
</tr>
<tr>
<td>snakes, and other pests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. ATTITUDE TOWARD PAPER COMPANIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This community has greatly benefited by</td>
<td>.831</td>
<td></td>
</tr>
<tr>
<td>having International Paper in this area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This community has greatly benefited by</td>
<td>.740</td>
<td></td>
</tr>
<tr>
<td>having Boise-Cascade in this area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This community has greatly benefited by</td>
<td>.674</td>
<td></td>
</tr>
<tr>
<td>having Crown-Zellerbach in this area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This community has greatly benefited by</td>
<td>.667</td>
<td></td>
</tr>
<tr>
<td>having HDE in this area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
### TABLE I (continued)

<table>
<thead>
<tr>
<th>Community Issues</th>
<th>Factor Loading*</th>
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</thead>
<tbody>
<tr>
<td>Attitudinal Indices</td>
<td></td>
</tr>
<tr>
<td><strong>III. ATTITUDE TOWARD BURNING LAND</strong></td>
<td></td>
</tr>
<tr>
<td>There is no difference in a forester burning an area</td>
<td>.659</td>
</tr>
<tr>
<td>than a cattleman burning.</td>
<td></td>
</tr>
<tr>
<td>Individuals who set fires on land they do not own</td>
<td>.616</td>
</tr>
<tr>
<td>do so because they lack the proper respect for other's</td>
<td></td>
</tr>
<tr>
<td>land.</td>
<td></td>
</tr>
<tr>
<td>Burning the woods is always more detrimental to the</td>
<td>.538</td>
</tr>
<tr>
<td>woods than it is beneficial.</td>
<td></td>
</tr>
<tr>
<td><strong>IV. ATTITUDE TO LAND OWNERSHIP</strong></td>
<td></td>
</tr>
<tr>
<td>The woods would receive better care and thus be more</td>
<td>.736</td>
</tr>
<tr>
<td>productive if private individuals in this community</td>
<td></td>
</tr>
<tr>
<td>owned the woods rather than large companies.</td>
<td></td>
</tr>
<tr>
<td>The woods in Beauregard Parish should be owned only</td>
<td>.684</td>
</tr>
<tr>
<td>by people living in Beauregard Parish.</td>
<td></td>
</tr>
<tr>
<td>Large companies restrict the freedom and opportunity</td>
<td>.520</td>
</tr>
<tr>
<td>of persons in this community.</td>
<td></td>
</tr>
<tr>
<td><strong>V. ATTITUDES TOWARD AGENCIES' SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Persons representing the vocational department of</td>
<td>.726</td>
</tr>
<tr>
<td>the school are sincere in attempting to assist the</td>
<td></td>
</tr>
<tr>
<td>people in this community.</td>
<td></td>
</tr>
<tr>
<td>Persons representing the forestry commission are</td>
<td>.658</td>
</tr>
<tr>
<td>sincere in attempting to assist the people in this</td>
<td></td>
</tr>
<tr>
<td>community.</td>
<td></td>
</tr>
<tr>
<td>Persons representing the Agriculture Extension Service</td>
<td>.603</td>
</tr>
<tr>
<td>are sincere in attempting to assist the people in</td>
<td></td>
</tr>
<tr>
<td>this community.</td>
<td></td>
</tr>
</tbody>
</table>

*Factor loading refers to the correlation between an index and a given factor. (See Blalock, *op. cit.*, p. 386.)
If you could have as much education as you desired and were completely free to choose, which of the following do you most desire?

What do you really expect your educational attainment will be?

For the second measure of later life achievement, parents and students were asked to designate a specific occupation in response to two open-ended questions to obtain the occupational aspirations and expectations. The questions asked parents and students were as follows:

If you were completely free to choose any job, what would you most desire as a kind of work for your son or daughter by their age 30? (In answering the question give an exact job. For example, do not say, "work on the railroad" but tell us what railroad job you would like him or her to have.)

List the occupation you expect your child to attain by age 30.

If you were completely free to choose any job, what would you desire most as a kind of work by age 30? (In answering this question give an exact job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have.)

Sometimes we are not able to do what we want most. What kind of job do you really expect to have by age 30. Please give an exact job.

---

Haller and Miller suggest that questions asked for the purpose of obtaining desired and expected occupational achievement designate a period in time when an individual would most likely have attained his aspiration. Archibald O. Haller and Irvin W. Miller, "The Occupational Aspiration Scale: Theory, Structure, and Correlates," Agriculture Experiment Station Bulletin 288 (East Lansing, Michigan: Michigan State University, 1963), pp. 17-28.
The occupations specified by students and parents were coded in a rank hierarchy for analysis. The categories in the order named were:

1. Professional
2. Owner Manager Official (Including farm)
3. Glamour
4. Clerical and Sales
5. Skilled (Craftsman and foreman)
6. Operatives
7. Service Workers
8. Laborers (Including farm)
9. Housewife

Analysis of Data

Since the population interviewed in this study was the entire Ward 7 high school population and their parents, the data relates to a total universe. For this reason, statistical tests of significance were not utilized. Criteria for determining a difference in the two populations studied, with respect to their responses, was determined prior to analysis. These criteria are discussed below.

For each of the five local issues and their related items, the mean response of the parents and children was compared to determine

---


the congruency of the two groups. For these five issues, a difference of means of .55 or greater was accepted as a difference in response (incongruency). Any difference smaller than this was accepted as congruency between the two groups on the respective measure.

The occupational aspiration and expectation responses of the two groups were analyzed in a similar manner. To determine the congruency between the two groups toward youth's occupational aspirations and expectations, the means of parents' and students' responses were determined. As indicated previously, the responses of the two groups were categorized on a nine point occupational hierarchy scale. In order for this measure of disagreement on occupational achievement to be comparable to the disagreement on the five local issues a difference of means of 1.00 or more was accepted as incongruency. This will be explained in more detail in Chapter IV.

Educational aspirations and expectations were measured by use of a six point response category. Again, weighting the acceptance level for comparison to the two previous levels, a difference of means of .66 or more was needed to statistically state the two groups were incongruent.

The second phase of the study was the examination of the socio-economic factors related to high or low incongruency. In order to carry out this analysis, an incongruency score was needed for each parent-child pair for each of the five local issues and the later life achievement measures. The following procedure was followed in order
to develop incongruency index scores.

1. For each of the five local issues, the maximum incongruency score was determined to be equal to the number of items in the category times the number of possible responses minus one. For example, the maximum disagreement score for the first issue was $5 \times (5-1) = 20$. In order to arrive at the incongruency score for each family unit for each category, the actual responses of the parent and the child to each item were compared and the difference between the two responses recorded. This procedure was carried out for each item in the dimension. The response differences were then added and the incongruency score for that family for that dimension determined.

2. For the occupational aspiration and expectation determined, the maximum incongruency score was determined to be eight for each measure. The score for each family unit was determined by the difference in their occupational hierarchy level. For example, if the parent's occupational choice for his child was professional (1) and the child's choice was clerical and sales, (4) the incongruency score was 3. Perfect agreement between parent and child was indicated by a score of zero.

3. Educational aspiration and expectation disagreement scores were determined in the same manner as occupational incongruency scores. Maximum disagreement between parent and child on this measure was worked out to be five or the difference in the highest and lowest response the respondent could make.
The incongruency scores of parents and their children were then related to eight selected socio-economic factors and four sociological variables. (These variables are presented in Table II.) This exercise was carried out by use of zero-order correlations and multiple regression. Two other factors--source of information for the child's occupational aspiration and whether or not the father achieved his own aspiration--were also examined for their association with the incongruency scores on the occupational aspiration measure.

IV. HYPOTHESES

The methods used for analyzing parent-child attitude congruency were described above. The following empirical hypotheses were postulated in light of the review of literature presented in Chapter II. The first general hypothesis to be tested is: There will be congruency in the responses of rural parents and their children related to local community issues.

**Empirical Hypothesis 1:** There will be congruency in the responses of parents and their children with respect to beliefs in why the woods should be burned.

**Empirical Hypothesis 2:** There will be congruency in the attitudes of parents and their children toward paper companies owning land in their locale.

**Empirical Hypothesis 3:** There will be congruency in the attitudes of parents and their children towards burning woodland.
### TABLE II
SOCIODEMOCRATIC VARIABLES CONSIDERED IN RELATION TO PARENT-CHILD ATTITUDE INCONGRUENCY SCORES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description of Independent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>(x_1)</td>
<td>Family Income</td>
</tr>
<tr>
<td>(x_2)</td>
<td>Family Networth</td>
</tr>
<tr>
<td>(x_3)</td>
<td>Education of Father</td>
</tr>
<tr>
<td>(x_4)</td>
<td>Education of Mother</td>
</tr>
<tr>
<td>(x_5)</td>
<td>Number of Parents Employed</td>
</tr>
<tr>
<td>(x_6)</td>
<td>Father's Occupational Level</td>
</tr>
<tr>
<td>(x_7)</td>
<td>Ownership of Land</td>
</tr>
<tr>
<td>(x_8)</td>
<td>Size of Place</td>
</tr>
<tr>
<td>(x_9)</td>
<td>Family Size</td>
</tr>
<tr>
<td>(x_{10})</td>
<td>Age of Father</td>
</tr>
<tr>
<td>(x_{11})</td>
<td>Age of Mother</td>
</tr>
<tr>
<td>(x_{12})</td>
<td>Father's Memberships in Voluntary Organizations</td>
</tr>
</tbody>
</table>
Empirical Hypothesis 4: There will be congruency in the attitudes of parents and children toward ownership of land.

Empirical Hypothesis 5: There will be congruency in the responses of parents and their children toward the beliefs in the sincerity of purpose of government service agencies.

The following empirical hypotheses were postulated in order to test the second general hypothesis: There will be incongruency in the later life achievement goals of youth and their parents.

Empirical Hypothesis 1: There will be incongruency in the occupational aspirations of parents for their children and the occupational aspirations of their child.

Empirical Hypothesis 2: There will be incongruency in the occupational expectations of parents for their children and the occupational expectations of their children.

Empirical Hypothesis 3: There will be incongruency in the educational aspirations of parents for their children and the educational aspirations of their children.

Empirical Hypothesis 4: There will be incongruency in educational expectations of parents for their children and the educational expectations of their children.

The third general hypothesis to be tested is: There will be a negative relationship between socio-economic factors and attitude incongruency scores for parents and their children.
CHAPTER IV

ANALYSIS OF DATA

Having set the stage for this project by stating the problem, developing the conceptual framework, developing the hypotheses and presenting the methodological procedures, the focus of this chapter will be on the specific findings of the research endeavor.

I. GENERAL HYPOTHESIS I

The first general hypothesis predicted that there would be congruency between the attitudes of parents and their children on local issues. More specifically, it was predicted that parents and students would have congruent responses on issues that were related to their present daily living. The evidence from the data collected support this general hypothesis.

The mean and difference of mean of parents' and students' attitude responses on each of the five dimensions concerning community issues and their respective items are presented in Tables III-VII. Four of the five tests of empirical hypotheses support the general hypothesis of congruency of parents and their children. The difference of means for each of the first four attitude dimensions (Tables III-VI) have an average difference of .55 or less which was designated as the cut-off point for determining congruency. Of the fifteen items in these four factors, there is congruency on eleven items.
The test results of the fifth factor, "attitude toward government agencies' services," do not support the general hypothesis. There is parent-child incongruency with respect to each of the items composing this dimension.

Further examination of the mean response of the parents and their children on all the items in Tables III-VII indicates that parents expressed a more favorable response to the five factor variables. Of the 18 responses involved, parents' mean answers were ranked lower than their children's answers on 13.

The high congruency on the second factor (attitude toward paper companies) might be explained in terms of an inferred low discriminating power between the items used. However, it may be noted the same type of items were used in testing the fifth factor, and the results were different.

Thus, the evidence from the data offer support to the general hypothesis. One could conclude from these findings that parents and their children have congruent attitudes toward the issues related to their present community situation.

II. GENERAL HYPOTHESIS II

The second general hypothesis predicted that there would be incongruency in the goals of parents for their children and of the later life achievement goals of the children themselves. Three of the four empirical hypotheses devised to test this assumption supported the
### TABLE III

THE MEANS AND DIFFERENCE OF MEANS OF PARENTS' AND THEIR CHILDREN'S RESPONSES TO REASONS FOR BURNING THE WOODS

<table>
<thead>
<tr>
<th>I. REASONS FOR BURNING THE WOODS</th>
<th>Means</th>
<th>Difference*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Children</td>
<td></td>
</tr>
<tr>
<td>2.58</td>
<td>2.95</td>
<td>.37</td>
</tr>
<tr>
<td>a. If it were not for the high number of forest fires in the area the forestry commission personnel would have nothing to do.</td>
<td>2.59</td>
<td>2.83</td>
</tr>
<tr>
<td>b. Except for two or three months of the year the forestry commission personnel do not do enough work to justify their salaries.</td>
<td>2.16</td>
<td>2.67</td>
</tr>
<tr>
<td>c. Firing the woods is an established custom that ought not be regulated by law.</td>
<td>1.80</td>
<td>2.25</td>
</tr>
<tr>
<td>d. The only reason for burning the woods is to improve grazing.</td>
<td>2.52</td>
<td>3.23</td>
</tr>
<tr>
<td>e. Burning the woods reduced the number of bugs, snakes, and other pests.</td>
<td>3.81</td>
<td>3.75</td>
</tr>
</tbody>
</table>

*Difference in response = .55 > .
### TABLE IV

THE MEANS AND DIFFERENCES OF MEANS OF PARENTS' AND THEIR CHILDREN'S ATTITUDES TOWARD PAPER COMPANIES

<table>
<thead>
<tr>
<th>II. ATTITUDE TOWARD PAPER COMPANIES</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td>a. This community has greatly benefited by having International Paper in this area.</td>
<td>2.33</td>
</tr>
<tr>
<td>b. This community has greatly benefited by having Boise-Cascade in this area.</td>
<td>2.39</td>
</tr>
<tr>
<td>c. This community has greatly benefited by having Crown Zellerback in this area.</td>
<td>2.38</td>
</tr>
<tr>
<td>d. This community has greatly benefited by having HDE in this area.</td>
<td>2.34</td>
</tr>
</tbody>
</table>

*Difference in response = .55*
<table>
<thead>
<tr>
<th>Means</th>
<th>Parents</th>
<th>Children</th>
<th>Difference*</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. ATTITUDE TOWARD BURNING THE WOODS</td>
<td>2.32</td>
<td>2.70</td>
<td>.38</td>
</tr>
<tr>
<td>a. There is no difference in a forester burning an area than a cattle-man burning.</td>
<td>1.91</td>
<td>2.33</td>
<td>1.42</td>
</tr>
<tr>
<td>b. Individuals who set fires on land they do not own do so because they lack the proper respect for other's land.</td>
<td>2.17</td>
<td>2.22</td>
<td>.05</td>
</tr>
<tr>
<td>c. Burning the woods is always more detrimental to the woods than it is beneficial.</td>
<td>2.88</td>
<td>2.55</td>
<td>.33</td>
</tr>
</tbody>
</table>

*Difference in response = .55*.
TABLE VI

THE MEANS AND DIFFERENCES OF MEANS OF PARENTS’ AND THEIR CHILDREN’S ATTITUDES TOWARD LAND OWNERSHIP

<table>
<thead>
<tr>
<th>IV. ATTITUDE TOWARD LAND OWNERSHIP</th>
<th>Means</th>
<th>Parents</th>
<th>Children</th>
<th>Difference*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The woods would receive better care and thus be more productive if private individuals in this community owned the woods rather than large companies.</td>
<td>3.09</td>
<td>2.98</td>
<td>.11</td>
<td></td>
</tr>
<tr>
<td>b. The woods in Beauregard Parish should be owned only by people living in Beauregard Parish.</td>
<td>2.36</td>
<td>3.05</td>
<td>.69</td>
<td></td>
</tr>
<tr>
<td>c. Large companies restrict the freedom and opportunity of persons in this community.</td>
<td>2.11</td>
<td>2.66</td>
<td>.55</td>
<td></td>
</tr>
</tbody>
</table>

*Difference in response = .55 > .
TABLE VII

THE MEANS AND DIFFERENCES OF MEANS OF PARENTS' AND THEIR CHILDREN'S ATTITUDES TOWARD GOVERNMENT AGENCIES' SERVICES

<table>
<thead>
<tr>
<th>V. SINCERITY OF GOVERNMENT SERVICE AGENCIES IN ASSISTING PEOPLE</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>a. Persons representing the vocational department of the school are sincere in attempting to assist the people in this community.</td>
<td>1.72</td>
</tr>
<tr>
<td>b. Persons representing the forestry commission are sincere in attempting to assist the people in this community.</td>
<td>1.58</td>
</tr>
<tr>
<td>c. Persons representing the Agriculture Extension Service are sincere in attempting to assist the people in this community.</td>
<td>1.59</td>
</tr>
</tbody>
</table>

*Difference in response = .55 > .
general hypothesis. The fourth measure, educational aspiration, did not. The means and differences of means computed for parents' and students' statements related to occupational aspirations and expectations and educational aspirations and expectations are presented in Tables VIII and IX, respectively.

Three measures, occupational aspirations, occupational expectations and educational expectations support the general hypothesis. The mean educational aspirations (see Table IX), however, does not though it is a borderline situation.

Further elaboration of the parent-child attitudes towards occupational and educational aspirations and expectations was made by comparing the parents and children by sex. The comparative findings for the parent-son and parent-daughter occupational attitudes are shown in Tables X and XI. From these tables, one can see there was a larger difference in the mean responses for the daughters than for the sons. The differences in educational aspirations and expectations of parents-sons and parents-daughters are presented in Tables XII and XIII. Here it can be seen that the boys were more incongruent with their parents than girls. This pattern is especially evident with respect to educational expectations. ¹

¹ These findings are also supported by the data in Table XXI in Appendix B. The mean parent-child attitude incongruency scores toward later life achievements were compared by sex of the child. The males and their parents were more congruent on the occupational measures and the females and their parents were more congruent on the educational measures.
**TABLE VIII**

MEANS AND DIFFERENCES OF MEANS FOR PARENTS AND THEIR CHILDREN'S ATTITUDES TOWARD OCCUPATIONAL ASPIRATIONS AND OCCUPATIONAL EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Children</th>
<th>Difference of means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Occupational Aspiration</td>
<td>2.03 (64)</td>
<td>3.45 (64)</td>
<td>1.42*</td>
</tr>
<tr>
<td>Occupational Expectation</td>
<td>2.82 (64)</td>
<td>4.30 (64)</td>
<td>1.48'</td>
</tr>
</tbody>
</table>

*Difference of mean of 1.00 > = difference in parents' and children's responses.

**TABLE IX**

MEANS AND DIFFERENCES OF MEANS FOR PARENTS' AND CHILDREN'S ATTITUDES TOWARD EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Children</th>
<th>Differences in means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Educational Aspiration</td>
<td>4.63 (64)</td>
<td>4.00 (64)</td>
<td>.63*</td>
</tr>
<tr>
<td>Educational Expectation</td>
<td>4.28 (64)</td>
<td>3.58 (64)</td>
<td>.70</td>
</tr>
</tbody>
</table>

*Difference of mean of .66 > = difference in parents' and children's responses.
### TABLE X

**MEANS AND DIFFERENCES OF MEANS OF PARENTS' AND THEIR SONS' ATTITUDES TOWARD OCCUPATIONAL ASPIRATIONS AND OCCUPATIONAL EXPECTATIONS**

<table>
<thead>
<tr>
<th></th>
<th>Parents Mean</th>
<th>N</th>
<th>Sons Mean</th>
<th>N</th>
<th>Difference of means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Aspiration</strong></td>
<td>1.78 (32)</td>
<td></td>
<td>3.06 (32)</td>
<td></td>
<td>1.28*</td>
</tr>
<tr>
<td><strong>Occupational Expectation</strong></td>
<td>2.53 (32)</td>
<td></td>
<td>3.66 (32)</td>
<td></td>
<td>1.13</td>
</tr>
</tbody>
</table>

*Difference of mean of 1.00 > = difference of parents' and children's responses.

### TABLE XI

**MEANS AND DIFFERENCES OF MEANS OF PARENTS AND THEIR DAUGHTERS' ATTITUDES TOWARD OCCUPATIONAL ASPIRATION AND OCCUPATIONAL EXPECTATION**

<table>
<thead>
<tr>
<th></th>
<th>Parents Mean</th>
<th>N</th>
<th>Daughters Mean</th>
<th>N</th>
<th>Difference of means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Aspiration</strong></td>
<td>2.28 (32)</td>
<td></td>
<td>3.84 (32)</td>
<td></td>
<td>1.56*</td>
</tr>
<tr>
<td><strong>Occupational Expectation</strong></td>
<td>3.13 (32)</td>
<td></td>
<td>4.94 (32)</td>
<td></td>
<td>1.81</td>
</tr>
</tbody>
</table>

*Difference of means of 1.00 > = difference of parents' and children's responses.
### TABLE XII
MEANS AND DIFFERENCES OF MEANS OF PARENTS' AND THEIR SONS' ATTITUDES TOWARD EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>Parents Mean</th>
<th>N</th>
<th>Sons Mean</th>
<th>N</th>
<th>Difference of means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Aspiration</td>
<td>4.88</td>
<td>(32)</td>
<td>4.12</td>
<td>(32)</td>
<td>.76*</td>
</tr>
<tr>
<td>Educational Expectation</td>
<td>4.78</td>
<td>(32)</td>
<td>3.75</td>
<td>(32)</td>
<td>1.03</td>
</tr>
</tbody>
</table>

*Difference of means of .66 > = difference in parents' and children's responses.

### TABLE XIII
MEANS AND DIFFERENCES OF MEANS OF PARENTS' AND THEIR DAUGHTERS' ATTITUDES TOWARD EDUCATIONAL ASPIRATION AND EDUCATIONAL EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>Parents Mean</th>
<th>N</th>
<th>Daughters Mean</th>
<th>N</th>
<th>Difference of means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Aspiration</td>
<td>4.38</td>
<td>(32)</td>
<td>3.88</td>
<td>(32)</td>
<td>.50*</td>
</tr>
<tr>
<td>Educational Expectation</td>
<td>3.78</td>
<td>(32)</td>
<td>3.41</td>
<td>(32)</td>
<td>.37</td>
</tr>
</tbody>
</table>

*Difference of means of .66 > = difference in parents' and children's responses.
An examination of the response means in all tables indicates that parents had higher later life achievement and expectations for their children than did the children themselves. Parents generally aspired to and expected occupations for their children in the upper occupational level (professional) while their sons and daughters aspired to and expected occupations in the lower professional or upper-middle occupational levels. Taking into account the area studied and its surrounding locale, it would seem the students were more realistic in their aspirations than were their parents. The responses relative to educational aspirations were not so divergent, and were more in keeping with students' occupational aspirations and expectations.

The data offer some support to the general hypothesis that there would be incongruency in the responses of parents and their children toward the later life achievement goals of the latter. The empirical hypotheses are themselves measures of future orientations but in different time dimensions. The occupational measures were definitely more future oriented for all grades of students while the educational measures, though future oriented, are more in the foreseeable future. One would expect, based on the general hypothesis above, there would be greater incongruency on the more future oriented measures (occupational) than the other measures (educational). The data support such a proposition.

The analysis made support the two general hypotheses that the visibility of issues with respect to a time dimension are related to
attitudinal congruency of parents and their children toward these issues. Statements on issues of current community concern were more congruent than statements on future oriented issues.

III. GENERAL HYPOTHESIS III

The second major objective of this study was the determination of what sociological factors would be associated with incongruency in attitude response between parents and children. The third general hypothesis set up postulated a negative relationship between selected socio-economic variables and incongruency scores.

The relationship between the selected sociological variables (independent variables) and the parent-child attitude incongruency scores (dependent variables) were analyzed by use of zero-order correlations and multiple regression. The former indicates the degree or strength of relationship between each independent and dependent variable. The latter, multiple regression analysis, is an attempt to predict a single dependent variable from a number of independent variables.

Zero-Order Correlation Analysis

Zero-order correlations were computed for the ten independent variables and the parent-child incongruency scores obtained relative to

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3 Ibid., p. 326.
later life achievement aspirations and expectations and four of the five local issues. Those local issues used and the order listed in Tables XIV and XVI are: V. "Attitude Toward Government Agencies' Services;" I. "Reasons for Burning the Woods;" III. "Attitude Toward Burning the Woods;" IV. "Attitude Toward Land Ownership." The dimension "Attitude Toward Paper Companies" was dropped from this analysis because there was relatively close agreement between the two groups and it was felt the items were not discriminating. The zero-order correlations are presented in Table XIV. It will be noted that the socio-economic variables have been separated from the other four measures. From Table XV, one can see the number of times the socio-economic variables were correlated to the dependent variables in the direction predicted. Nearly 70 per cent of the correlations were negative. Thus, the hypothesis that socio-economic factors are negatively associated to parent-child incongruency receives support. This is true even though these correlations are generally low. The general conclusion which can be made is that incongruency increases as one moves from higher to lower social class. Stated positively, in families with high socio-economic levels, parents and their children would be more congruent in their attitudes and feelings about local and future issues.

4The later life achievement measures in Tables XIV and XVI will be labeled as follows: (OA) Occupational Aspiration; (OE) Occupational Expectation; (EA) Educational Aspiration; (EE) and Educational Expectations.
<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>OA</th>
<th>OE</th>
<th>EA</th>
<th>EE</th>
<th>Local Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V</td>
</tr>
<tr>
<td><strong>SOCIO-ECONOMIC VARIABLES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Income</td>
<td>-.212</td>
<td>.138</td>
<td>-.138</td>
<td>-.164</td>
<td>-.155</td>
</tr>
<tr>
<td>Family Networth</td>
<td>-.111</td>
<td>-.173</td>
<td>-.127</td>
<td>.016</td>
<td>-.192</td>
</tr>
<tr>
<td>Education of Father</td>
<td>-.095</td>
<td>.103</td>
<td>-.128</td>
<td>-.036</td>
<td>-.256</td>
</tr>
<tr>
<td>Education of Mother</td>
<td>-.017</td>
<td>.079</td>
<td>-.130</td>
<td>-.126</td>
<td>-.186</td>
</tr>
<tr>
<td>No. Parents Employed</td>
<td>.207</td>
<td>-.068</td>
<td>-.066</td>
<td>.198</td>
<td>.018</td>
</tr>
<tr>
<td>Father's Occupational Level</td>
<td>-.123</td>
<td>-.074</td>
<td>-.315</td>
<td>-.159</td>
<td>-.004</td>
</tr>
<tr>
<td>Ownership of Land</td>
<td>-.087</td>
<td>-.031</td>
<td>.263</td>
<td>-.144</td>
<td>-.085</td>
</tr>
<tr>
<td>Size of Place</td>
<td>-.102</td>
<td>-.234</td>
<td>.027</td>
<td>.328</td>
<td>-.126</td>
</tr>
<tr>
<td><strong>OTHER VARIABLES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Size</td>
<td>.081</td>
<td>.269</td>
<td>-.184</td>
<td>-.092</td>
<td>.067</td>
</tr>
<tr>
<td>Age of Mother</td>
<td>.167</td>
<td>-.115</td>
<td>-.020</td>
<td>.099</td>
<td>-.001</td>
</tr>
<tr>
<td>Age of Father</td>
<td>.176</td>
<td>-.039</td>
<td>.110</td>
<td>.101</td>
<td>.172</td>
</tr>
<tr>
<td>Father's Memberships in Voluntary Organizations</td>
<td>-.057</td>
<td>-.047</td>
<td>-.009</td>
<td>-.001</td>
<td>.059</td>
</tr>
</tbody>
</table>
TABLE XV
THE NUMBER OF TIMES THE INDEPENDENT SES VARIABLES AND THE DEPENDENT VARIABLES ARE CORRELATED IN THE PREDICTED DIRECTION

<table>
<thead>
<tr>
<th>Socio-Economic Variables</th>
<th>Sign of the Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Family Income</td>
<td>6</td>
</tr>
<tr>
<td>Family Networth</td>
<td>6</td>
</tr>
<tr>
<td>Education of Father</td>
<td>7</td>
</tr>
<tr>
<td>Education of Mother</td>
<td>6</td>
</tr>
<tr>
<td>Number of Parents Employed</td>
<td>4</td>
</tr>
<tr>
<td>Father's Occupational Level</td>
<td>7</td>
</tr>
<tr>
<td>Ownership of Land</td>
<td>5</td>
</tr>
<tr>
<td>Size of Place</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
</tr>
</tbody>
</table>
The relationship of the four other sociological variables tested to the dependent variables were not as clear cut as the socio-economic variables. One would have expected a positive correlation between the dependent variables of family size, age of father, and age of mother and attitude congruency. However, the signs of the correlation coefficients are mixed and do not lend support to this hypothesis.

**Multiple Regression Analysis**

In order to further test the relationship between the independent sociological variables, and dependent variables (incongruency scores) multiple regression analysis was used. The multiple correlations and the percentage of variance explained by the various independent variables are presented in Table XVI. The multiple correlations ranged from .35 to .51, when the twelve independent variables were analyzed. The highest multiple correlations are found between the incongruency scores of parents and child on education goals for the latter. Approximately twenty-five per cent of the variance is explained on these measures.

The socio-economic measures explained more variance in all cases than the other four variables. However, from Table XVI one can see that the other variables generally explained about one-third to one-half of the total variance.

Though the total variance explained for the eight dependent variables is relatively small, the multiple regression analysis results support the proposition that socio-economic factors are important in accounting for incongruency in parent-child responses. There is need
TABLE XVI
MULTIPLE REGRESSION ANALYSIS OF SELECTED SOCIOLOGICAL VARIABLES AND PARENT-CHILD ATTITUDE INCONGRUENCY SCORES SHOWING THE PERCENTAGE OF VARIANCE EXPLAINED

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>OA</th>
<th>OE</th>
<th>EA</th>
<th>EE</th>
<th>V</th>
<th>I</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R = .437</td>
<td>R = .471</td>
<td>R = .510</td>
<td>R = .502</td>
<td>R = .414</td>
<td>R = .486</td>
<td>R = .436</td>
<td>R = .348</td>
</tr>
<tr>
<td>SOCIO-ECONOMIC VARIABLES</td>
<td>(12.56)*</td>
<td>(12.03)</td>
<td>(17.42)</td>
<td>(23.69)</td>
<td>(9.71)</td>
<td>(15.48)</td>
<td>(10.21)</td>
<td>(10.55)</td>
</tr>
<tr>
<td>Family Income</td>
<td>1.12</td>
<td>3.01</td>
<td>.86</td>
<td>2.49</td>
<td>.10</td>
<td>.44</td>
<td>.85</td>
<td>.78</td>
</tr>
<tr>
<td>Family Networth</td>
<td>2.23</td>
<td>5.09</td>
<td>.16</td>
<td>.13</td>
<td>.96</td>
<td>5.73</td>
<td>.01</td>
<td>.31</td>
</tr>
<tr>
<td>Education of Father</td>
<td>.47</td>
<td>1.51</td>
<td>1.75</td>
<td>.10</td>
<td>5.35</td>
<td>3.15</td>
<td>.43</td>
<td>3.54</td>
</tr>
<tr>
<td>Education of Mother</td>
<td>.19</td>
<td>.18</td>
<td>1.32</td>
<td>1.30</td>
<td>1.24</td>
<td>3.26</td>
<td>1.05</td>
<td>.06</td>
</tr>
<tr>
<td>No. Parents Employed</td>
<td>2.36</td>
<td>.07</td>
<td>.43</td>
<td>1.64</td>
<td>.64</td>
<td>2.39</td>
<td>3.96</td>
<td>.00</td>
</tr>
<tr>
<td>Father's Occupational Level</td>
<td>4.73</td>
<td>2.00</td>
<td>8.38</td>
<td>3.43</td>
<td>.14</td>
<td>.30</td>
<td>1.88</td>
<td>1.69</td>
</tr>
<tr>
<td>Ownership of Land</td>
<td>.03</td>
<td>.04</td>
<td>3.96</td>
<td>1.46</td>
<td>1.08</td>
<td>.20</td>
<td>.95</td>
<td>4.07</td>
</tr>
<tr>
<td>Size of Place</td>
<td>1.42</td>
<td>.13</td>
<td>.56</td>
<td>13.14</td>
<td>.17</td>
<td>.01</td>
<td>1.08</td>
<td>.10</td>
</tr>
<tr>
<td>OTHER VARIABLES</td>
<td>(6.56)**</td>
<td>(10.14)</td>
<td>(8.55)</td>
<td>(1.48)</td>
<td>(7.45)</td>
<td>(8.10)</td>
<td>(8.84)</td>
<td>(1.52)</td>
</tr>
<tr>
<td>Family Size</td>
<td>.66</td>
<td>7.25</td>
<td>3.37</td>
<td>.84</td>
<td>.44</td>
<td>1.02</td>
<td>7.46</td>
<td>.82</td>
</tr>
<tr>
<td>Age of Father</td>
<td>4.76</td>
<td>.34</td>
<td>.24</td>
<td>.54</td>
<td>4.33</td>
<td>.02</td>
<td>.80</td>
<td>.25</td>
</tr>
<tr>
<td>Age of Mother</td>
<td>1.14</td>
<td>1.65</td>
<td>3.64</td>
<td>.07</td>
<td>2.07</td>
<td>2.20</td>
<td>.56</td>
<td>.00</td>
</tr>
<tr>
<td>Father's Memberships in</td>
<td>.00</td>
<td>.90</td>
<td>1.30</td>
<td>.03</td>
<td>.61</td>
<td>4.86</td>
<td>.02</td>
<td>.45</td>
</tr>
<tr>
<td>Voluntary Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL VARIANCE EXPLAINED</td>
<td>19.12</td>
<td>22.17</td>
<td>25.97</td>
<td>25.17</td>
<td>17.16</td>
<td>23.58</td>
<td>19.05</td>
<td>12.07</td>
</tr>
</tbody>
</table>

*Variance explained by Socio-Economic Variables.

**Variance explained by other Variables.
for further examination of sociological variables.

IV. FURTHER ANALYSIS OF PARENT-CHILD ATTITUDE INCONGRUENCY TOWARD OCCUPATIONAL ASPIRATIONS

Source of Youths' Information for Their Occupational Aspirations

In light of the findings that there is a difference in the thinking of parents and their children as to what the occupational aspirations of the latter should be, one might expect that parents were not a primary source for their children's occupational goals. The students interviewed had been asked: "What source of information do you believe has been of most help in your decision of the job you would most like to do?" Students' responses were dichotomized into "parents" and "others". The responses made were found to support the assumption that parents were not primarily influential in this respect. (See Table XVII). Only thirty-seven per cent (19) of the students indicated their parents were their prime source of orientation. One might expect that this latter group would exhibit a lower parent-child incongruency score relative to occupational aspirations than those who indicated their source of information was outside the nuclear family. It can be seen in Table XVII that this was not the case. This group was more congruent (1.44) than the former (2.53).

Taking the above analysis a step further, the data in Table XVIII supported the finding that incongruency and income are negatively related. The mean parent-child congruency score on occupational
### TABLE XVII

**Youths' Source of Information for Occupational Aspirations and Mean Parent-Child Incongruency Score on Occupational Aspiration**

<table>
<thead>
<tr>
<th>Source of Information*</th>
<th>Parent</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>(37)</td>
</tr>
</tbody>
</table>

Mean parent-child Incongruency score on Occupational Aspiration 2.53** 1.44

*Thirteen other students did not respond to this question.

**Greatest incongruency,

### TABLE XVIII

**Mean Parent-Child Occupational Aspiration Incongruency Score and Youths' Source of Information for Occupational Aspiration by Family Income**

<table>
<thead>
<tr>
<th>Source of Information*</th>
<th>Parent</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Family Income</td>
<td>(14)</td>
<td>(5)</td>
</tr>
<tr>
<td>Mean Incongruency Score</td>
<td>2.29</td>
<td>3.20**</td>
</tr>
</tbody>
</table>

*N = 51.

**Greatest incongruency.
aspiration was calculated according to students' source of information, and controlling for family income. In both instances of "parent" and "other", as source of occupational information, the mean incongruency score for those families having high income was lower than those families with low income. Parents and their children were most congruent (.95) where students mentioned "others" as their source of occupational information and family income was high.

**Father's Occupational Achievement**

The incongruency scores of parents and their children relative to occupational aspiration measures were also analyzed when controlling for whether or not the father had achieved his occupational goals. Hypothetically, one would expect that parent-child incongruency would be less in those instances where the father had achieved his occupational aspiration. The findings do, in fact, support this proposition. (See Table XIX).

Two results might be expected when the parent-child incongruency score on occupational aspirations is calculated according to the youths' source of information controlling for father's own occupational achievement. (1) Students who mentioned parents as their primary source of occupational information would more often have fathers who had achieved their aspirations. (2) This group would also have the lowest incongruency score between parents and child occupational goals for the latter. These two expectations were not substantiated by this study. (See Table XX). Students who mentioned information from others as the basis for
TABLE XIX
MEAN PARENT-CHILD INCONGRUENCY ON ATTITUDE TOWARD OCCUPATIONAL ASPIRATION BY FATHER'S ACHIEVEMENT OR NON-ACHIEVEMENT OF OCCUPATIONAL ASPIRATION

<table>
<thead>
<tr>
<th>Father*</th>
<th>Achieved Aspiration</th>
<th>Did Not Achieve Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>40</td>
</tr>
</tbody>
</table>

Mean Incongruency Between Parent and Child: 1.75 2.15**

*N = 52, definite information available on these cases.

**Most incongruent.

TABLE XX
MEAN PARENT-CHILD INCONGRUENCY ON OCCUPATIONAL ASPIRATION ATTITUDE ACCORDING TO YOUTHS' SOURCE OF INFORMATION FOR OCCUPATIONAL ASPIRATION BY FATHER'S OCCUPATIONAL ASPIRATION ACHIEVEMENT

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Parent</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father</th>
<th>Achieved Aspiration</th>
<th>Did Not Achieve Aspiration</th>
<th>Achieved Aspiration</th>
<th>Did Not Achieve Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>13</td>
<td>8</td>
<td>19</td>
</tr>
</tbody>
</table>

Mean Parent-Child Incongruency: 3.33* 2.92 1.25 1.63

*Most Incongruent. **N = 43.
their occupational choice more often had fathers who had achieved their aspirations. In cases where parents were the source of information and the father had achieved his occupational aspiration, there appeared the largest incongruency score (3.33).

In sum, parents were not an important influence in the decisions of youth about occupational goals. There was more congruency between the parents' occupational aspiration for the child and the child's occupational aspiration when the youth derived their inspiration from sources other than parents. The previous finding that incongruency increases as socio-economic factors decrease was substantiated by the further tests made. Interestingly, incongruency between parents' and their children's aspirations for the latter was greater in instances where the father had not achieved his own occupational goals.

A review of the general findings of this study will be presented in the following chapter with some discussion about some findings. Also, the implications of these findings for future research and government service agencies are discussed.
CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The major objective of this study was to determine the degree of transference (socialization) of attitudes from parents to their children on issues with two different time references. One set of attitudes was related to current local issues (with emphasis on forestry conservation) while the second set was future oriented (occupational and educational aspirations and expectations for the youth). Two roles were investigated: the father's role of teacher and his role of counselor. The former was studied because it related to the transference of the father's attitudes toward local issues to his child. The latter role was studied because it related to the father's influence on his child's later life achievement plans.

A second objective was the determination of factors which might account for degrees of incongruency between the attitudes of parents and the attitudes of their children.

I. CONCLUSIONS.

Parent-Child Attitudes Were More Congruent on Current Local Matters Than on Future Oriented Matters

The data collected indicated that parent-child attitudes were more congruent on attitudes toward local issues with emphasis on forestry conservation than on future oriented later life achievement goals for
youth. One can conclude from these findings that there was a high degree of socialization of attitudes from parents to their children on issues related to their present community situation.

A comparison of the mean responses indicated no difference between parents' and their children's attitudes on four local issues. The local issues were: I. Beliefs why the woods should be burned, II. Attitude toward paper companies, III. Attitude toward burning the woods, and IV. Attitude toward land ownership. On a fifth issue, "Attitude Toward Government Agencies' Services," there was a difference in the responses (incongruency) of parents and their children. In general, parents expressed more positive attitudes on all the indices relating to local issues.

There are at least three possible explanations for the difference in response on the fifth issue. (1) The parents in the past may have had more personal contact with government agency representatives and used the services of these agencies while the students only knew of them vaguely. (2) Jenning's and Niemi's observation that the more abstract the measure the more incongruent are the parents' and their children's responses provide a second partial explanation for the difference found. Attitudes toward government agencies' services are more abstract than were the other issues. The services of these agencies are not likely to be a topic of "dinner-table" discussion. (3) A third explanation might be in the fact that young people are apparently entertaining growing negative feelings about "the establishment". All the above explanations need further testing before they can
Findings relative to parents' attitudes and those of their children toward future occupational and educational goals of the latter offered support for the hypothesis that parents and their children are more incongruent in attitudes on future oriented issues. Greater incongruency was found between parents' and their children's responses on occupational aspirations and expectations than on educational aspirations and expectations. This finding might be accounted for by the fact that educational goals have more immediate "visibility" than the more future oriented occupational goals. Overall, parents had higher occupational and educational goals and expectations for their children than the latter had for themselves. These findings lend support to studies by Burchinal and others, who suggested that rural parents and their children would not be congruent in attitudes toward later life achievement.

Comparisons made of sex differences indicated that parents and their daughters were more incongruent than parents and their sons on occupational aspirations and expectations. This pattern can be attributed to the larger number of girls expecting to be housewives. Parents desired and expected their sons to attain higher occupational levels than their daughters.

Boys' attitudes were more incongruent with their parents' attitudes toward educational aspirations and expectations than was true for girls. Parents, again, desired and expected their sons to achieve higher
educational attainment than their daughters.

Two possible explanations for this incongruency of parent-child later life achievement attitudes may be suggested. (1) The rural parents in this study had relatively low educational and occupational levels. They possibly wanted more for their children than they had been able to achieve. (2) Rural parents do not realize the complexity of the present occupational structure and are unable to advise their children realistically on later life aspirations.

Socio-Economic Factors Were Negatively Related to Parent-Child Incongruency Scores

The population in this study could reasonably be divided into lower-class and middle-class. Social class, in general, was negatively related to parent-child incongruency of attitudes, i.e., as one moves up in social class, incongruency between parents and children decreases. The socio-economic factors and the variables of family size, father's and mother's ages, and father's memberships in voluntary organizations accounted for a relatively small amount of the variance in parent-child incongruency scores on each of the issues. Socio-economic factors explained the greatest proportion of the total variance accounted for by

1The following means on some family socio-economic measures support this classification: Family income, $4,000-$4,999; Fathers' educational attainment, ninth grade; Mothers' educational attainment, tenth grade; Family net worth, $15,000-$19,000; Fathers' occupational level, "Craftsmen and Foremen."
the selected sociological variables.

Parents are not an Important Source of Information on Youths' Occupational Goals

Burchinal and others, as noted previously, state there is little discussion between rural youth and their parents on the later life goals for the former. They also suggest that rural youth turn to others outside the family for information on occupational matters. Such a proposition is supported by the data in this study. Almost two-thirds of the students indicated their source of information on occupational aspirations was outside their families. Interestingly, these students were also more congruent with their parents on the response related to their future occupational level.

Fathers who had achieved their occupational goals were more congruent with their children on the latter's occupational aspirations than fathers who had not achieved their ambitions. However, fathers who had achieved their aspirations were not generally the primary source of information for their children's occupational aspirations.

II. IMPLICATIONS

Implications for Future Research

The findings of this research endeavor lend support to the findings of Hough, Summers and O'Meara that the decline of familism and the loss of function by the rural family should not be extended to the socialization of attitudes of rural youth. However, this writer suggests,
based on the data collected, the influence of rural parents on the development of their children's attitudes is more pronounced on current, visible and local issues. Thus, parents and their children would not hold similar attitudes on abstract or more future oriented issues. Further research is needed to validate this proposition. Additional research is also needed to determine whether the findings from this study might differ from the findings of a study of urban parents and children, using both later life achievement goals and other future oriented issues.

Another area of needed research is pointed to by the findings of this work. This is a study of factors which might account for the varying degree of socialization which occur between parents and their children. The factors utilized in this study accounted for only a small proportion of variance in parent-child incongruency in attitudes.

**Implications for The Forestry Commission and Other Service Agencies**

The findings of this study have implications for the forestry commission and other service agencies. The fact of students' more negative attitudes toward government agencies' services implies that programs of these agencies have not been successful in gaining the support of the youth. This may be attributed to a lack of contact

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2 Other future oriented issues should be used to test the proposition since the future issues used in this study may have been partially affected by the fact that rural parents were not found to be an important source of influence on their childrens' later life achievement goals.
between the representatives of these agencies and high school youth or a lack of evidence that these organizations are assisting their parents and other adults in the community. Thus, it seems an evaluation of present programs is needed if young people are to be given a more favorable attitude toward these agencies.

Previous researchers on the forest fire problem have questioned whether the fire problem is likely to grow less acute as the older generation "dies out" and if the younger generation of rural residents have learned the woods burning attitudes of their elders. The data collected indicate that the children do "inherit" the attitudes of their parents toward forestry conservation to a considerable extent. Though the attitudes of the younger set were essentially congruent with their parents, the youth were less favorable on most of the forestry conservation issues. Thus, it can be assumed that the fire problem will continue unless the attitudes of local young people are changed.

Present "educational" programs directed toward gaining student support for forestry conservation evidently has not been completely successful. If the conclusions of this research are valid, one way of bringing about a change in the attitudes of the youth is to change negative attitudes of their parents or reinforce parents' favorable attitudes. A second possible method of changing youths' unfavorable attitudes is to dispense with existing "mass" programs and concentrate on a personal relationship with the youth.

The data collected also have implications for the schools rural children attend. These schools have the important task of providing
guidance for rural youth in their preparation for future educational and occupational goals. The guidance that is needed is essentially threefold: (1) Provide counseling for rural parents so that they may realistically see the occupational and educational requirements their children need and will use. These parents then can in turn give better assistance to their children. (2) Provide classroom instruction designed to prepare and encourage rural youth for realistic future achievement goals. (3) Provide guidance for youth, so that they will know what is available for them in the occupational structure and what is required of them to attain these goals.

In conclusion, the findings of this study emphasize that the rural family is still an important socializing agency for the development of their children's attitudes. However, the rural family is more effective on attitudes relating to local issues than on future oriented issues. With respect to the latter, other persons outside the family were found to be an important source of information on youth's attitudes toward occupational goals. All in all, the hypothesis that the rural family is losing its strong influence on its members seems justifiable. However, the nature of this is a subject for further study.
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BIBLIOGRAPHY

A. BOOKS


B. BOOKS: PARTS OF SERIES


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


______. The Vocational Agriculture Student and His Peers. Department of Agricultural Education and Rural Sociology, Educational Research Series No. 1. Raleigh: North Carolina State University, August, 1963.


D. PERIODICALS


E. ESSAYS AND ARTICLES IN COLLECTIONS


F. UNPUBLISHED MATERIALS


G. NEWSPAPERS

APPENDIX
APPENDIX A

QUESTIONNAIRES
*The following questionnaire includes only those questions related to this study which were asked in connection with a larger benchmark study designed to evaluate an action program.
Questionnaire No. ______

WARD 7, BEAUREGARD PARISH

Department of Rural Sociology
Louisiana State University
in
Cooperation With the
Southern Forest Experiment Station

Name of Head of Household ____________________________

House Appearance ____________________________

Lawn Condition ____________________________

Interviewer ____________________________

Date ____________________________

Time ____________________________

Number of calls ____________________________
QUESTIONNAIRE

I. BACKGROUND

1. What is the name of this community? ______________________________

2. Do you own _____ rent _____ or live free _____ on this place?

3. How many acres are there on this place? ____ acres.

4a. Will you please look at this card and tell me the number that corresponds to your family's total yearly income before deductions for taxes, bonds, dues, or other items. If income is from farming or other business enterprise, what is the income after business expenses were paid?

   (hand card to respondent) __________________________

   Responses on Card:

   (01) $0-499
   (02) $500-999
   (03) $1,000-1,499
   (04) $1,500-1,999
   (05) $2,000-2,999
   (06) $3,000-3,999
   (07) $4,000-4,999
   (08) $5,000-5,999
   (09) $6,000-6,999
   (10) $7,000-7,999
   (11) $8,000-8,999
   (12) $9,000-9,999
   (13) $10,000 and over

4b. Approximately what per cent of your family income comes from farm income?

   a) __________ 100 per cent
   b) __________ 75 per cent
   c) __________ 50 per cent
   d) __________ 25 per cent
   e) __________ no farm income

5a. What is the source of your non-farm income?
   Current employment __________________________
   Source other than current employment __________________________

5b. If currently employed:
   For whom do you work? (Name of occupation, company, organization or other employer).
Occupation | Employer | How long have you worked at this place?
--- | --- | ---
Head | | |
Wife | | |

How far must you (head of household) travel to your place of work? __________ miles.

6. Do you have any sheep or cattle?

Number

Sheep ______________________________

Cattle ______________________________

7. Do any of your sheep or cattle graze on open range? ____ Yes ____ No.

8. Are you a member of any of the following groups or organizations?

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>Member</th>
<th>ORGANIZATION</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARM ORGANIZATION</td>
<td></td>
<td>SCHOOL</td>
<td></td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>_____</td>
<td>P.T.A.</td>
<td></td>
</tr>
<tr>
<td>Breeders' Ass'n.</td>
<td>_____</td>
<td>School Board</td>
<td></td>
</tr>
<tr>
<td>Watermelon Ass'n.</td>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La. Forestry Ass'n.</td>
<td>_____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRATERNAL OR CIVIC</td>
<td></td>
<td>CHURCH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men's Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. We would like for you to give us the following information about the members of this household:

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name of person in household</td>
<td>Position</td>
<td>Age</td>
<td>Highest Grade Completed</td>
</tr>
</tbody>
</table>

*Code for columns b and e:

<table>
<thead>
<tr>
<th>b</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. father</td>
<td>1. Baptist</td>
</tr>
<tr>
<td>2. mother</td>
<td>2. Methodist</td>
</tr>
<tr>
<td>3. son</td>
<td>3. Catholic</td>
</tr>
<tr>
<td>4. daughter</td>
<td>4. Pentecost</td>
</tr>
<tr>
<td>5. son-in-law</td>
<td>5. Other</td>
</tr>
<tr>
<td>6. daughter-in-law</td>
<td></td>
</tr>
<tr>
<td>7. grandparent</td>
<td></td>
</tr>
</tbody>
</table>

(Note: At this point you will determine whether you will use the following Later Life Achievement. Section II. If they have children enrolled in grades 9-12, use that set of questions).
II. LATER LIFE ACHIEVEMENT

(Go to section III if there are no children in the household who are currently enrolled in grades 9-12).

The following are a series of questions concerning your occupational and educational desires and expectations for your son(s) and daughter(s).

1. When you were younger, say in your teens, what occupation did you desire to attain? ____________________________________________

2. If your son(s) or daughter(s) could have as much education as you desired and were completely free to choose, which of the following would you most like for them. (one only)

   (1) Quit high school
   (2) Graduate from high school
   (3) Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program
   (4) Graduate from a junior college
   (5) Graduate from a college or university
   (6) Complete additional studies after graduating from a college or university

Name                   Educational Aspiration
___________________________  ____________________________
___________________________  ____________________________
___________________________  ____________________________
___________________________  ____________________________

3. What do you really expect your son(s) or daughter(s) educational attainment will be? (only one; use the same responses as in 2).

Name                   Educational Expectation
___________________________  ____________________________
___________________________  ____________________________
___________________________  ____________________________
___________________________  ____________________________
4. If you were completely free to choose any job, what would you most desire as a kind of work for your son(s) or daughter(s) by their age 30? (In answering the question give an exact job. For example, do not say, "work on the railroad" but tell us what railroad job you would like him or her to have).

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. List the occupation (specific job) you expect your children to attain (by age 30).

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What source of information do you believe has been of most help in your child(ren)'s decision of the job he would most like to do?

1. Parents
2. Friends
3. High school counselor
4. Teachers
5. Relatives other than parents
6. Movies or TV
7. Occupational handbooks
8. Personal job experience
9. Other (What? ___________)

III. LOCAL ISSUES

I am going to repeat a number of statements about some current issues. After each statement, I would like you to tell me which of the positions on this card represents your feeling about the statement. (Interviewer: Hand respondent card and make sure he is familiar with response categories before beginning. Use the 3 (neutral) if respondent does not answer or says--I do not know.)
Items on Card | Code for Recording Responses
--- | ---
1. I strongly agree | 1. Strongly agree
2. I agree | 2. Agree
3. I disagree | 3. Neutral
4. I strongly disagree | 4. Disagree
5. Strongly disagree

1. 1 2 3 4 5 The future of the area's economy lies largely in the development of forests.
2. 5 4 3 2 1 The woods in Beauregard Parish should be owned only by people living in Beauregard Parish.
3. 5 4 3 2 1 The woods would receive better care and thus be more productive if private individuals in this community owned the woods rather than large companies.
4. 1 2 3 4 5 There is little difference among the large companies regarding their attitudes toward this community and its people.
5. 5 4 3 2 1 There is no difference in a forester burning an area than a cattleman burning.
6. 5 4 3 2 1 Burning the woods is always more detrimental to the woods than it is beneficial.
7. 1 2 3 4 5 Individuals who set fires on land they do not own do so because they lack the proper respect for other's land.
8. 5 4 3 2 1 Firing the woods is an established custom that ought not be regulated by law.
9. 1 2 3 4 5 Too many people do not realize the danger involved in burning the woods.
10. 5 4 3 2 1 One should be more concerned about a fire in a neighbor's small wood lot than a fire in a company owned woods.
11. 1 2 3 4 5 People in this community should encourage large paper companies to build factories in this area.
12. 5 4 3 2 1 If it were not for the high number of forest fires in the area the forestry commission personnel would have nothing to do.
13. 5 4 3 2 1 Except for two or three months of the year the forestry commission personnel do not do enough work to justify their salaries.
14. 5 4 3 2 1 Many woods fires are set to make the forestry personnel do more work.

15. 5 4 3 2 1 Large companies restrict the freedom and opportunity of persons in this community.

16. 1 2 3 4 5 Persons representing the Agriculture Extension Service are sincere in attempting to assist the people in this community.

17. 1 2 3 4 5 Persons representing the forestry commission are sincere in attempting to assist the people in this community.

18. 1 2 3 4 5 Persons representing the vocational department of the school are sincere in attempting to assist the people in this community.

19. 5 4 3 2 1 The only reason for burning the woods is to improve grazing.

20. 1 2 3 4 5 Persons who intentionally set wood fires on other people's land should be prosecuted as criminals.

21. 1 2 3 4 5 More fires today are started carelessly than intentionally.

22. 1 2 3 4 5 A lot of fires are caused by people who want revenge.

23. 5 4 3 2 1 Burning the woods reduced the number of bugs, snakes, and other pests.

24. 1 2 3 4 5 This community has greatly benefited by having Crown-Zellerback in this area.

25. 1 2 3 4 5 This community has greatly benefited by having Boise-Cascade in this area.

26. 1 2 3 4 5 This community has greatly benefited by having International Paper in this area.

27. 1 2 3 4 5 This community has greatly benefited by having HDE in this area.
STUDENT QUESTIONNAIRE
WARD 7: BEAUREGARD PARISH
YOUTH STUDY

Department of Rural Sociology
Louisiana State University
in
Cooperation With the
Southern Forest Experiment Station

This set of questions is a study of high school students to learn about what students think about their future occupational and educational desires and expectations and what they think about local issues.

THIS IS NOT A TEST! There are no right or wrong answers. We are only interested in finding out your opinions about some important matters. No one in your school will ever see your answers.
1. How old were you on your last birthday? ________________________

2. Sex (Circle one number): 1 Male 2 Female

3. What school grade are you in? (Circle the number in front of your grade):
   1 Ninth 2 Tenth 3 Eleventh 4 Twelfth

4. What is your religious preference? (Circle one number):
   1. Baptist 4. Pentecost
   2. Methodist 5. Other
   3. Catholic

5. If you were completely free to choose any job what would you desire most as a kind of work by age 30? (In answering this question give a specific job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have). Write your answer in the space below.

6. Sometimes we are not able to do what we want most. What kind of job do you really expect to have by age 30. (Write your answer in the space below). Please give a specific job.

7. What source of information do you believe has been of most help in your decision of the job you would most like to do? Indicate the one that has been the most help, if more than one, rank them in importance. (Only rank those that have been of most help).

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>High School Counselor</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Relative other than parents</td>
<td></td>
</tr>
<tr>
<td>Movies or TV</td>
<td></td>
</tr>
<tr>
<td>Occupational handbooks</td>
<td></td>
</tr>
<tr>
<td>Personal job experience</td>
<td></td>
</tr>
<tr>
<td>Other: __________</td>
<td></td>
</tr>
</tbody>
</table>
8. If you could have as much education as you desired and were completely free to choose, which of the following do you most desire. (Circle one only)

(1) Quit high school
(2) Graduate from high school
(3) Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program
(4) Graduate from a junior college
(5) Graduate from a college or university
(6) Complete additional studies after graduating from a college or university

9. What do you really expect to do about your education? (Circle only one number).

(1) Quit high school
(2) Graduate from high school
(3) Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program
(4) Graduate from a junior college
(5) Graduate from a college or university
(6) Complete additional studies after graduating from a college or university

II. LOCAL ISSUES

The following are a number of statements about forestry, industry and agriculture. After each statement, I would like you to tell me which of the positions listed below represents your feeling about the statement. (Circle the number that is your answer before each question. Leave blank if you do not know).

1. I strongly agree 4. I disagree
2. I agree 5. I strongly disagree

1. 1 2 4 5 The future of the area's economy lies largely in the development of forests.
2. 5 4 2 1 The woods in Beauregard Parish should be owned only by people living in Beauregard Parish.
3. 5 4 2 1 The woods would receive better care and thus be more productive if private individuals in this community owned the woods rather than large companies.
4. There is little difference among the large companies regarding their attitudes toward this community and its people.

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<table>
<thead>
<tr>
<th>Future Dependent Variable</th>
<th>Mean Incongruency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Occupational Aspiration</td>
<td>1.47*</td>
<td>2.19</td>
</tr>
<tr>
<td>Occupational Expectation</td>
<td>1.78</td>
<td>3.06</td>
</tr>
<tr>
<td>Educational Aspiration</td>
<td>1.38</td>
<td>1.06</td>
</tr>
<tr>
<td>Educational Expectation</td>
<td>1.22</td>
<td>.84</td>
</tr>
</tbody>
</table>

*The larger the mean, the greater incongruency.
VITA

The author was born September 30, 1942 in Salem, Missouri. He was graduated from Roosevelt High School, Saint Louis, Missouri in 1961. He attended Southwest Baptist College, Bolivar, Missouri and was graduated from that school in 1963. In 1965 he graduated from Ouachita Baptist University, Arkadelphia, Arkansas with the Bachelor of Arts degree. He began graduate study at Louisiana State University. In April of 1966 he married Norma Lee Cox of Barnett, Missouri. After teaching at Southwest Baptist College for one year he returned to Louisiana State University and graduated in 1968 with the Master of Arts degree in Sociology. After graduation the author continued graduate study at Louisiana State University and is now a candidate for the degree of Doctor of Philosophy in Sociology.
EXAMINATION AND THESIS REPORT

Candidate: Gilbert Dale Welch

Major Field: Sociology

Title of Thesis: The Transference of Attitudes of Rural Parents to Their Children: A Study of Attitudes Toward Local Issues and Youths' Later Life Achievement Goals in a Selected Area of Louisiana

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination: June 22, 1970