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A STUDY OF PARENTAL AND FAMILY FACTORS AND  
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by

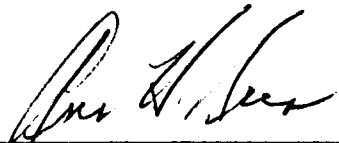
MAUREEN McARDLE KALEY

A dissertation submitted to the Graduate Faculty in Psychology  
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1977

This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy

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## Abstract

### A STUDY OF PARENTAL AND FAMILY FACTORS AND ADOLESCENT OCCUPATIONAL PLANS

by

MAUREEN McARDLE KALEY

Advisor: Professor Ann H. Rees

The purpose of the present research was to study the relationship of parental and family factors to the occupational choice process in adolescence. The study sample consisted of approximately 260 adolescent boys and girls who completed the Career and Family Questionnaire. The adolescents were attending the 8th-, 10th-, and 12th-grade classes in a suburban high school.

The major findings were as follows: (a) For the adolescent boys, there were significant positive relationships for the prestige levels of the adolescents' prospective occupations and the parental role model occupations ( $r = .29$ ,  $n = 79$ ,  $p = .002$ ); (b) for the adolescent girls, there were significant positive relationships for the sex membership composition (percentage of men and women in an occupation) of the adolescents' prospective occupations and the work role model parent occupations ( $r = .28$ ,  $n = 62$ ,  $p = .026$ ); however, for the non-work role model parent occupations,

there were negative relationships ( $r = - .29$ ,  $n = 65$ ,  $p = .016$ ); (c) a large majority of the adolescent boys selected the father as the work role model while the girls distributed their work role model choices among the father, the mother, and both parents ( $\chi^2 = 37.039$ ,  $df = 3$ ,  $p = .001$ ); (d) adolescent girls reported closer relations with parents when they aspired to occupations that were similar in prestige to the parental work role model while adolescent boys reported closer relations with parents when they aspired to occupations that were different in prestige from the parental work role model ( $F = 4.195$ ,  $df = 2/136$ ,  $p = .017$ ); (e) adolescent boys reported warmer relationships with mother and father when mother was working while adolescent girls reported warmer relationships when mother was a homemaker ( $F = 7.419$ ,  $df = 1/231$ ,  $p = .007$ ), and (f) the adolescent girls with innovative prospective occupations (i.e., low in own sex membership) were similar to the adolescent boys in that they selected the father as the work role model ( $\chi^2 = 2.182$ ,  $df = 3$ ,  $p = .54$ ) and were different from the adolescent girls with traditional prospective occupations (i.e., high in own sex membership) in that they felt less similar to mother ( $r = .21$ ,  $n = 120$ ,  $p = .02$ ) and placed greater importance on getting married ( $r = - .23$ ,  $n = 121$ ,  $p = .01$ ).

It was concluded that the approach, i.e., conceptualizing occupational behaviors as one important aspect of an individual's total development, provides a valuable framework for occupational research. Also, the inclusion of adolescent boys and girls in the same study generated a better understanding of how certain factors

might have a significant but different relationship to the occupational development of adolescent boys and girls.

## Acknowledgments

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In terms of professional growth, I express my thanks to Cynthia P. Deutsch, Ph.D. who has not only been a model for professional commitment, but who has been a long-lasting source of encouragement. To Benjamin Kissin, M.D. I extend my gratitude for the opportunities that he provided for my professional enrichment particularly during the early stages of my graduate training.

Without the unique contributions of the members of my family and friends the completion of this goal would have been very difficult. I thank all of you!

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## CHAPTER 1

### Introduction

In recent decades there has been a paradigm shift in the study of occupational phenomena. The trend has been away from the trait-measurement model with its fixed notions of behavior and toward the study of occupational decision-making as a continuous, developmental process. Origins of this approach stem from Buhler's life stages concept and Lazarsfeld's work on the genesis of occupational thinking (Borow, 1966). Within the context of occupational development theory, an individual's occupational decision-making behaviors are viewed as one aspect of the individual's total development and are subject to the same developmental principles as are other aspects of development (Beilin, 1955a). An advantage to viewing occupational decision-making within the developmental framework is that it permits the application of developmental theory to occupational phenomena and opens for study a range of factors that were not addressed under former paradigms.

Two sets of factors that are appropriate to a developmental framework and to an understanding of occupational development are parental role modeling and parent-child relationships. In the area of parent-child relationships and occupational development, there is a body of research stemming from Roe's (1956) conceptual scheme. By adopting principles from developmental and motivational psychology, Roe (1956) formulated a set of hypotheses on the quality of the parent-child relationship and the child's work orientation in adulthood. The research testing Roe's hypotheses

has suffered from two limitations: first, it is difficult to find associations between parent-child relationships and an adult's career choice, and second, it is difficult to dichotomize occupations according to Roe's conceptualization of work as having either a people or object orientation. Consequently, it is not surprising that few studies have yielded consistent evidence supporting Roe's hypotheses. In spite of the lack of evidence, Borow (1966) notes that few occupational theorists would doubt the presence of an association between parent-child relations and occupational choice because this association is possibly more complex than Roe originally predicted.

For some time role modeling or identification, one of role modeling's many synonyms, has had a prominent position in a variety of developmental conceptualizations, for example the conceptualizations of Bandura (1971), Erikson (1963), Freud (Lynn, 1969), Kohlberg (1969), and Lynn (1969). Recently, researchers have begun to apply role modeling concepts to the study of occupational choice. While research in this area is of recent origins, there is a serious limitation. Specifically, investigations into the influence of parental role models on boys' occupational development (Bell, 1969; Crites, 1962; Jackson, Meara, & Aroao, 1974; Steimel & Suziedelis, 1963) are reported in the vocational literature. In contrast, investigations into the influence of parental role models on girls' occupational development (Almquist & Angrist, 1971; Baruch, 1972, 1975; Tangri, 1972; B. J. White, 1959) are more often reported in the nonvocational literature. Rarely has the

relationship between the occupational choices of boys and girls and the influence of parental role models, either mother or father, been examined extensively in the same study.

Partial explanation for the distinction between the studies that have female subjects and the studies that have male subjects rests on two related assumptions pervading the occupational literature: first, that the factors that influence male occupational development are different from the factors that influence female occupational development (Douvan & Adelson, 1966; Roe, 1964; Wolkon, 1972) and second, that existing theories based primarily on research with males fail to provide a successful vehicle for understanding female occupational development (Osipow, 1968).

In recent years, however, greater acceptance of female workers and increased monetary rewards have spurred many women into the labor market. In addition, the media has popularized women's liberation beliefs regarding equal employment for women and the sharing of homemaking and child-rearing tasks between men and women. At the same time, school personnel at all levels have been urged to encourage young women to consider careers in the more prestigious, male-dominated occupational areas. Given the above, it is expected that more young women are giving serious consideration to careers outside the home, and that there is more similarity in the factors influencing the occupational plans of adolescent boys and girls than was thought previously. The assumption here is that while the factors underlying adolescent occupational plans are similar for females and males, the content of these factors varies

with sex.

Thus, justification for an investigation into the influence of parental role modeling and parent-child relationships on the occupational plans of adolescent boys and girls rests on the following. First, the present investigation contributes to recent advances in the developmental approach to the study of occupational phenomena. Second, the proposed investigation addresses important unanswered questions regarding the relationship of parental role models and parent-child relations to the prospective occupational choices of adolescents. Third, the present investigation deals with the issue of the extent to which a theory of occupational development can account adequately for the occupational behaviors of both males and females.

#### Purpose of the Present Study

The purpose of this research was to study the prospective occupational choices of three age groups of adolescent boys and girls and to investigate how the selection of parental role models and parent-child relationships relate to occupational plans. Adolescence was selected as the period of the life cycle to be investigated because theorists such as Erikson (1963) and Inhelder and Piaget (1958) note that a major task of adolescence is the selection of appropriate adult roles and that it is during adolescence that young people begin to think realistically about future roles.

Parental role models were assessed according to the parent the adolescent most wanted to be like in terms of work roles, family roles, and overall (Baruch, 1975; Tangri, 1969). Parent-child

relationships were assessed in two ways: first in terms of the adolescent's perceptions of parental warmth on a continuum from warm to cold (Bachman, 1970) and second, in terms of psychological distance, i.e., the degree of perceived closeness with parents (Bachman, 1970; Tangri, 1969). Occupational choice was assessed according to the social prestige associated with the occupation of choice (Hollingshead, Note 1) and the sex membership composition of the occupational choice, i.e., the percentage of men and women in a particular occupation (Tangri, 1969; 1972).

#### Conceptualizations and Predictions

Conceptualizations on the relationship of parental role models and parent-child relations to prospective occupational choice are presented in the subsequent sections. These conceptualizations are not merely restatements of the thinking and findings of other researchers, but represent an attempt to integrate a diverse and limited group of studies to provide new insights into the area of occupational development.

The primary limitation in the existing research on parental role models and occupational choice is that males and females are rarely studied in the same investigation. Furthermore, in many cases the same sex parent is assumed to be the role model. With the exception of Tangri's (1972) research on college women, the possibilities of and conditions for opposite sex role modeling are largely overlooked. In the area of parent-child relations, the chief limitation is that many researchers have continued to study the influence of early parent-child relations on career choice in

adulthood even though this retrospective research strategy has not been productive. Consequently, two variations in research strategy have been introduced into the present study: (a) studying parent-child relations in a group of adolescents who are in the midst of ongoing relationships with parents, and (b) conceptualizing occupational categories on dimensions other than Roe's people and object orientations.

#### Parental Role Models and Adolescent Occupational Plans

The vocational literature addressing the relationship between parents and children's occupational choices has noted a positive association between fathers and sons' occupational choices (Durig, 1968; Jenson & Kirchner, 1955; Werts, 1966). In contrast, there is a paucity of studies in the vocational literature investigating this association for mothers and sons or for fathers and daughters. In the nonvocational literature, however, there are studies investigating the relationship between the daughter's occupational choice and the parent selected as the role model. These studies (Almquist & Angrist, 1971; Helson, 1971; Plank & Plank, 1954) support the view that during adolescence full-time homemakers selected their mothers as role models while full-time career women, particularly those in male-dominated professions, selected their fathers as role models.

Thus, support is provided for the position posited here that there is a general tendency for adolescents to select the same sex parent as role model. Furthermore, it is posited that regardless of whether the same sex or opposite sex parent is

selected as role model, there is a positive relationship between the prospective occupational choices of adolescents and the occupations of parental role models.

In addition to a positive relationship between the prospective occupational choices of adolescents and the actual occupations of their role models, it was expected that the prospective occupational choices of adolescents would be even more correlated with the preferred occupations of their role models. In a society where work is an integral part of daily life, it is not unusual for parents to discuss current job satisfactions and dissatisfactions and communicate their preferred occupational choices to their children. On the whole, one would expect that many parents actually prefer their current occupational choices. However, it is expected that some parents, e.g., those who are lower class or underemployed, might reveal preferences for occupations that are different from their current occupations. It seems reasonable to expect that during adolescence, boys and girls develop the cognitive maturity to detect parents' serious preferences for occupations different from their actual occupations and incorporate these preferences, especially those of the parental role model, into their own occupational plans.

It is also posited that in the group where there is a distinction between the role model's actual occupation and the role model's preferred occupation there are age-related findings. It is expected that for younger adolescents there is a greater relationship between prospective occupational choice and role model's actual occupation than for role model's preferred occupation. However, for

older adolescents there is a greater relationship between prospective occupational choice and role model's preferred occupation than for role model's actual occupation. The underlying expectation here is that older adolescents in comparison to younger adolescents are more likely to have developed the cognitive skills necessary for perceiving and understanding the subtleties associated with parental preferences.

#### Perceived Parent-Child Relationships and Adolescent Occupational Plans

Although occupational specialists have noted the importance of parent-child relationships in the development of occupational choice, Roe (1956) is one of the few who has attempted to specify the nature of these relationships. According to Roe, individuals who experience warm and protective parental relationships develop an orientation toward persons. Consequently, they select careers with a service orientation where contact with people is primary. In contrast, individuals who experience cold and avoiding parental relationships develop an orientation towards objects. As a result, they select careers in scientific and technological areas where contact with persons is not primary. While Roe's theory has generated much research, her formulations lack adequate confirmation.

It seems plausible however, to view parent-child relationships as having an impact on occupational choice in two ways: (a) in terms of an adolescent's aspirations to match the prestige level of the parental role model's occupational goals, and (b) in terms of an adolescent's adherence to the culture's stereotypes regarding the sex membership composition of occupations. If an adolescent

perceives greater amounts of warmth and closeness to parents, the adolescent is less likely to reject the parental role model's life style and is more likely to aspire to an occupation similar to that of the parental role model. Furthermore, it is expected that in a warm family environment the adolescent's occupational choice is more consistent with the dominant culture's occupational stereotypes for his or her sex. Whereas, in a family where the adolescent perceives lesser amounts of warmth and closeness to parents, the adolescent is less likely to follow complacently in the footsteps of the parental role model. It is possible also that the adolescent from this family environment anticipates satisfactions from occupations that are different from the parental role model's and is less attentive to the occupational stereotypes for his or her sex.

Support for these formulations is found in two studies. Tangri (1969, 1972) found that (a) college women who perceive warm and close relationships with parents chose careers in the less prestigious, female-dominated occupational areas, and (b) college women who perceived relationships with parents characterized by moderate degrees of warmth and closeness chose careers in the more prestigious, male-dominated occupational areas. Furthermore, Roe and Siegelman (1964) reported that adult men and women who had stressful relationships with parents in childhood were more likely to have careers in less sex-appropriate occupational areas, e.g., females in engineering and males in social work.

Developmentally, it is expected that perceptions of parental

warmth vary little from younger to older adolescent groups. However, a task of adolescence is to strive toward separation from parents, and it is expected that older adolescents in comparison to younger adolescents report more psychological distance from parents (less perceived closeness). Ausubel's (1954) view of adolescence as characterized by a trend toward desatellization, i.e., a breaking away from the direct influence of parents, is consistent with this. It is also expected that boys at all ages report less perceived closeness to parents than girls since socialization practices in the dominant culture tend to foster relatively close ties between adolescent girls and their parents in contrast to those for adolescent boys of the same age.

#### Selection of Parental Role Models and Occupational Choice

Most theorists dealing with psychological modeling or identification phenomena agree that early in development, boys adopt the father or some other masculine figure as the role model while girls adopt the mother as the role model. The exception, however, is when some girls select the father as the role model. According to Lynn (1969), the girl selects the opposite sex parent as the role model because of the greater rewards and prestige attributed to the masculine role. The research of Baruch (1975) and Nash (1975) provide partial support for the above conceptualization.

Another factor with a plausible relationship to the selection of role models is social class. Frequently, in the lower-class home the mother is the breadwinner and is sometimes better educated than the father figure. Consistent with Kohlberg's (1969) formulation,

perceptions of competency play a major part in the selection of role models, and often the individual who is perceived as acquiring more of society's rewards is perceived as more competent. Thus, in many lower-class homes the mother is selected as the role model. Some support for this position is derived from the research of Douvan (1963) and Propper (1972).

The position posited here is that adolescent boys and girls who select opposite sex role models select these models when either of two conditions is met: (a) when the same sex parent is perceived as being less successful or less competent in the acquisition of society's rewards for roles in life than the opposite sex parent, or (b) when the opposite sex parent has attained a more prestigious occupation than the same sex parent.

Research in the area of occupational development suggests that social class and mother's employment status may have an influence on occupational choice. There is a substantial body of research to indicate that individuals from higher social classes aspire to more prestigious occupations than individuals from lower social classes even when IQ is controlled (Borow, 1966). What this research suggests is that the social class background of the family is related to the individual's occupational choice.

It is the position here that the family functions indirectly and directly as a transmitter of the cultures' orientation toward work, and this orientation varies by social class. For example, it is likely that in many families, parents communicate to the adolescent achievement levels that are acceptable for their offspring to attain.

For some adolescents the orientation may be to maintain the prestige levels attained by the parents, while for others the orientation may be to surpass the prestige levels attained by the parents. On a more direct level, the parents may also provide information on the specific occupations that are appropriate and inappropriate for the adolescent. Here, the adolescent's sex as well as social class may enter into the occupational choice process.

The research concerning the relationship of maternal employment to occupational choice is somewhat inconclusive (Etaugh, 1974; Hoffman, 1974). Often a combination of contributory factors such as maternal employment, social class, and sex are present in the same study without adequate controls. Consequently, the findings are limited.

The conceptualization here focuses on the view that maternal employment has a liberalizing influence on the prospective occupational choices of adolescents. Specifically, maternal employment may operate to depolarize stereotypic expectations regarding male and female roles. The adult male ideal may become expanded to incorporate more of the positive attributes of the adult male role (Vogel, Broverman, Broverman, Clarkson, & Rosenkrantz, 1970). Consequently, a more flexible view of the adult male and female ideal is encouraged. If the adolescent girl's mother works, it is possible that she will experience less conflict about working and may consider a prestigious occupation and/or a career in a male-dominated occupation. If the adolescent boy's mother works, it is possible that some of the pressure for achievement in male-dominated occupations will be mitigated, and the adolescent boy may consider a wider variety of

occupational choices in terms of sex membership composition. (See Appendix A: Specific Hypotheses for a summary of the predictions derived from the above conceptualizations.)

## CHAPTER 2

### Method

#### Overall Design

A cross-sectional design was used to investigate the predictions cited previously. The major variables of interest were parental role models, parent-child relationships as perceived by the adolescent, and occupational choice. Additional demographic factors such as adolescents' sex, grade level, and social class and parents' education and occupational choices were also investigated. All data were obtained from adolescents' responses on the Career and Family Questionnaire.

#### Subjects

Subjects in the study were from the same public high school in suburban Long Island. The school was located in Suffolk County. Students in the 8th, 10th, and 12th grades were asked to participate in the study. The total sample consisted of 267 students representing 76.9% of the total enrollment for grades 8, 10, and 12. Students who were absent on the days that the Career and Family Questionnaire were distributed ( $n = 57$ ) or who submitted incomplete questionnaires ( $n = 23$ ) were not included in the sample. See Table 1, Appendix C for student participation in the study by grade and sex.

Hollingshead's Two Factor Index of Social Position (Note 1) was used to assess each student's social class. Approximately 50% of the adolescent boys and girls were in social class category IV and 30% were in social class category III. The adolescent in social class category IV was usually from a family where the father was a high

school graduate and was working as a technician or skilled manual laborer. The adolescent in category III was often from a family where the father had some college and worked as a store manager or owned a small independent business such as a restaurant. A series of 5 (social class category) by 2 (sex) chi squares were conducted for each grade level separately. There were no significant differences in the social class backgrounds of the boys and girls at the three grade levels. (See Table 2, Appendix C for the social class background of adolescents by grade and sex.)

Maternal employment was as follows: 40% of the adolescent boys and 34% of the adolescent girls' mothers were working. These percentages are somewhat lower than those reported for the nation; i.e., 45.7% of all mothers with children under 18 are working (U.S. Department of Labor, 1976).

#### Research Instruments

The Career and Family questionnaire was used to obtain all data on parental role models, perceived parent-child relationships, and occupational choice. Parental role models were assessed according to (a) the parent the adolescent most wanted to be like in terms of family roles; (b) the parent the adolescent most wanted to be like in terms of work roles, and (c) the parent the adolescent most wanted to be like overall. This is an expanded version of the techniques used by Baruch (1975) and Tangri (1969). Background information pertaining to parental role models was also obtained through the Career and Family Questionnaire, e.g., parents' occupations and educational status, the distinction between parents' actual and preferred occupations, and adolescents' perceptions of parents'

occupational prestige and competency in life roles.

Parent-child relationships were assessed on the Career and Family questionnaire through a modified version of Bachman's (1970) Composite Measure and Family Relations. Six scores were obtained (a) perceived closeness to father, (b) perceived closeness to mother, (c) perceived closeness to parents--a total score, (d) perceived maternal warmth, (e) perceived paternal warmth, and (f) perceived parental warmth--a total score.

Occupational choice was assessed in terms of the adolescents' responses on the Career and Family Questionnaire to questions on the occupation most likely to be pursued after completion of education and/or training. The prestige of the occupational choices was measured in terms of Hollingshead's (Note 1) seven level index for occupational prestige. Each occupational choice was also assessed according to Tangri's (1969, 1972) system for scoring sex membership composition. That is, each occupation was scored according to the current statistics on the percentage of men and women in that occupation. For the present study, employment data compiled by the U.S. Bureau of the Census (1973) was used to score occupations for sex membership composition. Adolescents' prospective occupations and parents' actual and preferred occupations were scored twice by two different raters for prestige level and sex membership composition. Only when there was interrater agreement were the scores included in the data analysis.

As noted previously, Hollingshead's (Note 1) Two Factor Index of Social Position was used to assess adolescents' socioeconomic

level according to fathers' educational level and occupational prestige. Only when there was interrater agreement for the social class scores were they included in the data analysis. (See Appendix B for detailed information on the measurement and scoring of the study variables.)

#### Procedure

In Spring 1976, students in the 8th-, 10th-, and 12th-grade classes in a suburban high school were asked to participate in the study. Since all students in the above grades were required to take a course sponsored by the English Department, class time from these courses was assigned for completion of the Career and Family Questionnaire.

The investigator was introduced by the classroom teacher as a graduate student working on a research project. In a pleasant, informal manner the investigator told the students that she was conducting a survey on career plans and that she wanted the students to complete a questionnaire. The students were told that some of the questions had to do with their own career and family plans and other questions had to do with their parents. While the questionnaires were being distributed, the investigator told the students that (a) participation in the survey was voluntary and that they did not have to answer any questions that they did not want to answer; (b) the questionnaire was to be answered anonymously, that is, "You don't have to put your name on the questionnaire"; (c) no one affiliated with the school would see their answers, and (d) the questionnaire was not a test: "There are no right or wrong answers; the questionnaire is a way

for me to find out what your thinking is about career and family." It was also mentioned that very rarely students are asked to talk freely about themselves and their plans, and their answers would help toward understanding what young adults want for themselves.

The investigator was present for all administrations of the questionnaire and was available to answer questions that arose during the administrations. The questionnaire took approximately 30 minutes to complete. Research procedures were in accordance with the ethical standards recommended by APA (1973).

#### Data Analysis

All data were coded onto computer forms, key punched, and verified. Standard statistical procedures as described in the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) were used in the computer analyses of the data. Each hypothesis was investigated separately, and the statistical procedure used in the data analysis is described in the subsequent Results and Discussion section.

## CHAPTER 3

### Results and Discussion

#### I Occupational Choices of Adolescents and Parental Role Models

The primary purpose of the analyses discussed in this section is to address the issue of whether there is an observable relationship between the occupational choices of adolescents and the parents that the adolescents select as their work role models. That is, do adolescents incorporate aspects of the work role models' occupations into their own prospective occupational choices? A subsidiary question focuses on the distinction between the work role model's actual job and the work role model's serious preference for some other job. Specifically, is the relationship between the adolescent's prospective occupation and the work role model's preferred occupation greater than the relationship for the work role model's actual occupation? The relationship of sex and grade level to the above factors was also investigated.

In an attempt to answer these questions, two sets of analyses were conducted. In the first set of analyses (IA), the occupational choices of adolescents and their work role models were assessed according to prestige level. The Hollingshead (Note 1) scale was used to assess prestige level. In the second set of analyses (IB), the occupational choices of adolescents and their work role models were assessed according to sex membership composition. Sex membership composition refers to the percentage of men and women in an

occupation, and Tangri's (1972) system was used here.

See Table 3, Appendix C for adolescent boys and girls' selections for the work role model. Adolescents were given four choices for work role model: father, mother, both parents, or neither parent. Only adolescents who selected either father or mother as the work role model were included in analyses IA and IB.

Chi square analyses were conducted to investigate sex and grade level differences for those who selected either father or mother as the work role model and for those who selected both or neither parent as the work role model. Results indicate that more adolescent girls than adolescent boys selected both or neither parent as the work role model ( $\chi^2 = 9.060$ ,  $df = 1$ ,  $p = .003$ ). However, there are no significant differences by grade level. Additional analyses were then conducted to investigate whether there are sex and grade level differences for those who selected both or neither parent as the work role model. Results indicate that there are no significant differences by sex but there are for grade level ( $\chi^2 = 7.044$ ,  $df = 2$ ,  $p = .029$ ). More adolescents in the 8th and 10th grades selected both parents as the work role model while adolescents in the 12th grade selected neither parent as the work role model.

IA Prestige level. Hollingshead (Note 1) scale was used to assess the prestige levels of the adolescents' prospective occupations and the work role model occupations. See Appendix B for details on scoring prestige level. Since there was no reliable estimate for the prestige level of homemaking as an occupation, data from adolescents whose mothers were full-time homemakers were ex-

cluded from the prestige analyses. Table 4, Appendix C shows the number of adolescents with homemaker and working mothers who selected either mother or father as the work role model. All the tables referred to in the following sections are located in Appendix C in numerical order.

Pearson correlations indicate that there are small but significant relationships between the prestige levels of the adolescents' prospective occupations and the prestige levels of the work role models' actual occupations ( $r = .22$ ,  $n = 131$ ,  $p = .012$ ) and the work role models' preferred occupations ( $r = .27$ ,  $n = 128$ ,  $p = .002$ ). Since the correlations are low, accounting for small portions of the variance in the prestige levels of the adolescents' prospective occupations (5% and 7%, respectively), there is minimal support for Hypothesis A1.

In the present study the non-role model is the parent who was not selected as the work role model. Pearson correlations for the prestige levels of the adolescent and non-role model occupations are also significant. There are small but significant correlations for the prestige levels of the adolescents' prospective occupations and the non-role models' actual occupations ( $r = .22$ ,  $n = 91$ ,  $p = .036$ ) and the non-role models' preferred occupations ( $r = .23$ ,  $n = 88$ ,  $p = .026$ ). Therefore, Hypothesis A2 is not supported in that there is little observable difference in the relationship between the prestige levels of the adolescent and the work role model occupations and between the adolescent and the non-role model occupations.

What is interesting here is that in terms of prestige level both the work role model and the non-role model occupations have a small but significant relationship to adolescents' prospective occupations.

Age-related findings were predicted for the relationship between the adolescent and the work role model occupations. It was thought that for the younger adolescents the relationship between the prestige levels of adolescents' prospective occupations and the work role models' actual occupations would be greater than for the older adolescents (Hypothesis A3). Also, it was expected that for the older adolescents the relationship between the prestige levels of the adolescents' prospective occupations and the work role models' preferred occupations would be greater than for the younger adolescents (Hypothesis A4).

Pearson correlations indicate that none of the relationships between the prestige levels of the adolescents' prospective occupations and the prestige levels of the work role models' actual or preferred occupations is significant at any of the three grade levels (see Table 5).

To investigate whether the variable of sex camouflaged possible age-related differences, additional correlations were conducted by sex for the three grade levels. Results indicate that the relationship between the adolescent and the work role model prestige scores is significant only for boys in the 12th grade (see Tables 6 and 7). There is a significant positive relationship between the prestige

levels of the 12th-grade boys' prospective occupations and the work role models' actual and preferred occupations ( $r = .63$ ,  $n = 15$ ,  $p = .006$ ;  $r = .68$ ,  $n = 15$ ,  $p = .002$ , respectively).

There are also interesting significant relationships for the total group of adolescent boys. For example, there are significant positive relationships between the prestige levels of the adolescent boys' prospective occupations and the work role models' actual and preferred occupations ( $r = .29$ ,  $n = 79$ ,  $p = .008$ ;  $r = .30$ ,  $n = 78$ ,  $p = .006$ , respectively). Furthermore, there is a positive relationship between the prestige levels of the adolescent boys' prospective occupations and the non-role models' actual occupations ( $r = .25$ ,  $n = 48$ ,  $p = .076$ ). The relationship between the adolescent boys' prospective occupations and the non-role models' preferred occupations is also positive ( $r = .29$ ,  $n = 48$ ,  $p = .042$ ).

Analogous correlations for adolescent girls are considerably lower and do not reach significance. The correlations for the prestige levels of the adolescent girls' prospective occupations and the occupations of the parental role models are as follows: work role models' actual occupations ( $r = .05$ ,  $n = 50$ ,  $p = .702$ ) and preferred occupations ( $r = .09$ ,  $n = 48$ ,  $p = .532$ ); non-role models' actual occupations ( $r = .18$ ,  $n = 41$ ,  $p = .520$ ) and preferred occupations ( $r = .06$ ,  $n = 38$ ,  $p = .724$ ). Hypothesis A5 is not confirmed in that there are observable sex differences in the correlations for adolescent boys and girls.

Thus, the results reported above for the variable of prestige

level indicate that for the total adolescent group: (a) there is a small but significant relationship between the prestige levels of the adolescent and the work role model occupations (actual and preferred), and (b) there is a small but significant relationship between the prestige levels of the adolescent and the non-role model occupations (actual and preferred). Furthermore, the analyses that were conducted separately by sex indicate that the relationship between the prestige levels of the adolescent and the parental role model occupations is significant for adolescent boys but not for adolescent girls. The evidence suggests that the prestige levels of the parental role model occupations have a part in the occupational choice process of adolescents, particularly that of adolescent boys.

IB Sex membership composition. Tangri's (1969) system was used to assess the sex membership composition (the percentage of men and women in the occupation) of the adolescents' prospective occupations and the work role model occupations. See Appendix B for details on scoring sex membership composition.

Pearson correlations indicate that there are significant correlations for the sex membership composition of the adolescents' prospective occupations and the sex membership composition of the work role models' actual occupations ( $r = .34$ ,  $n = 146$ ,  $p = .002$ ) and for the work role models' preferred occupations ( $r = .38$ ,  $n = 142$ ,  $p = .002$ ). Since the correlations are moderate, accounting for 12% and 14%, respectively, of the variance in the sex membership

composition of the adolescents' prospective occupations, there is support for Hypothesis B1.

Pearson correlations for the sex membership composition of the adolescent and non-role model occupations are also significant. (As noted previously, the non-role model parent is the parent who was not selected as the work role model). Specifically, there are negative correlations for the sex membership composition of the adolescents' prospective occupations and the non-role models' actual occupations ( $r = -.34$ ,  $n = 147$ ,  $p = .002$ ) and the non-role models' preferred occupations ( $r = -.34$ ,  $n = 143$ ,  $p = .002$ ).

Hypothesis B2 is not supported in that the relationship between the sex membership composition of the adolescents' prospective occupations and the work role model occupations is not greater than the relationship between the adolescent and the non-role model occupations. Interestingly, the variance accounted for in the adolescent occupations by the sex membership composition of the work role model occupations (actual = 12%; preferred = 14%) is similar to that accounted for by the non-role model occupations (actual = 12%; preferred = 12%). However, there is a distinction. The relationship between the sex membership composition of the adolescent and the work role model occupations is in a direction opposite to that for the adolescent and non-role model occupations.

A question to raise is whether the relationship between the sex membership composition of the adolescent and the non-role model

occupations can be accounted for by the work role model occupations and vice versa. Partial correlation analyses indicate that when the effect of the work role model occupations is controlled statistically, the relationship between the adolescent and the non-role model occupations is reduced ( $r_{13.2} = -.16$ ,  $n = 145$ ,  $p = .058$ ). However, when the effect of the non-role model occupations is controlled statistically, the relationship between the adolescent and work role model occupations is also reduced ( $r_{12.3} = .15$ ,  $n = 145$ ,  $p = .062$ ). In other words, in terms of sex membership composition the work role model and non-role model occupations in combination account for a larger portion of the variance in the adolescents' prospective occupations than either one alone.

Age-related findings were predicted for the relationship between the adolescent and the work role model occupations. It was thought that for the younger adolescents the relationship between the sex membership composition of the adolescents' prospective occupations and the work role models' actual occupations would be greater than for the older adolescents (Hypothesis B3). Also, it was expected that for the older adolescents the relationship between the sex membership composition of the adolescents' prospective occupations and the work role models' preferred occupations would be greater than for the younger adolescents (Hypothesis B4).

Results indicate that there are significant positive correlations on the 8th-grade level ( $r = .39$ ,  $n = 70$ ,  $p = .002$ ) and on the 10th-grade level ( $r = .36$ ,  $n = 44$ ,  $p = .03$ ); whereas, on the 12th-

grade level, the correlation is lower and not significant ( $r = .23$ ,  $n = 34$ ,  $p = .38$ ). Similar findings are found for the relationship between the sex membership composition of the adolescents' prospective occupations and the work role models' preferred occupations. Specifically, there are significant positive correlations on the 8th-grade level ( $r = .43$ ,  $n = 68$ ,  $p = .002$ ) and on the 10th-grade level ( $r = .43$ ,  $n = 43$ ,  $p = .008$ ); whereas, on the 12th-grade level the correlation is lower and not significant ( $r = .26$ ,  $n = 33$ ,  $p = .30$ ).

To investigate whether the variable of sex camouflaged possible age-related findings on the 12th-grade level, additional sex by grade level correlations were performed. Results indicate that for the 12th-grade girls there are significant relationships between the sex membership composition of the adolescents' prospective occupations and the work role models' actual occupations ( $r = .52$ ,  $n = 16$ ,  $p = .028$ ) and preferred occupations ( $r = .48$ ,  $n = 16$ ,  $p = .046$ ). Similar analyses with 12th-grade boys yielded correlations that were considerably lower ( $r = -.08$ ,  $n = 14$ ,  $p = .776$ ;  $r = -.02$ ,  $n = 14$ ,  $p = .946$ , respectively).

Thus, the results reported above do not support Hypotheses B3 and B4 in that there were no observable age-related findings. When the variable of sex is controlled statistically, it becomes apparent that the distinction between the younger adolescents (8th- and 10th-grade subjects) and the older adolescents (12th-grade subjects) is related to the sex of the 12th-grade subjects. What is of importance

is that in terms of sex membership composition there are significant positive relationships between adolescent and work role model occupations, both actual and preferred.

No significant sex differences were predicted for the relationship between the sex membership composition of the adolescent and the work role model occupations. However, results indicate that there are sex differences, and Hypothesis B5 is not confirmed.

For girls there is a significant relationship between the sex membership composition of the adolescent prospective occupations and the work role models' actual occupations ( $r = .28$ ,  $n = 62$ ,  $p = .026$ ). Similarly, the relationship between the adolescent girls' prospective occupations and the work role models' preferred occupations is significant ( $r = .30$ ,  $n = 62$ ,  $p = .018$ ). Analogous correlations for the sex membership composition of the adolescent boys' prospective occupations and the work role models' actual and preferred occupations are lower and not significant ( $r = .01$ ,  $n = 82$ ,  $p = .910$ ;  $r = .02$ ,  $n = 80$ ,  $p = .858$ , respectively).

Additional analyses indicate that there are significant negative correlations between the sex membership composition of the adolescent girls' occupations and the non-role models' actual occupations ( $r = -.29$ ,  $n = 65$ ,  $p = .016$ ) and the non-role models' preferred occupations ( $r = -.32$ ,  $n = 61$ ,  $p = .010$ ). Again, analogous correlations for the adolescent boys are lower and not significant ( $r = -.07$ ,  $n = 80$ ,  $p = .508$ ;  $r = -.02$ ,  $n = 80$ ,  $p = .872$ ).

Interestingly, the variance accounted for in the adolescent

girls' prospective occupations by the sex membership composition of the work role models' occupations (actual = 8%; preferred = 9%) is almost equivalent to that accounted for by the non-role models' occupations (actual = 8%; preferred = 10%). However, there is a distinction. The relationship between the sex membership composition of the adolescent girls' occupations and the work role models' occupations is in a direction opposite to that for the adolescent girls' and the non-role models' occupations.

A question to ask is whether the relationship between the sex membership composition of the adolescent girls' and the non-role models' occupations can be accounted for by the work role models' occupations and vice versa. Partial correlation analyses indicate that when the effect of the sex membership composition of the work role models' occupations is controlled statistically, the relationship between the adolescent girls' and the non-role models' occupations is reduced ( $r_{13.2} = -.13$ ,  $n = 61$ ,  $p = .316$ ). However, when the effect of the sex membership composition of the non-role models' occupations is controlled statistically, the relationship between the adolescent girls' and the work role models' occupations is reduced also ( $r_{12.3} = .08$ ,  $n = 61$ ,  $p = .504$ ). In other words, in terms of sex membership composition, the work role model and the non-role model occupations in combination have an observable relationship to the adolescent girls' occupations. When the effect of either one (work role model or non-role model) is controlled statistically, the relationship of the remaining variable with the adolescent girls' pro-

spective occupations is smaller and not significant.

Thus, the results reported above for the variable of sex membership composition indicate that for the total adolescent group: (a) there is a significant positive relationship between the sex membership composition of the adolescent and the work role model occupations (actual and preferred); (b) there is a significant negative relationship between the sex membership composition of the adolescent and the non-role model parent occupations (actual and preferred); and (c) there is a significant positive relationship between the sex membership composition of the adolescent and the work role model occupations (actual and preferred) for 8th- and 10th-grade adolescents and for 12th-grade girls. The analyses that were conducted separately by sex indicate that the relationship between the sex membership composition of the adolescent and the role model occupations is significant for adolescent girls but not for adolescent boys. Thus, there is evidence to support the position that the sex membership composition of the parental role models' occupations has part in the occupational choice process of adolescents, particularly that of adolescent girls.

#### Overview of Prestige Level and Sex Membership Composition Findings

Overall, the results indicate that there are significant relationships between the occupational choices of adolescents and their parental role models. What this evidence possibly suggests is that adolescents incorporate aspects of their parental role models' occupations into their own prospective occupational choices.

One interpretation for the above findings is based in part on the cognitive developmental explanation of psychological modeling (e.g., Kohlberg, 1969; Kuhn, 1973). According to this formulation, individuals are motivated to behave in ways that are interpreted as competent or correct for them in the existing situation. Consequently, they select models that are perceived as competent and like-self and observe the relevant behaviors. Often the observed behaviors become part of the individual's repertoire of behaviors. In the present study, the adolescent's task was to choose a prospective occupation for self. The evidence possibly suggests that as part of the occupational choice process, adolescents integrate aspects of the parental role models' occupations into their own concepts of what is an appropriate occupation for self.

What was particularly interesting was that while the occupational choice process was similar for adolescent boys and girls, the content of what was modeled; i.e., what was incorporated into the adolescents' prospective occupational choice, was different. Thus, the following question asks: What is it about the content of the parental role models' occupations that differentiates the prospective occupational choices of adolescent boys and girls? Of the two factors, prestige level and sex membership composition, that were assessed in the present study, the more salient factor in the occupational choice process of the adolescent boys was prestige level.

There were significant positive relationships between the

prestige levels of the adolescent boys' prospective occupations and the work role models' occupations (actual and preferred). Also, somewhat unexpectedly, there were positive relationships with the non-role models' occupations.

As noted previously, only employed mothers were included in the prestige analyses and for 76% of the adolescent boys, the mother was the non-role model parent. In these families, the work role model parent and the non-role model parent were employed, and it is reasonable that the adolescent boy not only attended to the occupational prestige levels of the parent selected as the work role model but also to the non-role model parent who was also an observable "working" model. The evidence suggests that in the occupational development of adolescent boys there is a cognitive component through which the adolescent boy learns the prestige levels of the parental role models' occupations and uses this information in the formulation of his own occupational plans.

For adolescent girls, the more salient factor in the occupational choice process was sex membership composition. The sex membership composition (the percentage of men and women in an occupation) of the adolescent girls' prospective occupations was correlated significantly with the sex membership composition of the work role models' actual and preferred occupations. Also, there was a significant negative relationship between the sex membership composition of adolescent and non-role model occupations. One possible interpretation is that the adolescent girl was not only

attending and responding to the sex membership composition of the occupation of the parent selected as the work role model, but also to the occupation of the parent not selected as the work role model. The psychological modeling process referred to here may be one where the adolescent girl observes the occupational behaviors of both parents and designates one as the positive work role model and one as the negative work role model. The evidence suggests that in the occupational development of adolescent girls there is a cognitive component through which the adolescent girl observes the sex membership composition of parental role models' occupations and uses this information in the formulation of her own occupational plans.

## II Perceived Parent-Child Relationships and Prospective Occupational Choice

The major formulations in the area of occupational choice and parent-child relations are those of Roe (1954), but they have not been substantiated (Borow, 1966). Therefore, variations in research strategy were introduced into the present study to ascertain if there is an observable relationship between parent-child relations as perceived by the adolescent and the adolescent's prospective occupational choice. Specific questions focus on the relationship between perceived parental warmth and closeness and adolescent occupational plans. That is, what is the quality of the perceived parent-child relationship when adolescent and work role model occupations are similar? And what is the quality of the perceived parent-child relationship when adolescent and work role model

occupations are different? Again, occupational choice is assessed according to prestige level and sex membership composition. Generally, the results provide minimal support for Roe's major thesis and some information on the perceived parent-child relationships that are associated with the similarities and differences in adolescent and parental role model occupations.

In a final section attempts were made to ascertain if there is any developmental evidence to support Ausubel's (1954) notion of "desatellization;" i.e., adolescents' striving toward independence or separation from parents. The question was asked: Do older adolescents report less perceived closeness to parents than younger adolescents? Results support Ausubel's notion of desatellization.

To address the issues and questions raised above, a series of specific hypotheses were advanced and tested (see Appendix A: Specific Hypotheses). In the sections that follow, the findings pertaining to these hypotheses are presented. An overview of these findings is given in the final section.

It was predicted that adolescents who aspire to occupations that are similar in prestige to the parental work role model perceive closer relationships with parents than adolescents who aspire to occupations that are different in prestige from the parental work role model (Hypothesis II 1). A 3 (prestige similarity) by 2 (sex) ANOVA was conducted with perceived closeness to parent scores. There are no significant main effects for prestige similarity or sex, but there is a significant interaction ( $F = 4.195$ ,  $df = 2/136$ ,  $p = .017$ ). To further assess the interaction, a test for simple

main effects was conducted for adolescent boys and girls at the three levels of prestige similarity. There were no significant differences for adolescent boys and girls at any of the three levels. Specifically, when the prestige levels of adolescent and work role model parent were the same,  $F(1,136) = 2.77, p \geq .05$ ; when the prestige levels of adolescent and work role model parent differed by one level,  $F(1,136) = 3.34, p \geq .05$ , and when the prestige levels of adolescent and work role model parent differed by two levels,  $F(1,136) = 1.05, p \geq .05$ .

Although there was no significant difference for boys and girls when each of the three levels of prestige similarity was evaluated separately, inspection of the perceived closeness scores at the three levels of prestige similarity (Table 8) suggests that the adolescent girls perceive closer relationships with parents when they aspire to occupations that are similar in prestige to the parental work role model; whereas, the adolescent boys perceive closer relationships with parents when they aspire to occupations that are different in prestige from the parental work role model. Thus, there is some support for Hypothesis II 1 for girls but not for boys.

It was expected that adolescents who aspire to occupations with high own sex membership would perceive closer relationships with parents than adolescents who aspire to occupations with low own sex membership (Hypothesis II 2). A 3 (own sex membership) by 2 (sex) ANOVA was conducted with perceived closeness scores. There were no significant main effects or interactions. Hypothesis II 2 is

not confirmed.

It was predicted that adolescents who aspire to occupations that are similar in prestige to the parental work role model perceive warmer relationships with parents than adolescents who aspire to occupations that are different in prestige from the parental work role model (Hypothesis II 3). A 3 (prestige similarity) by 2 (sex) ANOVA was conducted with perceived parental warmth. There were no significant main effects or interactions, and Hypothesis II 3 is not confirmed.

It was predicted that adolescents who aspire to occupations with high own sex membership would perceive warmer relationships with parents than adolescents who aspire to occupations with low own sex membership (Hypothesis II 4). A 3 (own sex membership) by 2 (sex) ANOVA was conducted with perceived parental warmth. Neither main effects nor interactions was significant. Therefore, Hypothesis II 4 is not confirmed.

It was predicted that adolescents who aspire to occupations that are higher in prestige than the parental work role model would perceive moderately close relationships with parents (Hypothesis II 5). A 3 (direction of prestige similarity) by 2 (sex) ANOVA was conducted with perceived closeness scores. Consistent with the hypothesis, adolescents aspiring to occupations with higher prestige than the parental work role model perceived moderate closeness to parents while adolescents aspiring to occupations with the same prestige or lower prestige perceived the most and the least closeness to parents, respectively. However, the main effects and

interactions failed to reach significance, and Hypothesis II 5 is not confirmed.

It was hypothesized that adolescents who aspire to occupations that are higher in prestige than the parental work role model would have moderately warm relationships with parents (Hypothesis II 6). A 3 (direction of prestige similarity) by 2 (sex) ANOVA was conducted with perceived parental warmth. There were no significant main effects or interactions. Hypothesis II 6 is not confirmed.

In Hypothesis II 7 it was predicted that there would be no sex differences for Hypotheses II 1 to II 6. Except for the interaction reported for Hypothesis II 1, Hypothesis II 7 is supported.

Consistent with Hypothesis II 8, results indicate that older adolescents perceive less closeness to parents than younger adolescents ( $r = -.15$ ,  $n = 259$ ,  $p = .028$ ). However, the correlation is low and separate correlations were conducted for perceived closeness to mother and perceived closeness to father. Results yielded a small but significant relationship for age and perceived maternal closeness ( $r = -.18$ ,  $n = 252$ ,  $p = .01$ ). The correlation for age and perceived paternal closeness ( $r = -.13$ ,  $n = 247$ ,  $p = .092$ ) is not significant.

It was predicted that adolescent boys perceive less close relationships with parents than adolescent girls at all grade levels. A 3 (grade level) by 2 (sex) ANOVA was conducted for perceived closeness to parents scores (Hypothesis II 9). Neither main effects nor interactions was significant. However, when a 3 (grade level) by 2 (sex) ANOVA was conducted with perceived closeness to mother

scores, there was a significant main effect for grade ( $F = 3.789$ ,  $df = 2/254$ ,  $p = .023$ ) but not for sex ( $F = 3.073$ ,  $df = 1/254$ ,  $p = .077$ ). The Scheffé Test was used to compare the perceived closeness to mother scores at the three grade levels. Results indicate that there was a significant difference for the 8th and 12th grades ( $F = 7.074$ ,  $df = 2/254$ ,  $p < .05$ ) but not for the 8th and 10th grades ( $F = 2.317$ ,  $df = 2/254$ ,  $p > .05$ ) or 10th and 12th grades ( $F = 1.416$ ,  $df = 2/254$ ,  $p > .05$ ).

Thus, Hypothesis II 9 which pertains to perceived closeness to parents is not confirmed. However, a separate analysis with perceived closeness to mother scores indicates that adolescents in the lower grades perceive more maternal closeness than adolescents in the upper grades. Observation of Table 9 reveals that there is a tendency for the adolescent boys to report less closeness to mother than the adolescent girls at each grade level, but as noted above neither the main effect for sex nor the interaction is significant.

#### Overview of the Parent-Child Relationship Findings

Questions have been raised in the literature regarding the adequacy of Roe's (1956) formulations since her hypotheses have been difficult to confirm (Borow, 1966). Consequently, two variations in research strategy were incorporated into the present study. First, perceived parent-child relationships were assessed in a group of adolescents who were in the midst of ongoing relationships with parents. Second, occupations were assessed on

dimensions different from those used in prior research. In spite of these two changes, there was at best minimal support for Roe's (1956) major hypothesis regarding the impact of parent-child relations on occupational choice. The one finding that was consistent with Roe's prediction was as follows: Adolescent girls reported closer relations with parents when they aspired to occupations that were similar in prestige to the work role model parent while adolescent boys reported closer relations with parents when they aspired to occupations that were different in prestige from the work role model parent. One interpretation is that for adolescent girls close relationships with parents facilitate the modeling of the parental work role model's occupation in terms of prestige, whereas, for adolescent boys close relationships with parents provide the adolescent with the motivation to deviate from the pattern provided by the parental work role model.

The above finding is consistent with Hoffman's (1972) interpretation of the existing literature on childhood experience and achievement and with results from the Feld Longitudinal Study (Kagan and Moss, 1962). According to Hoffman (1972), girls in comparison to boys receive less encouragement for attaining independence from parents and less encouragement for establishing an identity separate from mother. As a consequence, girls engage in less independent experimentation with the environment and fail to develop effective, achievement-oriented skills. Kagan

and Moss (1962) reported that maternal protection in the first three years of life was negatively related to adult achievement behaviors in girls and positively (but not significantly) related to adult achievement behaviors in boys.

Thus, there is evidence to suggest that the quality of the parent-child interaction and its relationship to eventual achievement and/or occupational behaviors may be different for each sex. Specifically, the parent-child relationship that facilitates achievement behaviors in boys may be different from the parent-child relationship that facilitates achievement behaviors in girls. Moreover, it is not surprising that Roe's formulations lack adequate confirmation. As Borow (1966) suggests, the relationship between parent-child relations and occupational choice appears to be more complex than most theorists anticipated.

Developmental findings. As predicted, there were some developmental findings pertaining to adolescents' perceptions of closeness to parents. The older adolescents perceived less closeness to the parents than the younger adolescents. This is consistent with the position that an important task of adolescence is to strive toward separation or independence from parents. In fact, Ausubel (1954) views adolescence as characterized by a trend toward desatellization, i.e., a breaking away from the direct influence of parents. Also, there was some suggestion in the present study that during adolescence there is greater desatellization from the

mother than from the father. These findings support the view that during adolescence there are subtle but observable attachments between parent and child, particularly between mother and child. Popular expressions such as "smother love," "momma's baby," and "tied to your mother's apron strings" intimate that adolescents themselves are aware on some levels of these attachments.

Martin (1975) has suggested that the attachment relationship between parent and child is reciprocal in nature and is the result of the combination of factors that each brings into the parent-child relationship. If Martin's (1975) thesis is correct, and he presents a variety of evidence in support of his position, it may be that one or both parents has an active role in the desatellization processes of the child and functions possibly as an impetus or retardant of desatellization. In fact, Hoffman (1972) notes that the socialization practices inherent to the parent-child relationship vary according to the sex of the child. Although there were no significant sex differences (only a trend toward significance) in the findings reported here, it is probable that there are factors in addition to age that influence the degree to which an adolescent desatellizes from parents.

### III Age, Sex, and Social Class and the Selection of Parental Role Models and Occupational Choice

In prior sections, the emphasis was on the relationship between (a) the adolescent's occupational plans and the occupations of the parent selected as the work role model, and (b) parent-child relationships as perceived by the adolescent and the similarity

between adolescent and work role model occupations. In the present section, the emphasis is on the selection of parental role models. The primary question here is: What is the relationship of factors such as age, sex, and social class to the role model selection process? Parental role models were assessed according to the parent the adolescent most wanted to be like in terms of work roles, family roles, and overall. (See Appendix B for information on the measurement and scoring of variables.)

Individuals of both sexes generally select the same sex parent as the role model. However, the higher status and greater rewards attributed to the male role encourage some females to select the father as the parental role model. Consequently, an additional question is asked: What is the relationship of perceived competency and prestige to role model choice, particularly when the opposite sex parent is selected as the work role model? Priority was given to the factors related to the selection of the work role model since the study's major focus is on occupational development.

To address the questions raised above, a series of specific hypotheses were advanced and tested. (See Appendix A.) In the sections that follow the findings pertaining to these hypotheses are presented. An overview of these results is given in the final section.

It was expected that more adolescent boys and girls would select the same sex parent rather than the opposite sex parent as the role model (Hypothesis III 1). To investigate this prediction a 4 (role model choice: father, mother, both, and neither) by 2 (sex) chi square

analysis was conducted for the three role model variables; i.e., family role model, work role model, and overall role model.

For family role model (Table 10), there were significant differences ( $\chi^2 = 43.150$ ,  $df = 3$ ,  $p = .001$ ). Boys were more likely to select the father (53%) as the family role model, and girls were more likely to select the mother (58%). For work role model (Table 3), there were also significant differences ( $\chi^2 = 37.039$ ,  $df = 3$ ,  $p = .001$ ). As expected, a majority of the boys selected the father over the other role model categories. Interestingly, only 26% of the girls selected the mother as the work role model. More girls selected the father as the work role model, but the percentage of girls (40%) in comparison to the boys (79%) was considerably lower. For overall role model (Table 11), there was also a significant difference ( $\chi^2 = 44.712$ ,  $df = 3$ ,  $p = .001$ ). Again, a majority of the boys (61%) selected the father as overall role model in comparison to 19% of the girls. The girls tended to select the mother (34%) or both mother and father (31%) as the overall role model.

Thus, Hypothesis III 1 is confirmed for boys and partially confirmed for girls. Specifically, the boys selected the father (the same sex parent) as the family, work, and overall role model. In contrast, girls selected the mother (the same sex parent) as the role model for the family role model and to some extent for the overall role model. For work role model, adolescent girls selected the father as the role model.

It was expected that more younger than older adolescent girls would select the same sex parent as role model (Hypothesis III 2).

To investigate this hypothesis a 4 (role model choice) by 3 (grade level) chi square analysis was conducted for the three role model variables; i.e., family, work, and overall role model. For family role model there was a significant difference in the role model choices of 8th-, 10th-, and 12th-grade girls ( $\chi^2 = 18.042$ ,  $df = 6$ ,  $p = .006$ ). More younger adolescent girls than older adolescent girls selected the mother as family role model (Table 12). For work role model (Table 13) and for overall role model (Table 14), there were similar trends but the chi squares were not significant. Thus, Hypothesis III 2 is partially confirmed.

It was predicted that more older than younger adolescent boys would select the father as role model (Hypothesis III 3). To investigate this prediction a 4 (role model choice) by 3 (grade level) chi square analysis was conducted for the three role model variables. Results indicated that there were no significant differences in the role model choices of boys in the 8th, 10th, and 12th grades. Examination of Tables 15, 16, and 17 reveals that in all three analyses, a majority of the boys selected the father as the role model. This finding was consistent at each grade level resulting in little change from one grade level to the next. Thus, Hypothesis III 3 was not confirmed.

Hypotheses III 4 and III 5 focus on social class differences in the selection of the work role model, and hypothesis III 6 focuses on the relationship between social class and occupational choice. Examination of Table 2, however, indicates that social class ratings for a large majority of subjects are found in two (categories III

and IV) of the five possible social class categories of the Hollingshead scale. Given this limitation, it was decided to test the above hypotheses to ascertain if even small variations in social class are related to role model and occupational choice.

It was predicted that more adolescent boys from higher-social class families than lower-social class families would select the father as the work role model (Hypothesis III 4). A median split technique was used to divide the sample into higher and lower social class groupings. A 2 (father vs. mother) by 2 (higher- vs. lower-social class grouping) chi square was conducted for work role model. A large majority of the boys from both social class groupings selected the father as the work role model, and there were no significant differences. Hypothesis III 4 was not confirmed.

It was expected that more girls from lower-social class families than higher-social class families would select the mother as the work role model (Hypothesis III 5). A median split technique was used to divide the sample into higher- and lower-social class groupings. A 2 (father vs. mother) by 2 (higher- vs. lower-social class grouping) chi square was conducted. A majority of the girls from both social class groupings selected the father as the work role model, and there was no significant difference in role model choices. Hypothesis III 5 was not confirmed.

It was predicted that higher-social class adolescents have more prestigious occupational choices than lower-social class adolescents (Hypothesis III 6). Results indicate that there is a small but significant positive relationship between the social class background of adolescents and the prestige of their prospective occupational

choices ( $r = .22$ ,  $n = 208$ ,  $p = .002$ ). Thus, there is some support for Hypothesis III 6.

Previous analyses suggest that the prestige of one's occupation is a more salient factor for boys than for girls. Therefore, additional analyses were conducted to ascertain if there are sex differences in the relationship between social class background and the prestige of one's occupational choice. Results indicate that the relationship between these two factors is greater for boys ( $r = .31$ ,  $n = 104$ ,  $p = .002$ ) than it is for girls ( $r = .09$ ,  $n = 104$ ,  $p = .184$ ).

It was predicted that for adolescents who select the opposite sex parent as the work role model, perceptions of competency for the opposite sex parent (the work role model) are greater than for the same sex parent (the non-role model). To investigate Hypothesis III 7 a correlated  $t$  test was conducted for the competency scores of the same sex and opposite sex role models. Results indicate that for adolescents who selected the opposite sex parent as the work role model, the competency scores for the role model parent are significantly higher than those for the non-role model parent ( $t = 2.11$ ,  $df = 46$ ,  $p = .04$ ). Thus, Hypothesis III 7 was confirmed.

An additional analysis was conducted to ascertain if perceived competency is a salient factor in the adolescent's selection of the same sex parent as the role model. Results indicate that the perceived competency scores for the work role model parent are significantly higher than those for the non-role model parent ( $t = 2.67$ ,  $df = 107$ ,  $p = .009$ ). Moreover, the perceived competency of parents is not only

related significantly to the opposite sex role model choices but to the same sex role model choices.

It was predicted that for adolescents who select the opposite sex parent as the work role model, the prestige scores for the opposite sex parent (the work role model) are greater than those for the same sex parent (the non-role model). To investigate Hypothesis III 8 a correlated  $t$  test was conducted for the prestige levels of the role model and non-role model occupations. Results indicate that the role model prestige scores were higher than the non-role model prestige scores, however, this result failed to reach significance ( $t = 1.87$ ,  $df = 23$ ,  $p = .074$ ). (It should be noted that there are no prestige scores for homemaking as an occupation in the Hollingshead scale. Moreover, adolescents whose mothers were homemakers were excluded from this analysis.)

An additional analysis was conducted, however, for perceived prestige scores. (Perceived prestige is based on adolescents' estimates of the prestige of the parent occupations, and homemaking was included as an occupation.) Results indicate that for adolescents selecting opposite sex role models, the perceived prestige of the work role model's occupation is significantly higher than for the non-role model's occupation ( $t = 2.64$ ,  $df = 44$ ,  $p = .011$ ). Thus, Hypothesis III 8 is confirmed for perceived prestige.

An additional analysis was conducted to investigate the relationship between perceived prestige and the selection of the same sex parent as the work role model. Results indicated that for adolescents who selected the same sex parent as the work role model,

there was no significant difference in role models and non-role models' perceived prestige ( $t = .88$ ,  $df = 97$ ,  $p = .38$ ).

Sex differences and perceived prestige and perceived competency.

A series of correlated  $t$  tests were conducted to ascertain if there are sex differences in the relationship between perceived competency and perceived prestige and opposite sex and same sex role model choices. The following pattern emerged. For girls, there are significant relationships between (a) the selection of the same sex parent as the work role model and perceived competency, and (b) the selection of the opposite sex parent as the work role model and perceived prestige. Girls who selected the mother as the work role model gave ratings for the mother's competency that were significantly higher than those for the father's competency ( $t = 3.02$ ,  $df = 28$ ,  $p = .005$ ). However, girls who selected the father as the work role model gave prestige ratings for the father's occupations that were significantly higher than those for the mother's occupations. ( $t = 2.12$ ,  $df = 39$ ,  $p = .04$ ).

For boys, there are no significant relationships between perceived competency and perceived prestige and the selection of the same sex parent (the father) as the work role model. However, there are positive relationships between perceived competency and perceived prestige and the selection of the opposite sex parent (the mother) as the work role model. Boys who selected the mother as the work role model ( $n = 6$ ) rated the mother's competency higher ( $t = 2.53$ ,  $df = 4$ ,  $p = .065$ ) and the prestige of her occupation higher ( $t = 2.14$ ,  $df = 4$ ,  $p = .099$ ) than analogous ratings for the father.

### Overview of the Parental Role Model Findings

Adolescent boys and the role model selection process. Consistent with developmental theory (e.g., Kohlberg, 1969; Lynn, 1969), a large majority of the adolescent boys selected the father (the same sex parent) as the work role model, the family role model, and the overall role model. Furthermore, these findings held for 8th-, 10th-, and 12th-grade boys.

In an attempt to provide some understanding of what it is about the father that allows him to be a highly salient role model candidate for adolescent boys, certain factors pertaining to the father were studied. It was thought that the variables of prestige and competency might play a part in the selection of a work role model (Kohlberg, 1969; Lynn, 1969). However, for adolescent boys who selected the father as the work role model, there were no differences in the actual prestige, perceived prestige, or perceived competency of the role model and non-role model parents.

Although very few adolescent boys selected the mother as the work role model ( $n = 6$ ), certain factors were studied to obtain an understanding of possible contributors to the adolescent boy's selection of the opposite sex parent as the role model. Interestingly, perceived prestige and perceived competency had a greater relationship to the adolescent boy's selection of the mother as role model than to the selection of the father as role model. When the adolescent boys selected the mother as the work role model, they tended to give the mother's competency and prestige higher ratings than those for the father. Furthermore, in 4 of the 6 cases the mother was employed.

What about social class differences in the adolescent boys' work role model selections? As noted previously, the sample was fairly homogeneous in social class; i.e., approximately 80% of the adolescent boys were in social class categories III and IV of the Hollingshead scale. Consequently, there was little variation in adolescent boys' work role model choices by social class. A great majority of the adolescent boys from these middle- to lower-social class groupings selected the father as the work role model.

Overall, the evidence presented here suggests that the adolescent boy's selection of the father as the work role model is based primarily on same sex membership and has little to do with the adolescent boy's grade level or social class or his estimates of his father's prestige or competency.

Adolescent girls and the role model selection process. The adolescent girls' role model selections were considerably more mixed than those for the adolescent boys. While a majority of the adolescent girls selected the mother (the same sex parent) as the family role model, age seemed to be related to this finding. Specifically, the older adolescent girls in comparison to the younger adolescent girls were less likely to select the mother as the family role model. For the overall role model, there was a tendency for the adolescent girls to select the mother or both mother and father. For the work role model, the adolescent girls selected the father, but the proportion was not as great as that for the adolescent boys.

According to Lynn (1969) some girls select the father (the opposite sex parent) as the role model because of the greater rewards

and prestige attributed to the masculine role. According to Kohlberg (1969) perceptions of competency have an influence on role model selections. In the present study more adolescent girls selected the father (the opposite sex parent) than the mother (the same sex parent) as the work role model. Perceived prestige and perceived competency were assessed in terms of their relationship to the work role model selection process. As predicted, the adolescent girls who selected the father as the work role model had perceived prestige ratings for the father that were significantly higher than those for the mother. However, there was no significant difference in the adolescent girls' competency scores for mother and father.

For the adolescent girls who selected the mother (the same sex parent) as the work role model, their ratings for competency were significantly higher for the mother than for the father, and there was no difference in the perceived prestige ratings for the mother and the father. Interestingly, 27 of the 34 mothers who were selected as work role models were employed (79%).

It is plausible that for the adolescent girls in the present study who selected the father (the opposite sex parent) as the work role model, perceived prestige was a salient factor in the role model selection process. Whereas, for the adolescent girls who selected the mother (the same sex parent) as the work role model, perceived competency was a salient factor in the work role model selection process. It is also plausible that maternal employment functioned as a signal for maternal competency and focused the adolescent girl's attention to those areas where mother's competency

was apparent.

What about the relationship of social class to adolescent girls' work role model selections? In the present study social class was not related to the role model choices of adolescent girls. As noted elsewhere, the present sample was homogeneous in social class (see Table 2) and adolescent girls from these middle- to lower-social class groupings selected the father as the work role model.

Social class and occupational choice. Even though the present sample was homogeneous in social class, there was a significant positive relationship between the family's social class background and the prestige of the adolescent's prospective occupational choice, particularly that of the adolescent boys. In fact, 56% of the adolescent boys chose prospective occupations for self that were similar in prestige to the father's occupation while 38% were upwardly mobile, i.e., choosing prospective occupations for self that were more than one prestige level higher than the father's occupation. These findings are consistent with those reported by Beilin (1955b) in an earlier study. Beilin conducted a follow-up study of a 1924 graduation class from a rural high school and found that 30% of the males had occupations that were two classifications higher than those of their fathers. A majority of the males had occupations that were similar in classification to those of their fathers. Other studies reviewed by Levin (Note 2) also report similar findings. What these results suggest is that the family's social class (based primarily on the prestige level of the father's occupation) is related in a variety of ways to the social class aspirations of adolescents. Despite a

view of the United States as a "Land of Opportunity," the prestige levels of the adolescents' prospective occupations, particularly those of the adolescent boys, are fairly similar to those of the fathers. It is not surprising then that the upward mobility rates for the United States are no higher than those for industrialized Western European countries (Levin, Note 2). Although it is not the purpose of the present study to address the social and biological factors pertaining to upward mobility, it is worthwhile to note that one implication of the psychological modeling of the family's occupational behaviors is that for many offspring, occupational mobility strivings receive little support.

#### IV Mother's Employment Status and Adolescent Occupational Plans

The primary purpose of the analyses discussed in this section was to assess the relationship of maternal employment to adolescents' prospective occupational choices. A general question was asked: Is there any evidence that the working mother has a liberalizing influence on the occupational plans of the adolescent boys and girls?

Based on the research of Vogel et al. (1970), it was thought that adolescents with working mothers would have notions regarding appropriate occupations for self that were less sex-typical. Since there was a possibility that mothers' employment status might have a different relationship to the occupational plans of adolescent boys and girls, particularly in terms of occupational prestige, sex was included as a factor in the analyses. Results did not support the predictions. However, it should be noted that the employed mothers in the present study were traditional in the sense that their

occupations had higher percentages of women and neither the homemaker nor the employed mother was highly educated.

In the following sections, the analyses and findings pertaining to mother's employment status are presented. As a result of these analyses, certain sex differences were uncovered, and these findings are also reported. An overview of these results is given in a final section.

It was predicted that adolescents with working mothers would have more prestigious occupational choices than adolescents with homemaker mothers, and that this relationship would be more likely for girls than for boys (Hypothesis IV 1). See Table 18 for mother's employment status by sex for the total adolescent group. A 2 (mother's employment status) by 2 (sex) ANOVA was conducted for adolescent prestige scores. Results indicate that mother's employment status, i.e., working or homemaking, has no significant relationship to the prestige levels of adolescents' prospective occupations, and there is no significant interaction for mother's employment status and subject's sex. Consequently, Hypothesis IV 1 is not supported.

However, there is a significant main effect for subject's sex ( $F = 10.078$ ,  $df = 1/197$ ,  $p = .002$ ). Girls ( $M = 5.68$ ) selected prospective occupations for self with higher prestige levels according to the Hollingshead scale than the occupations selected by the boys ( $M = 5.85$ ). Based on the latter finding, an additional analysis was conducted to ascertain if girls in comparison to boys rated their own prospective occupations higher in prestige. A 2 (mother's employment status) by 2 (sex) ANOVA was conducted for

adolescent perceived prestige scores. Results indicate that there are no significant main effects or interactions. Thus, while girls selected occupations with higher prestige levels than the occupations that the boys selected, their own perceptions of the prestige associated with their prospective occupations does not reflect this.

It was predicted that adolescent boys whose mothers are working have less masculine occupational choices (in terms of sex membership composition) than adolescent boys whose mothers are homemakers (Hypothesis IV 2). A 2 (mother's employment status) by 2 (sex) ANOVA was conducted for adolescent sex membership composition. Results indicate that mother's employment status, i.e., working or homemaking, has no significant relationship to adolescent occupational choice (in terms of sex membership composition), and there is no significant interaction for mother's employment status and subject's sex. Consequently, Hypothesis IV 2 is not supported.

There is a significant main effect, however, for subject's sex ( $F = 140.158$ ,  $df = 1/197$ ,  $p = .001$ ). Boys selected prospective occupations for self with higher percentages of males than the occupations that the girls selected. An additional analysis was conducted to ascertain if boys and girls were aware of the sex membership composition of their occupational choices. Consistent with the above finding, boys perceived higher percentages of males in their prospective occupational choices while girls perceived higher percentages of females in their prospective occupational choices ( $F = 76.150$ ,  $df = 1/197$ ,  $p = .001$ ).

To understand why maternal employment seemed to have no observable relationship to adolescents' prospective occupations, mother's occupation and education were examined. Consistent with Tangri's (1969, 1972) formulations, it was expected that maternal employment might have a liberalizing relationship to adolescents' prospective occupations if the mother is employed in an occupation with a higher percentage of men or if the mother is highly educated.

Results indicate that there is no significant relationship between the sex membership composition of the mothers' occupations and the adolescent boys' prospective occupations ( $r = .11$ ,  $n = 105$ ,  $p = .262$ ) and the adolescent girls' prospective occupations ( $r = -.05$ ,  $n = 123$ ,  $p = .604$ ). That is, there is no evidence that mothers with occupations higher in male membership have adolescent offspring with less sex-typical prospective occupations. However, even when the mothers in the present study were employed, a majority (62.9%) were working in traditional occupations, i.e., occupations with high percentages of women.

In terms of the educational levels of the homemaker and working mothers, there is no significant difference between the two groups ( $F = 2.366$ ,  $df = 1/226$ ,  $p = .121$ ). Furthermore, there is no significant relationship between mothers' education and the sex membership composition of the adolescent boys' prospective occupations ( $r = .05$ ,  $n = 108$ ,  $p = .608$ ) and the sex membership composition of the adolescent girls' prospective occupations ( $r = .026$ ,  $n = 123$ ,  $p = .778$ ). In other words, there is no evidence here that mothers

with higher levels of education have adolescent offspring with less sex-typical prospective occupations. However, only 10.6% of the mothers were college graduates.

Additional analyses. As the data analysis proceeded, certain questions were raised regarding the relationship of maternal employment to family relationships and other factors. Is the family's social class related to maternal employment? How is maternal employment related to parent-child relationships? Is there a relationship between maternal employment and adolescents' attitudes toward marriage, children, and careers? Is maternal employment related to the selection of parental role models in adolescence?

To investigate the above questions, a series of 2 (mother's employment status) by 2 (sex) ANOVAS were conducted for the following variables: family's social class background, perceived prestige for mother and father, actual prestige of father's occupation, perceived parental warmth, perceived closeness to parents, perceived parental competency, and adolescent attitudes toward marriage, children, and careers.

Results indicate that there was a social class difference in the homes where mother was a homemaker and where mother was working ( $F = 4.646$ ,  $df = 1/223$ ,  $p = .023$ ). The families where mother works were lower in social class than the families where mother was a homemaker.

Regarding adolescent perceptions of mother's prestige, there is a significant interaction ( $F = 3.942$ ,  $df = 1/226$ ,  $p = .045$ ). Adolescent girls rated homemaker mothers higher in prestige while

adolescent boys rated working mothers higher in prestige. However, adolescent perceptions of father's prestige is not related to maternal employment ( $F = 2.245$ ,  $df = 1/223$ ,  $p = .131$ ) but to adolescent's sex ( $F = 4.102$ ,  $df = 1/223$ ,  $p = .041$ ).

Adolescent girls in comparison to adolescent boys rated the father's occupation higher in perceived prestige even though there is no significant difference for boys and girls in the actual prestige of the father's occupation ( $F = 1.593$ ,  $df = 1/223$ ,  $p = .206$ ).

How does maternal employment relate to adolescent perceptions of parent-child relationships? There is a significant interaction for perceived parental warmth ( $F = 7.419$ ,  $df = 1/231$ ,  $p = .007$ ). Adolescent girls perceived greater parental warmth when their mothers were homemakers while adolescent boys perceived greater parental warmth when their mothers were employed. Additional analyses were conducted to ascertain if the preceding finding held for father and mother separately. Results indicate that the finding held for paternal warmth ( $F = 7.891$ ,  $df = 1/234$ ,  $p = .006$ ) and for maternal warmth ( $F = 4.637$ ,  $df = 1/231$ ,  $p = .03$ ). For perceived closeness to parents and perceived parental competency there are no significant main effects or interactions.

There is no significant relationship between maternal employment and adolescent attitudes toward marriage, children, and careers. However, there are predictable differences in the attitudes of adolescent boys and girls toward marriage, children, and careers. Adolescent girls placed more importance on getting married ( $F = 8.248$ ,  $df = 1/249$ ,  $p = .009$ ) and on having children ( $F = 10.495$ ,  $df = 1/249$ ,

$p = .002$ ) than the adolescent boys. Whereas, the adolescent boys placed more importance on having a full-time career than the adolescent girls ( $F = 24.316$ ,  $df = 1/252$ ,  $p = .001$ ).

To investigate the relationship of maternal employment to adolescent role model choices, a series of 2 (mother's employment status) by 4 (role model choice) chi squares were conducted for each sex. Results indicate that for the family role model, there is a significant difference for boys' role model choices ( $\chi^2 = 10.920$ ,  $df = 3$ ,  $p = .012$ ), but not for girls' choices ( $\chi^2 = 3.972$ ,  $df = 3$ ,  $p = .265$ ). Boys with working and homemaker mothers selected the father (44.3% and 65.1%, respectively) as the family role model. However, significantly more boys with working mothers selected the mother (32.8%) or both mother and father (16.4%) as the family role model than adolescent boys with homemaker mothers (14% and 4.7%, respectively). Thus, there is evidence that boys with working mothers tend to distribute family role model choices more evenly between father, mother, and both. In contrast, girls with working and homemaker mothers chose the mother as the family role model (57.9% and 58.5%, respectively), and maternal employment of itself had little impact.

For work role model there is a trend toward significance for girls ( $\chi^2 = 6.113$ ,  $df = 3$ ,  $p = .106$ ) but not for boys ( $\chi^2 = 3.708$ ,  $df = 3$ ,  $p = .295$ ). A majority of both sexes selected the father as the work role model. However, more adolescent girls with working mothers selected the mother (31.7%) or both mother and father (20%) as the work role model than adolescent girls with homemaker mothers (17.5% and 12.5%, respectively).

For overall role model there is a trend toward significance for boys ( $\chi^2 = 6.713$ ,  $df = 3$ ,  $p = .08$ ) but not for girls ( $\chi^2 = .8818$ ,  $df = 3$ ,  $p = .845$ ). The largest percentage of girls (34.5%) selected the mother as the overall role model and the largest percentage of boys (60.6%) selected the father as overall role model. However, more adolescent boys with working mothers selected the mother (14.3%) or both mother and father (19.6%) as the overall role model than adolescent boys with homemaker mothers (4.7% and 7.0%, respectively).

In sum, it appears that maternal employment has an interesting relationship to role model choice. In specific role model situations, maternal employment serves to decrease the father's chances for being selected as the role model and to increase the chances of the mother or both mother and father for being selected as the role models. Furthermore, the influence of maternal employment on role model choice seems to function differently for adolescent boys and girls. Maternal employment is related to adolescent boys' choices for family role model (significant) and overall role model (trend) and to adolescent girls' choices for work role model (trend).

#### Overview of the Findings on Mother's Employment Status

As noted previously, there were no indications in the present research that mother's employment status was related to adolescent occupational plans either in terms of prestige level or sex membership composition. However, there were some interesting findings pertaining to mother's employment status and parent-child relationships as perceived by the adolescent. Also, some sex differences emerged as a result of the maternal employment analyses.

Adolescent boys with working mothers perceived more positive relationships with mother and father than adolescent boys with homemaker mothers. Not only did adolescent boys in the homes where mother works perceive mother as warm and prestigious, but they perceived the father as warm, and maternal employment had no relationship to adolescent boys' perceptions of the father's prestige. The same findings held for adolescent girls when the mother was a homemaker.

A possible explanation based in part on R. W. White's (1959) formulations regarding competence motivation is that during adolescence boys and girls seek situations that are consistent with their notions about their own future situations and roles. Moreover, adolescents seek the appropriate psychological models from whom they can learn the behaviors that are appropriate for their future situations. For most young women in the present study, that world will center on marriage and the family with secondary emphasis on short range employment. The major roles will be some combination of wife, mother, and homemaker. Even the more recent government reports on the status of women indicate the persistence of traditional sex role ideology in the United States (Parson, Frieze, & Ruble, 1976). And, as noted previously, the adolescent girls in the present study placed greater importance on the traditional areas for self, i.e., marriage and children and less importance on full-time careers.

For most young men in the present study, their focus will be on the world of work followed by family and personal interests. The major role will be that of breadwinner. Therefore, the working mother

provides additional support for the adolescent boy's future roles. She is an auxiliary model for dealing effectively with the world of work, the adolescent boy's future situation. Similarly, the homemaker mother is a useful, available model for dealing effectively with the adolescent girl's future situation, the world of home. Consequently, the adolescents with mothers consistent with self perceive a warmer, more role satisfying environment than the adolescents whose mothers are functioning in roles that are not consistent with the adolescents' notions for self.

Maternal employment and role model choice. Extending the formulation presented above, it seems plausible that for the adolescent boys in the present study, the work role model is primary in importance and the family role model, secondary. Conversely, for the adolescent girls in this study the family role model is primary in importance and the work role model secondary. Now, the question is, what is the relationship of maternal employment to adolescent boys and girls' respective role model choices? For both boys and girls, maternal employment relates to the parental role model choices in the secondary sphere. It is suggested here that maternal employment serves to elevate the adolescent boy's selection of the mother as the family role model and to elevate the adolescent girl's selection of the mother as the work role model. (For the adolescent boys, these relationships were significant; for the girls, there was a trend in this direction.)

Although there is no known research on the relationship of maternal employment to males' selection of a family role model, there

is some research on the relationship of maternal employment to females' selection of a work role model. Douvan's (1963) research with adolescent girls and Baruch's (1972) research with college women suggests that the motivation to model the mother is stronger when the mother is employed. Perhaps, maternal employment has little impact in the spheres that are primary to the adolescents' conceptions of self but functions as a facilitator for the selection of the mother as the parental role model choice in the spheres that are secondary.

Sex-role stereotypes. The findings regarding adolescent boys' positive feelings about the working mother raises some interesting questions about sex-role stereotyping. Many women feel that men prefer women who maintain a traditional ideology towards women's roles (Hawley, 1971; Steinmann & Fox, 1969). However, there is evidence to suggest that some men are more flexible about women's roles than many women realize. For example, Alpenfels (1962) studied college student's attitudes toward careers and found that most students selected occupations for women having a high female membership. However, some of the men students suggested careers for women in the scientific and technical fields that the women students did not consider.

The apparent contradictory findings may be due to a combination of factors, e.g., social desirability and the demand characteristics of the testing situation. It is plausible that some men may wish to assume a more liberal stance especially in testing situations where an objective opinion seems appropriate. However, when confronted with home situations involving their own wives, the same man may express a

less liberal viewpoint. Perhaps, it is these more subtle attitudes that women are responding to when they report that men prefer women with more traditional ideologies. Support for the above explanation is found in a longitudinal study by Nelson and Goldman (1969). Attitudes of high school students and young adults were studied with reference to the employment of married women. Over a six year period both males and females became more accepting of married women's employment. However, in the males' responses to personal data items, there was complete rejection of the dual role for their own wives.

It is also plausible that an adolescent boy may have positive feelings about his mother's working that may not carry over to his future wife. The rationale here is that during adolescence, a working mother may serve as an auxiliary work role model for the adolescent boy; whereas, in adulthood it does not seem likely that a wife would function as a work role model for her husband.

Sex differences--an offshoot of maternal employment analyses.

Recently, increased pressures have been brought to bear on various employer groups to liberalize hiring practices in the traditional sex-typed occupational fields such as education, medicine, and transportation. External pressures in the form of federal and state legislation and internal pressures in the form of women's groups urge employers to equalize the distribution of men and women at all levels within the employment setting. However, the employer's frequent complaint is that there are not enough qualified women for the higher level positions, and so the dialogue proceeds.

An interesting finding in the present study was that the

adolescent boys chose prospective occupations for self with higher percentages of men and adolescent girls chose prospective occupations for self with higher percentages of women. Furthermore, this finding held at each grade level. In fact, there was a trend suggesting that with increasing grade level the difference between the sex membership composition of adolescent boys and girls' prospective occupations increases (see Table 19). An implication of these findings is that during adolescence a type of "occupational foreclosure" becomes entrenched in the adolescent's occupational choice process, and although its functioning is similar for boys and girls, the outcomes are different. Specifically, at an early age before the employable years and before the onset of specialized training, adolescent boys and girls identify occupations for self that are highly sextyped. Consequently, the range of potentially satisfying occupations becomes narrowed without due consideration for the realities of the job market. For example, few adolescent girls in the present study wanted occupations in which there were higher percentages of men, and even fewer males wanted occupations in which there were high percentages of women.

In a study on the development of occupational concepts and motives, Gunn (1964) found evidence for an occupation elimination process in older children and adolescents. However, in the Gunn (1964) study occupations were rejected on the basis of prestige level. In the study reported here, there was an unusual sex difference in the prestige levels of the adolescent boys and girls' prospective occupations.

The adolescent girls' occupational choices were higher in actual prestige but similar in perceived prestige to those of the adolescent

boys. The interpretation here is that for the adolescent girls in the present study, prestige level was not as important a factor in the occupational choice process as sex membership composition. When an adolescent girl makes a decision regarding occupational choice for herself, she is more attentive to the occupation's sex appropriateness and less attentive to its prestige level. Therefore, her perceptions of the occupation's prestige level may not be exactly commensurate with its actual prestige. In contrast, the adolescent boy is more attentive to the occupation's prestige level than the adolescent girl, but he also attends to the occupation's sex membership.

#### V Sex Membership Composition of Adolescents' Prospective Occupational Choices

As the analyses proceeded, interesting relationships emerged regarding the sex membership composition of adolescents' prospective occupational choices. Sex membership composition refers to the current percentage of men and women in an occupation. This method for analyzing occupations was developed by Tangri (1969) and has been used in her research (1969, 1972). Although Tangri's research focused on the occupational choice process in college women, some of her study variables, e.g., certain role model and family factors, were appropriate for and incorporated into the present research. With Tangri's research in mind, a general question was asked: Is there any evidence that sex membership composition is useful in the understanding of the occupational choice process in adolescence? In a final section, an overview of the findings pertaining to sex membership composition is presented.

Using a technique similar to that developed by Tangri (1969, 1972), subjects were categorized according to whether they chose prospective occupations for self that were high, moderate, or low in own sex membership. Own sex membership refers to the percentage of the membership of a given occupation that are the same sex as the subject. The following are the percentages that were used as the criteria for determining the occupational choices that were high, moderate, or low in own sex membership: 99.9% to 66.7% own sex membership was considered high; 66.6% to 33.4% own sex membership was considered moderate, and 33.3% to 00.1% was considered low. The question asked here was: Are there any differences in the prospective occupational choices of adolescent boys and girls in terms of own sex membership?

A chi square analysis indicates that there are significant differences by sex ( $\chi^2 = 53.198$ ,  $df = 2$ ,  $p = .001$ ). Specifically, a large majority of adolescent boys (89%) chose prospective occupations for self that were high in own sex membership. Whereas, adolescent girls' occupational choices were distributed among the high (47%), moderate (21%), and low (31%) own sex membership categories. See Table 20 for the adolescent boys and girls' prospective occupational choices by own sex membership.

Consistent with Tangri's research, the focus in the subsequent analyses was to investigate the relationship between occupational sex membership and role model choice. Two 2 (sex) by 4 (role model choice) chi squares were conducted for adolescents choosing occupations high in own sex membership and adolescents choosing

occupations moderate or low in own sex membership. (The latter two sex membership categories were collapsed into a single group because of the small number of boys choosing occupations moderate or low in own sex membership.) For adolescents choosing occupations high in own sex membership (e.g., boys wanting to be policemen and girls wanting to be nurses), there is a significant difference between the role model choices of boys and girls ( $\chi^2 = 28.651$ ,  $df = 2$ ,  $p = .001$ ). Significantly more boys selected the father as the work role model (82%), whereas, girls were more likely to distribute role model choices between the father (38.8%), the mother (30.6%), and both (19.4%). For adolescents choosing occupations moderate or low in own sex membership (e.g., salespersons for a real estate agency), there is no significant difference between the role model choices of boys ( $n = 11$ ) and girls ( $n = 66$ ), ( $\chi^2 = 2.182$ ,  $df = 3$ ,  $p = .535$ ). Interestingly, the largest percentage of boys and girls selected the father as the work role model (66.7% and 43.9%, respectively) while the second largest percentage of boys and girls selected the category "neither father nor mother" (16.7% and 22.8%, respectively). Caution is exercised in interpreting the findings pertaining to the adolescent boys in the low to moderate own sex membership category because there are only 11 boys in this category.

Another area for investigation involves the relationship between occupational sex membership and certain subject, family, and occupational variables. Based on the findings presented above and Tangri's (1972) research, the following questions are posed. Is there a relationship between age or social class and the sex membership

composition of adolescents' prospective occupational choices? Is there a relationship between the sex membership composition and the prestige level of adolescents' prospective occupational choices, and is there any evidence that these occupational factors are salient to adolescents? What is the relationship between the sex membership composition of adolescents' prospective occupational choices and adolescent perceptions of parent-child relationships? To what degree do adolescent attitudes toward careers, marriage, and children vary with the sex membership composition of adolescents' prospective occupational choices?

To investigate these questions, Pearson-product moment correlations were conducted for the sex membership composition of the adolescent girls' prospective occupational choices and 14 subject, family, and occupational variables. Adolescent boys were not included in the analyses since adolescent boys' prospective occupational choices were concentrated primarily in only one of the three sex membership categories and, therefore, were not representative of the sex membership composition range.

Results indicate that there is a significant correlation for the sex membership composition of the adolescent girls' prospective occupations and age ( $r = .197$ ,  $n = 122$ ,  $p = .03$ ). Specifically, older adolescent girls chose prospective occupations for self that were higher in female membership and younger adolescent girls chose prospective occupations for self that were lower in female membership. The relationship between social class background and the sex membership composition of the adolescent girls'

prospective occupations is not significant ( $r = - .001$ ,  $n = 114$ ,  $p = .149$ ).

The prestige levels of the adolescent girls' prospective occupations are correlated significantly with the sex membership composition of those occupations ( $r = .30$ ,  $n = 111$ ,  $p = .002$ ). As the female membership of the adolescent girls' prospective occupations increased, the prestige levels of those choices decreased. (According to the Hollingshead scale, occupational prestige is scored on a range from 1 to 7 with high prestige scored "1" and low prestige scored "7.") In addition, the adolescent girls indicated an awareness of the sex membership composition and the prestige levels of their prospective occupations. Specifically, the current sex membership composition of the adolescent girls' prospective occupations is correlated significantly with the perceived sex membership composition of the prospective occupations ( $r = .658$ ,  $n = 114$ ,  $p = .001$ ) and with the perceived prestige associated with the prospective occupations ( $r = .22$ ,  $n = 114$ ,  $p = .016$ ). To summarize, as the female membership of the adolescent girls' prospective occupational choices increased, the prestige levels associated with these choices decreased, and the adolescent girls indicated an awareness of both the sex membership composition and the prestige levels associated with their prospective occupations.

What is the relationship between adolescent girls' perceptions of parent-child relationships and the sex membership composition of their prospective occupational choices? There is no significant relationship between adolescent girls' sex membership scores and

their perceptions of maternal warmth ( $r = .096$ ,  $n = 124$ ,  $p = .145$ ) or closeness ( $r = .089$ ,  $n = 124$ ,  $p = .160$ ), or paternal warmth ( $r = -.097$ ,  $n = 116$ ,  $p = .149$ ) or closeness ( $r = -.056$ ,  $n = 116$ ,  $p = .277$ ) or similarity to father ( $r = -.127$ ,  $n = 124$ ,  $p = .16$ ). However, there is a significant correlation for adolescent girls' sex membership composition and their perceptions of similarity to mother ( $r = .209$ ,  $n = 120$ ,  $p = .022$ ). Adolescent girls choosing occupations low in female membership rated themselves lower in similarity to mother than girls choosing occupations in high female membership.

How do adolescent girls' attitudes about careers, marriage, and children correspond with the sex membership composition of their prospective occupational choices? Results indicate that there is a significant negative correlation for sex membership composition and adolescent girls' ratings on the importance of a full-time career ( $r = -.284$ ,  $n = 123$ ,  $p = .002$ ) and for their ratings on the importance of marriage ( $r = -.234$ ,  $n = 121$ ,  $p = .01$ ). However, the relationship between sex membership composition and adolescent girls' ratings on the importance of having children is not significant ( $r = -.154$ ,  $n = 121$ ,  $p = .09$ ). In sum, the adolescent girls choosing prospective occupations for self that were low in female membership rated "having a full-time career" and "getting married" higher in importance than the girls choosing prospective occupations for self that were high in female membership.

#### Overview of Sex Membership Composition Findings

Tangri (1972) used the term "innovators" to describe college

women who aspire to occupations low in own sex membership and the term "traditionalists" to describe college women who aspire to occupations high in own sex membership. Through correlational methods, Tangri (1969, 1972) studied various factors relating to the innovative occupational choices of college women. Similar techniques were used in the present analyses to understand the occupational choice process in adolescence. Overall, the results suggest that sex membership composition, i.e., the current percentage of men and women in an occupation, is a useful tool for understanding the occupational choice process in adolescence. In the following sections, findings based on sex membership composition are discussed.

An interesting finding in the present study was that for the more innovative adolescent boys and girls, i.e., those who chose prospective occupations for self that were low in own sex membership, there were no significant differences in work role model choices. More of the innovative boys and girls selected the father over the other work role model categories, but some tended to select the category "neither father nor mother." For the more traditional adolescent boys and girls, i.e., those who chose prospective occupations for self that were high in own sex membership, there was a significant difference: The boys' selections centered primarily on the father, while the girls' selections were distributed among the father, the mother, and "both father and mother."

Thus, the innovative adolescent girls were similar to the adolescent boys in general in that they tended to select the father as the work role model. Furthermore, the innovative adolescent girls were similar to the innovative adolescent boys in that some innovators

tended to select neither parent as the work role model. Partial support for these findings is found in Tangri's (1969) research with college women. The more innovative college women identified with the father or neither parent; whereas, the more traditional college women identified with the mother or both parents.

Other evidence suggests that while innovative females may select the father as the work role model, there is no indication that they consider themselves to be masculine. In the present study and in Tangri's (1972) research, innovative college women and adolescent girls rated themselves lower in similarity to mother (as compared to the more traditional females), but there was no corresponding increase in perceived similarity to father. Furthermore, there was no indication that increased innovativeness in terms of prospective occupations was associated with stressful family relationships as is implied in Roe's work (Roe & Siegelman, 1964). Specifically, adolescent girls' perceptions of maternal warmth and closeness were not related to the innovativeness of their prospective occupational choices.

However, adolescent girls' innovativeness in occupational plans was related to their attitudes on careers and marriage. Specifically, the more innovative adolescent girls placed greater importance on having a full-time career than the more traditional adolescent girls. Support for this finding is found in Tangri's (1972) research. The more innovative college women placed greater importance on their own future work excellence. In contrast, the more traditional college women displaced their achievement motives onto a future husband.

These findings are consistent with expectations about young women with innovative occupational plans: They share with men a value system that puts a premium on paid employment for self as a means of fulfilling personal needs.

An apparent contradictory finding is that the adolescent girl with the more innovative occupational plans placed greater importance on getting married than the adolescent girl with the more traditional occupational plans. A possible explanation is that the young woman with innovative occupational plans becomes aware even before she pursues paid employment of the difficulties associated with competition in the more prestigious, male-dominated occupations and understands the value of a supportive husband. In fact, Hawley (1972) found that college women aspiring to male-dominated occupations were more concerned with a future husband's support of their career plans than college women with traditional occupational goals. And, Tangri (1972) found that innovative college women were more likely to have a steady boyfriend, whereas, the traditional college women were more likely to date a variety of men.

Thus, the picture that emerges of the adolescent girl with innovative occupational plans is one where she shares certain similarities and differences with the adolescent girls with the more traditional occupational plans and with the adolescent boys in general. She has similar work role models as those of the adolescent boy, and she has similar attitudes about careers, but she does not see herself as similar to her father. As other young women, she eventually wants to get married and have children, but she sees herself as different

from her mother and as valuing and planning for a career in her adult life.

An important question to ask is whether the adolescent girl realizes that her career is not sex-typical. Results indicate that as the actual percentage of women in the occupational choices decreased, the adolescent girls' perceptions of the percentage of women in those occupations decreased. Furthermore, the more innovative adolescent girls in comparison to the more traditional adolescent girls rated their own occupations higher in prestige. Interestingly, these prestige ratings were consistent with the actual prestige levels associated with those occupations. Thus, the adolescent girls with innovative occupational plans seem aware of the sex membership composition and the prestige levels of their prospective occupational choices.

## CHAPTER 4

### Summary, Implications, and Conclusions

The purpose of the present research was to study the prospective occupational choices of three age groups of adolescent boys and girls and to investigate how parental role models and parent-child relationships as perceived by the adolescent related to occupational development. The major assumption here was that occupational decision-making is a continuous, developmental process and represents an important aspect of an individual's total development. In contrast to other research, the present study investigated the prospective occupational plans of both boys and girls and attempted to identify areas of similarities and differences. A series of questions were generated pertaining to occupational development in adolescence. The following consists of a brief summary of the major findings and the implications of these findings.

Parental role modeling. The first set of questions focused on the relationship between parental role modeling and the occupational choice process in adolescence. Results indicated that there were significant positive relationships between the prospective occupational choices of adolescents and the occupations of their parental role models. However, the correlations were in the low to moderate ranges and provided modest support for the view posited here that adolescents incorporate aspects of their parental role models' occupations into their own prospective occupational choices.

There was an interesting sex difference. Of the two factors that were used to assess occupational plans, i.e., prestige level and sex membership composition, the significant factor in the occupational choice process of adolescent boys was prestige level. There were moderate positive correlations between the prestige levels of the adolescent boys' prospective occupations and the prestige levels of the parental role models' actual and preferred occupations.

In contrast, the significant factor in the occupational choice process of adolescent girls was sex membership composition. There were moderate positive correlations between the sex membership composition (the percentage of men and women in an occupation) of the adolescent girls' prospective occupations and the sex membership composition of the parental role models' actual and preferred occupations. Interestingly, there were moderate negative correlations between the sex membership composition of the adolescent girls' occupations and occupations of the non-role model parents.

These results were interpreted as suggesting that while the overall occupational choice process is similar for adolescent boys and girls, the factors (e.g., prestige level and sex membership composition) that are psychologically modeled, i.e., eventually incorporated into one's own occupational plans, may vary by sex. Also, there may be differences in how these factors are used once they enter the occupational choice process. For example, at various points during adolescence, a factor such as sex membership composition or prestige level may be more or less salient to

the adolescent or may acquire a positive or negative valence depending on whether or not that factor is associated with the role model or non-role model parent.

Perceived parent-child relations. A second set of questions were derived from Roe's (1956) theoretical work and addressed the issue of the relationship of perceived parental warmth and closeness as perceived by the adolescent to adolescents' prospective occupational plans.

A number of hypotheses were tested, and there was one finding that was consistent with Roe's predictions. Adolescent girls reported closer relations with parents when they aspired to occupations that were similar in prestige to the parental work role model while adolescent boys reported closer relations with parents when they aspired to occupations that were different in prestige from the parental work role model. This finding was interpreted as suggesting that for adolescent girls close relationships with parents might facilitate the modeling of the parental work role model's occupation in terms of prestige; whereas, for adolescent boys close relationships with parents might provide the adolescent with the motivation to deviate from the pattern provided by the parental work role model.

As predicted, there were some developmental findings pertaining to adolescents' perceptions of closeness to parents. Specifically, the older adolescents perceived less closeness to parents than younger adolescents. Ausubel (1954) views adolescence as characterized

by a trend toward desatellization, i.e., a breaking away from the direct influence of parents.

The results here supported Ausubel's view, particularly in the case of the mother. Separate analyses indicated that there was a significant relationship for age and perceived closeness to mother but not for age and perceived closeness to father. Overall, the findings were interpreted as supporting the position that during adolescence there are subtle but observable attachments between parent and child, particularly between mother and child.

The selection of parental role models. The third set of questions focused on the relationship of age, sex, and social class to the role model selection process. Parental role models were assessed according to the parent the adolescent most wanted to be like in terms of work roles, family roles, and overall.

Consistent with developmental theory (e.g., Kohlberg, 1969; Lynn, 1969), a large majority of the adolescent boys selected the father (the same sex parent) as the work role model, as the family role model, and as the overall role model. Furthermore, these findings held for the 8th-, 10th-, and 12th-grade boys.

It was thought that prestige and competency might play a part in the selection of parental work role model, particularly when the opposite sex parent is selected. However, very few adolescent boys selected the mother as the parental work role model and for the adolescent boys who selected the father as the work role model, there were no differences in the actual prestige, perceived prestige, or

perceived competency of the role model parent and the non-role model parent.

Social class differences in the adolescent boys' selection of the work role model were also studied. Results indicated that the sample was homogeneous in social class, i.e., approximately 80% of the adolescent boys were in the social class categories III and IV of the Hollingshead (Note 1) scale. And a large majority of the adolescent boys from these middle to lower social class groupings selected the father as the work role model. It was concluded that in the present study the adolescent boy's selection of the father as the work role model was based primarily on same sex membership and had little to do with the adolescent boy's age or social class or his estimates of the father's prestige or competency.

The adolescent girls' role model selections were considerably more mixed than those for the adolescent boys. A majority of the adolescent girls selected the mother (the same sex parent) as the family role model; however, the older adolescent girls in comparison to the younger adolescent girls were less likely to select the mother as the family role model. For overall role model, there was a tendency for the adolescent girls to select the mother or both the mother and father. For work role model, the adolescent girls selected the father, but the percentage was not as high as that for the adolescent boys.

The relationship of perceived prestige and competency to the parental work role model selection process in adolescent girls was studied. There was evidence that for the adolescent girls

who selected the father (the opposite sex parent) as the parental work role model, perceived prestige was a significant factor in the selection process. Whereas, when the mother (the same sex parent) was selected as the parental work role model, there was evidence that perceived competency was a significant factor in the selection process. In addition, there was a possibility that maternal employment functioned as a signal for maternal competency and focused the adolescent girls' attention to those areas where the mother's competency was apparent.

As was found for the adolescent boys, social class was not related to the work role model choices of the adolescent girls. The present sample was homogeneous in social class and the adolescent girls from these middle to lower social class groupings selected the father as the work role model.

However, it should be noted that there was a significant but small relationship between the family's social class background and the prestige of the adolescent's prospective occupational choice, particularly that of the adolescent boys. This finding was interpreted as providing evidence for the view that the occupational behaviors that the adolescent observes in the home environment have a positive relationship to the adolescent's prospective occupational plans.

Maternal employment. A fourth set of questions addressed the issue of the relationship of maternal employment to adolescent occupational development. Contrary to predictions, there were no indications that maternal employment was related to adolescent

occupational plans either in terms of the prestige level of the adolescent girls' prospective occupations or in terms of the sex membership composition of adolescent boys' prospective occupations. However, there were some interesting findings involving maternal employment, parent-child relationships as perceived by the adolescent, and the sex of the adolescent.

The adolescent boys with working mothers expressed more positive feelings about mother and father than the adolescent boys with homemaker mothers. Not only did the adolescent boys from homes where the mother was employed perceive mother as prestigious and warm, but they perceived the father as warm, and maternal employment had no relationship to adolescent boys' perceptions of father's prestige. The same relationships existed for adolescent girls when the mother was a homemaker.

Based in part on R. W. White's (1959) formulations regarding competence motivation and on the apparent traditional orientation of the study sample, the above findings were interpreted as suggesting that the adolescents with mothers consistent with self (adolescent boys with working mothers and adolescent girls with homemaker mothers) perceived a warmer, more role satisfying environment than the adolescents whose mothers were functioning in roles that were not consistent with the adolescents' notions for self (adolescent boys with homemaker mothers and adolescent girls with working mothers).

There was also evidence to suggest that maternal employment has less importance in the spheres that are primary to the adolescents' conceptions of self but functions as a facilitator for the

selection of the mother as the parental role model in the spheres that are secondary. Specifically, maternal employment was associated with an increase in the adolescent boy's selection of the mother as the family role model (significant finding) and with an increase in the adolescent girl's selection of the mother as the work role model (not significant).

Another interesting sex difference was that few adolescent girls in the present study wanted occupations in which there were higher percentages of men, and even fewer adolescent boys wanted occupations in which there were high percentages of women. In fact, at the higher grade levels, the difference between the sex membership composition of adolescent boys and girls' prospective occupational choices tended to increase (not significant). These results were interpreted as suggesting that at an early age before the employable years and before the training for specialized occupations begins, adolescent boys and girls identify occupations for self that are highly sextyped and a type of occupational "foreclosure" becomes incorporated into the adolescent occupational choice process.

Own sex membership. A fifth set of questions dealt with the sex membership composition (the percent of men and women in an occupation) of the adolescents' prospective occupations. Consistent with Tangri's (1972) approach, the focus here was on the adolescent girl with "innovative" occupational plans, i.e., the adolescent girl with a prospective occupation for self that was low in own sex membership. (For example, the girl who wants to be an airplane pilot has "innovative" occupational plans.)

Results indicated that the adolescent girl with the innovative

occupational plans shared certain similarities and differences with the adolescent boys in general and with the adolescent girls with the more traditional occupational plans (e.g., the girls who wanted to be nurses and secretaries). The innovative adolescent girl was similar to the adolescent boys in that she tended to select the father as the work role model. Furthermore, she shared similar attitudes about careers, but she did not see herself as similar to her father. As most other young women, the innovative girl eventually wanted to get married and have children, but at the same time she saw herself as different from her mother and as valuing and planning for a career in her adult life.

An important question was raised regarding the innovative girl's awareness that the occupation that she selected for self was not sex-typical. Results indicated that as the actual percentages of women in the adolescent girls' prospective occupations decreased, the adolescent girls' perceptions of the percentages of women in those occupations decreased. Furthermore, the more innovative adolescent girls in comparison to the more traditional adolescent girls rated their prospective occupations higher in prestige. Interestingly, these prestige ratings were consistent with the actual prestige levels associated with those occupations. Thus, the adolescent girls with innovative occupational plans were aware of the sex membership composition and the prestige levels of their prospective occupational choices.

Based on the above findings, it was apparent that sex membership composition and its derivative, own sex membership, were valuable

assessment concepts for investigations into the occupational development of adolescents.

In conclusion. It seems reasonable to conclude that the occupations of the parental role models have a consistent but modest relationship to the adolescents' prospective occupations. It was suggested that the relationship between adolescent and role model occupations may be a function of a psychological modeling process similar to that described by cognitive developmental theorists (e.g., Kohlberg, 1969; Kuhn, 1973).

There was also evidence to suggest that contrary to current opinion, it is appropriate to investigate the occupational development of males and females in the same study. In fact, the findings suggest that the occupational choice process is similar for adolescent boys and girls. What is different for the adolescent boys and girls, is the content of what is incorporated into the adolescents' prospective occupations. For example, for the adolescent boys, prestige level seemed to be the more important factor associated with parental role model occupations. For the adolescent girls, sex membership composition seemed to be the more important factor associated with parental role model occupations.

Although the relationships between the adolescent and the parental role model occupations as referred to above were consistent, the actual correlations were in the low to moderate ranges. Similarly, the relationship between factors such as social class and adolescents' prospective occupations were in the low to moderate ranges. For some of the study variables (e.g., sex membership

composition, prestige level, and social class) a narrow range of scores was obtained. As a result, the opportunity for observing high correlations was limited. The possibility exists, however, that even with a wider range of scores, the relationships between the above variables would remain modest. Therefore, it is suggested that in future research attempts be made to obtain subjects whose scores are representative of the entire range of scores for the variables of interest.

The present study was basically correlational in nature. The limitation inherent to a correlational study is that while it indicates relationships between variables, it does not answer questions regarding causality. It is suggested here that a relevant task for future research is to devise experimental methodologies to address issues of causality in adolescent occupational research.

Another limitation of the present study involved the interpretation of age-related findings. For example, in the present study younger adolescents' occupational choices were less sex-typed than those of older adolescents. The question here is: To what degree are these age-related differences a function of generational changes in adolescent values? It is possible that historical changes in cultural conditions might result in marked cohort differences in adolescent behaviors. Therefore, it is suggested that future research take into account the relative contribution of ontogenic (age-related) and generational (cohort-related) change. One possibility is through longitudinal sequences. With reference to the present study, this would involve a follow-up study with the

current study group and an additional sample of 8th-, 10th-, and 12th-grade adolescents from the same population as the original sample.

In sum, the approach used in the present study, i.e., to view occupational behaviors as one important aspect of an individual's total development and as such subject to developmental principles, provided a valuable framework for the present investigation. Furthermore, the selection of adolescent boys and girls for the study sample provided the opportunity to observe the presence of the same factors in the occupational development of boys and girls. Interestingly, the content and manner in which these factors functioned sometimes varied by sex.

## Appendix A: Specific Hypotheses

### I Occupational Choices of Adolescents and Parental Role Models

#### A Prestige Level

Hypothesis A1. The prestige levels of the adolescents' prospective occupational choices will be positively correlated with the prestige levels of the work role models' actual and preferred occupations.

Hypothesis A2. The relationship between the prestige levels of the adolescent prospective occupations and the work role model occupations (actual and preferred) will be greater than the relationship between the prestige levels for the adolescent and non-role model occupations.

Hypothesis A3. For younger adolescents the relationship between the prestige levels of the adolescent prospective occupations and the work role models' actual occupations will be greater than for older adolescents.

Hypothesis A4. For older adolescents the relationship between the prestige levels of the adolescent prospective occupations and the work role models' preferred occupations will be greater than for younger adolescents.

Hypothesis A5. No sex differences are predicted for the relationship between the prestige levels of adolescent and work role model occupations.

#### B Sex Membership Composition

Hypothesis B1. The sex membership composition of the adolescents' prospective occupational choices will be positively correlated with the sex membership composition of the work role models' actual and preferred occupations.

Hypothesis B2. The relationship between the sex membership composition of the adolescent occupations and the work role model occupations (actual and preferred) will be greater than the relationship between the sex membership composition of the adolescent and non-role model occupations.

Hypothesis B3. For younger adolescents the relationship between the sex membership composition of the adolescent prospective occupations and the work role models' actual occupations will be greater than for older adolescents.

Hypothesis B4. For older adolescents the relationship between the sex membership composition of the adolescent prospective occupations and the work role models' preferred occupations will be greater than for younger adolescents.

Hypothesis B5. No sex differences are predicted for the relationship between the sex membership composition of the adolescent and the work role model occupations.

## II Perceived Parent-Child Relationships and Prospective Occupational Choice

Hypothesis II 1. Adolescents who aspire to occupations that are similar in prestige to the work role model perceive closer relationships with parents than adolescents who aspire to occupations that are different in prestige from the work role model.

Hypothesis II 2. Adolescents who aspire to occupations with high own sex membership perceive closer relationships with parents than adolescents who aspire to occupations with low own sex membership.

Hypothesis II 3. Adolescents who aspire to occupations that are similar in prestige to the work role model perceive warmer relationships with parents than adolescents who aspire to occupations that are different in prestige from the work role model.

Hypothesis II 4. Adolescents who aspire to occupations with high own sex membership perceive warmer relationships with parents than adolescents who aspire to occupations with low own sex membership.

Hypothesis II 5. Adolescents who aspire to occupations that are higher in prestige than the work role model perceive moderately close relationships with parents.

Hypothesis II 6. Adolescents who aspire to occupations that are higher in prestige than the work role model have moderately warm relationships with parents.

Hypothesis II 7. No sex differences are predicted for Hypothesis II 1 to Hypothesis II 6.

Hypothesis II 8. Older adolescents perceive less closeness to parents than younger adolescents.

Hypothesis II 9. Adolescent boys perceive less close relationships with parents than adolescent girls at all grade levels.

## III Age, Sex, and Social Class and the Selection of Parental Role Models and Occupational Choice

Hypothesis III 1. More adolescent boys and girls select the same sex parent rather than the opposite sex parent as the parental role model.

Hypothesis III 2. More younger than older adolescent girls select the same sex parent as the parental role model.

Hypothesis III 3. More older than younger adolescent boys select the father as the parental role model.

Hypothesis III 4. More adolescent boys of higher social class than lower social class select the father as the work role model.

Hypothesis III 5. More adolescent girls of lower social class than higher social class select the mother as the work role model.

Hypothesis III 6. Higher social class adolescents have more prestigious occupational choices than lower social class adolescents.

Hypothesis III 7. For adolescents who select the opposite sex parent as the work role model, perceptions of competency for the opposite sex parent (the role model) are greater than for the same sex parent (the non-role model).

Hypothesis III 8. For adolescents who select the opposite sex parent as the work role model, the prestige scores for the opposite sex parent (the role model) are greater than those for the same sex parent (the non-role model).

#### IV Mother's Employment Status and Adolescent Occupational Plans

Hypothesis IV 1. Adolescents with working mothers have more prestigious prospective occupational choices than adolescents with homemaker mothers.

Hypothesis IV 2. Adolescents with working mothers have less sex-typical prospective occupational choices (in terms of sex membership composition) than adolescents with homemaker mothers.

## Appendix B: Measurement and Scoring of Study Variables

The study variables were assessed through adolescents' responses to items on the Career and Family Questionnaire (CFQ). The following consists of those items from the CFQ that require explanation regarding the measurement and scoring of variables. Prior to the present study, the CFQ had been piloted with approximately 300 adolescents at various stages in its development.

### I Parental Role Models

1. Think about the way your parents live their everyday lives.
  - (a) Which of your parents do you most want to be like in terms of family roles? \_\_\_\_\_
  - (b) Which of your parents do you most want to be like in terms of work roles? \_\_\_\_\_
  - (c) Overall, which of your parents do you most want to be like when you are an adult? \_\_\_\_\_

For 1a, 1b, and 1c, score: 1 = father, 2 = mother, 3 = both, 4 = neither.

### II Parent-Child Relationships

- A. Perceived Closeness (Psychological Distance) to Father
  1. How often do you and your father do things together that you both enjoy? Circle one.
 

(a) less than once a month (Score = 1)	(c) about once a week (Score = 3)
(b) once or twice a month (Score = 2)	(d) several times a week (Score = 4)
  2. How close do you feel to your father? Circle one.
 

(a) not at all close (Score = 1)	(c) somewhat close (Score = 3)	(e) extremely close (Score = 5)
(b) not very close (Score = 2)	(d) very close (Score = 4)	

Closeness Score (fa), Range 2-9.
- B. Perceived Closeness to Mother
  1. How often do you and your mother do things together that you both enjoy? Circle one.

- (a) less than once a month (Score = 1)      (c) about once a week (Score = 3)  
 (b) once or twice a month (Score = 2)      (d) several times a week (Score = 4)

2. How close do you feel to your mother? Circle one.

- (a) not at all close (Score = 1)      (c) somewhat close (Score = 3)      (e) extremely close (Score = 5)  
 (b) not very close (Score = 2)      (d) very close (Score = 4)

Closeness Score (Mo), Range 2-9.

C. Perceived Closeness to Parents

Summated scores for A and B above.  
 Total Closeness Score, Range 4-18.

D. Perceived Paternal Warmth

1. How do you feel about the amount of affection or love that you got from your father as you were growing up? \_\_\_\_\_  
 \_\_\_\_\_ Circle one.

- (a) did not want affection from him (Score = 1)      (c) wanted slightly more than I received (Score = 3)  
 (b) wanted more than I received (Score = 2)      (d) wanted and got enough affection from him (Score = 4)

2. Think about your relationship with your father. How warm is that relationship? Circle one.

- (a) not at all warm (Score = 1)      (c) somewhat warm (Score = 3)      (e) extremely warm (Score = 5)  
 (b) not very warm (Score = 2)      (d) very warm (Score = 4)

Warmth Score (Fa), Range 2-9.

E. Perceived Maternal Warmth

Wording and scoring for the maternal warmth question is the same as in "D" above for paternal warmth.

F. Perceived Parental Warmth

Summated scores for D and E above.  
 Total Warmth Scores, Range 4-18.

### IIIA Specific Occupational Choices

#### 1. Adolescent's Prospective Occupation

Please describe as specifically as you can, the occupation or type of work you think you will enter. (If you are not sure about your work plans, answer in terms of the occupation that you would probably choose if you had to choose now.)

For instance, if you want to "Go into T.V." tell whether it is T.V. production, acting, directing, lighting, publicity, stage crew work, etc.

If you are interested in "teaching English", please tell the level of teaching (elementary school, high school, college, etc.), and whether you plan to teach full-time or combine teaching with writing or something else.

Another example. If you plan to work in a department store, be specific about the position. Say whether you plan to be a salesperson, personnel manager, buyer, department manager, stock person, secretary, maintenance person, president of the company, store owner, auditor, security person, treasurer, etc.

If you plan to own your own business, mention about how many people you expect to have working for you.

Describe the occupation of your choice here. \_\_\_\_\_

#### 2. Father's Occupation

Please describe your father's job as specifically as you can.

For instance, if your father is in business, state what his position and title are; the kind of work that he does and the business he is in; whether he works for a large corporation or small company. If he owns his own business, mention about how many people he employs.

Another example, if your father is a teacher, mention the subject that he teaches, and the grade level, and anything else that describes specifically the kind of job that he has.

#### 3. Mother's Occupation

The wording for mother's occupation is the same as that above for father's occupation. Where appropriate, the wording was adjusted to refer to the mother.

## IIIB Scoring Occupational Choice

### A. Adolescent's Prospective Occupational Choice

#### 1. Prestige Level

Adolescent occupational choice was scored from 1 to 7 according to Hollingshead's (Note 1) criteria for occupational prestige. For example, Major professionals and higher executives = 1; Business managers and owners of medium size businesses = 2; Administrative personnel, owners of small independent businesses = 3; Clerical and sales workers, technicians = 4; Skilled manual employees = 5; Machine operators, semi-skilled employees = 6; Unskilled employees = 7. According to Hollingshead's system, 1 is the highest prestige level and 7 is the lowest.

The prestige level of the adolescent's prospective occupational choice was rated independently by two raters. Only when there was interrater agreement was the prestige rating entered into the data analysis.

#### 2. Sex Membership Composition

Using current employment data on the percentages of men and women in occupations (U.S. Bureau of the Census, 1973), adolescents' occupations were scored according to the percent of women in the occupation. The range was from .001 - .999. The system for scoring sex membership composition was developed by Tangri (1969) and is discussed in her Appendix II, pp. 224-227 (Tangri, 1969). The sex membership composition of adolescents' prospective occupations was scored independently by two raters. Only when there was interrater agreement were the scores entered into the data analysis.

### B. Father's Occupational Choice

The prestige level and sex membership composition of the father's occupations were scored in the same way as adolescent occupations.

### C. Mother's Occupational Choice

The prestige level and sex membership composition of the mother's occupations were scored in the same way as adolescent occupations.

## IV Social Class (Occupational Prestige and Educational Level)

The occupational prestige and educational level of the head of household were used in the assessment of the adolescent's social class. In cases where the mother and father were both employed, the parent who worked the most number of years was designated as the head of household. Generally, this was the father.

According to Hollingshead's system, the occupational prestige and education of the head of household are ordered on a 7-step scale and weighted by a statistically determined value. The weighing

factor for occupation is 7, for educational level, 4. The scale score of each factor is multiplied by the factor weight to obtain a partial score. The partial scores for occupation and education were summed to give the total score for the household. The two factor index scores for socioeconomic status ranged from a high of 11 to a low of 77.

#### V Perceived Parental Competency (Competency Index)

##### A. Father's Perceived Competency

1. In your opinion, how satisfied is your father with his job? Circle one.

- |  |                                       |  |
|--|---------------------------------------|--|
| (a) <u>not</u> at all satisfied<br>(Score = 1) | (c) somewhat satisfied<br>(Score = 3) | (e) extremely satisfied<br>(Score = 5) |
| (b) <u>not</u> very satisfied<br>(Score = 2)   | (d) very satisfied<br>(Score = 4)     |  |

2. In your opinion, how satisfied is your father with his role in the family? Circle one.

- |  |                                       |  |
|--|---------------------------------------|--|
| (a) <u>not</u> at all satisfied<br>(Score = 1) | (c) somewhat satisfied<br>(Score = 3) | (e) extremely satisfied<br>(Score = 5) |
| (b) <u>not</u> very satisfied<br>(Score = 2)   | (d) very satisfied<br>(Score = 4)     |  |

3. How would you rate your father's abilities to meet his responsibilities as a father? Circle one.

- |   |   |                              |
|---|---|------------------------------|
| (a) poor<br>(Score = 1)                   | (c) average<br>(Score = 3)                | (e) excellent<br>(Score = 5) |
| (b) somewhat below average<br>(Score = 2) | (d) somewhat above average<br>(Score = 4) |                              |

4. How would you rate your father's abilities to meet his household chore responsibilities? Circle one.

- |   |   |                              |
|---|---|------------------------------|
| (a) poor<br>(Score = 1)                   | (c) average<br>(Score = 3)                | (e) excellent<br>(Score = 5) |
| (b) somewhat below average<br>(Score = 2) | (d) somewhat above average<br>(Score = 4) |                              |

5. How would you rate your father's abilities to meet his financial obligations? Circle one.

- |   |   |                              |
|---|---|------------------------------|
| (a) poor<br>(Score = 1)                   | (c) average<br>(Score = 3)                | (e) excellent<br>(Score = 5) |
| (b) somewhat below average<br>(Score = 2) | (d) somewhat above average<br>(Score = 4) |                              |

6. How would you rate your father's abilities to meet responsibilities related to his employment? Circle one.

- |   |   |                              |
|---|---|------------------------------|
| (a) poor<br>(Score = 1)                   | (c) average<br>(Score = 3)                | (e) excellent<br>(Score = 5) |
| (b) somewhat below average<br>(Score = 2) | (d) somewhat above average<br>(Score = 4) |                              |

Competency Index Score (Fa), Range 6-30.

B. Mother's Perceived Competency

The wording and scoring for the mother's perceived competency is the same as that for the father.

VI Parent's Preferred Employment Status

A. Father's Work Preference

1. Do you think your father would seriously prefer to do some kind of work that is different from what he is doing now?

\_\_\_\_\_

2. Please describe this other occupation in detail and state why your father would prefer this work. \_\_\_\_\_

\_\_\_\_\_

Father's preferred occupation is scored in the same way as his actual occupation. Refer to the criteria for scoring prestige level and sex membership composition as described in section III above.

B. Mother's Work Preference

The wording and scoring for the mother's work preference is the same as for the father.

VII Perceived Prestige of the Adolescent's Prospective Occupational Choice

A. Perceived Prestige

1. How prestigious is this occupation in comparison to "all" the possible occupations that there are to pick from?

- |  |  |
|--|--|
| (a) <u>not</u> at all prestigious<br>(Score = 5) | (c) somewhat prestigious<br>(Score = 3)  |
| (b) <u>not</u> very prestigious<br>(Score = 4)   | (d) very prestigious<br>(Score = 2)      |
|  | (e) extremely prestigious<br>(Score = 1) |

The range for perceived prestige is 1-5.

B. Perceived Prestige of Father's Actual and Preferred Occupations

The wording and scoring for the perceived prestige of father's actual and preferred occupations is the same as that described above for adolescent occupations.

- C. Perceived Prestige of Mother's Actual and Preferred Occupations  
The wording and scoring for the perceived prestige of mother's actual and preferred occupations is the same as that for adolescent occupations.

VIII Perceived Sex Membership of the Adolescent's Prospective Occupational Choice

A. Perceived Sex Membership

1. Think about all the people that are in this occupation. Are there usually: Circle one.

- (a) a lot more men than women in this occupation (Score =1)  
 (b) slightly more men than women in this occupation (Score =2)  
 (c) about an equal number of men and women in this occupation (Score = 3)  
 (d) slightly more women than men in this occupation (Score = 4)  
 (e) a lot more women than men in this occupation (Score = 5)

The range is 1-5.

B. Perceived Sex Membership of Father's Actual and Preferred Occupations

The wording and scoring for the perceived sex membership of father's actual and preferred occupations is the same as that described for adolescent occupations.

C. Perceived Sex Membership of Mother's Actual and Preferred Occupations

The wording and scoring for the perceived sex membership of mother's actual and preferred occupations is the same as that described for adolescent occupations.

IX Adolescent's Perceived Similarity

- A. How similar are you to your father's behaviors and attitudes?  
Circle one.

- |  |                                     |                                      |
|--|-------------------------------------|--------------------------------------|
| (a) <u>not</u> at all similar<br>(Score = 1) | (c) somewhat similar<br>(Score = 3) | (e) extremely similar<br>(Score = 5) |
| (b) <u>not</u> very similar<br>(Score = 2)   | (d) very similar<br>(Score = 4)     |                                      |

Father Similarity Score, Range 1-5.

- B. How similar are you to your mother's behaviors and attitudes?  
Circle one.

- |  |                                     |                                      |
|--|-------------------------------------|--------------------------------------|
| (a) <u>not</u> at all similar<br>(Score = 1) | (c) somewhat similar<br>(Score = 3) | (e) extremely similar<br>(Score = 5) |
| (b) <u>not</u> very similar<br>(Score = 2)   | (d) very similar<br>(Score = 4)     |                                      |

Mother Similarity Score, Range 1-5.

X Adolescent's Values for Future Roles

A. Marriage

How important is it for you to be married in your adult life?

- |  |                                       |  |
|--|---------------------------------------|--|
| (a) <u>not</u> at all important<br>(Score = 1) | (c) somewhat important<br>(Score = 3) | (e) extremely important<br>(Score = 5) |
| (b) <u>not</u> very important<br>(Score = 2)   | (d) very important<br>(Score = 4)     |  |

Marriage Score, Range 1-5.

B. Children

How important is it for you to have children in your adult life?

- |  |                                       |  |
|--|---------------------------------------|--|
| (a) <u>not</u> at all important<br>(Score = 1) | (c) somewhat important<br>(Score = 3) | (e) extremely important<br>(Score = 5) |
| (b) <u>not</u> very important<br>(Score = 2)   | (d) very important<br>(Score = 4)     |  |

Children Score, Range 1-5.

C. Career

How important is it for you to have a full-time career for most of your adult life?

- |  |                                       |  |
|--|---------------------------------------|--|
| (a) <u>not</u> at all important<br>(Score = 1) | (c) somewhat important<br>(Score = 3) | (e) extremely important<br>(Score = 5) |
| (b) <u>not</u> very important<br>(Score = 2)   | (d) very important<br>(Score = 4)     |  |

Career Score, Range 1-5.

## Appendix C: Tables

Table 1  
 Number of Adolescent Boys  
 and Girls in the Study Sample  
 by Grade

Group	Grade		
	8	10	12
	<u>n</u>	<u>n</u>	<u>n</u>
Boys ( <u>n</u> = 129)	54	48	27
Girls ( <u>n</u> = 138)	63	37	38
Total ( <u>n</u> = 267)	117	85	65

Table 2  
Social Class Background of Adolescents  
by Grade and Sex

Grade	Social class category									
	I (high)		II		III		IV		V (low)	
8th ( <u>n</u> = 104)	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
Boys	6.0	3	6.0	3	22.0	11	58.0	29	8.0	4
Girls	5.6	3	7.4	4	31.5	17	46.3	25	9.3	5
10th ( <u>n</u> = 82)										
Boys	8.7	4	2.2	1	30.4	14	52.2	24	6.5	3
Girls	0.0	0	13.9	5	27.8	10	55.6	20	2.8	1
12th ( <u>n</u> = 61)										
Boys	0.0	0	3.8	1	42.3	11	50.0	13	3.8	1
Girls	0.0	0	2.9	1	40.0	14	48.6	17	8.6	3
Total( <u>n</u> = 247)	4.0	10	6.1	15	31.2	77	51.8	128	6.9	17

Table 3  
Adolescent Choices for Work Role Model by Sex

Group	Work role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 109)	78.9	86	5.5	6	6.4	7	9.2	10
Girls ( <u>n</u> = 115)	40.0	46	26.1	30	17.4	20	16.5	19
Total ( <u>n</u> = 224)	58.9	132	16.1	36	12.1	27	12.9	29

Note. Results of a 4 (work role model choice) by 2 (sex) chi square:

$\chi^2 = 37.039, df = 3, p = .001.$

Table 4  
 Mother's Employment Status by Sex for Adolescents with a  
 Work Role Model

Group	Mother's employment status			
	Homemaker		Worker	
	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 88)	39.8	35	60.2	53
Girls ( <u>n</u> = 76)	38.2	29	61.8	47
Total ( <u>n</u> = 164)	39.0	64	61.0	100

Note. Only adolescents who selected either father or mother as work role model were included in Table 4.

Table 5  
 Pearson Correlations for the Prestige Levels of  
 Adolescent and Work Role Model Occupations  
 by Grade

		Grade		
		8	10	12
Correlation set I	<u>r</u>	.228	.120	.289
	<u>n</u>	60	43	30
	<u>p</u>	.160	.890	.242
Correlation set II	<u>r</u>	.256	.119	.403
	<u>n</u>	58	43	29
	<u>p</u>	.104	.892	.260

Note. Correlation set I refers to r's for adolescents' prospective occupations and role models' actual occupations, and Correlation set II refers to r's for adolescents' prospective occupations and role models' preferred occupations.

Table 6  
 Pearson Correlations for the Prestige Levels of  
 Work Role Model and Adolescent Boys'  
 Occupations by Grade

		Grade		
		8	10	12
Correlation set I	<u>r</u>	.319	.108	.628
	<u>n</u>	34	26	15
	<u>p</u>	.058	.584	.006*
Correlation set II	<u>r</u>	.298	.078	.683
	<u>n</u>	33	26	15
	<u>p</u>	.082	.798	.002**

Note. Correlation set I refers to r's for adolescents' prospective occupations and role models' actual occupations, and Correlation set II refers to r's for adolescents' prospective occupations and role models' preferred occupations.

\*p < .01

\*\*p < .005

Table 7  
 Pearson Correlations for the Prestige Levels of  
 Work Role Model and Adolescent Girls'  
 Occupations by Grade

		Grade		
		8	10	12
Correlation set I	<u>r</u>	.04	- .05	- .04
	<u>n</u>	22	13	11
	<u>p</u>	.84	.85	.89
Correlation set II	<u>r</u>	.08	.00	.00
	<u>n</u>	21	13	10
	<u>p</u>	.72	1.00	1.00

Note. Correlation set I refers to r's for adolescents' prospective occupations and role models' actual occupations, and Correlation set II refers to r's for adolescents' prospective occupations and role models' preferred occupations.

**Table 8**  
**Adolescents' Perceived**  
**Closeness to Parents Scores by Prestige Similarity**  
**and Sex**

Group		Prestige similarity <sup>a</sup>		
		0	1	2
Boys	<u>M</u>	13.4	12.9	14.2
	<u>SD</u>	2.9	3.2	3.2
	<u>n</u>	27	17	35
Girls	<u>M</u>	15.4	15.0	13.4
	<u>SD</u>	2.8	2.3	3.0
	<u>n</u>	10	15	34

Note. The results of a 3 (prestige similarity) by 2 (sex) ANOVA indicated a significant interaction ( $F = 4.195$ ,  $df = 2/136$ ,  $p = .017$ ).

<sup>a</sup>The prestige levels of adolescents' prospective occupations and work role model occupations were compared: 0 = same prestige level for adolescent and role model occupations; 1 = difference of 1 prestige level, and 2 = difference of 2 or more prestige levels.

Table 9  
Perceived Closeness to Mother by  
Grade and Sex

Group	Grade					
	8		10		12	
	<u>M</u>	<u>n</u>	<u>M</u>	<u>n</u>	<u>M</u>	<u>n</u>
Boy (n = 123)	7.00	52	6.70	46	5.88	25
Girl (n = 137)	7.33	63	6.86	37	6.76	37
Total (n = 260)	7.18	115	6.77	83	6.40	62

Note. A 3 (grade level) by 2 (sex) ANOVA indicated a significant main effect for grade ( $F = 3.789$ ,  $df = 2/254$ ,  $p = .023$ ; a trend toward significance for sex ( $F = 3.073$ ,  $df = 1/254$ ,  $p = .077$ ), but no significant interaction ( $F = .667$ ,  $df = 2/254$ ,  $p = .999$ ).

Table 10  
Adolescent Choices for Family Role  
Model by Sex

Group	Family role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 107)	53.3	57	24.3	26	11.2	12	11.2	12
Girls ( <u>n</u> = 117)	14.5	17	58.1	68	18.8	22	8.5	10
Total ( <u>n</u> = 224)	33.0	74	42.0	94	15.2	34	9.8	22

Note. Results of a 4 (family role model choice) by 2 (sex) chi square:  
 $\chi^2 = 43.150$ , df = 3, p = .001.

Table 11  
Adolescent Choices for Overall Role Model by Sex

Group	Overall role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 102)	60.8	62	9.8	10	13.7	14	15.7	16
Girls ( <u>n</u> = 110)	19.1	21	34.5	38	30.9	34	15.5	17
Total ( <u>n</u> = 212)	39.2	83	22.6	48	22.6	48	15.6	33

Note. Results of a 4 (overall role model choice) by 2 (sex) chi square:  
 $\chi^2 = 44.712$ , df = 3, p = .001.

Table 12  
Adolescent Girls' Choices for Family  
Role Model by Grade

Grade	Family role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 57)	17.5	10	68.4	39	12.3	7	1.8	1
10 ( <u>n</u> = 32)	12.5	4	53.1	17	28.1	9	6.3	2
12 ( <u>n</u> = 28)	10.7	3	42.9	12	21.4	6	25.0	7
Total ( <u>n</u> = 117)	14.5	17	58.1	68	18.8	22	8.5	10

Note. Results of a 4 (family role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 18.042$ , df = 6, p = .006.

Table 13  
Adolescent Girls' Work Role Model  
Choices by Grade

Grade	Work role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 56)	42.9	24	30.4	17	10.7	6	16.1	9
10 ( <u>n</u> = 32)	31.3	10	25.0	8	34.4	11	9.4	3
12 ( <u>n</u> = 27)	44.4	12	18.5	5	11.1	3	25.9	7
Total ( <u>n</u> = 115)	40.0	46	26.1	30	17.4	20	16.5	19

Note. Results of a 4 (work role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 11.656$ , df = 6, p = .07.

Table 14  
Adolescent Girls' Overall Role Model  
Choices by Grade

Grade	Overall role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 53)	24.5	13	39.6	21	24.5	13	11.3	6
10 ( <u>n</u> = 31)	9.7	3	32.3	10	41.9	13	16.1	5
12 ( <u>n</u> = 26)	19.2	5	26.9	7	30.8	8	23.1	6
Total ( <u>n</u> = 110)	19.1	21	34.5	38	30.9	34	15.5	17

Note. Results of a 4 (overall role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 6.630$ , df = 6, p = .356.

Table 15  
Adolescent Boys' Family Role Model  
Choices by Grade

Grade	Family role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 46)	50.0	23	30.4	14	13.0	6	6.5	3
10 ( <u>n</u> = 39)	53.8	21	17.9	7	12.8	5	15.4	6
12 ( <u>n</u> = 22)	59.1	13	22.7	5	4.5	1	13.6	3
Total ( <u>n</u> = 107)	53.3	57	24.3	26	11.2	12	11.2	12

Note. Results of a 4 (family role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 4.339$ , df = 6, p = .631.

Table 16  
Adolescent Boys' Work Role Model  
Choices by Grade

Grade	Work role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 48)	79.2	38	8.3	4	6.3	3	6.3	3
10 ( <u>n</u> = 39)	74.4	29	5.1	2	10.3	4	10.3	4
12 ( <u>n</u> = 22)	86.4	19	0.0	0	0.0	0	13.6	3
Total ( <u>n</u> = 109)	78.9	86	5.5	6	6.4	7	9.2	10

Note. Results of a 4 (work role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 5.459$ , df = 6, p = .486.

Table 17  
Adolescent Boys' Overall Role Model  
Choices by Grade

Grade	Overall role model choices							
	Father		Mother		Both		Neither	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
8 ( <u>n</u> = 45)	66.7	30	13.3	6	11.1	5	8.9	4
10 ( <u>n</u> = 36)	52.8	19	8.3	3	19.4	7	19.4	7
12 ( <u>n</u> = 21)	61.9	13	4.8	1	9.5	2	23.8	5
Total ( <u>n</u> = 102)	60.8	62	9.8	10	13.7	14	15.7	16

Note. Results of a 4 (overall role model choice) by 3 (grade level) chi square:  
 $\chi^2 = 5.721$ , df = 6, p = .455.

Table 18  
 Mother's Employment Status by Sex for the  
 Total Adolescent Group

Group	Mother's employment status			
	Homemaker		Worker	
	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 124)	59.7	74	40.3	50
Girls ( <u>n</u> = 137)	65.7	90	34.3	47
Total ( <u>n</u> = 261)	62.8	164	37.2	97

Note. Results of a 2 (mother's employment status) by 2 (sex) chi square:  
 $\chi^2 = .768$ , df = 1, p = .381.

Table 19  
Sex Membership Composition<sup>a</sup> of  
Adolescents' Prospective Occupations  
by Grade and Sex

Group	Grade					
	8		10		12	
	<u>M</u>	<u>n</u>	<u>M</u>	<u>n</u>	<u>M</u>	<u>n</u>
Boys ( <u>n</u> = 112)	.124	48	.101	42	.091	22
Girls ( <u>n</u> = 124)	.503	57	.557	34	.670	33
Total ( <u>n</u> = 236)	.330	105	.305	76	.438	55

Note. A 3 (grade level) by 2 (sex) ANOVA indicated a significant main effect for sex ( $F = 156.826$ ,  $df = 1/230$ ,  $p = .001$ ) but not for grade ( $F = 1.679$ ,  $df = 2/230$ ,  $p = .187$ ) and a trend toward significance for the interaction ( $F = 2.360$ ,  $df = 2/230$ ,  $p = .095$ ).

<sup>a</sup>Sex membership composition here refers to the mean percentage of women in the respective occupations.

Table 20  
Adolescents' Prospective Occupational Choices by Own  
Sex Membership and Sex

Group	Own sex membership <sup>a</sup>					
	High		Moderate		Low	
	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>
Boys ( <u>n</u> = 112)	89.3	100	9.8	11	0.9	1
Girls ( <u>n</u> = 125)	47.2	59	20.8	26	32.0	40
Total ( <u>n</u> = 237)	67.1	159	15.6	37	17.3	41

Note. Results of a 3 (own sex membership) by 2 (sex) chi square:  $\chi^2 = 53.198$ ,  $df = 2$ ,  $p = .001$ .

<sup>a</sup>Own sex membership refers to the percentage of the membership of an occupation that are the same sex as the subject: .001 - .333 = low; .334 - .666 = moderate; .667 - .999 = high.

#### Appendix D: Adolescent and Parent Occupations

The following consists of a listing of occupations for the adolescent boys and girls who selected either mother or father as the work role model. Of the 267 adolescents in the study, 160 were in this category.

Certain headings and abbreviations have been used throughout these listings. "Number" refers to the subject number used on the computer cards. For each sex and grade level, a new series of numbers are used. "P" refers to the prestige level of the occupation. Hollingshead's (Note 1) system is used here. "SMC" refers to the sex membership composition of the occupation. "F" refers to an occupation that is female-dominated; i.e., 66.7% or more of the membership are females. "M" refers to an occupation that is male-dominated; i.e., 66.7% or more of the membership are males. "B" refers to those occupations that are not male- or female-dominated. Asterisks are used to note the parents selected as the work role models. Hyphens are used to note those places where no information or insufficient information was provided.

8th-Grade Boys with a Work Role Model ( $n = 39$ )

Number	Boy's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
001	pilot - small planes	3	M	builder*	4	M	bank teller	4	F
002	--	-	-	junk man*	4	M	homemaker	8	F
003	mechanic	5	M	--*	-	M	homemaker	8	F
004	builder	4	M	fork lift salesman*	4	M	homemaker	8	F
007	detective	5	M	high school teacher*	2	B	nurse	2	F
008	lawyer	1	M	policeman*	5	M	secretary	3	F
009	pharmacist	2	M	semi-skilled laborer*	6	M	cafeteria cook	6	F
010	elem. sch. teacher	2	F	skilled laborer*	5	M	homemaker	8	F
011	policeman	5	M	foreman, highway*	5	M	teacher's aide	5	F
012	commercial fisherman	3	M	owner, fence business*	4	M	secretary	3	F
013	--	5	-	plumber*	5	M	hospital clerk	4	F
014	air plane pilot	1	M	air plane pilot*	1	M	homemaker	8	F
015	enlisted man	6	M	mechanic*	5	M	nurse	2	F
016	pilot for airlines	1	M	technician*	4	M	homemaker	8	F
017	commercial fisherman	3	M	commercial fisherman*	3	M	homemaker	8	F
018	bar owner	4	M	bartender*	6	M	high sch. teacher	2	F
019	fisherman	7	M	laborer*	7	M	tele. operator	5	F
020	physician	1	M	--	-	M	nurse*	2	F
022	commercial fisherman	3	M	commercial fisherman	3	M	homemaker*	8	F
023	electrical engineer	1	M	computer tech.*	4	B	nursery sch. teacher	2	F

8th-Grade Boys.... (continued)

Number	Boy's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
024	enlisted man	6	M	boat yard owner*	3	M	asst. bank manager	3	B
025	airforce pilot	1	M	Lt.Col. Air Force*	1	M	homemaker	8	F
026	electronics tech.	4	M	policeman*	5	M	homemaker	8	F
027	phys. educn. teacher	2	B	electrical engineer*	1	M	homemaker	8	F
028	pet shop owner	4	M	truck driver*	6	M	homemaker	8	F
029	mechanic	5	M	carpenter*	4	M	practical nurse	6	F
031	enlisted man	6	M	salesman, hm. imprvmts*	4	M	homemaker	8	F
032	mechanic	5	M	landscaper*	5	M	homemaker	8	F
034	bus boy	7	M	restaurant owner*	3	M	waitress-hostess	6	F
035	computer trouble shooter	5	M	bulldozer operator*	5	M	housewife	8	F
036	deli owner	3	M	deli owner*	3	M	pt.-owner, groc. clk	3	F
037	clammer	7	M	grocery clerk*	6	F	factory wkr., electns.	6	B
038	Coast Guard officer	2	M	real estate salesn*	4	B	--	-	F
039	techn., A.V.	4	M	enlisted man*	6	M	secretary	3	F
042	techn, , comptr.	4	B	tele. repairman	5	M	owner, sm. business*	4	M
045	social st. teacher	2	B	Sgt.Det.policeman*	3	M	sch. bus driver	6	B
047	engineer	1	M	carpenter	5	M	housewife*	8	F
048	actor	3	B	techn. aviation*	4	M	cleaning woman	7	F
051	mechanic	5	M	mechanic*	5	M	waitress, cook	7	F

8th-Grade Girls with a Work Role Model ( $n = 38$ )

Number	Girl's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
102	registered nurse	2	F	town worker*	-	-	teacher's aide	7	F
103	secretary	4	F	salesman, fertilizer*	4	M	bookkeeper	4	F
106	decorator	3	B	mechanic*	5	M	bank clerk	4	F
107	--	-	-	semi-skilled*	6	M	waitress	7	F
108	C.P.A.	1	M	C.P.A.*	1	M	decorator, s.e.	3	B
110	policeman	5	M	foreman, contracting*	5	M	homemaker	8	F
112	bookkeeping	4	F	owner, com'l fishn.	3	M	counter, food svce.*	7	F
117	printer	5	M	--*	-	-	house cleaner	7	F
119	physician	1	M	projectionist*	6	M	homemaker	8	F
121	gym teacher	2	B	own., rest./meat shop*	3	M	waitress-hostess	6	F
122	--	-	-	truck driver	6	M	waitress*	7	F
124	--	-	-	bus driver	6	B	homemaker*	8	F
125	air force pilot	1	M	furniture salesn.*	4	M	clerk-secretary	4	F
126	C.P.A.	1	M	utility supvr.*	4	M	homemaker	8	F
127	homemaker	8	F	jr. high math teacher*	2	B	homemaker	8	F
128	elem. sch. teacher	2	F	carpenter*	5	M	sec'y & office mgr.	3	F
129	policeman	5	M	plant operator*	3	M	homemaker	8	F
130	airline stewardess	5	F	mechanic	5	M	registered nurse*	2	F
132	actor	3	B	owr., auto repr. shop	3	M	saleswoman*	4	F
133	legal secretary	3	F	C.P.A.	1	M	private secretary*	3	F

8th-Grade Girls.... (continued)

Number	Girl's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
134	registered nurse	2	F	budget analyst*	3	M	checker	6	F
135	model	3	-	asst. manager	3	M	homemaker*	8	F
138	conservationist	2	M	restaurant owner*	3	M	sr. clerk typist	4	F
139	archeologist	1	M	--*	3	M	registered nurse	2	F
140	h.sch. lang. tchr.	2	F	mangr., stock co.*	3	M	cashier	6	F
142	pilot, airplane	1	M	h. sch. s.s. tchr*	2	B	homemaker	8	F
143	elem. sch. teacher	2	F	ownr. & pres. fishg. co.	2	M	homemaker*	8	F
144	modeling	3	-	tele. repairman	5	M	clerk*	4	F
145	secretary	4	F	fork lift operator	6	M	homemaker*	8	F
146	dress designer, s.e.	3	M	postal clerk	4	M	nurse's aide*	6	F
148	--	-	-	h. sch. tchr.-shop*	2	M	clerk typist	4	F
149	psychologist	1	B	bridge operator*	6	M	homemaker	8	F
150	legal secretary	3	F	postal clerk	4	M	waitress*	7	F
153	computer programmer	3	M	civil engineer*	1	M	biochemist	1	M
155	--	-	-	dredge engineer	5	M	bus driver*	6	B
157	kindergarten teacher	2	F	bank manager	2	M	homemaker*	8	F
161	waitress-counter	7	F	chain store manager*	3	M	domestic worker	7	F
163	--	-	-	bartender*	6	M	homemaker	8	F

10th-Grade Boys with a Work Role Model ( $n = 30$ )

Number	Boy's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
201	park ranger	2	M	policeman*	5	M	elem. sch. teacher	2	F
202	--	-	-	owner, fence company*	4	M	clerical worker	4	F
203	policeman	5	M	Sgt.Det. policeman*	3	M	bus driver, schl.	6	B
204	policeman	5	M	mail carrier*	5	M	housewife	8	F
205	ownr., automotive specialist	3	M	owner, sm. business	4	M	antique shop owner*	4	M
206	owner, gas station	3	M	clerk, food store*	4	F	housewife	8	F
211	electronics technician	4	M	owner, comm'l. fishn.*	3	M	housewife	8	F
212	owner, used cars	3	M	owner, used cars*	3	M	housewife	8	F
213	owner, cesspool bus.	4	M	guard*	6	M	sch. crossing guard	6	B
215	veterinarian	1	M	contractor*	3	M	nurse's aide	6	F
216	owner, comm'l fishn.	3	M	--*	-	-	tele. operator	4	F
217	conservationist	2	M	policeman*	5	M	registered nurse	2	F
218	owner, draft'g. bus.	3	M	mechn'l. engineer*	2	M	housewife	8	F
219	owner, radio repair	4	M	salesman, car*	4	M	housewife	8	F
220	sports writer	3	M	fabric designer*	3	M	life insur. salesn.	4	M
223	athlete	3	M	insurance salesman*	4	M	housewife	8	F
224	carpenter	5	M	landscaper*	5	M	bus driver, school	6	B
225	veterinarian	1	M	chef*	5	M	housewife	8	F
228	dentist	1	M	manager, corp*	3	M	bookkeeper	4	F
229	--	-	-	techn. aviation*	4	M	elem. sch. teacher	2	F

10th-Grade Boys.... (continued)

Number	Boy's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
230	veterinarian	1	M	boat repairman*	6	M	typist	4	F
231	lawyer-accountant	1	M	C.P.A.-accountant*	1	M	decorator, s.e.	3	B
232	C.P.A.	1	M	garment cutter*	6	M	typist	4	F
233	accountant	2	M	delivery man*	6	M	housewife	8	F
235	conservationist	2	M	heavy equip. operator*	5	M	seamstress	6	F
236	physician	1	M	lawyer	1	M	dental technician*	4	F
237	physician	1	M	det. policeman*	4	M	housewife	8	F
239	mechanic	6	M	foreman, construction*	5	M	cashier	6	F
241	corrections officer	2	M	heavy equip. operator*	5	M	housewife	8	F
242	studio musician	3	B	plumber, s.e.*	5	M	bank teller	4	F

10th-Grade Girls with a Work Role Model ( $n = 18$ )

Number	Girl's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
302	registered nurse	2	F	owner, restaurant*	3	M	homemaker	8	F
306	boutique owner	3	M	draftsman, s.e.	4	M	secretary-typist*	4	F
307	veterinarian	1	M	technician*	4	M	cashier	6	F
308	bank clerk	4	F	pres., contractor	3	M	secretary*	4	F
309	owner, beauty parlor	3	B	gas station attendant	6	M	luncheonette owr.*	4	M
310	elem. sch.tchr.	2	F	fishg. boat captain	4	M	teacher's aide *	4	F
311	art teacher	2	F	techn. engineer*	4	M	bus driver	6	B
315	owner, beauty parlor	3	F	owner, large supermkt.*2	M		homemaker	8	F
319	p.e. teacher	2	B	construction laborer*	7	M	waitress	7	F
321	dietician	2	F	acct. mgr. sm. corp.*	4	M	owner, crafts shop	4	F
322	dietician	2	F	aviation advisor*	2	M	homemaker	8	F
327	lawyer	1	M	Master Sgt. military*	3	M	homemaker	8	F
328	p.e. teacher	2	B	real estate broker	3	M	kindergarten tchr.*	2	F
330	computer programmer	3	M	fishg. boat captain*	4	M	homemaker	8	F
331	elem. sch. teacher	2	F	self-employed	-	-	homemaker*	8	F
332	--	-	-	h. sch. principal	2	M	private sec'y.*	3	F
333	psychiatrist	1	M	maintenance supr.*	4	M	homemaker	8	F
336	--	-	-	fishg. boat cptn., s.e.3	M		teacher's aide*	4	F

12th-Grade Boys with a Work Role Model (n = 18)

Number	Boy's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
402	carpenter	5	M	auto mechanic*	5	M	--	-	F
403	chem. engineer	1	M	owner, com'l fishn.*	3	M	homemaker	8	F
404	small bus. owner	4	M	court officer*	5	M	bookkeeper	4	F
405	enlisted man	6	M	exterminator*	5	M	sales clerk	6	F
407	conservationist	2	M	owner, small bus.*	4	M	cleaning woman	7	F
408	forest ranger	2	M	foreman, av. maintnce*	5	M	waitress	6	F
409	owner, com'l fishn.	3	M	owner, com' fishn.*	3	M	homemaker	8	F
419	jr. high sch. teacher	2	M	elem. sch. teacher*	2	F	spec. educ. teacher	2	F
411	--	-	-	utilities, supervisor*	4	M	homemaker	8	F
415	carpenter	5	M	carpenter*	5	M	private dty nurse	2	F
416	builder, s.e.	4	M	mason, s.e.*	4	M	bookkeeper	4	F
417	self-employed	-	M	Master Sgt. Military*	3	M	homemaker	8	F
418	electrician, s.e.	4	M	herdsman*	5	M	owner c'ng. svce.	4	B
419	techn, n.e.e.	4	M	mtnce & ground keepr.*	6	M	homemaker	8	F
420	musician	3	B	mechanic*	5	M	cleaning woman	7	F
422	radio repairman	5	M	plumber, s.e.*	5	M	beach sticker seller	7	F
424	policeman	5	M	plant maintenance*	6	M	homemaker	8	F
425	mechanic, diesel	5	M	carpenter*	5	M	homemaker	8	F

12th-Grade Girls with a Work Role Model ( $n = 17$ )

Number	Girl's Occupation	P	SMC	Father's Occupation	P	SMC	Mother's Occupation	P	SMC
502	registered nurse	2	F	boat dealer, owner	3	M	registered nurse*	2	F
504	aviation mechanic	5	M	foreman, highway dpt.*	5	M	saleslady	6	F
505	h. sch. art teacher	2	B	store manager	3	M	senior clerk typist*	4	F
507	dental techn.	4	F	owner, com'l. fishn.*	3	M	homemaker	8	F
511	registered nurse	2	F	carpenter*	5	M	babysitter	7	F
512	hairdresser	6	F	handiman*	6	M	homemaker	8	F
514	hairdresser	6	F	aviation mechanic*	5	M	homemaker	8	F
516	computer programming	3	M	park superintendent*	5	M	clerical typist	4	F
523	social worker	2	B	skilled man'l empl.*	5	M	homemaker	8	F
526	--	-	-	utility repairman*	5	M	clerical typist	4	F
529	checker, supermarket	6	F	motel owner	3	M	motel owner*	3	M
530	--	-	-	jr. high math teacher*	2	B	homemaker	8	F
531	store worker	-	B	carpenter*	5	M	homemaker	8	F
532	registered nurse	2	F	owner, auto repair bus.	3	M	practical nurse*	6	F
536	registered nurse	2	F	milkman*	6	M	cottage owner	3	M
537	physical therapist	3	B	electrician (appren.)	5	M	h. sch. bio. teacher*	2	B
538	p.e. teacher	2	B	car salesman, s.e.*	4	M	homemaker	8	F

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