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ABSTRACT

The impact of sex-role socialization on career-related status orientations was examined in an attempt to specify, by sex, differential reference group influence and motivational variations. Data were derived from a larger data-set on mobility and achievement orientations of a random sample of 1970 senior students stratified according to residence of school (urban-rural), size of senior class, race, and school type. This study was limited to information on white males (N=1,221) and females (N=1,241). Regression models were used to test a series of research hypotheses developed from sex-role socialization literature. Covariance analysis assessed both main and interaction effects of sex. The empirical findings supported the general theme of sex-role socialization, showing that males received more college encouragement and achievement training from parents and had more materialistic orientations than female counterparts. Though low status achievements characterized females who received minimum amounts of parental and peer encouragement to go to college and who had low academic performance and parental achievement training, no similar male trend was observed. While personal competitiveness positively influenced male status orientation, it played no role for the female. However, females with a strong materialistic orientation tended to have higher status education orientations than males. (RS)

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Motivational Determinants of Status
Aspirations: Comments on Sex Variations*

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Motivational Determinants of Status Aspirations:

Comments on Sex Variations

J. Steven Picou and William G. Howard

Paper Summary

Recent empirical research has documented the fact that sex has a rather consistent "depressant effect" on educational and occupational achievements of American adults (e.g., Alexander and Eckland, 1974). However, the specific nature of the process by which female achievements are restricted remains to be empirically documented. Most often, researchers allude to the importance of sex-role socialization and labor market discrimination for explaining male-female achievement discrepancies; this study focuses on the former issue, that is, sex-role socialization, in an attempt to specify differential reference group influence and motivational variations, by sex, for the formation of career-related status orientations.

Theoretically, we approach our research problem in terms of the literature on sex-role socialization. Numerous publications emphasize that in American society, the "cultural mandate" stipulates that women should be oriented primarily to familial roles, rather than work-roles; males, in contrast, receive cultural directives stressing occupational primacy (e.g., see: Coser and Rokoff, 1971; Parson's and Bales, 1953; Douvan and Adelson, 1966). More specifically, female sex-role socialization is characterized by "ambivalency" and an emphasis noncompetitive, accomodating, affiliative role behaviors which also stresses dependency relationships with parents; in contrast males are thought to be more aggressive, competitive and independent--in short, more achievement-oriented (e.g., among others, see: Simon and Gagnon, 1969; Freeman, 1970; Hochschild, 1973; Vetter, 1975). In fact, Honer (1972) asserts that females "fear success," particularly success stemming from competition

situations where females compete with males.

In light of this vast body of literature, the following research hypotheses were developed:

H₁: Motivational attributes, i.e., materialistic orientations and personal competitiveness, are more important for the formation of career-related status orientations of males than females.

The sex-role socialization literature also suggests that female reference-group structures discourage achievement behaviors of women by emphasizing the priority of familial roles over work roles (e.g., see Curry et al. Forthcoming, 1976). From this general theme, the following research hypotheses were developed:

H₂: Males receive more achievement socialization from parents, teachers, and peers (reference group members) for career-related status orientations than their female counterparts.

H_{2A}: Males will receive more encouragement to attend college from reference group members than females.

H_{2B}: The impact of reference group achievement socialization on career-related status orientations will be greater for males.

Furthermore, from the recent research on the status attainment process, it can be contended that family socio-economic status is a more important determinant of female status orientations than males. That is, female career achievements are more "class-sponsored" than males. The following research hypothesis was developed from this line of research (see Pin, et al., 1976 for a review of these studies):

H₃: The career-related status orientations of females are more highly dependent on social structural factors than the career-related status orientations of males.

Stemming from the logic (presented above) regarding ascribed statuses, it can be argued that the career-related status orientations of males are more dependent on ability characteristics, i.e. achieved statuses. The

following hypothesis was developed from this perspective:

- H₄: Males' career-related status orientations are more dependent on achieved ability characteristics than females.

The Data

The data utilized in this study were derived from a larger data-set on mobility and achievement orientations of Louisiana youth. The original sample was drawn utilizing a proportionate, stratified, random, cluster technique. All high schools within the state were stratified in terms of four primary demographic characteristics: (1) residence of school (urban-rural); (2) size of senior class (small, medium, and large); (3) race (black-white); (4) school type (public-parochial). Schools were randomly selected from these strata.

Collection of the data occurred in the fall semester, 1970. Group interviews were conducted and all senior class members who were in attendance on pre-scheduled interview days participated in the study. Correspondence with school officials revealed that normal rates of absence characterized all interview sessions. A total of 3,245 respondents comprised the final sample. This study is concerned solely with those respondents who classified themselves as white males (N=1221) and white females (N=1241).

Results and Conclusions

A set of regression models was generated and our analysis includes a consideration of the effects of social structural, interpersonal influence and motivational attributes for educational aspirations and expectations and occupational aspirations and expectations (Tables 2-9). Furthermore, a covariance analysis was conducted to assess both main and interaction effects of sex (Tables 10-13). The results of the regression analysis can be

summarized as follows:

(A.) Educational Aspirations

- (1.) The effect of academic performance on education aspirations was significant and positive for both sex groups.
- (2.) Peer college plans and parental college encouragement had stronger effects for males.
- (3.) Teacher college encouragement was found to be a significant predictor for females and not males.
- (4.) Both motivational variables, materialistic orientations (MO) and personal competitiveness (PC) were significant predictors only for males' educational aspirations.
- (5.) The R^2 for the male model was larger (.327) than for the female model (.231).
- (6.) The interpersonal influence variables explained relatively more variance in educational aspirations than the structural and motivational variables.

(B.) Occupational Aspirations

- (1.) Academic performance, peer college plans, and parents' college encouragement were stronger predictors for the occupational aspirations of males.
- (2.) Residence and fathers' occupation were significant social structural variables for male occupational aspirations, while mothers' education was the only significant structural variable for females.
- (3.) The motivational variables were not found to be significant for either sex group.
- (4.) The R^2 for the male model (.325) was larger than the R^2 for the female model (.128).

(C.) Educational Plans

- (1.) Academic performance was a stronger predictor of males' educational plans.
- (2.) Peer college plans, parents' college encouragement and parents' achievement socialization practices were all stronger predictors of male educational plans.
- (3.) Personal competitiveness was a stronger predictor of male educational plans.
- (4.) The R^2 for the male model (.445) was larger than R^2 for the female model (.361).

(D.) Occupational Plans

- (1.) Academic performance was a stronger predictor of males' educational plans.
- (2.) Peer college plans, parents' college encouragement and parents' achievement socialization practices were all stronger predictors of males' occupational plans.
- (3.) Personal competitiveness was a stronger predictor for males' occupational plans.
- (4.) The R^2 for the male model (.338) was larger than the R^2 for the female model (.152).

The results of the covariance analysis can be summarized as follows:

(A.) Educational Aspirations

(1.) A significant interaction obtained between sex and materialistic orientation. Females with high material orientations have higher-level educational aspirations than other interaction variable combinations.

(B.) Occupational Aspirations

(1.) A significant interaction was found between sex and father's occupation. Females with fathers in low-status occupations have lower-status job aspirations.

(2.) Significant interactions between sex and academic performance, sex and parents' college encouragement, and sex and peers' college plans. Females with low academic performance, females who receive little encouragement from parents to attend college and females with peers who are not oriented toward college attendance have lower-status aspirations.

(C.) Educational Plans

(1.) A significant interaction effect was found between sex and family structure. Females from broken families have higher level educational plans.

(2.) A significant interaction effect was found for sex and parent's encouragement to attend college.

(D.) Occupational Plans

(1.) The following interaction effects were replicated for occupational plans--sex by father's occupation, sex by academic performance, sex by peer college plans, sex by parents' encouragement.

(2.) A significant interaction effect was found for sex and parental achievement socialization practices. Females who received very little achievement socialization had lower-status job plans.

(3.) For all covariance analyses the R^2 values for interaction effects were relatively minimal.

Summary

In general, the analysis provides support for the following Hypotheses:

H_1 ; H_2 ; H_{2a} ; H_{2b} . Hypotheses 3 and 4 must be rejected due to inconsistent empirical results. Support for hypotheses 1, 2, 2A and 2B was also generated by the result of the covariance analysis. Specifically, we interpret these empirical findings as supporting the general theme of sex-role socialization. Ostensibly, males receive more encouragement from parents to attend college, receive more achievement training from parents, and have orientations more

materialistic than their female counterparts. Furthermore, low status orientations for achievement tend to characterize females who receive minimum amounts of encouragement to attend college; who have peer friends who are not college-oriented; who have low-levels of academic performance; and who have parents who do not reward and emphasize the virtues of independence, competition, and academic achievements. No similar trend was observed for males. Furthermore, personal competitiveness has a positive influence on males' status orientations, but virtually plays no role for the formation of females' status orientations.

The interaction effects observed for sex and materialistic orientations and sex and family structure provide an interesting basis to speculate about the nature and dynamics of sex-role socialization. The "cultural mandate" in our society clearly distinguishes between the qualities of "male roles" vis-a-vis "female roles." Females, in contrast to males, receive differential socialization for achievement. As such females, more often than males, lack interpersonal support for status attainment. Furthermore, it appears that the sex-role socialization process is complex and viable theoretical alternatives need further exploration.

The finding that females from broken families have relatively high-level educational plans suggests that the view of the broken-family as an inhibitor of achievement behavior is accurate only for males. The "broken family," in this instance can be viewed as "pathological" for the maintenance of sex-role differences. The transmission of sex-role behaviors, which places women in at a "disadvantage" in the achievement process, is restricted by what is commonly viewed as another structural liability, non-intact family structure. A similar serendipitous finding, which may have significant theoretical import, was found for materialistic orientations. Males seem

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to be "disadvantaged" (or "advantaged") because strong materialistic orientations apparently discourage college attendance, thereby lowering status-levels of occupational orientations. However, females, who have strong materialistic orientations tend to have higher status education aspirations. Apparently, similar cognitive orientations produce different outcomes for males and females. The concept of multifinality in systems theory may be the appropriate description of this rather interesting interaction effect.

In summary, the differential structural achievements of females, vis-a-vis males appears to be partly the result of sex-role socialization. Combined with a consideration of labor market discrimination, differential sex-role socialization appears to be an important element for explaining patterns of sex inequality in contemporary society.

Table 1. T-Tests for Male-Female Contrasts.

| Variable | Males | Females | T-Value | Pr |
|------------------------------------|-----------|-----------|---------|-------|
| | \bar{X} | \bar{X} | | |
| Parents' College Encouragement | 4.32 | 3.99 | 9.17 | .0001 |
| Parent's Achievement Socialization | .0618 | -.0551 | 3.17 | .002 |
| Materialistic Orientation | .1831 | -.1825 | 11.09 | .0001 |
| Educational Aspirations | 4.835 | 4.260 | 5.27 | .0001 |
| Occupational Aspirations | 73.89 | 73.56 | .93 | N.S. |
| Educational Plans | 3.33 | 2.50 | 9.07 | .0001 |
| Occupational Plans | 71.11 | 72.86 | -4.37 | .0001 |

Table 2. Regression Analysis for Females' Educational Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|-------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .024 | .052 | .044 | .044 | .811 |
| | X ₂ Mother's Education | .065 | .066 | .060 | .016 | 4.090* |
| | X ₃ Residence | -.033 | -.055 | .060 | .000 | .035 |
| | X ₄ Family Structure | -.028 | -.003 | .061 | .001 | .016 |
| | X ₅ Father's Occupation | .010 | .040 | .067 | .006 | 1.438 |
| 2 | X ₆ Academic Performance | 1.001 | .238 | .163 | .095 | 68.539* |
| | X ₇ Peer College Plans | 1.181 | .209 | .208 | .045 | 49.501* |
| | X ₈ Parent's College Encouragement | .295 | .106 | .223 | .015 | 12.178* |
| | X ₉ Teacher's College Encouragement | .273 | .088 | .229 | .006 | 8.987* |
| | X ₁₀ Parent's Achievement Socialization | -.057 | -.019 | .230 | .000 | .482 |
| 3 | X ₁₁ Materialistic Orientation | .035 | .001 | .230 | .000 | .158 |
| | X ₁₂ Personal Competitiveness | .261 | .036 | .231 | .001 | 1.750 |

* P < .05.

Table 3. Regression Analysis for Males' Educational Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|-------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .054 | .076 | .111 | .111 | 4.960* |
| | X ₂ Mother's Education | .034 | .035 | .112 | .011 | 1.347 |
| | X ₃ Residence | .098 | .017 | .129 | .007 | .395 |
| | X ₄ Family Structure | -.262 | -.035 | .129 | .000 | 1.934 |
| | X ₅ Father's Occupation | .029 | .116 | .148 | .019 | 14.287* |
| 2 | X ₆ Academic Performance | .921 | .220 | .230 | .083 | 70.776* |
| | X ₇ Peer College Plans | 1.468 | .242 | .298 | .068 | 77.411* |
| | X ₈ Parent's College Encouragement | .493 | .146 | .320 | .021 | 24.186* |
| | X ₉ Teacher's College Encouragement | .098 | .030 | .320 | .001 | 1.106 |
| | X ₁₀ Parent's Achievement Socialization | .038 | .013 | .320 | .000 | .247 |
| 3 | X ₁₁ Materialistic Orientation | -.208 | .064 | .324 | .004 | 6.462* |
| | X ₁₂ Personal Competitiveness | .436 | .058 | .327 | .003 | 5.356* |

*P < .05.



Table 4. Regression Analysis for Females' Occupational Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|--------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .095 | .056 | .045 | .045 | 2.124 |
| | X ₂ Mother's Education | .119 | .053 | .054 | .009 | 2.325 |
| | X ₃ Residence | 1.161 | .080 | .062 | .008 | 7.017* |
| | X ₄ Family Structure | -1.115 | -.061 | .063 | .001 | 4.431* |
| | X ₅ Father's Occupation | .038 | .068 | .070 | .006 | 3.662 |
| 2 | X ₆ Academic Performance | 1.472 | .153 | .107 | .037 | 24.427* |
| | X ₇ Peer College Plans | 1.659 | .128 | .123 | .016 | 16.365* |
| | X ₈ Parent's College Encouragement | .289 | .045 | .126 | .003 | 1.958 |
| | X ₉ Teacher's College Encouragement | .220 | .031 | .127 | .001 | .974 |
| | X ₁₀ Parent's Achievement Socialization | .050 | .007 | .127 | .000 | .062 |
| 3 | X ₁₁ Materialistic Orientations | -.123 | -.017 | .127 | .000 | .320 |
| | X ₁₂ Personal Competitiveness | .513 | .031 | .128 | .001 | 1.130 |

*P < .05.

Table 5. Regression Analysis for Males' Occupational Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|-------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .078 | .028 | .104 | .104 | .674 |
| | X ₂ Mother's Education | .126 | .034 | .114 | .010 | 1.235 |
| | X ₃ Residence | 2.369 | .103 | .144 | .030 | 15.272* |
| | X ₄ Family Structure | -.684 | -.043 | .144 | .000 | .880 |
| | X ₅ Father's Occupation | .179 | .187 | .180 | .036 | 36.938* |
| 2 | X ₆ Academic Performance | 3.027 | .187 | .241 | .061 | 50.926* |
| | X ₇ Peer College Plans | 6.071 | .259 | .311 | .070 | 88.112* |
| | X ₈ Parent's College Encouragement | 1.508 | .115 | .323 | .012 | 15.025* |
| | X ₉ Teacher's College Encouragement | .078 | .006 | .323 | .000 | .047 |
| | X ₁₀ Parent's Achievement Socialization | .172 | .015 | .324 | .000 | .330 |
| 3 | X ₁₁ Materialistic Orientation | -.122 | -.010 | .324 | .000 | .148 |
| | X ₁₂ Personal Competitiveness | .974 | .033 | .325 | .001 | 1.783 |

* P < .05.

Table 6. Regression Analysis for Females' Educational Plans.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value. |
|------|--|-------|------|----------------|-----------------------|----------|
| 1 | X ₁ Father's Education | .030 | .051 | .091 | .091 | 2.454 |
| | X ₂ Mother's Education | .107 | .136 | .132 | .041 | 20.718* |
| | X ₃ Residence | .053 | .011 | .133 | .000 | .165 |
| | X ₄ Family Structure | .308 | .049 | .141 | .009 | 3.768 |
| | X ₅ Father's Occupation | .006 | .032 | .147 | .006 | 1.104 |
| 2 | X ₆ Academic Performance | .731 | .216 | .240 | .092 | 67.047* |
| | X ₇ Peer College Plans | 1.218 | .269 | .316 | .077 | 98.226* |
| | X ₈ Parent's College Encouragement | .466 | .208 | .359 | .042 | 56.684* |
| | X ₉ Teacher's College Encouragement | .079 | .032 | .359 | .001 | 1.421 |
| | X ₁₀ Parent's Achievement Socialization | .020 | .008 | .359 | .000 | .110 |
| | X ₁₁ Materialistic Orientation | .047 | .018 | .360 | .000 | .522 |
| 3 | X ₁₂ Personal Competitiveness | .173 | .030 | .361 | .001 | 1.429 |

*p < .05.

Table 7. Regression Analysis for Males' Educational Plans.

| Step | Predictor Variables | b | BETA | R ² | ΔR ² | F-Value |
|------|--|-------|-------|----------------|-----------------|----------|
| 1 | X ₁ Father's Education | .077 | .121 | .168 | .168 | 15.166* |
| | X ₂ Mother's Education | .061 | .071 | .190 | .022 | 6.531* |
| | X ₃ Residence | .086 | .016 | .198 | .008 | .466 |
| | X ₄ Family Structure | -.192 | -.029 | .198 | .000 | 1.593 |
| | X ₅ Father's Occupation | .023 | .103 | .215 | .017 | 13.589* |
| 2 | X ₆ Academic Performance | .939 | .252 | .323 | .107 | 112.312* |
| | X ₇ Peer College Plans | 1.272 | .236 | .394 | .072 | 88.698* |
| | X ₈ Parent's College Encouragement | .671 | .223 | .439 | .045 | 68.340* |
| | X ₉ Teacher's College Encouragement | .022 | .007 | .439 | .000 | .082 |
| | X ₁₀ Parent's Achievement Socialization | .133 | .050 | .441 | .002 | 4.511* |
| 3 | X ₁₁ Materialistic Orientation | -.055 | -.019 | .442 | .000 | .688 |
| | X ₁₂ Personal Competitiveness | .405 | .060 | .445 | .004 | 7.083* |

* P < .05.

Table 8: Regression Analysis for Females' Occupational Plans.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|-------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .102 | .057 | .052 | .052 | 2.263 |
| | X ₂ Mother's Education | .119 | .050 | .062 | .009 | 2.141 |
| | X ₃ Residence | 1.492 | .098 | .074 | .012 | 10.594* |
| | X ₄ Family Structure | -.666 | -.035 | .074 | .000 | 1.459 |
| | X ₅ Father's Occupation | .043 | .073 | .081 | .007 | 4.360 |
| 2 | X ₆ Academic Performance | 1.713 | .168 | .125 | .044 | 30.536* |
| | X ₇ Peer College Plans | 2.243 | .164 | .149 | .024 | 27.620* |
| | X ₈ Parent's College Encouragement | .239 | .035 | .150 | .001 | 1.233 |
| | X ₉ Teacher's College Encouragement | .016 | .002 | .150 | .000 | .005 |
| | X ₁₀ Parent's Achievement Socialization | .104 | .014 | .151 | .000 | .244 |
| 3 | X ₁₁ Materialistic Orientation | -.217 | -.028 | .151 | .001 | .924 |
| | X ₁₂ Personal Competitiveness | .556 | .032 | .152 | .001 | 1.223 |

*P < .05.

Table 9. Regression Analysis for Males' Occupational Plans.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|------|--|-------|-------|----------------|-----------------------|---------|
| 1 | X ₁ Father's Education | .121 | .038 | .117 | .117 | 1.264 |
| | X ₂ Mother's Education | .138 | .032 | .128 | .012 | 1.134 |
| | X ₃ Residence | 2.211 | .083 | .153 | .025 | 10.199* |
| | X ₄ Family Structure | -.206 | -.006 | .154 | .001 | .061 |
| | X ₅ Father's Occupation | .234 | .213 | .199 | .045 | 48.752* |
| | X ₆ Academic Performance | 3.633 | .095 | .265 | .066 | 56.251* |
| | X ₇ Peer College Plans | 5.051 | .187 | .309 | .044 | 46.771* |
| 2 | X ₈ Parent's College Encouragement | 1.800 | .120 | .326 | .017 | 16.429* |
| | X ₉ Teacher's College Encouragement | .501 | .034 | .327 | .001 | 1.487 |
| | X ₁₀ Parent's Achievement Socialization | 1.045 | .078 | .333 | .006 | 9.375* |
| | X ₁₁ Materialistic Orientation | -.064 | -.042 | .334 | .001 | 2.776 |
| 3 | X ₁₂ Personal Competitiveness | 2.162 | .064 | .338 | .004 | 6.736* |

*P < .05.

Table 10. Analysis of Covariance for Educational Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | Cumulative R ² for Variables in Step | F-Value |
|------|-------------------------------|----------|----------|----------------|-----------------------|---|---------|
| 1 | Father's Education | 0.02406 | 0.03296 | 0.07627 | 0.07627 | .1125 | 0.857 |
| | Mother's Education | 0.06487 | 0.06666 | 0.09026 | 0.01399 | | 4.294* |
| | Residence | -0.03235 | -0.00528 | 0.09163 | 0.00137 | | 0.034 |
| | Family Structure | -0.02587 | -0.00334 | 0.09173 | 0.00010 | | 0.015 |
| | Father's Occupation | 0.00075 | 0.03959 | 0.10377 | 0.01205 | | 1.493 |
| | Sex | -0.74330 | -0.13878 | 0.11257 | 0.00880 | | 0.734 |
| 2 | Sex X FED, | 0.03006 | 0.07347 | 0.11567 | 0.00309 | .00588 | 0.697 |
| | Sex X MED | -0.03049 | -0.07064 | 0.11570 | 0.00003 | | 0.495 |
| | Sex X DUURB | 0.13007 | 0.02334 | 0.11735 | 0.00165 | | 0.300 |
| | Sex X FOCC | 0.01893 | 0.24377 | 0.11814 | 0.00079 | | 2.895 |
| | Sex X TCTFAM | -0.23602 | -0.04385 | 0.11846 | 0.00032 | | 0.679 |
| 3 | Academic Performance | 1.00258 | 0.24125 | 0.20629 | 0.08783 | .16378 | 70.693* |
| | Peer College Plans | 1.18073 | 0.20112 | 0.26182 | 0.05553 | | 51.720* |
| | Parent's College Encour. | 0.29557 | 0.09787 | 0.27929 | 0.01747 | | 12.755* |
| | Teacher's College Encour. | 0.27290 | 0.08541 | 0.28223 | 0.00293 | | 9.379* |
| | Parents Achievement Socializ. | -0.06165 | -0.02088 | 0.28224 | 0.00002 | | 0.561 |
| 4 | Sex X GPA | -0.08099 | -0.04123 | 0.28224 | 0.00000 | .00211 | 0.245 |
| | Sex X PEERCOL | 0.28947 | 0.05225 | 0.28293 | 0.00069 | | 1.498 |
| | Sex X PARENDEC | 0.19803 | 0.16527 | 0.28344 | 0.00051 | | 2.258 |
| | Sex X TEHEDEN | -0.17512 | -0.14010 | 0.28409 | 0.00066 | | 1.811 |
| | Sex X PASFAC | 0.09060 | 0.02264 | 0.28435 | 0.00025 | | 0.659 |
| 5 | Materialistic Orientation | 0.04365 | 0.01354 | 0.28506 | 0.00070 | .00150 | 0.230 |
| | Personal Competitiveness | 0.26127 | 0.03526 | 0.28710 | 0.00204 | | 1.827 |
| 6 | Sex X AA06 | 0.17399 | 0.01727 | 0.28722 | 0.00011 | .00150 | 0.407 |
| | Sex X M0 | -0.25154 | -0.03226 | 0.28860 | 0.00139 | | 4.200* |

*p < .05.



Table 11. Main and Interaction Effects for Educational Plans.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | Cumulative R ² for Variables in Step | F-Value |
|------|-------------------------------|----------|----------|----------------|-----------------------|---|---------|
| 1. | Father's Education | 0.03047 | 0.04864 | 0.13021 | 0.13021 | .20143 | 2.315 |
| | Mother's Education | 0.10663 | 0.12770 | 0.16109 | 0.03088 | | 19.536* |
| | Residence | 0.05348 | 0.01018 | 0.16306 | 0.00197 | | 0.157 |
| | Family Structure | 0.30844 | -0.04639 | 0.16451 | 0.00145 | | 3.560 |
| | Father's Occupation | 0.00627 | 0.02966 | 0.17592 | 0.01141 | | 1.039 |
| | Sex | -1.26133 | -0.27446 | 0.20143 | 0.02552 | | 3.559 |
| 2 | Sex X FED | 0.04627 | 0.13179 | 0.02543 | 0.00400 | .0084 | 2.781 |
| | Sex X MED | -0.04579 | -0.12363 | 0.20562 | 0.00019 | | 1.878 |
| | Sex X DUURB | 0.03324 | 0.00695 | 0.20707 | 0.00146 | | 0.003 |
| | Sex X FOCC | 0.01636 | 0.24560 | 0.20792 | 0.00085 | | 3.643 |
| | Sex X TCTFAM | -0.50149 | -0.10860 | 0.20987 | 0.00195 | | 5.161* |
| 3 | Academic Performance | 0.73096 | 0.20500 | 0.30707 | 0.09720 | .22040 | 63.272* |
| | Peer college Plans | 1.21776 | 0.24175 | 0.37802 | 0.07095 | | 92.632* |
| | Parent's College Encour. | 0.46641 | 0.17999 | 0.41918 | 0.04116 | | 53.479* |
| | Teacher's College Encour. | 0.07952 | 0.02901 | 0.41950 | 0.00032 | | 1.341 |
| | Parents Achievement Socializ. | 0.01967 | 0.00776 | 0.42027 | 0.00077 | | 0.096 |
| 4 | Sex X GPA | 0.20858 | 0.12377 | 0.42165 | 0.00138 | .0032 | 2.741 |
| | Sex X PEERCOL | 0.05539 | 0.01164 | 0.42177 | 0.00013 | | 0.092 |
| | Sex X PARENDENC | 0.20576 | 0.20013 | 0.42298 | 0.00121 | | 4.104* |
| | Sex X TCHEDENC | -0.05734 | -0.05346 | 0.42309 | 0.00011 | | 0.327 |
| | Sex X PASFAC | 0.10218 | 0.02976 | 0.42347 | 0.00038 | | 1.412 |
| 5 | Materialistic Orientation | 0.04950 | 0.01790 | 0.42348 | 0.00000 | .00198 | 0.498 |
| | Personal Competiveness | 0.17289 | 0.02719 | 0.42545 | 0.00197 | | 1.347 |
| 6 | Sex X AA06 | 0.23267 | 0.02692 | 0.42576 | 0.00031 | .0066 | 1.225 |
| | Sex X MO | -0.10812 | -0.02851 | 0.42610 | 0.00035 | | 1.307 |

*p < .05.



Table 12. Main and Interaction Effects for Occupation Aspirations.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | Cumulative R ² for Variables in Step | F-Value |
|------|-------------------------------|-----------|----------|----------------|-----------------------|---|---------|
| 1 | Father's Education | 0.09482 | 0.04066 | 0.07691 | 0.07691 | | 1.283 |
| | Mother's Education | -0.11958 | 0.03846 | 0.08630 | 0.00938 | | 1.406 |
| | Residence | 1.16306 | -0.05946 | 0.10601 | 0.01971 | | 4.233* |
| | Family Structure | -1.11280 | -0.04495 | 0.10604 | 0.00003 | | 2.652 |
| | Father's Occupation | 0.03809 | 0.04841 | 0.12660 | 0.02057 | | 2.197 |
| | Sex | -21.96462 | -1.28367 | 0.12708 | 0.00048 | .12708 | 61.771* |
| 2 | Sex X FED | -0.01702 | -0.01302 | 0.13978 | 0.01270 | | 0.022 |
| | Sex X MED | 0.00719 | 0.00521 | 0.14102 | 0.00124 | | 0.003 |
| | Sex X DURB | 1.20626 | -0.06777 | 0.14569 | 0.00067 | | 2.488 |
| | Sex X FOCC | 0.14062 | 0.56688 | 0.15344 | 0.00775 | | 15.401* |
| | Sex X TCTFAM | 0.42832 | 0.02495 | 0.15362 | 0.00018 | .026054 | 0.216 |
| 3 | Academic Performance | 1.47462 | 0.11107 | 0.20247 | 0.04885 | | 14.740* |
| | Peer College plans | 1.65764 | 0.08838 | 0.24401 | 0.04154 | | 9.825* |
| | Parent's College Encour. | 0.28914 | 0.02997 | 0.25075 | 0.00574 | | 1.176 |
| | Teacher's College Encour. | 0.21937 | 0.02149 | 0.25098 | 0.00024 | | 0.584 |
| | Parents Achievement Socializ. | 0.04923 | 0.00522 | 0.25118 | 0.00019 | .09756 | 0.034 |
| 4 | Sex X GPA | 1.55543 | 0.24790 | 0.25865 | 0.00747 | | 8.724* |
| | Sex X PEERCOL | 4.41780 | 0.24938 | 0.27246 | 0.01381 | | 33.568* |
| | Sex X PAREN DEN | 1.22024 | 0.31878 | 0.27554 | 0.00307 | | 8.263* |
| | Sex X TCHEDEN | -0.14049 | -0.03518 | 0.27558 | 0.00005 | | 0.112 |
| | Sex X PASFAC | 0.10302 | 0.00806 | 0.27561 | 0.00003 | .02443 | 0.082 |
| 5 | Materialistic Orientation | -0.11606 | -0.01127 | 0.27570 | 0.00009 | | 0.157 |
| | Personal Competiveness | 0.51301 | 0.02167 | 0.27666 | 0.00096 | .00105 | 0.679 |
| 6 | Sex X AA06 | 0.45911 | 0.01427 | 0.27676 | 0.00009 | | 0.273 |
| | Sex X MO | 0.00367 | 0.00026 | 0.27676 | 0.00000 | .00009 | 0.000 |

*P < .05.

Table 13. Main and Interaction Effects for Occupational Plans.

| Step | Predictor Variables | b | BETA | R ² | R ² Change | F-Value |
|---------------------------|--|--------------------------|----------|----------------|-----------------------|----------|
| 1 | Father's Education | 0.10198 | 0.03857 | 0.08453 | 0.08453 | 1.198 |
| | Mother's Education | 0.11930 | 0.03384 | 0.09428 | 0.00975 | 1.130 |
| | Residence | 1.49238 | 0.06729 | 0.11514 | 0.02086 | 5.625* |
| | Family Structure | -0.66441 | -0.02367 | 0.11556 | 0.00042 | 0.763 |
| | Father's Occupation | 0.04327 | 0.04851 | 0.14014 | 0.02459 | 2.289 |
| | Sex | -31.39896 | -1.61849 | 0.14702 | 0.00688 | 101.882* |
| | 2 | Sex X Father's Education | 0.01947 | 0.01314 | 0.16317 | 0.01614 |
| Sex X Mother's Education | | 0.02001 | 0.01280 | 0.16492 | 0.00175 | 0.017 |
| Sex X Residence | | 0.72033 | 0.03569 | 0.16811 | 0.00319 | 0.716 |
| Sex X Father's Occupation | | 0.19108 | 0.67942 | 0.17898 | 0.01088 | 22.953* |
| Sex X Family Structure | | 0.45373 | 0.02328 | 0.17912 | 0.00014 | 0.195 |
| 3 | Academic Performance | 1.71561 | 0.11398 | 0.23211 | 0.05299 | 16.103* |
| | Peer College Plans | 2.24254 | 0.10546 | 0.26443 | 0.03232 | 14.513* |
| | Parent's College Encouragement | 0.23979 | 0.02192 | 0.27199 | 0.00756 | 0.653 |
| | Teacher's College Encouragement | 0.01639 | 0.00142 | 0.27249 | 0.00050 | 0.003 |
| | Parents Achievement Socialization | 0.09799 | 0.00916 | 0.27555 | 0.00306 | 0.110 |
| 4 | Sex X Academic Performance | 1.92413 | 0.27047 | 0.28432 | 0.00878 | 10.775* |
| | Sex X Peer College Plans | 2.81854 | 0.14033 | 0.29043 | 0.00611 | 11.028* |
| | Sex X Parent's College Encouragement | 1.56441 | 0.36047 | 0.29635 | 0.00592 | 10.961* |
| | Sex X Teacher's College Encouragement | 0.48709 | 0.10759 | 0.29667 | 0.00032 | 1.090 |
| | Sex X parent's Achievement Socialization | 0.88676 | 0.06119 | 0.29830 | 0.00163 | 4.914* |
| 5 | Materialistic Orientation | -0.22312 | -0.01912 | 0.29937 | 0.00108 | 0.467 |
| | Personal Competiveness | 0.55478 | 0.02067 | 0.30183 | 0.00246 | 0.641 |
| | Sex X Materialistic Orientation | 1.60555 | 0.04401 | 0.30268 | 0.00085 | 2.696 |
| | Sex X Personal Competiveness | -0.37387 | -0.02335 | 0.30292 | 0.00023 | 0.722 |

*P < .05.

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