

FAMILY STRUCTURE, ADOLESCENTS' CHOICE OF SIGNIFICANT
OTHERS, ACADEMIC STATUS, ASPIRATIONS, AND
SELECTED SCHOOL-RELATED BEHAVIORS

by

Virginia Castlen Vertiz

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Karl T. Hereford, Co-chairman

Jimmie C. Fortune, Co-chairman

Kenneth E. Underwood

Ronald L. McKeen

Robert L. David

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(ABSTRACT)

The nuclear family historically has been characterized by two parents and children living together. Parents were the primary significant others who provided the stimuli and support needed for children's success in school. In single-parent families, the traditional support structure is weakened. A growing number of adolescents are brought up in single-parent homes. This raises a question regarding the quality of relationship between students and parents in one-parent households. It also raises a question regarding the role that other individuals and groups play in counseling and supporting students in one-parent households.

This study was conducted to determine if achieving and underachieving adolescents from single-parent and two-parent families differ in the quality of relationship they enjoy with their parents, and in the types of people or organizations they consult in making important personal and school-related decisions. Using case study method, two hypotheses were generated for further research. They were:

1. Adolescents from two-parent families are more likely to consult their parents in making important personal decisions than adolescents from single-parent families, who are more likely to rely on peer friends or on their own judgment.

2. Level of parental involvement is closely related to academic status but moderated by family structure.

The study suggests that the substantive involvement of parents in school activities with their teenage children has a salutary effect on achievement of most students. Conventional school and parent collaboration actually may constitute a negative influence on the behavior of teens from one-parent homes, however. Their success in school may require extraordinary measures involving especially early identification and professional attention both to the problems of the single parent as well as the maladapted teenage student.

Implications for school policy include instituting guidance programs at the elementary level for early identification of underachieving children from single-parent families, to include outreach efforts to single parents.

For my mother,

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ABSTRACT	

CHAPTER 1

Introduction

In the United States, the nuclear family historically has been characterized by two parents and children living together. The nuclear family provided the classical support structure for adolescents. It was generally accepted that parents were the primary influencers of children's behavior and chief among those who provided the stimuli and support needed for their children's success in school.

In single-parent families, the traditional support structure is weakened. Moreover, a growing number of adolescents are brought up in one-parent homes. Nevertheless, students from single-parent families do achieve success in school. This raises a question regarding the quality of relationship between students and parents in one-parent households. It also raises a question regarding the role that other individuals and groups play in counseling and supporting students in one-parent households.

Research Problem

This study was conducted in order to determine if

achieving and underachieving adolescents from single-parent and two-parent families differ in the level of relationship they enjoy with their parents in the home, and in the types of people or organizations they consult in making important personal and school-related decisions in their lives.

The general research question addressed in this study was: What is the difference, if any, in the quality of relationship enjoyed with their parent(s) and in the choice of significant others by achievers and underachievers from one- and two-parent homes?

Certain specific questions were addressed. These were:

Do family structure and achievement make a difference in:

1. Adolescents' relations with school and community agencies and institutions?
2. Adolescents' educational and occupational aspirations?
3. The quality of relationship adolescents have with their parents?
4. Adolescents' choice of significant others?

Related Literature

Parents are children's first influencers, taking a key part in the socialization of children (Piaget, 1965;

Kelman, 1958). A 1982 study of a New York pre-kindergarten program showed that the extent of parents' involvement in their children's educational program affected cognitive development.

Parish and Wigle (1984) found that children living with intact families have more positive concepts of themselves and their parents than children in single-parent families. Divorce and father absence are closely associated with negative evaluation of self and parents.

Approximately 90 percent of single-parent families are headed by women whose earning power is not as great as that of men (Wilson, 1983). The lower socio-economic status (SES) resulting from single-parent families is related to the inability of the family to provide support (Mitscherlich, 1963; Coladarci, 1983). Low SES is also related to the likelihood of a child's committing a deviant act (Streit, 1974) and to achievement, by way of teacher expectancy (Alexander & Campbell, 1964).

Purpose of Study

The literature does not address the general research questions sufficiently to warrant the creation of formal hypotheses for examination. However, sufficient

literature exists to suggest the merit of these two variables, family structure and achievement, to warrant a study to develop hypotheses concerning the relationships of these variables to key school and community-related activities.

The purpose of this study, therefore, was to examine the research questions identified earlier and to generate one or more hypotheses, as warranted, for future, extended research.

Design of Research

Population and Sample Plan

The population studied was selected from those adolescent students who attended J. E. B. Stuart High School in Falls Church, Virginia during the 1983-84 school year. As part of the Fairfax County Public School system, J. E. B. Stuart has a unique student body. The community served by the school is divided roughly into the highest and lowest socioeconomic groups in the Washington, D. C. area. The high income group is predominantly upper middle-class white. They reside on the edge of or near Lake Barcroft in Falls Church, Virginia. One-third of Stuart's population of approximately 1400 is foreign born.

The subjects studied were fifteen J. E. B. Stuart students between the ages of 14 and 16, who came from

both single-parent families and two-parent families. Seven of the subjects were considered achievers and eight were considered underachievers.

The groups were divided as follows:

Group one was made up of five high achievers from two-parent families.

Group two was made up of four low achievers from two-parent families.

Group three was made up of two high achievers from single-parent families.

Group four was made up of four low achievers from single-parent families (See Figure 1).

It was originally intended that each group would have four students in it. For clarity of analysis, it was also originally intended that the difference between one- and two-parent family status and high- and low-academic status would be exaggerated so as to observe differences in other key variables. However, these design considerations were abandoned in practice. Further information on how the sample was drawn is in Chapter 2 in Creation of the Sample.

High Achievement <-----> Low									
2 P	<table border="1"> <tr> <td>GROUP 1</td> <td>GROUP 2</td> </tr> <tr> <td>3 girls 2 boys</td> <td>2 girls 2 boys</td> </tr> <tr> <td>GROUP 3</td> <td>GROUP 4</td> </tr> <tr> <td>1 girl 1 boy</td> <td>2 girls 2 boys</td> </tr> </table>	GROUP 1	GROUP 2	3 girls 2 boys	2 girls 2 boys	GROUP 3	GROUP 4	1 girl 1 boy	2 girls 2 boys
GROUP 1	GROUP 2								
3 girls 2 boys	2 girls 2 boys								
GROUP 3	GROUP 4								
1 girl 1 boy	2 girls 2 boys								
1 P									

Figure 1. Composition of groups studied.

The Variables and Their Measures

The independent variables, family structure and academic status, were defined and measured as follows:

Family structure. Students from two-parent families were living with both biological parents at the time of the study in all but one case. In that case, the students' stepfather had been in the home for four years, or since the student was ten years old.

Students from single-parent families were living with their mothers only. In two instances, students had once lived with their fathers on a temporary basis, but not during the school year in which the study took place. Two students' fathers were deceased. One of them had been an alcoholic and died during the first academic quarter. The other had been divorced from the student's mother for two years prior to his death, which was two years before the study.

Achievement. High achievement was defined as a B (3.0) average or better on the third quarter report card. Students whose grades included more than one C were not considered. Low achievement was defined as a D (1.0) average or lower on the third quarter report card.

For the purposes of brevity, the following abbreviations will be used to identify the four student groups according to family structure and academic status:

FS/A - Family structure/academic achievement group

HA/2P - High academic status/two-parent family

HA/1P - High academic status/one-parent family

LA/2P - Low academic status/two-parent family

LA/1P - Low academic status/one-parent family

Significant Others

The principal dependent variable of concern was the choice of others who were significant in students' making personal decisions.

Significant others are defined as "those people who have the greatest influence on an individual's evaluation of himself and who have the greatest impact on his acceptance or rejection of social norms. In the socialization of a child, these significant others generally include his parents, teachers, and playmates. The term was originally used by Harry Stack Sullivan and is essentially the same as George Herbert Mead's 'the others'" (Theodorson & Theodorson, 1969).

The adults and peers who influence adolescents may change from decision to decision. Therefore, significant other influence is divided into four categories. These are:

1. Religious orientation. Significant other influence on religious orientation was determined by responses to two questions. They were:

Who influences your decision about whether or not

to attend church?

Whom would you ask if you wanted to know if there really is a God?

2. Personal aspirations. Significant other influence on students' personal aspirations was determined by asking five questions. They were:

Who influences your academic goals?

Who influences your occupational goals?

Who influences your ideas about what you want to be doing five years from now?

Who has a job that really interests you?

Who influences your decisions about college attendance?

3. Personal verification. Significant others who provide some personal verification for adolescents were discovered by asking two questions. They were:

Whom would you tell if you did something of which you were really proud?

Who makes you feel really important?

4. Matters of possible serious personal consequence. Significant others adolescents turn to when making decisions that might involve a serious consequence were determined by asking three questions. They were:

If you thought you were pregnant/had gotten someone pregnant, to whom would you turn for advice:

If you were in trouble with the police, whom would

you consult?

When making decisions about drug and alcohol use, to whom would you speak?

Several other variables were of concern. These were introduced in the study because of their potential to mediate or confound the principal independent and dependent variables of concern. They fell into four categories. These were: Personal and family characteristics of students, students' contact with community institutions, students' level of aspirations, and level of parental involvement.

1. Personal and family characteristics of students.

Students were identified by the following:

Age. Subjects were from 14 to 16 years old.

Sex. Both sexes were represented in the study.

Type of mother's employment. Students were asked what type of employment their mothers had. Responses were coded as none, professional, and other. The distinction between professional and other was determined by the amount of education required. Jobs requiring more than a high school education were called professional; jobs requiring a high school education were called other.

Type of father's employment. Responses were coded the same as for type of mother's employment.

2. Students' contact with community institutions.

The first three of these questions addressed behaviors that are generally considered to be negative and the last two addressed behaviors that are generally considered to be positive.

Suspected drug and/or alcohol use. The interviewer coded this item yes, no, or unknown, according to her knowledge of students' use of drugs and/or alcohol. Information was obtained either through the interview, although it was not a direct question, or from information obtained from school administrators.

Infractions of the law. Students were asked if they had ever had any legal problems. Responses were coded as yes or no.

Discipline referrals at school. Students were asked if they had had any discipline referral within the previous year. Responses were coded as yes, no, or unknown. This question was not asked of one student.

Church attendance. Students were asked whether or not they attended church. If they did attend church, they were asked if they attended frequently. Responses were coded as none, infrequent attendance, or frequent attendance.

Participation in school extracurricular activities. All but one of the students were asked if they

participated in extracurricular activities. Responses were coded as yes, no, or unknown.

3. Students' levels of aspirations. Students were asked about their occupational and academic aspirations.

Occupational aspirations. Students' responses about their occupational aspirations were coded as professional job, as defined for parents' employment, or other.

Academic aspirations. Responses about academic aspirations ranged from none to graduate school and were coded as follows: None, high school graduation only, continue education beyond high school, get good grades and continue education, or attend graduate school.

4. Level of parental involvement with their teenage children. Students were asked what they did in their spare time. They were also asked what their parents did in their spare time. Then they were asked if they participated with their parents in any of their spare time activities. According to these three responses, information was coded as no involvement, a personal relationship only, or a personal relationship reinforced by parental participation in school, church, and/or community affairs.

Data Collection Plan

This was a case history study that used the guided interview technique described by Kinsey, Pomeroy and

Martin (1948) in Sexual Behavior in the Human Male.

"Learning how to . . . (establish) rapport, sympathetically comprehending the significance of things as others view them, learning to accept their attitudes and activities without moral, social, or esthetic evaluation, being interested in people as they are and not as someone else would have them, learning to see the reasonable bases of what at first glance may appear to be most unreasonable behavior, developing a capacity to like all kinds of people and thus to win their esteem and cooperation--these are the elements to be mastered by one who would gather human statistics" (p. 35).

Technical devices for obtaining information drawn from the Kinsey Study (1948) and adapted for the present study are listed below.

1. Putting the subject at ease. The interviews were held in a setting that was comfortable and agreeable to the interviewee. Initial light conversation further served this end.

2. Assuring privacy. The subject was assured of the confidentiality of his/her responses and interruptions were kept to a minimum.

3. Establishing rapport. The subject was treated with as much consideration as a guest in the interviewer's home. The interviewer looked directly in

the subject's eyes when speaking to him/her and gave only minimum attention to the notations she was making.

4. Sequence of topics. The interview began with less controversial aspects of the subject and, as rapport was established, it progressed to the areas that were more difficult for the subject to discuss.

5. Recording at the time of the interview. The interviewer manually recorded the subjects' responses at the time of the interview.

6. Systematic coverage. The items covered in the interview were standardized across all the interviews. Supplementary questions were asked, as needed.

7. Standardizing the point of the question. Although the questions asked in each interview might have differed slightly in form, according to the orientation of the subject, the point of each question asked was the same.

8. Avoiding bias. The interviewer was careful not to suggest what the subject's response ought to be and thereby bias the subject's reply.

9. Avoiding multiple questions. In order to avoid ambiguity in the subject's responses, multiple questions were not posed.

10. Limits of the interview. Interviews were limited to from one- to one-and-a-half-hour segments. This prevented fatigue.

Analysis Plan

The four research questions were broken into five cross tabulations so that differences among the variables could be examined and summarized across the fifteen cases. These were:

1. FS/A x identifying variables: Age, sex, type of mother's employment, and type of father's employment.

2. FS/A x students' contact with community institutions: Drug and/or alcohol use, infractions of the law, discipline referrals at school, church attendance, and participation in school extracurricular activities.

3. FS/A x students' level of aspirations: Occupational and academic.

4. FS/A x significant other influence on decisions made by adolescents: Religious orientation (church attendance and belief in God); personal aspirations (academic, occupational, five year projection, job of interest, and college attendance); personal verification (pride in self and self importance); and matters of possible serious consequence (pregnancy, trouble with the police, and drug and/or alcohol use).

5. FS/A x level of parental involvement. The five basic cross tabulations were examined to see if there were any consistent patterns of relationships between

family structure (FS) or achievement (A) with the several clusters of variables, either individually or in combination (FS/A). It was suspected from the outset of the study that certain of the characteristics of the students or their families might mediate or moderate the influence of FS/A on the students' choice of significant others.

Seven of these characteristics were used as classification variables and cross tabulated with all other variables to expose their potential effects on each of the other variables across the fifteen cases:

Discipline referrals

Suspected drug use

Infractions of the law

Church attendance

Participation in extracurricular activities

Sex

Parental involvement

When any of these independent cross tabulations seemed to be significant, upon examination, the results were employed in the analysis and discussion to moderate or modify the potential hypotheses otherwise warranted by the original cross-tabulation analysis of FS/A group and student behavior.

Overview of the Dissertation

Chapter One

Introduction

Research Problem

Related Literature

Purpose of the Study

Design of Research

Population and Sample Plan

The Variables and Their Measures

Data Collection Plan

Analysis Plan

Overview of Dissertation

Chapter Two

Creation of the Sample

Cases

Chapter Three

Case Analysis

Summary of Results

Chapter Four

Discussion and Recommendations

Hypotheses for Future Research

Implications for School Policy

CHAPTER 2

Creation of the Sample

The investigator sent memoranda to all members of the administrative staff, counseling staff, and selected teachers at J. E. B. Stuart High School, saying she would contact them for assistance with identifying potential subjects (See Appendix A).

Next, the investigator looked at grade reports for the third academic quarter of all ninth and tenth graders. She selected students whose grades fell in the 3.0 (B) and above category and in the 1.0 (D) and below category.

Then, the investigator provided to each guidance counselor names of the students selected. She requested assistance in identifying subjects for the various groups (See Appendix B). Groups one and three, high academic/two-parent and low academic/one-parent were filled easily. Groups two and four, high academic/single parent low academic/two parent, were not as easy to fill. It was necessary for the investigator to use an alternative method to determine the marital status of subjects' parents. In most cases counselors did not know whether both parents were in the home.

The only other available means of checking whether or not both parents were in the home was to examine

students' schedules and emergency care cards. These listed mothers' and fathers' names and telephone numbers at work.

It was possible to find two girls from the high academic/one parent group, but it was impossible to find two boys from the same group. Several boys whose mothers only were listed were asked if their fathers were in the home. All but one boy replied that their fathers did live at home. Therefore, there is only one boy who could be identified as belonging to the high academic/one parent group. Later, one of the two girls from that group was reclassified as high academic from a two-parent family because of the presence of a stepfather in the home.

It appeared, using this same method, that there were only three girls in the school from the low academic/two parent family group. The first potential subject from this group agreed to participate. The second refused. The third and last member identified for group three agreed to participate. It was fairly easy to find boys from this group.

The investigator then located all the grade reports again and averaged the grades of each of the ninth and tenth graders. Grades of all the ninth and tenth graders are located in Appendix C. The mean of the grades of the ninth graders is 2.6417 and the standard deviation is

1.9322. The mean of the grades of the tenth graders is 2.6099 and the standard deviation is .8685.

The investigator began providing informed consent forms for parents' signatures to students identified for each category. Those in the high achievement categories returned signed releases readily; those in the low achievement categories were very slow in returning them. (See Informed Consent, Appendix D.)

When the first student was interviewed, the investigator discovered that the tape recorder was not working. The second interview was begun with a tape recorder, but the interviewee was obviously distracted by and uncomfortable with it. As a matter of fact, he asked the interviewer to turn it off when he was talking about pirating computer software. At that point, the investigator turned off the tape recorder and decided not to use it at all. For subsequent releases, the section that refers to the tape recorder was struck.

The selection procedure was originally set up so that high achievers, those with a 3.00 average or better based on a four-point scale, would have SRA scores commensurate with their aptitude. That is, the ability rankings on the SRA test would not be far from their overall aptitude score. Conversely, low achievers would not have SRA scores commensurate with their aptitude.

Also correlated with achievement was participation in extracurricular activities. High achievers were to be participants in clubs and/or sports and low achievers were to be non-participants.

The purpose of correlating these variables with achievement was to consider extreme cases in the student population. It was thought that students who were achieving at their potential and who were participating in extracurricular activities would best exemplify the successful student. Those who were not achieving up to their potential and who were not participating were thought to be more apathetic than those who simply could not achieve or would not participate and would have further widened the gap between themselves and the achieving group.

Family structure was to be correlated with three other variables: Discipline referrals, family mobility, and religious affiliation. Children from two-parent families were to have had no discipline referrals within the past year; were not to have moved during the past three years; and were to belong to a church. Children from single-parent families were to have had at least one discipline referral within the past year; were to have moved during the past three years; and were not to belong to a church.

It was thought that these criteria would also widen

the gap between the groups studied. Children who had had discipline referrals were thought to be demonstrating anti-social behavior as a result of assumed lack of attention in the home. Moving would have perhaps indicated less family stability. Lack of church affiliation was thought to further contribute to lack of parental support.

After locating potential subjects for study, based on grade point averages and family membership, the investigator prescreened several students and found that the correlated variables did not fit the criteria sought. Rather than go back to the grade reports to narrow the range of averages considered, the investigator dropped the correlated variables one by one until the resulting subjects ended up fitting the criteria of grade point averages and family membership, but not the other behaviors.

SRA scores were discarded when conversations with counselors revealed the opinion that the scores were not as good a determinant of achievement as grades. Extracurricular activities, discipline referrals, and moving were dropped before the interviews, when it became impossible to fill the high academic single-parent category and the low academic two-parent family category with students meeting all the criteria. The question

about church affiliation was included in the questions but dropped as a covariable.

Nevertheless, the result was that of the students interviewed from the high academic category, six out of seven were participants in extracurricular activities. Two of the eight low achievers were participants in extracurricular activities; one student's participation was unknown. SRA test scores were not reviewed.

Six of the nine students from two-parent families were participants in extracurricular activities; one's participation is unknown. Two of the six students from single-parent families were participants in extracurricular activities.

Five of the six students from single-parent families had had discipline referrals in the past year; two of the nine students from two-parent families had had discipline referrals in the past year; one student's number of discipline referrals was unknown.

Finally, two of the six children from single-parent families had moved during the past three years. One student's situation in this regard was unknown. Of the students from two-parent families, one had moved during the past three years; information about the other two was unknown.

Each interviewee sat in the same chair in the interviewer's office. The questions were asked in about

the same way, with a sensitivity to individual differences of the students. Some of the reports on student interviews are longer than others. Several of the students embellished their stories. Several had interacted with more people and therefore offered more narrative.

Cases

Jenny

Jenny is a fourteen-year-old girl who is in the ninth grade. She lives with her mother and father and two sisters. Her older sister is a senior in high school and her younger sister is in the sixth grade. Jenny is a high achiever from a two-parent family.

Jenny's mother is a learning disabilities specialist and works in a private school. Her father is a civil engineer and works for a private corporation.

Jenny reports that her family attends church regularly. She used to attend church because her mother and father influenced her to do so. Now, however, she says she has an additional motivation.

There are two new ministers in her church. One of them, a youth minister, has formed a youth group and he takes the young people on retreats. Jenny says he is easy to talk to, "peaceful" and funny. His expectations of Jenny, she says, are that she continue to exhibit the good behavior that she has demonstrated in the past.

Jenny has never had any legal problems, but if she did, she would turn to her parents for help.

Jenny's academic and occupational goals are tied together. She says she plans to go to college to be an architect or an engineer. The person who influences her

the most in this area is her father. When Jenny draws pictures of houses, he is supportive of her interest.

Jenny says her father is "really great". He plays with his children, goes on bike rides and hikes with them. It was her father who encouraged Jenny to learn to swim. The family has a cabin in New Hampshire where they go for a vacation every summer.

On Sundays, Jenny's family spends the day together in leisure activities. In warm weather, they might go to the C & O Canal for a hike; in winter, they might build a fire at home and read and work puzzles. One week a year Jenny's father takes her skiing -- a favorite sport of his, which Jenny now enjoys.

Jenny says her father expects her grades and her behavior to be good, as they have been in the past. Jenny says she has been brought up to do the right things. One of the things she does with her time is take ballroom dancing.

Jenny's best friend, Lisa, just moved to another country, where her father is in the foreign service. She is also fourteen. Jenny says that Lisa is the same kind of student that she is and is from the same kind of family background. It was she who reinforced Jenny's reading for pleasure. One of the ways in which she did that was to give her some of her books. Lisa expected good grades of Jenny. They used to compare grades with

one another.

Jenny said that she and her Lisa did not like to go to parties because of the drinking. Instead, they read or rented movies to watch on the Betamax. Lisa's family enjoys the same kind of activities that Jenny's family enjoys. Sometimes, Jenny said she went on trips with Lisa's family or Lisa went on trips with hers.

Jenny claims that Lisa will always be her best friend. They write to one another every other day. In a year and a half, Jenny plans to go to Europe to visit Lisa. It was Lisa's mother who invited her. She says she will have to pay half the cost and wants to get a job next year so she can save toward that end.

Jenny added that her best local friend is a boy. She says it is funny to have a boy for a best friend, but they enjoy doing things together.

In response to the question, "If you thought you were pregnant, who would you talk to about it?", Jenny responded that she would talk to her mother first, mainly because she gets home from work earlier. She said she would also talk to her father about it.

Jenny describes her mother as active and "peaceful". She says she is always good at controlling everything. She is an active parent at the high school. Jenny's mother likes to play tennis and is involved with all the

family activities described previously. It was Jenny's mother who first interested her in reading.

Jenny added that her mother does not get upset easily. Whenever she needed to be punished, her mother didn't spank her. Rather, she made her sit in a chair for ten minutes.

When asked who she talked to about making decisions about drug and alcohol use, Jenny said her parents. She told the interviewer that she does not need alcohol or drugs because she has so much love in her family. She says that makes the difference. Jenny says she can understand someone turning to alcohol and drugs if they do not have love in the family.

When asked about additional leisure activities, Jenny said that she reads, roller skates with her younger sister (as the older one is very busy these days), and takes walks with her mother and father. When asked about her older sister, Jenny said they are "really close" and that they confide everything in one another.

Five years from now, Jenny sees herself enrolled in a work/study program for architecture at some college. Her father did that, she said. That way, she added, one does not have to wait until after graduating to get into the work force.

Asked who she would tell about something she was really proud of, Jenny said she would tell anyone in her

family who was around first. If she were in school, she would find her older sister. If she were at home, she would tell her mother and her younger sister first, as they are home first in the afternoon. She would then tell her father as soon as he came home.

Jenny said it is another friend whose job really interests her. She works in a discount retail clothing store helping customers find clothes. She does not use the cash register and Jenny says she would not want to either, as it is too much trouble to handle returns. This girl has been Jenny's friend since the seventh grade. Although she skis, she and Jenny have not gone skiing together. Jenny says her mother does not let her go with the student groups but she understands her reasons for it.

Jenny said it is her parents she would turn to if she thought her employer had cheated her. Then she would talk to the manager.

In response to the question about who makes her feel really important, Jenny said her mother and her father. Then she said her whole family.

If Jenny wanted to ask someone if there really is a God, she would ask her father first, and then the youth minister.

In addition to the scheduled questions, the

interviewer asked Jenny what her sisters were like. She said. "They're pretty much like me." They are not into drugs or anything. They all get along well and always have. The family has always done things together. In addition to the vacations described, they also take weekend vacations.

Jenny says her parents put the family first and sees that as being very important.

David

David is a sixteen-year-old tenth grader. He is high achiever from a two-parent family. David lives with his mother and father and 14-year-old sister, who is still in intermediate school. David has never repeated a grade.

David's mother is a systems analyst and computer programmer for a private firm. His father is an executive with a multitude of responsibilities in a computer company.

The subject reported that he attends church "off and on" with his father. His father attends church more often than he does, but once in awhile David joins him. David describes his father as being warm, helpful, fair, a nice guy, and a hard worker. In his spare time, he makes home improvements and does yard work. He also

judges diving meets in which David participates. David's father expects him to do well, based on his past accomplishments, and he expects him to be honest. He also expects him to attend a good college and he encourages him to be involved in some kind of sport or physical activity to keep in shape.

David has never had any legal problems nor has he been in trouble with the police. If he did, he said he would go to his parents for help. He said he would approach either of his parents.

Currently, David's academic goals are to get straight A's. He added that he wants to improve himself. Further, he wants to go to college for at least four years. The people who influence these decisions the most are his parents. He added that he is somewhat influenced by his peers -- both those with whom he is friends and those he does not know very well but respects.

David says his mother likes to spend her time doing home improvement, going out with friends, talking, and playing bridge with the family. She is active on the board for the local swimming pool, and she is a member of the high school's Parent Teacher Student Association (P. T. S. A.) Her expectations for David are the same as his father's.

David's occupational goals are not established yet. However, he does know that he does not want to go into

medicine or law. He says he does not personally care for medicine. His father, who has a law degree, told him that it was useless to him. David does enjoy computers. This interest is stimulated by both his mother and his father, who both work in the field and have a personal computer at home.

David's best friend, Scott, likes many of the same things David likes. Some of those likes are "D and D" (Dungeons and Dragons); science fiction, and computers. He has one like David's, so they are able to trade software and talk to one another by telecommunicating. Scott has been David's best friend since they were both in the sixth grade. He has an I. Q. of 190, according to the subject. His expectations of David are the same as David's expectations of himself.

In response to the question about who he would talk to if he got someone pregnant, David said he would first talk to the girl. He said he would talk to his parents next. Then he added that they are understanding.

In making decisions about alcohol and drug use, David said that both of his parents, as well as school programs, have influenced him. He said he is more against drugs than alcohol because his parents drink socially and do not condemn alcohol use as much as they condemn drug use.

When asked who he talks to when making decisions about going to college, David said he would talk to anyone who knows something about it. He says he wants to learn all he can about the various opportunities that are open to him.

In his spare time, David dives, reads, plays with the home computer, plays Dungeons and Dragons, goes on ski trips with his father and sister. (His mother goes along once in awhile, but she does not like to ski.) The family has gone on four ski trips this year, but David claims he does not really count those as vacations. He says he hopes the family plans to go to Europe this summer for their vacation. Each summer, David and his family have gone to Florida, Alabama, or Tennessee to see his grandmothers (one is recently deceased), his grandfathers (the one whose wife died is now in this area), and his aunts and uncles.

David said if he did something of which he were really proud he would tell anybody and everybody around. He then said he would tell his mother, then his father, then his best friend, and then his other friends, if he were forced to choose the order in which to tell them. He said his sister would find out from somebody, or he would tell her first if she were home first.

The person whose job really interested David was a peer who is a computer programmer. David's mother

contacted him to inquire about a job for David, and, in learning about the work, David became interested in what a programmer does.

If David thought his employer were cheating him, he would talk to him or her first. Then he said he would try to prove his point and would talk to other employees to try to get them to side with him.

When asked who makes him feel really important, David said anybody, everybody. He said whoever found out about his accomplishments would make him feel important. He talked about achieving as making him feel important, rather than in terms of a specific person.

David said he would talk to the old minister from his church if he wanted to find out if there really was a God. He said he would talk to him because the issue is in his field and he thought he would be well-read in the area and would have analyzed the literature and be able to distill some information for him. He said he would probably like to argue with him about it. The qualities of the minister, David said, are that he cares, and that he knows how to give a sermon. Those, he thought, are the basic qualities of a minister.

After going through all the questions, the interviewer asked David about his sister. He said that all his biases come out where she is concerned. He

described her as a brat who is very social, loves games, and gets straight A's, even though she does not deserve them.

David then told the interviewer that he did not mean to ruin the study or anything, but that what he thought had influenced him the most in terms of his recent improvement in grades and expectations of himself had been a summer program at Johns Hopkins University. A talent search had been conducted and 7th graders had been administered the S. A. T.'s and he had been selected to participate. He said he felt he had a "better view on things"--where he fits in, and what college is like. He also said he has a better attitude.

Jacqueline

Jacqueline is a fourteen-year-old ninth grader who is a high achiever from a two-parent family. She has never repeated a grade.

Jacqueline lives with her mother, her stepfather, and her eleven-year-old brother. Her mother is not presently employed. She previously worked as a business analyst for the government.

Jacqueline's father and mother divorced four years ago. He lives in another city, where he works as a psychologist at a university. His daughter describes him

as "very obnoxious" and says that they do not get along because they have different philosophies of life. Part of her father's philosophy that she does not go along with is that he plays poker, and spends money on steaks. He just bought a new house. Jacqueline would like him to have bought her a quilt, which she sees as a far more practical way of spending money.

Jacqueline's father expects his daughter to go to graduate school, to do something useful with her life. He would also like his daughter to be more civil to him. She does not see that he makes the right kind of effort, however.

The subject said that her family attends church together. It is her mother who influences her decision to attend church. Her father is of a different faith and never attends. The church Jacqueline and her family attended was her mother's denomination.

Jacqueline describes her mother as neat, very smart, very friendly, and strict when necessary. She says her mother likes word games, backgammon, and reading. Jacqueline plays word games and backgammon with her mother.

Jacqueline's mother visits her parents periodically and once in awhile her daughter goes with her. Last summer, the whole family went to England. Jacqueline and her brother went to Germany first to meet their father

and then they joined her mother and stepfather in England before Jacqueline returned to a summer camp in New England.

Jacqueline says her mother expects her daughter to have a good life, a good job, to get good grades, to be happy, and to be a good person.

Jacqueline's stepfather used to belong to another religious group, but he joined their church and is now an active member on one of the church committees. Jacqueline said that her stepfather is very community-oriented. He is an officer of the local little league team.

Jacqueline said her stepfather is like her mother. He is very easy-tempered and she said she has seen him angry about four times in the past four years. It was four years ago that he and her mother were married. His expectations of Jacqueline are the same as her mother's. Jacqueline's stepfather is a lawyer.

In a post-questionnaire interview, Jacqueline told the interviewer that she was upset at first about her parents divorcing. She said that it is much better now, however, and that she relates much better to her stepfather than she did to her father. She said that she does not fit into the stereotypical picture of a split home.

Jacqueline's academic goal is to go to graduate school and to get a degree in business. She says that all three of her parents influence this goal. She has also considered a career as a writer, but claims that she does not have the patience for it. This, she says, is her own idea.

Jacqueline's best friend, Cindy, she described as having been obnoxious lately. She is very smart and very lazy and is "kind of like me", according to Jacqueline. In her spare time, she reads a lot and goes to movies with the subject. She does not apply herself to her schoolwork, however. Cindy's expectation of Jacqueline is that she keep in touch, as she is moving to another state.

In response to the question about who she would turn to if she thought she were pregnant, Jacqueline responded that she would talk to her mother.

In response to the question about who she turns to when making decisions about drug and alcohol use, she said that she arrives at those decisions independently, based on her mood. Basically, she said, drugs and alcohol are "not worth it". Her mother provides the model for her decisions in these matters.

When making decisions about attending college, Jacqueline talks to her mother. The college she plans to attend is the same one her mother attended.

In her spare time, Jacqueline reads, writes, goes to the movies, and goes shopping. She usually does these things with her best friend, Cindy.

Five years from now, Jacqueline wants to be "in college studying".

If Jacqueline did something of which she was really proud, she would tell the first person she ran into that she thought would care. If she had to prioritize, however, she would tell her mother first.

The person whose job really interests Jacqueline is a writer. She claims she doesn't know him well, but finds him funny and creative. He is a good friend of her father's. In his spare time he walks his dog and swims, but not with the subject. He has asked Jacqueline to help him edit law and business dictionaries, but she said she was not able to do so. She says he asks everyone.

If Jacqueline thought someone were cheating her at work, she would turn to her stepfather, since he is a lawyer.

When asked who makes her feel really important, Jacqueline said her grandparents. She said they write her cheerful letters, encouraging her and complimenting her school work. These grandparents include both of her mother's parents, her father's mother, and her stepfather's mother.

The most important of Jacqueline's grandparents is her grandfather. He is described as very smart and very funny. He encourages Jacqueline and "he doesn't let me rest on my laurels". Now retired, he likes to garden and is active in his church. He and Jacqueline talk and play cards together.

In response to the question about God, Jacqueline said she would decide on her own. If she had to ask someone, she would ask her mother. Her mother, she said, would say that she could think whatever she wanted to. If she had to ask someone who would be able to produce the most evidence, she would ask her grandfather. His opinion would have the most credibility.

Jacqueline has never had any legal problems nor has she been in trouble with the police. If she did, however, she would turn to her mother.

Sharon

Sharon is a fifteen-year-old tenth grader who is a high achiever from a one-parent family. She has never repeated a grade. Sharon lives with her mother. Her father, who was an alcoholic, died of cardiac arrest in the fall. Sharon has a brother and two sisters who no longer live at home. Her brother is 23 and her sisters are 22 and 20.

Sharon's brother, Tom, is now in Korea. He is married and has one child. His wife and child are living in Europe in the home country of Tom's wife.

Sharon's older sister, Susan, is married and lives in a nearby state with her two children. Her younger sister, Peggy, is unmarried, and lives nearby.

Sharon's mother is not employed. At one time, she worked in an office. During their marriage, Sharon's mother and father were separated twice. Sharon remembers those separations to have occurred when she was nine and eleven years of age. Each time, Sharon said, the separations lasted about six months.

Sharon's father was once in the armed forces; he was once a policeman; he was a locksmith; and at the time of his death he was a limousine driver. On the day he died, he went to the doctor because he couldn't urinate. He died the same day. Sharon said his heart simply stopped beating, and, although she was told he suffered cardiac arrest, she thinks his death was connected with his alcoholism.

Sharon said her father "confused" her. He played games with her in conversation that her mother warned her about getting involved in. Because he began to drink heavily fifteen years ago, Sharon said she could blame herself for his drinking behavior, but she said that she did not. Sharon's father used abusive language, but he

did not involve her in his marital problems. Neither did he participate in her life very much. Sharon and her father did not enjoy any special time together and her father did not attend his daughter's soccer games.

In his leisure time, Sharon's father used to cook, work in the garden, and smoke his pipe. The entire family went on two trips across country, but Sharon says she does not remember vacationing with her father. The family also used to go on camping trips in the Shenandoah mountains. On vacations, her father had to be coaxed to join in on family activities. When he could be coaxed, he participated reluctantly.

Sharon does not know what expectations her father had of her. She said he did not like to talk. Nor did he like to "get into things" or "go down deep".

Sharon said that she and her mother do not attend church.

Sharon's academic goals for herself include getting B's or above. She said she would like to attend four to eight years of college and would perhaps like to be a pediatrician. Asked who influences this decision, Sharon responded, "Me".

Later in the interview, when asked what she wants to be doing five years from now, Sharon said that she wants to be attending George Mason University. She said she

would perhaps like to be a pediatric nurse. When asked about the earlier response, Sharon said she is not sure whether she wants to be a pediatrician or a pediatric nurse, but that she wants to work in pediatrics in some capacity.

Sharon's best friend, Jennifer, is like her. She is athletic and can talk about a lot of things. Together, Sharon and Jennifer go shopping, spend the night together, and generally spend a lot of time together.

Sharon claims that Jennifer does not have any particular expectations of her. She says they do agree mutually to go along with one another in an activity that only one of them likes. That way, the one who does not care for the activity will not make her friend feel bad. If Sharon thought she were pregnant, she would talk to Jennifer about it first.

When making decisions about drug and alcohol use, Sharon said she would talk to Jennifer. She also said that she would think about it a lot. She thinks about people who get hurt by drugs and alcohol, and added that her father made her think about that especially, since he was an alcoholic. Sharon added that drugs "mess up everybody".

About going to college, Sharon talks to her mother. The qualities Sharon attributes to her mother are that she is really nice; (she added, "I think"); she listens

(she added, "I guess"); she complains; and she gives her daughter a lot of support in the things she wants to do. She said that her mother understands, even if Sharon winds up getting "grounded".

For leisure activities, Sharon said her mother cleans house. She plays cards and goes to the movies with her daughter. Sharon said the problem with going to the movies with her mother is that she cannot laugh about the same things if she is with her mother that she can laugh about when she is with her friends.

Sharon's mother expects her do to her best. Sharon said her mother expects her to get all A's -- that she thinks she can. Then she said that she does not expect her to. Although that sounds like a contradiction, the interviewer believes that she meant that she believed she could do it but she would not place undue emphasis on that accomplishment. This summer, Sharon and her mother are going to Europe for two months to stay with Sharon's sister-in-law.

In her spare time, Sharon likes to play sports, read, watch television, and listen to music. She likes to go to movies, but would rather go with her friends, particularly Jennifer, rather than her mother for the reason discussed earlier.

If she were to do something of which she were really

proud, Sharon would tell her mother.

In response to the question about who has a job that really interests her, Sharon replied, "No one".

If she thought someone were cheating her, Sharon would turn to her mother.

The person who makes Sharon feel really important is her mother.

If she wanted to ask someone if there really is a God, Sharon said she would not have to ask that question. But if she had to ask someone, she would ask her mother.

If she were in trouble with the police (which she has not been) Sharon would talk to her sisters or her brother if it were "something light". If it were "heavy", she would talk to her mother.

Sharon keeps in touch with her brother and her sisters. Asked to describe them, she added the following information to the questions outlined in the questionnaire:

Sharon said she was like a brother to Tom, since he did not have a brother. "He brought me up like a tomboy". They used to wrestle and fight. He "sticks up" for her all the time. She looks up to him.

Of Susan, Sharon said that her older sister could never sleep alone. Sharon used to sleep with her. She said that Susan tries to act like her mother. "She bosses me around and worries about me just like my mom."

Peggy, Sharon's other sister, confides in her and she confides in Peggy. They tell one another "everything" and keep each others' confidence.

Cindy

Cindy is a fourteen-year-old ninth grader who is a high achiever from a two-parent family. She has never repeated a grade. Cindy lives with her mother and father and she has no brothers or sisters. Cindy's mother is not employed. Her father is a captain in the Navy and works in the Pentagon.

Cindy and her parents attend a Protestant church regularly. It is her father who influences Cindy's attendance at church. In describing her father, Cindy said that he is nice, but sometimes strict, and that he is "fair about things".

In his leisure time, Cindy's father likes to "do projects". In fact, the whole family participates in these projects. Examples of family projects include building a shed behind the house, building a wheelbarrow, working on the car, and gardening.

Cindy said her parents go to a lot of official parties. Then she said they did a lot of gardening. After telling the interviewer this, she went into hysterics. She said they really didn't do so much

gardening, but that lately they had and it seemed that they did do quite a bit of gardening.

Cindy said that her father also works on the house a lot. She said he makes "neat things" -- that they have lived in so many parts of the world that her father has "lots of junk and antiques" from different places. One thing her father has is a collection of signal lamps from ships. He has put small lights in them and strung them across a brick wall in the basement.

Cindy added that she has lived in Indonesia, Italy, Finland, and the United States. Her first language was Indonesian. When she returned to the United States at age three, after having gone to Indonesia at six months of age, she spoke no English. Her parents, she said, have been many more places.

In Indonesia, Cindy's family had seven servants. Cindy had her own servant and said it was hard when she returned to the United States because she tried to tell her mother what to do and it did not work. "I have a weird background", she said.

When asked what her father expects of her, Cindy asked, "Expects of me?" Then she thought about the question for a few minutes, and said that he expects good grades, for her to study hard, to do well, to be fair, to be nice to her friends and other people, to tell the

truth, and to help around the house and with parties when they give them.

Cindy's academic goals are to do well in high school and to get B's or better. She said that she likes extracurricular activities and has to keep her grades up. She also want to go to a "hard college" and aspires toward Stanford. Then, she would like to go to graduate school. Asked who influences these academic aspirations, Cindy said, "I do". She added that her parents go along with them because she had good judgment and because they would like her to do well.

At the moment, Cindy's occupational goals are to go into the field of science. She would like to be an astronaut eventually. She said she would probably get a Masters Degree in geophysics or something, and added that she is not sure what specific area of science she will study.

Cindy's best friend, Sharon, was described by the subject as "nice, very athletic, a good student, and good all around, I guess". She does not have a job. In their leisure time, Cindy and Sharon go out and shoot baskets, go to the Seven Eleven, go to soccer games, watch television, mow lawns (hers or Sharon's), wash cars (hers or Sharon's family car), and go visit friends.

Sharon's expectations of Cindy, according to Cindy, are that she be there when she wants to talk to her about

something, that she help her with her homework sometimes, and that she be a good friend.

If Cindy thought she were pregnant, she would tell a doctor first, and then her mother. The investigator asked Cindy to tell about her mother's qualities. "Let me think -- it's hard -- I don't know -- she's more strict than my dad about some things." She went on to say that sometimes her mother will talk her father into letting her do something if her father has initially said she could not. "She's the one", Cindy said. She said her mother helps her a lot with her homework. "She does a lot for me."

In her leisure time, Cindy says her mother talks on the telephone, sunbathes, and reads. She also does a lot with other people. She belongs to the attache wives' group and is active in it. She also helps with the high school's telephone communication.

Cindy's mother expects her to help around the house, and to help her father with his projects. "We're a weird family", she added, "I don't think we're normal". Her mother also expects her to do well in school and "that's about it".

Asked if there was anything else she wanted to say about her mother, Cindy said, "Apart from being great... she's really nice . . . I like her." She said that her

mother does not really like children that much and that she has a quick temper. She does not have much patience with her friends' small children and does not think they are brought up right.

Cindy said in making decisions about using drugs and alcohol that she decided herself. She said that it is not right to use them. That people who are addicted do not have a good life and do not do well. "With my goals", she said, "I don't think it would fit".

When making decisions about attending college, Cindy talks to her parents.

In her spare time, Cindy does "a lot of things". She named reading, watching television, visiting friends, going out with friends, "doing sports", and going to movies. "I'm not too big on the projects", she said, adding that they are never finished.

Cindy travels with her parents. She has been to Europe twice with her mother. They traveled around and met her father's ship when it came in to various ports. She said they stayed with friends, who they have all over the world. Every summer, Cindy and her mother go to California, Oregon, and Washington, where they have family. Her father goes if her can, but he works a lot.

Five years from now, Cindy plans to be in college.

If she did something of which she were really proud, Cindy would tell Sharon first. Then she would tell her

parents.

Asked who had a job that really interested her, Cindy said, "I don't know many astronauts".

If she thought someone were cheating her, Cindy would tell the person first. Then she would tell her parents. Then she reversed her answer, saying she would tell her parents first, and then the person cheating her.

In response to the question about who makes her feel really important, Cindy responded her friends and her parents.

Asked who she would ask if she wanted to know if there really is a God, Cindy said, "I don't think it's a question you have to ask". But if she were to ask it, she would ask her mother or her father.

Cindy has never had any legal problems, but if she were in trouble with the police, she would turn to her parents.

Dennis

Dennis is a fifteen-year-old ninth grader who is a low achiever from a one-parent family. He repeated the first grade. Dennis lives with his mother and his two older brothers. His half sister lives in a nearby county with his stepfather.

Last year, Dennis lived with his stepfather during

the entire school year. He moved in with his father during the beginning of the summer and then returned to live with his mother because "it didn't work out".

Dennis described his father as a "nice guy" who is "fun to be around". He said he has always had a good time with his father. His mother and father separated when Dennis was one or two years old. Dennis's father also lives in a nearby county, but not the same one where his stepfather lives. Dennis' father works "off and on" as a salesman. Currently, he sells carpeting.

In his leisure time, Dennis's father likes to go fishing. Sometimes he and his father go fishing together. He has started a fishing organization in Virginia. He used to race cars and show dogs. Dennis says he and his father "were" going to go into racing together. Asked what his father expects of him, Dennis said, "to go through school; to stay in school; to be a good citizen".

Dennis described his stepfather as a "nice guy" also. He said, "He's about the same as my real dad. He is fun to be with, but he can be grouchy." He added that he has a "messed-up back". Because he has worked for United Parcel Service for years, he has a slipped disk that gives him trouble.

Dennis said that for leisure activities, his stepfather "just works". He takes the family to dinner.

He doesn't have time for fun. He works late and on weekends he works around the house. He takes care of Dennis's half sister and has a girl who lives with him who helps with her care.

His stepfather expects Dennis to go through school; to keep his "act" together; not to mess up his life and to do his best.

Dennis's mother works at the Seven Eleven. The subject described his mother by saying, "She's nice. She's just a nice lady." He said she tries to keep them (the children) alive; she does the best she can. Asked what his mother does for leisure activities, Dennis said that she has a boyfriend. He said they go out and "do stuff" like eat out.

Dennis does not do anything in the way of leisure activities with his mother. Dennis says his mother's expectations of him are "the same as my two dads. They all want me to go through school."

At present, Dennis does not attend church. He said he used to, however. He said he thought it would be proper to do so, as he believes in God. He said he went to church with his mother and father when he was little, and it was they who influenced that particular behavior. When he recently attended, however, he said it was his own decision to go and he went to the church that was the

closest to where he lived.

Asked if he had had any legal problems, Dennis said, "In a way". He was once in trouble for "being out late" and being in an accident when one of his brothers was driving. In another incident, he said his other brother scraped a police car and was charged with hit and run. Dennis said he was accused of "giving the cop lip". That was the only time Dennis said he was really in trouble.

Dennis describes his older brother as "pretty nice; pretty cool; the smart one out of us; he took geometry in the ninth grade". His older brother dropped out of school in the tenth grade. He does not know why, however. Currently, his older brother works with his friends in a mowing company.

For fun, Dennis's older brother goes to the arcade, talks, drives cars, "cruises around", plays frisbee, football, and basketball. When asked what his older brother expects of him, Dennis said, "Nothing".

Dennis described his younger brother as "the same way; they do the same stuff". He said that he talks his brother into "going out there and getting into it". He also plays frisbee, football, and basketball. He also dropped out in the tenth grade. Currently, he works at the Seven Eleven.

At first, Dennis said it was hard to say what his younger brother expects of him. He said that he does not

like to be "soft" with him. Then he added that he expects him to keep his act together, to stay in school, and to try to get his life straight. He said that he respects their advice but they "really can't say nothing" because they dropped out and really "messed up" in school.

Dennis's academic goals include finishing high school or getting a G. E. D. He would like to go to college for body work. He said that decision is influenced by a lot of friends, but he could not point to one in particular. Also, he said his father got into cars a little bit.

Dennis plans to go into body work and/or painting, because that pays more. He said if he is not too good at that, he will be a mechanic.

Dennis describes his best friend, John, as "a pretty cool guy". He said "we're alike in a way but we just won't admit it to each other". John is employed at a motel, but he just got the job and Dennis said "I don't know where it's at".

In his leisure time, John likes to have fun and play football. Of Dennis, John expects "nothing, really. I guess to be friends and don't mess him over or nothing like that".

If Dennis thought he had gotten someone pregnant, he

said he would talk to his mother or father. Then he said probably his mother. Then he said no, he would take that back, it would be his father, as he would understand and his mother would not.

When making decisions about using drugs and alcohol, Dennis said no one really influences him. He said he takes it into his own hands. He said it makes his mother and father upset to talk about it, adding that he could talk to them if he wanted to, but he just does not. "She (his mother) doesn't like the subject.... she gets mad if I get drunk."

The interviewer then asked Dennis if his friends also use drugs and alcohol. He said they do the same things he does. They get drunk every weekend. He added that if he did not have friends to do it with he probably would not do it.

When making decisions about going to college, Dennis talks to his mother.

In his spare time, Dennis said, "I talk to girls and stuff". He says he goes out on dates, drives around in cars, works on cars, plays basketball, and "that's about it." He doesn't have a girlfriend. Currently, he is unemployed, but claims he is looking for a job.

Five years from now, Dennis wants to be painting cars. He said he does not think he can do it that fast, though. The military was another option he was

considering. He then said "I don't know about the military, though. If worse comes to worse I'll go in it".

Asked who he would tell if he did something of which he were really proud, Dennis said, "Mom". Then he added John.

The person who has a job that really interests Dennis is Tom, a mechanic who makes \$16. an hour. He described him as "a nice guy; he's in Neighborhood Watch. He is 25 and has been into some of the same stuff I'm going through. He tells me I'm doing all right." In his leisure time, Tom likes to go out driving in his car. Once in awhile Dennis goes with him. He said they sit and talk and that he goes over to Tom's house a lot. Tom expects Dennis to do whatever he wants. "He don't run my life".

If Dennis thought someone were cheating him at work, he said he would go to "whoever was the head guy". He said he was not sure of who else he would talk to and added that he would probably quit.

The person who makes Dennis feel really important is his mother.

If he wanted to ask someone if there really is a God, Dennis said he would ask a preacher or a priest or somebody. He said he would not ask a particular person,

he would just go up to a church.

If he were in trouble with the police, Dennis would talk to his mother.

Dennis described his younger sister (She is nine.) by saying, "I don't get along with her; we're two different kinds of people; she's real young. She looks at me as being stupid and stuff". Dennis said his sister likes "being in plays and stuff". She likes to ride her bike to her friend's house. She and Dennis do not do anything together.

Michael

Michael is a fifteen-year-old tenth grader who has never repeated a grade. He is the only male member of the student body who is a high achiever from a one-parent family as far as can be determined by analysis of available data.

Michael lives with his mother who is an engraver and clerk in a jewelry store. His father and mother divorced about four years ago and his father remarried. Michael said that his mother and father divorced amicably. He said that even though they probably did disagree, that as far as he knew they did not do any screaming and yelling because he never heard them. After the divorce, his parents continued to talk to one another. Two years ago, Michael's father died from a fifth heart attack.

Michael had two brothers. The oldest, who would be 35 now, was killed in an automobile accident when he was about 20, and the family lived in Germany. The younger one is 32, is married, and has five children.

Michael's father was an insurance agent. He had a farm in West Virginia that he left to his two sons. He also left them a \$100,000.00 debt that Michael and his brother, Rick, paid off in part by selling half the farm. They are working together to pay off the remainder of the debt.

Rick lives on the farm with his wife and children. Michael describes him as an "outgoing person". He works as an electrician for the school board. Before he got that job, he worked in Fairfax County, where the salary was better, and commuted. Now, he works in West Virginia.

In his spare time, Rick likes to fish, hunt, and go to the Ramada Inn. Michael says he does not drink much, but he likes wine. Asked what his brother expects of him, Michael said, "I have no idea".

Michael says he sometimes attends church. He goes to different churches. In West Virginia, it is Rick's wife who influences his going. In Virginia, it is his next door neighbor and his mother who do.

Of his sister-in-law, Michael said, "She puts up

with five kids and she's only 5' 2"." He said she likes to do stuff like 18- and 19-year-olds, like going bowling and eating ice cream. When Michael is in West Virginia, he does a lot of things with her.

Michael's sister-in-law works for the school board. She works from her home making phone calls twice a week. Asked what she expects of him, Michael said he has no idea. But when he was reminded that he said she influenced his church attendance, he agreed.

The next door neighbor, Steve, who also influences his church attendance, was also a graduate of J. E. B. Stuart High School. Michael said he and Steve do a lot of things together. He listed bowling, fishing, hunting, pinball, and pool. He added that Steve has a heart problem and he is not supposed to run, but he does. He said that Steve "likes to do outdoor things like my brother".

Steve works at a shoe store. He used to work on a military base serving food. Asked what Steve expects of him, Michael said that he goes to church with him and his family.

Michael has not had any legal problems. If he were in trouble with the police, however, he would talk to his mother and then his brother. After stating that, Michael said no, he would talk to his brother first, and then his mother.

Michael's academic and occupational goals are tied together. He said he wants to take electricity classes next year and the following year and then go out into the work force. He said his mother thinks it is a good idea and his brother does too.

Asked about his mother, Michael said she is "real quiet" and "likes to tease a lot". He said that "she has a sense of humor no one can compare with". In her leisure time, he said, "She likes to do things with me". Asked what his mother expects of him, Michael said "She wants me to do good in life. She wants the best for me".

Michael said his best friends are Frank and Steve (the next door neighbor). He described Frank as dependable and outgoing. He likes to participate in sports at school, including baseball and basketball. Asked what Frank expects of him, Michael said, "I don't have any idea".

If Michael thought he had gotten someone pregnant, he would talk to his mother or his brother.

When making decisions about using drugs or alcohol, Michael said, "I don't. I don't use any." If he were considering using them, however, he would probably talk to Steve.

When making decisions about going to college, Michael talks to his brother and his mother.

In his spare time, Michael plays pinball, goes to West Virginia, and sleeps. Those he spends leisure time with are Steve, Frank, and his girlfriend. Michael described his girlfriend by saying, "She's older than I am." He said she is outgoing, and real nice. He added that it is said that he and she look like brother and sister.

Michael met his girlfriend 2 1/2 years ago when they both worked selling the local newspaper. Now she is looking for another job.

Five years from now, Michael wants to have "a good job as an electrician".

If Michael did something of which he were really proud he would tell his mother and his brother.

The person who has a job that really interests Michael is his brother (who is an electrician).

If he were employed and thought someone were cheating him, Michael would go to his brother's boss, Jay, or his mother's sister's husband, Bob.

Jay was described as outgoing and always getting his way. Michael said, "He knows how to". Jay has money and knows a lot of people. He gets people to "do stuff" for him for nothing because he has done a lot for others. He had a house built for almost nothing. Michael said he had a second story porch put on over the front of the house and it was two feet shorter than he wanted it. He

just told his friends to knock it down and extend it two feet and they did.

In his leisure time, Jay likes to go to the Ramada Inn and talk. At that point, Michael said, "I've helped him work on houses. They have a lot of confidence in me". Asked what Jay expects of him, Michael said, "to do good".

Michael described Bob as "outgoing. He likes to get out and have a good time". He enjoys movies and pinball and one would not know that he works with computers. Michael said Bob taught him all about zeros and ones (The binomial system used with computers).

Michael said his mother, brother, and girlfriend are those who make him feel really important. He added his girlfriend to the list almost as an afterthought, however.

If Michael wanted to ask someone if there really is a God, he would ask his brother's wife. He said he did not know why he would ask her, but that she goes to church a lot, but she is "not mentally into it".

Eugene

Eugene is sixteen-year-old tenth grader who is a high achiever from a two-parent family. He has never repeated a grade. He has not had any discipline

referrals.

Eugene lives with his mother and father. He has no brothers or sisters. His mother is not employed outside the home. His father is a lawyer and works for the United States government.

Eugene attends services at a synagogue on a regular basis. It is his father who influences his attendance. Asked what his father is like, Eugene said, "He's considerate and nice and all that. He's a little forgetful and not overly generous, though he spends money more easily than Mom". In his leisure time, Eugene's father likes to play tennis and bike ride, both of which he does with his son. Asked what his father expects of him, Gene said, "To be successful in school". He said his father monitors his grades, but does not expect him to get straight A's, because he is a little lazy sometimes. He does, however, expect A's and B's, and no C's. He also expects him to go to college, although he does not expect him to pursue a specific career.

Academically, Eugene's goals for himself are to maintain good grades, to go to college, and perhaps to go to law school, although he is not sure yet about the latter. Asked who influences these decisions, Eugene said, "I do".

Gene's occupational goals are to become an

architect, a lawyer, or a commercial pilot. He said he also arrived at his own decision about occupational considerations. He did say that in eighth grade when his class researched jobs, the activity helped him a little in deciding what his interests were. The interviewer asked if the teacher had been instrumental in helping him, but he indicated that it was the activity, not the teacher, that was influential.

Gene's best friend is Jim. He was described as fun to be with, responsible, and having about the same grades. He is in a lot of the same classes as Gene. Asked what Jim likes to do with his spare time, Gene said, "I don't really know -- whatever's going on". Together, Gene and Jim participate in sports "and stuff" and go places, including video arcades (though Gene said they have not had much time for video arcades this year).

Because Jim's parents expect a lot of him, ("He's the excelled child"), Gene said that Jim transfers those expectations and "expects the same of me".

If Gene thought he had gotten someone pregnant, he would talk to a friend first. He said that friend would probably be Jim. Then he would talk to his parents.

When making decisions about using drugs and alcohol, Gene says he depends upon himself. He added that he and his friends do not use either.

Asked who he consults in making decisions about

going to college, Gene said, "My parents and my counselor". Then he said mostly his parents. The interviewer then asked him to describe his mother. He said she is fussy, particular, very well-organized, and she plans well ahead of time. She likes to do things in a certain way. He said, "We argue a lot about how to get things done".

In her leisure time, Gene's mother likes to play tennis and "She has sorta taken up running". Gene said his mother expects him to go to college, to get good grades, and to have a career. He said that his mother thinks he will get married and move into their house. He said she does not think he will have enough money to buy a house, so rather than fixing up their house, she is going to wait until he marries and moves in and then he will fix it up himself.

Because Gene mentioned his guidance counselor as contributing to his college counseling, the interviewer asked him to describe her. Gene said she is nice and very helpful. "She is interested in what I want to do and is willing to do what she can to help me. She might not be sure of what to do, but she is willing to go to the trouble to find out".

In his spare time, Gene plays tennis a lot, reads, plays other sports, plays clarinet, and "that's about

it". He has a couple of close friends besides Jim. They are Kevin and Phuong.

Kevin has been Gene's friend since junior high school. He has "very high grades and is in all advanced classes". He is also in the tenth grade. He likes sports, and he and Gene play sports and "go places" together. Kevin expects a lot of himself and is a hard worker. He expects Gene to have good grades and encourages him in his schoolwork. Kevin is not employed.

Gene's other friend, Phuong, is from Laos. He is a high achiever, but "not as much into academics as Kevin". He is still a good student, but "he kinda fools around a lot". He is responsible and trustworthy. Gene said he hides his heritage. He will not speak his language or play his native music around his friends.

For fun, Phuong likes to do "anything, I guess". He and Phuong go places together, and play sports, especially tennis. Phuong is not employed. Gene said he does not know what Phuong expects of him.

Five years from now, Gene says he hopes he will be in college.

If he did something he were really proud of, Gene would tell his parents first. He said he would tell his father before he told his mother.

The person who has a job that really interests Gene is Jill. She worked at the State Congress last year as a

page and spent the school year living in Richmond. She is now a senior. Gene described Jill as friendly, open, responsible, and honest. Gene does not know what Jill likes to do with her leisure time.

If Gene thought someone were cheating him, he would talk to the boss first. If it were the boss cheating him, he would talk to another employee if he knew him/her well enough. Then he said he would talk to his parents "if something happened really big".

Asked who makes him feel really important, Gene said it was a toss-up between his parents and some of his teachers.

If Gene were to ask someone if there really is a God, he would ask his rabbi. He described him as friendly. He said although he does not have a lot of contact with him, he seems very wise and experienced, "definitely with religion". Gene does not think his rabbi has any expectations of him.

Gene has never had any legal problems. If he were in trouble with the police, he would talk to his parents.

Diane

Diane is a fifteen-year-old ninth grader who has never repeated a grade. She is a low achiever from a one-parent family. Diane lives with her mother, who is a

school bus driver and her brother and younger sister. Her older sister is married and has two children. Her mother and father divorced when Diane was two years old.

Diane's father lives in a nearby county and is remarried. He owns a barber shop. Diane described him by saying, "He's nice". She said in his leisure time, her father likes to build, and "that's about all". They have not done anything together recently, she said. They do go on vacation to Chincoteague every year. Asked what her father expects of her, Diane said, "I guess he expects me to graduate, to do good, whatever".

Diane says she belongs to a church but has not gone for a "couple of months". When asked who influences her church attendance, Diane said, "Mom, I guess". Asked about her mother, Diane said, "She's nice. I don't know what else, really". In her leisure time, Diane's mother sews, does housework, and goes to visit her mother. Asked if she does anything with her, Diane said, "Nothing big. We go shopping sometimes".

Diane's mother expects her to make good grades, to graduate from high school and "just be good, I guess".

Diane's own academic goals are to graduate and to probably take courses at the community college. The people who influence this desire are her older sister and her cousin, who she said took accounting in the community college.

Diane described her sister, Sharon, as "nice". She said Sharon was working for her father as a bookkeeper, but she is off now because she just had her third child. In her leisure time, Sharon used to bike ride, but she has not since she has been pregnant. Currently she stays home with the baby. Diane said that Sharon expects her to "do good in school".

Diane's occupational objective is to become an accountant. Her older sister and also her cousin influence her in this area. Diane described her cousin by saying, "She's nice". She is "really religious", as is her older sister. Her cousin also works as an accountant.

In her leisure time, Diane's cousin "sews a lot. She makes dresses and things like that". Together, Diane and her cousin swim and go shopping. Asked what her cousin expects of her, Diane said, "The same, I guess".

Diane's best friend is Anita. Anita is eighteen years old. "She's me and my sister's best friend", Diane said. Anita's brother is married to her cousin. Anita is presently unemployed. She used to work at a pizza parlor but she quit and is looking for another job.

In her leisure time, Anita likes to shop. Together, Diane and Anita "go out and ride around and that's about it. We like to have fun". Diane said she does not know

what expectations Anita has of her. "She's never really said, I guess."

If Diane thought she were pregnant, she would probably tell her older sister, Peggy. Of Peggy, Diane said, "She's nice. We get along good. We argue sometimes". Peggy is eighteen years old. She is currently working for their father, taking her older sister's place as bookkeeper. She also works at a clothing store.

In her leisure time, Peggy likes to go shopping and "riding around". Sometimes she and her sister shop and ride around together. Diane says her younger sisters expects her to "do good in school".

When making decisions about using drugs and alcohol, Diane consults Peggy.

Diane has not discussed the idea of going to community college with anyone yet. She said she had perhaps mentioned it to friends.

In her spare time, Diane likes to watch television, shop, and "that's all". The person she says she likes to do those things with is Peggy.

Five years from now, Diane wants to be working or going to college.

If Diane did something of which she were really proud, she would tell her mother.

The people that have jobs that really interest Diane

are her cousin and her two sisters, who are bookkeepers and accountants.

If she thought someone were cheating her, Diane would turn to her older sister.

Asked who makes her feel really important, Diane said, "I guess my mom".

If Diane wanted to ask someone if there really is a God, she would ask her older sister.

Diane said she has never had any legal problems. If she were in trouble with the police, she would consult her older sister. "She's good at law. She knows a lot," Diane said of her.

The interviewer also asked Diane about her brother, who is now seventeen. Diane said, "He's all right sometimes". He works at a pizza parlor. In his spare time, he works on his car. He and Diane do not do anything together. Diane said that her brother never said what he expects of her. Then she added that he expects her not to skip class. He dropped out of school.

Diane has a boyfriend, Daniel. "He's nice", Diane said. They have been going together for almost a year. Daniel works in the shoe department of a department store. He is in a construction program that is part of the Fairfax County Public School program. In his spare time, he likes to go to his friend's house. Together,

Diane and Daniel go to movies and dinner. Diane doesn't know what Daniel expects of her.

Jim

Jim is a sixteen-year-old ninth grader who is a low achiever from a two-parent family. He lives with his mother and his father and his brother and sister. He repeated the seventh grade.

Jim's mother works as a secretary for his father, who owns a printing company. Jim's father is a typesetter and commercial artist.

Jim said that he attends church "sometimes ... on the holidays". Asked who influences his occasional church attendance, Jim said his mother. Jim described his mother by saying, "I don't really know how to explain. She's kind. She helps me out when I need advice. She's there when I need her." In her leisure time, Jim's mother likes to read, grow plants, and garden, and "I guess that's about it", Jim said. Jim said he and his mother do not do anything together.

Jim said his mother's expectations of him are that he help around the house if she has to work late, that he "keep track of" his younger sister, and "that's about it".

Jim said that he wants to complete his high school

diploma and go to college. He said it is his parents who influence his academic goals. Asked to describe his father, Jim said, "He is hard-working. He is always trying to correct me, and help me out. I don't know what to say."

His father expects Jim to keep his grades up. He wants him to work with him as a typesetter when he finishes school.

Jim's own goal, he said, is to be an architect. He said it is he himself who influences this decision.

Jim's best friends, Bob and Teddy, he described by saying, "They like to do what I like to do". Bob is unemployed and Teddy works for Lake Barcroft fixing barges and cleaning up the lake. In their leisure time, Jim said the three of them listen to records, go to the movies, play games, and go swimming and boating. Jim said, "We're a trio. We do the same things". He does not know what either of his friends expect of him.

If Jim thought he had gotten someone pregnant, he would ask his mother.

When making decisions about using drugs and alcohol, Jim talks to Bob and Teddy.

When making decisions about going to college, Jim said the person he consults is "I guess my dad".

In his spare time, Jim said he likes to listen to music, go boating, and swim, and "that's about it".

Five years from now, Jim said what he wants to be doing is "I guess go to college". It is he, himself, who influences this decision.

If he did something of which he were really proud, Jim would tell his mother and father.

The person who has a job that really interests Jim is his friend Bob.

If he were employed and thought someone were cheating him, Jim would talk to his parents about it.

The person who makes Jim feel really important is his father.

When the interviewer asked Jim who he would ask if there really is a God, he said, "I don't know. I guess my dad".

Although he had never been in trouble with the police, Jim would talk to his mother first if he had any legal problems.

The interviewer then asked Jim to describe his brother and sister. Jim's brother, Ronnie, is 17. Jim said he is "Bossy. That sums it up". He is employed by their parents as a driver. In his spare time, he "gets greasy working on cars. That's it". They do not do anything together.

Jim said that he guesses his brother expects him to listen to what he tells him and to help around the house.

Jim described his seven-year-old sister as "a pain" and then added that "she can be all right sometimes." For fun, Jim's sister likes to play with friends and color. He doesn't know what she expects of him.

Jill

Jill is a fourteen-year-old ninth grader who is a low achiever from a one-parent family. She has never repeated a grade. She lives with her mother. Her father lives in another state with her full brother, who is 20, her stepbrother, who is 21, and her half brother, who is four.

Jill's mother is employed by a firm that contracts services to the federal government and determines computer capability. Her father works for an employee insurance corporation. Jill lived with her father in Kansas for three years but moved to Virginia to live with her mother, because she was not getting along with her father.

It was about 12 years ago when Jill's parents separated. At first, both Jill and her brother lived with her mother. She remarried and the family moved to the West Coast. Then, her mother's job change took the family to a different state. At that point, Jill's brother got into trouble and went to live with their father. Jill began visiting her father during the summer

months and decided to stay for three years. Sometime during that period, Jill's mother and stepfather separated. Jill's mother returned to Virginia, and this year, Jill returned to live with her. Jill said she has not had any contact with her father for the past year.

Asked if she attends church, Jill said, "Not anymore".

Jill said that her academic goal is to graduate from high school. She said she influences this decision herself. Then she added, "My mother wants me to, but... I want to do it for me".

Jill described her mother as "nice, caring, and protective". She said that when she does something wrong, her mother really gets mad. In her leisure time, her mother bowls, plays tennis, likes to go to the pool and "lay out" and enjoys other outdoor sports, including golf. Jill said that she and her mother bowl and "lay out" at the pool together.

The expectations Jill said that her mother has of her are to help around the house and to pass in school.

Jill's occupational objective is to become a veterinarian. She influences her own decision in her occupational choice.

Jill's best friend is Patricia. "She's nice; she's a lot like me", Jill said of her. She is not employed.

In her leisure time, Patricia likes to go to movies, go out on weekends and "stuff like that". Jill said that Patricia expects "for me to trust her and not talk about her -- just be a good friend".

If Jill thought she were pregnant, she would talk to Patricia first and then her mother.

When making decisions about using drugs and alcohol, Jill said she considers the opinion of her friends sometimes. She said it is not any friend in particular who influences her in this matter, rather, the older people who might be at a party she attends.

In making decisions about attending college, Jill consults her mother.

In her spare time, Jill likes to "go out" and go shopping and swimming. She likes to do these things with Patricia.

Asked what she would like to be doing five years from now, Jill said, "I've never thought about it, probably going to some kind of school".

If she did something of which she were really proud, Jill would tell her mother.

Asked who had a job that really interested her, Jill thought for quite awhile. Then she said, "No one". Then she asked the interviewer if it could be someone she does not know. When she received an affirmative response, she replied, "Jacques Cousteau".

If she thought someone were cheating her, Jill would "go to someone higher than him". If it was he cheating her, she said, "I would just quit".

It is Jill's friends who make her feel really important.

If Jill wanted to ask someone if there really is a God, she would ask the minister at the church she used to attend. She described him as "really nice, loving". She said in his leisure time he really likes to talk to people. She does not know what he does in his leisure time or what he expects of her.

Jill has never had any legal problems. If Jill were in trouble with the police, she would talk to "probably a counselor". She described her counselor by saying, "She's really nice. I like her. She really seems like she cares. She listens to you without yelling like parents would. That's about it, I guess".

The interviewer then asked Jill about her brother, Peter. Jill said "I like him a lot. We used to fight." During the spring break, Jill went to visit her brother. She said he had changed a lot. He has a responsible job as a salesman. Then she said, "I love him a lot".

Peter likes to fish and when Jill visited, she went fishing with him. Jill said her brother expects the same things of her that her mother does: To "do good in

school" and behave.

Stan

Stan is a fifteen-year-old tenth grader who is a low achiever from a one-parent family. He has never repeated a grade. Stan lives with his mother. He is not sure where his nineteen-year-old brother lives. He moved out about a month ago and has been "in and out". Apparently, he lives with friends somewhere in the area.

Stan's parents separated about a year ago. His mother is employed as an assistant manager of an apartment complex. His father lives in an adjacent county and is employed as a roofer for that county. On Thursdays, he takes his son to guitar practice.

Stan does not attend church.

Asked if he had ever had any legal problems, Stan initially said no. Then he added, "Not really". He told the interviewer that he had been in trouble with the police last summer when he was caught near his father's house siphoning gas with two friends. The woman from whose car they were siphoning gas dropped the charges against them because one of his father's friends knew her.

Both of the people involved in the incident live on the same street as Stan's father. One of the people, Greg, is the son of Stan's father's friend. Stan

described him as "just an ordinary guy". He is employed in a fast food restaurant. In his leisure time, he likes to go hunting and fishing, and lift weights. Stan said that he has not been hanging around Greg since he moved to Fairfax County.

The other person involved was "from a rich family. He's a jock. That's all I know about him", Stan told the interviewer.

Of his academic goals, Stan said, "It really doesn't matter". He said he influenced his own feelings about academia.

Stan's occupational goal is to play in a band. He and the other band members influence his choice. The person who influences Stan the most is lead singer, Gary. Stan described Gary as "a fun guy to be around with". He said he "always looks on the good side of things. When you're feeling down, he can make you laugh. That's about how he is".

Gary is the same age as Stan. He is not employed. In his spare time, Gary likes to go to concerts, try to pick up girls, listen to music, and write songs. "That's about it", Stan said. He said that he and Gary do these things together.

Asked if Gary had any expectations of him, Stan said, "whatever I want you know". Stan considers Gary

his best friend.

If Stan thought he had gotten someone pregnant, he would talk to the girl. Then he said he would next talk to a friend. He said he is actually a friend of his father and is a doctor. Stan described him by saying, "He's great. He wants me to stay in school and all this and go to college. He's like one of those guys who are one in a thousand". Stan does not know anything else about his doctor friend.

When making decisions about using drugs and alcohol, Stan says the decisions is "mine -- no one else's".

When he wants to talk to someone about making decisions about going to college, Stan said he talks to the doctor and one of his mother's friends. The friend of his mother's is actually his mother's boss's mother. Stan said, "She is down-to-earth but she's got money. That's about all I really know about her". She is not employed. She just helps her son by buying apartment complexes and building them up. Stan thinks she likes to garden in her spare time. He told the interviewer that she would give him a "grant" to college and so would the doctor.

In his spare time, Stan likes to play the guitar, listen to music, go to shopping malls, "maybe draw, write a song maybe or something, go to a friend's house, and go out and try to pick up girls". Asked with whom he

prefers to do these things, Stan said he has a bunch of friends who are all close together. "Everyone has their own problem, but they all understand each other."

Five years from now, Stan wants to be touring with his band. He is influenced by the music he listens to at concerts and by his guitar practice.

The first person Stan would tell if he were really proud of something is Gary.

Stan said he did not know of anyone who has a job that is of interest to him. Then he added, "not really, besides my mother".

If Stan thought someone were cheating him, he would talk to his mother or his father.

Asked who makes him feel really important, Stan said, "Girlfriends".

When the interviewer asked Stan who he would ask if he wanted to know if there really is a God, he said, "Nobody. I don't believe in Him."

If Stan were in trouble with the police, he would talk to his mother and his brother. Stan described his brother as "different". He said, "He used to be what you'd call a grit. Me and him get along fine. He's just . . . take him the way he is. Don't try to change him."

Stan said he is not sure whether or not his brother is employed. In his leisure time, his brother likes to

fish. Sometimes he and Stan go fishing together. He also likes to hunt. Stan said his father takes them when they go hunting. He also likes to draw, paint, do ceramics and sculpture. Stan does not know if his brother has any expectations of him.

Doug

Doug is a fifteen-year-old tenth grader who is a low achiever from a two-parent family. He has never repeated a grade. Doug lives with his mother and father. His mother has an older son by a previous marriage who is now away at college. An uncle used to live with them as well, but now it is just the three of them.

Doug's mother works for a private doctor. She is a registered nurse and the doctor's office manager. His father sells shoes at a department store.

Doug said that his parents go to church on special occasions and that he goes every Sunday since he became "in touch with God". Doug's friend, Bobby, influences his church attendance. Doug described Bobby as "a nice guy". He said that Bobby is a class officer, that he "doesn't do anything wrong", and that it is because of Bobby that he got into sports.

Bobby is not employed. In his leisure time, he likes to play basketball, run track, and "that's about it". Asked what Bobby expects of him, Doug said, "just

my friendship".

When the interviewer asked Doug if he had had any legal problems, he initially said, "Nothing really worth talking about". Then he said that he and some older friends were caught breaking windows where "someone was babysitting" and were caught vandalizing and throwing eggs on separate occasions. The police came, but no one was ever charged with the incident.

Mike, the ringleader has a "big mouth" and is a trouble-maker, according to Doug. He "didn't take nothing from nobody. He likes to fight".

Doug's academic goals are to go to college. "I'd like to make something out of my life -- the main thing is sports", he told the interviewer. Those who influence Doug's academic goals are his mother, his stepbrother, and two of his friends, Bobby and Tim.

Doug described his mother by saying, "She's great. She'll go off and do for other people before doing for herself. She handles everyone's problems; she's very protective; I have to tell her where I'm going and who I'm with. She's a caring person."

In her leisure time, Doug said his mother "likes to go places with me and my father". He said they go to museums, out to eat, and places where they can "be together as a family." Doug said his mother expects the

same thing everyone else does -- for him to improve his attitude, to work on his grades, clean the house, and to help his mother and father and "stop being so lazy".

Doug's stepbrother is 21 or 22. Doug said that he went to J. E. B. Stuart High School and was a trouble-maker. He was a "jock"; he got into fights and "big time trouble". Then he went to college and "mellowed out". If he "gets mad for anything he will go crazy".

Doug's stepbrother is not employed. In his leisure time, he likes to have fun with friends, play soccer, (he is on the university's soccer team), take care of the house when he is home, and wash cars. Doug says his stepbrother expects him to do well around the house, work on his grades, and "keep on going with sports".

The other friend that Doug said influenced his academic goals, Tim, he described by saying, "He inspires me the most. He's just great; he works hard on grades; he's black; he's my best friend". He said that Tim has a shot for the Olympics. Despite his success, however, he "isn't cocky or conceited". He is quiet and perfect. He is nice to his parents.

Tim is not employed. In his leisure time, he is involved in track, football, and basketball. He likes "just going out". Doug said he visits his home every week and visits two girls who live close to him.

Asked what Tim expects of him, Doug said, "He expects a lot". He said that Tim gets mad at him when he loses his temper with his mother and father. He said Tim expects him to work on his grades, to keep out of trouble, to be in sports, and to do what his mother asks.

Doug's occupational goal is to get into sports. If that does not work out, he said he would like to go into computer science or engineering, or "stuff like that -- maybe even drafting". He added that his grades would have to pick up. Doug said it is his stepbrother who influences his interest in computer science; his brother and Tim influence his interest in sports.

If Doug thought he had gotten someone pregnant, he would talk to his mother.

When making decisions about drug and alcohol use, he talks to his mother. "I don't touch the stuff". He added, "I don't mess with anything. I've seen too many people get screwed up".

When making decisions about going to college, Doug talks to his mother, his brother, and his friends, Bobby and Tim.

In his spare time, Doug likes to play football, basketball, and run track. He most likes to do these things with Bobby and Tim.

Five years from now, Doug wants to be "attending

college and passing".

If Doug did something of which he were really proud, he would tell "probably the first person I saw". Then he said, "mostly my mother, though. I tell her everything".

Asked who has a job that really interests him, Doug said, "no one, family-wise. Sports-wise there's people. I guess my Uncle Jack -- he's an electrical engineer. Doug described his Uncle Jack by saying, "He's a nice guy too. He's cool." He said Jack is "quiet. He likes to have fun and look classy. He has a schedule for his life and always knows what's going on". He is nice to other people.

In his leisure time, Jack plays basketball and softball. He plays basketball with Doug sometimes. Asked what his uncle expects of him, Doug said, "He never really says. I think just like everyone else: Chill out and go to school".

If Doug thought his boss were cheating him, he would talk to his mother first, and then the boss.

The person who makes Doug feel really important is his mother.

If he wanted to ask someone if there really is a God, Doug would ask his mother or Bobby.

If he were in trouble with the police, Doug would talk to his mother.

The interviewer then asked Doug to describe his

stepsister and his father. He described his stepsister by saying, "She's nice, too". He said she is married, has two children, and lives nearby. She "got messed up with drugs when she was younger" and tells her brother not to do them. She has had a lot of problems with her husband and her children.

Doug's sister works as a nurse. In her leisure time, she likes to listen to music, and "go places" like yard sales and spend time with her mother. She also likes to spend time with Doug, "driving around, going places, and shopping". Doug said his sister expects him to do well at home, to treat his mother nicer, and to pick up his grades.

Doug described his father by saying he's in "kind of a shell; in his own world. He likes to go to the race track and go drinking. He does not want to be bothered by anything. He is always tired from work and he falls asleep early at night.

Asked about his father's leisure time, Doug said he likes to go to the race track and bet on horses and he has taken Doug to Kung Fu movies in Washington, D. C. since Doug was six years old. He said, "He likes to do yard work and take his shirt off. He likes to work, work, work".

Besides going to Kung Fu movies with his father,

Doug works in the yard with him and goes out with him to "get food to bring home". Doug said his father expects him "just to be nice at home. He doesn't talk to me about school. He doesn't want problems at home".

Sylvia

Sylvia is a sixteen-year-old tenth grader who is a low achiever from a two-parent family. She has never repeated a grade. Sylvia has a twenty-year-old sister at home. Her other sister and her two brothers live elsewhere. She lives with her mother and father, also.

Sylvia's mother works as a supply contract specialist for the Veterans Administration. Her father also works for the Veterans Administration as an Army Civilian. He has had various clerical positions. He will soon be working for the National Guard.

Sylvia does not attend church.

Sylvia's academic goal is to graduate from high school and get a job. Asked who influences this goal, she said, "I have no idea. I guess my parents. Neither one of them went to college. I don't like school. They didn't have time -- Dad went into the army."

Sylvia described her father by saying, "He's exactly like me. My mom calls us clone. We say the same thing on different days. He was insecure, but he's gotten better. He's moody. He used to have a short temper but

it's better." She said that although she has no direct observation, her father is called conscientious and a good worker on his job.

In his spare time, Sylvia's father likes to watch sports on television, lift weights, and work out. She does not do any of these things with him. Her father expects her to graduate, to be herself, and to live her life her own way.

Sylvia's occupational goal is to be a radio announcer. Before becoming a radio announcer, she would like to go into retail sales until she has enough money to take courses toward her goal. Asked who influences this choice, she said, "Mostly the music or the people on the radio or what I've seen".

Sylvia's best friend is Tricia, who she said has been "kind of moody lately". She also said Tricia has a good sense of humor. She quit school and does not have a job. She said Tricia has an "attitude problem". She likes to do the same things she does, like have fun, go out, go to parties, concerts, and visit friends from other schools at Skyline (a nearby shopping area), and "that's about it".

If Sylvia thought she were pregnant, she would talk to her twenty-year-old sister, Martha. She described Martha as sensitive, easily shaken up, and real. She

said she is nervous now because of her divorce. (Martha married "too young" and has returned to live with her parents.) Sylvia said Martha understands what she is going through because she went through the same things. She quit school in the 11th grade and later got her G. E. D.

Martha works for her other sister's husband as a secretary. In her leisure time, she likes to go out with friends, see movies, and clean. "She's a clean person," Sylvia added. She likes to attend concerts and do "about the same things I do", Sylvia said. Martha's expectations of Sylvia are "not much. Just to be me and grow up."

When making decisions about using drugs and alcohol, Sylvia talks to her mother and her sister, Tricia. Sylvia described her mother as "a hard worker; She holds the family together. She does practically everything." She also said her mother is "sneaky". "She's everything," Sylvia added.

In her leisure time, Sylvia's mother likes to play with her grandson, knit, watch television, sew, and cook. Asked what they do together, Sylvia said she and her mother shop together all the time.

Sylvia said her mother expects her to do the same things as the others whose expectations she described: Grow up, be adult, and graduate. "She's a good mom,"

Sylvia offered. "Everyone turned out good so far, in my opinion. No one's in jail or anything."

When making decisions about whether or not to attend college, Sylvia consults her parents.

In her spare time, Sylvia listens to the radio, gathers information on people in the music business, and covers her walls with pictures of rock stars. "People would call it infatuation," she said. She said she also likes to learn about the past -- about history. She helps clean the house, does her homework sometimes, and does not watch much television. The people with whom she likes spending her leisure time are her sister Tricia and her friends.

Five years from now, Sylvia wants to be starting out as a radio announcer in a station out west, like in California. The person who influences her wanting to be out west is her twenty-five-year old brother, Johnny. Asked to describe him, Sylvia said, "I haven't seen him in a long time. He is very intelligent, very adult about things. He is independent. Definitely."

Johnny was in the Navy working on nuclear submarines. What he used to enjoy in his leisure time was going out with friends and playing games like chess. Sylvia said Johnny expects her to try hard to grow up, to pass in school, and to be a good daughter. "He's the one

who took care of me when Mom had to work. He picked on me and beat me up."

If Sylvia did something she was really proud of, she would tell her father.

The person who has a job that really interests Sylvia is a local radio station disc jockey. Although she had not met him yet, she planned to attend a promotional on the weekend so she could meet him.

If Sylvia were employed and she thought the boss were cheating her, she would talk to another employee.

The person who makes Sylvia feel really important is her father. Sylvia then added her sister Tricia, her mother, and everyone in the family. "I'm the baby. My sister calls me family-spoiled," she said.

If she wanted to ask someone if there really is a God, Sylvia would probably ask her mother.

Sylvia has never had any legal problems. If she were in trouble with the police, she said she would consult her lawyer. Then she laughed and said "No, probably my parents."

Then the interviewer asked Sylvia to describe her other brother and sister. Her twenty-one-year-old brother she described as the middle child; the "jock" in the family. She said he had good grades -- very good grades. He graduated from high school, where he played football on the school team. He is employed by a paint

store as a management trainee.

In his leisure time, Sylvia said her brother watches television and "that's about it".

Sylvia says she does not know what her older brother expects of her. "We don't talk that much. Probably just stay out of trouble," she said.

Sylvia said her older sister quit school, got her G. E. D., married early, had a child, divorced, remarried, and is now pregnant with her second child. "She's smart. She knows what's going on. She's been through a lot." Sylvia said her older sister helps her.

Her older sister is the manager of a fast food chain. "She's a good mommy. She's fair to people. Definitely fair." She added that she has a good temper and is generally good-natured.

Sylvia said her sister hardly has time for fun. She likes to go to the beach and play with her three-year-old son. Together, Sylvia and her sister go to Kings Dominion (an amusement park). On Sunday, everyone comes for a family dinner. Sylvia said her sister expects her not to do the same thing she did. She wants her to stay out of trouble; "don't be trouble"; and to get a good job.

Paula

Paula is a sixteen-year-old tenth grader who is a low achiever from a two-parent family and has never repeated a grade. She lives with her mother and father. Her sister is twenty-five-years old and no longer lives at home. Paula's mother is not employed. Her father works for the government as a landscaping inspector.

Paula does not attend church.

Asked about her academic goals, Paula said, "Gee, I don't know." The interviewer asked her if she planned to graduate from high school, and she said, "Yeah, hopefully". Asked who influences her hoping to finish high school, Paula said her parents -- mostly her father.

The interviewer asked Paula to describe her father. Paula said, "Oh, gee, mmmmm, he's . . . he doesn't understand very much. He thinks everything should be like when he was growing up. He has a terrible temper. He's a little bit more stubborn than me." Asked what her father does in his leisure time, Paula said, "He makes it so he doesn't have any leisure time". She then described four or five "side jobs" her father holds.

Paula said her father expects her to go to school, make good grades, get a job, work around the house, do her homework, and go to bed.

Asked what her occupational aspirations are, Paula

said she would like to be a veterinarian, but "so far my grades are not too hot". Neither one of her parents influences this choice. She said neither of them likes animals and they try to discourage, rather than encourage her.

Paula's best friend is Catherine. She said Catherine is "pretty nice and understanding. That about covers it". Catherine is not working. In her leisure time, Catherine likes to play tennis and go out on her moped. She also likes to go out with her boyfriend. Together, Paula and Catherine have recently gone to a carnival that is in town. They go out together on their mopeds, go shopping and "stuff". Paula said Catherine expects her to be understanding.

If she thought she were pregnant, Paula would talk to Catherine.

Paula makes her own decisions about using drugs and alcohol.

When making decisions about going to college, Paula uses her own judgment and talks to friends like Catherine or her cousin. Paula described her cousin as "different than Catherine. Sometimes we don't get along. But she's the only cousin I've got who lives down here."

Paula's cousin is not employed. In her leisure time, she likes to dance, go shopping, and go out. Together, Paula and her cousin go to dances and parties

and go shopping. Paula said her cousin expects her to "be like her, I guess".

In her spare time, Paula likes to participate in sports, ride her moped, go shopping, dance, go to parties, and spend time with her friends. The friends she most likes to spend time with are Catherine and Cisco, her boyfriend.

Paula described Cisco as "caring and understanding. Sometimes we don't get along. He sees things differently . . . like what he thinks is best". Cisco works at a drug store and is almost eighteen years old.

In his leisure time, Cisco likes to play tennis with Paula and Catherine and Catherine's boyfriend. He also likes to go to movies and parties and play ping pong. Paula said that Cisco really does not expect anything of her except just to be a girlfriend. "He likes me for myself," she added.

Five years from now, Paula wants to be "hopefully, moved out of my house". She wants to be working or going to college. It is her father who makes her want to move out of the house.

If she did something she were really proud of, Paul said she would tell, "Cisco. Cisco or Catherine".

Asked who has a job that really interests her, Paul said, "It's hard to think of. I don't know any

veterinarians." Then she said that she is interested in the job of her aunt, who is "not quite" an accountant. "She is working on it."

Paula described her aunt as "really into her work." She said she is working on her doctorate and wants to become a CPA. She said she likes to have everything really nice: Her house, her clothes, and a good-paying job.

In her leisure time, Paula's aunt plays racquetball. She likes to spend time with her husband, in the yard with her dogs, and shopping. Paula said she and her aunt used to play tennis together. They still go shopping.

Paula said of her aunt, "She's kind of understanding. She knows how my dad is. She would like to see me get good grades; go to college; get a good-paying job with her; and move out of my house.

If Paula thought her boss were cheating her, she would turn to her aunt.

Those who make Paula feel really important are Cisco, Catherine, and her friends.

If she wanted to ask someone if there really is a God, Paula would ask her sister. She described her sister by saying, "She's married. She has a new baby girl and a boy almost two. She lives in West Virginia. She is real easy for me to get along with. She lived with us and she knows everything, how I feel. We're both

alike."

Paula's sister is not employed but wants to get a job after awhile. In her leisure time, Paula said her sister likes to take her child to the zoo, on picnics, and to McDonald's and "with me and my mom". She expects Paula to try to live at home until she is eighteen years old and then leave like she did.

Paula has never had any legal problems. If she were in trouble with the police, she said, "I couldn't call my sister. She's in West Virginia. Probably my boyfriend".

The interviewer then asked Paula to describe her mother. She said, "She doesn't work. She's always worrying about something. In the summer she has a little leisure time. We go to West Virginia. Then she still worries about my dad taking care of the house here. Dad has a terrible temper so she's always upset. She worries about my sister and her husband."

In her leisure time, Paula's mother works in the yard, and spends time with her older daughter and her grandchildren.

Paula said her mother expects her to try to put up with her father until she is eighteen. She said her mother is trying to put up with him, so she thinks she can too. She said her mother would like to see her make good grades and go to college.

After completing the questions, the interviewer briefly explained the purpose of the study. Paula offered that she thought the reason that she does not do well in school is because of her father. She described occasions when she and her mother had moved out of the house and had gone to West Virginia because her father was so unreasonable. She said her mother has not left permanently because of legal complications. She said her father screams and yells all the time and has high blood pressure. Her mother has suggested that Paula just go to her room and close her door when her father is home, but Paula said, "That's no way to live".

CHAPTER 3

Case Analysis

The purpose of this chapter is threefold:

1. To bring the results of the fifteen cases to bear on the five research questions identified in Chapter 1.

2. To tabulate the essential findings across the fifteen cases.

3. To identify any important variables from the cases that might confound, mediate, or moderate the effects of the original classes of family structure and achievement on the several variables of concern in the research questions (e.g., classification of adolescents, their relationship with the school and community, their levels of occupational and academic aspirations, their quality of relationship with their parents, and their choices of significant others).

In doing so, results of 185 cross tabulations will be presented. These are:

1. Examination of the five research questions involving the relationships of the four classes of students and twenty-four dependent variables.

2. Examination of the effect of gender on the 23 remaining variables.

3. Examination of the potentially confounding

variable, level of parental involvement.

4. Examination of any other factors that might have had a confounding or mediating effect. They are:

Suspected drug use

Discipline referrals

Legal problems

Church attendance

Extracurricular activities

Family Structure/Achievement

1. Do family structure and achievement make a difference in personal and demographic characteristics of adolescents?

Age. The sample itself was not fully comparable with respect to the distribution by age among 14-, 15-, and 16-year olds in the four FS/A classes. The greatest difference was related to family status. There was only one 14-year old from a single-parent family; there were five 15-year olds and no 16-year olds.

Sex. The sample was evenly distributed with respect to sex.

Mother's employment. The four groups differed, to some extent, according to mother's type of employment. Differences were attributable to the interaction of family status and achievement. Mothers of three of the high achievers from two-parent families were not employed

outside the home and two had professional jobs. The mother of one low achiever from a single-parent family was a professional and the three other mothers of low achievers from single-parent families were in other employment.

Father's employment. The four groups differed according to type of father's employment. These differences were attributable to the interaction of family status and academic achievement. Fathers of all the high achievers from two-parent families were employed as professionals. The father of one low achiever from a single-parent family was a professional and the other three fathers of low achievers from single-parent families were in other employment.

Summary. There were significant but moderate differences among the four FS/A classes, especially between the high academic/two parent (HA/2P) group and the low academic/one parent (LA/1P) group. The greatest differences were attributable to family status, but there were interactions between family status and academic achievement (See Table 1.) Only sex seemed worthy of further analysis.

2. Do family structure and achievement make a difference in adolescents' relations with school and other community agencies and institutions? Two classes of behaviors were addressed. These were negative

Table 1

FS/A Groups Cross Tabulated with Personal
Characteristics

Characteristic	Achievement				
	High		Low		
	1P	2P	1P	2P	
<u>Age</u>					
14	0	3	1	0	
15	2	0	3	1	
16	0	2	0	3	
<u>Sex</u>					
male	1	2	2	2	
female	1	3	2	2	
<u>Mother's employment</u>					
none	1	3	0	1	
professional	0	2	1	1	
other	1	0	3	2	
<u>Father's employment</u>					
none (deceased)	2	0	0	0	
professional	0	5	1	1	
other	0	0	3	3	

behaviors, in which students would have been involved in a dispute or some socially unacceptable behavior, and positive behaviors, according, again, to societal norms.

Negative Behaviors

Suspected drug use. There were significant differences across FS/A groups with respect to suspected drug use. Family structure and academic achievement interacted with suspected use of drugs. All five of the high achievers from two-parent families were non-drug users and all four of the low achievers from single-parent families were suspected drug users.

Legal problems. There were some differences across groups with respect to students' having had brushes with the law. These differences were attributed to the interaction of family status and academic achievement. None of the high achievers from two-parent families had brushes with the law. Two of the four low achievers from single-parent families had brushes with the law.

Discipline referrals. There were significant differences across groups in students' having had school discipline referrals during the past year. These differences were attributed to the interaction of family status and academic achievement. None of the high achievers from two-parent families had a discipline referral in the previous year. All of the low achievers

from one-parent families had at least one discipline referral during the previous year.

Summary. The three negative behaviors were different across the four groups studied (See Table 2.) Because these variables may have had a mediating effect on the other dependent variables, they were also cross tabulated across the remaining twenty-three variables.

Positive Behaviors

Church attendance. There were differences across the four FS/A groups with respect to church attendance. These differences were attributed to the interaction of family structure and academic achievement. All five of the high achievers from two-parent families attended church and four of them attended regularly. None of the low achievers from single-parent families attended church.

Extracurricular activities. There were significant differences across FS/A groups with respect to participation in extracurricular activities. These differences were attributed to the interaction of family structure with academic achievement. All five of the high achievers from two-parent families participated in extracurricular activities. One of the four low achievers from single-parent families participated in extracurricular activities.

Table 2

FS/A Groups Cross Tabulated with Negative Behaviors
Related to School

Negative Behavior	Achievement					
	High		Low			
	1P	2P	1P	2P	1P	2P
<u>Drug use</u>						
yes	0	0	4	1		
no	2	5	0	1		
unknown	0	0	0	2		
<u>Legal problems</u>						
yes	0	0	2	1		
no	2	5	2	3		
<u>Discipline referrals</u>						
yes	1	0	4	2		
no	1	5	0	1		
unknown	0	0	0	1		

Summary Positive behaviors related to church and school were closely correlated with FS/A group membership because of the interaction of family structure and academic achievement (See Table 3). They were also cross tabulated with the remaining variables.

1. Do family structure and achievement make a difference in adolescents' educational and occupational aspirations?

Occupational aspirations. There were some differences in occupational aspirations across FS/A groups. These differences were attributed to the family structure. All the students from two-parent families aspired to professional jobs. Three of the six students from single-parent families aspired to professional jobs.

Academic aspirations. There were some differences in academic aspirations across FS/A groups. These differences were attributed to the interaction of family status and academic achievement. All of the high achievers from two-parent families plan to continue their education beyond high school. Two of the four low achievers from single-parent families plan to continue their education beyond high school.

Summary. Differences were observed across FS/A groups in occupational and academic aspirations (See Table 4). These differences were attributed to family

Table 3

FS/A Groups Cross Tabulated with Positive Behaviors Related to Church and School

Positive Behaviors	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>Church attendance</u>				
yes-frequent	0	4	0	1
yes-infrequent	1	1	0	1
no	1	0	4	2
<u>Extracurricular activities</u>				
yes	1	5	1	1
no	1	0	3	2
unknown	0	0	0	1

Table 4

FS/A Group Cross Tabulated with Personal Aspirations

Aspiration	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>Occupational</u>				
professional	1	5	2	4
other	1	0	2	0
<u>Academic</u>				
none	0	0	1	0
high school	0	0	1	2
continue education	1	2	2	1
good grades & cont. educ.	0	1	0	1
graduate school	1	2	0	0

structure, in one case, and to the interaction of family structure and academic achievement in the other.

4. Do family structure and achievement make a difference in the quality of relationship adolescents have with their parents?

Parental involvement. There were marked differences between FS/A groups and the level of involvement by the parents of the adolescents studied. These differences were attributed to the interaction of family structure with academic achievement. The parents of all five of the high academic students from two-parent families were involved with their children in a personal relationship that was reinforced by participation in school, church, and/or community activities. These differences were so great that parental involvement was suspected of being a mediating variable (See Table 5).

5. Do family structure and achievement make a difference in adolescents' choice of significant others?

Religious Orientation

Church attendance. There were some differences over FS/A groups in significant other influence on church attendance. These differences were attributed to the interaction of family structure and academic achievement. All five of the high achievers from two-parent families were influenced in their decisions to attend church by one or both parents. Only one of the low achievers from

Table 5

FS/A Groups Cross Tabulated with Level of
Parental Involvement

Level of Parental Involvement	Achievement			
	High		Low	
	1P	2P	1P	2P
none	0	0	3	2
personal relationship	2	0	1	2
school/comm. involv.	0	5	0	0

a single-parent family was influenced by a parent. The other three LA/1p students said that no one influenced them.

Belief in God. There were differences in the responses about significant other influence on adolescents' belief in God. The difference was attributed to family structure alone. Three of the five high achievers from two-parent families would ask a family member in the home if there really is a God. None of the underachieving students would ask a family member in the home.

Summary. FS/A group membership makes a difference in the significant others adolescents consult when forming their religious beliefs and behaviors. These differences are attributed to the interaction of family structure and academic achievement, in one case, and to family structure alone, in the other (See Table 6).

Personal Aspirations

Academic aspirations. There were differences in significant other influence on adolescents' academic aspirations over FS/A groups. These differences were attributed to family structure. Seven of the nine students from two-parent families were influenced in their academic aspirations by their parents. None of the six students from single-parent families was influenced by a parent.

Table 6

FS/A Groups Cross Tabulated with Significant
Other Influence on Religious Orientation

Religious Orientation	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>Church attendance</u>				
mother	0	1	1	1
father	0	3	0	0
parents	0	1	0	0
sister-in-law	1	0	0	0
peer friend	0	0	0	1
no one	1	0	3	2
<u>Belief in God</u>				
mother	1	1	0	2
father	0	1	0	1
parents	0	1	0	0
sibling not in home	0	0	1	1
minister/priest/rabbi	1	2	2	0
no one	0	0	1	0

Occupational aspirations. There were some differences across FS/A groups in significant other influence on occupational aspirations. These differences were attributed to the interaction of family structure and academic achievement. Three of the five achieving students from two-parent families turned to one or both parents when forming career aspirations. None of the low achievers from single-parent homes turned to parents. They turned to people outside the home or to themselves.

Five year aspirations. There were differences across FS/A groups in significant other influence on five year aspirations. These differences were attributed to the interaction of family structure and academic achievement. Four of the five achievers from two-parent families turned to one or both parents when considering what they want to be doing from five years from now. None of the low achievers from single-parent families turned to a parent. They turned, rather, to people outside the home or to no one.

Job of interest. There was no difference across FS/A groups in the person who had a job of interest.

College. There were differences across FS/A groups in significant other influence on decisions about college attendance. These differences were attributed to family structure. Eight of the nine students from two-parent families turned to one or both parents in the home.

Three of the six students from single-parent homes turned to their mothers.

Summary. There were differences in adolescents' responses about their choices of significant others to consult on matters related to their aspirations. These differences were attributed to either family structure or the interaction of family structure with academic status (See Table 7).

Personal Verification

Pride in self. There were no differences across FS/A groups in persons adolescents would tell about something which made them proud.

Self importance. There were slight differences across FS/A groups in the response about who made adolescents feel really important. These differences were attributed to academic status. Six of the seven high achievers were made to feel important by one or both parents. Five of the eight low achievers were made to feel important by one or both parents. The other three were made to feel important by a peer friend.

Summary. There were only slight differences in significant other influence in reinforcing adolescents' feelings of pride and importance. These differences were attributed to academic status alone (See Table 8).

Table 7

FS/A Groups Cross Tabulated with Significant
Other Influence on Aspirations

Significant Other Influence On Aspirations	Achievement			
	High 1P	2P	Low 1P	2P
<u>Academic aspirations</u>				
mother	1	0	0	1
father	0	1	0	1
parents	0	3	0	2
sibling not in home	0	0	1	0
peer friend	0	0	1	0
self	1	1	2	0
<u>Occupational aspirations</u>				
mother	1	0	0	0
father	0	2	0	0
parents	0	1	0	0
sibling not in home	0	0	1	1
peer friend	0	0	1	0
public figure	0	0	0	1
self	1	2	2	2
<u>Five year aspirations</u>				
mother	1	0	0	0
father	0	2	0	1
parents	0	2	0	0
sibling not in home	0	0	1	1
peer friend	0	0	2	0
counselor	0	0	0	1
self	1	1	1	1
<u>Job of interest</u>				
sibling not in home	1	0	1	0
aunt, uncle	0	0	0	2
peer friend	0	1	1	1
peer acquaintance	0	1	0	0
adult acquaintance	0	2	0	0
public figure	0	0	1	1
no one	1	1	1	0
<u>College</u>				
mother	1	1	2	1
father	0	1	0	1
parents	0	3	0	1
sibling not in home	0	0	1	0
peer friend	0	0	0	1
counselor	1	0	0	0
adult acquaintance	0	0	1	0

Table 8

FS/A Groups Cross Tabulated with Matters of
Personal Self Verification

Significant Other Influence on Personal Verification	Achievement					
	High		Low			
	1P	2P	1P	2P	1P	2P
<u>Proud</u>						
mother	2	1	3			1
father	0	0	0			1
parents	0	3	0			1
peer friend	0	1	0			1
peer acquaintance	0	0	1			0
<u>Important</u>						
mother	2	0	2			1
father	0	0	0			2
parents	0	4	0			0
grandparent(s)	0	1	0			0
peer friend	0	0	2			1

Matters of Possible Serious Consequence

Pregnancy. There were differences in who adolescents from the FS/A groups would consult in the hypothetical case of an unwanted pregnancy. These differences were attributed to family structure. Six of nine students from two-parents homes would consult a family member in the home. One of the six students from single-parent homes would consult a family member in the home. The others would consult family members outside the home or peer friends.

Police. There were some differences in those students from the different FS/A groups would tell if they were in trouble with the police. These differences were attributed to achievement status. All seven of the high achievers would consult one or both parents. Five of the eight low achievers would consult one or both parents. The others would turn outside the home.

Drugs. There were differences across FS/A groups about significant other influence on drug and alcohol use. These were attributable to family structure. Four of the nine students from two-parent families would turn to one or both parents. None of the six students from single-parent families would consult a parent.

Summary. There are some differences across FS/A groups on who adolescents consult about matters that might lead to serious consequences. Most of these

differences were attributed to family structure (See Table 9).

Summary. Clearly, there were differences in responses about choice of significant others over twelve matters across the four FS/A groups. However, other variables were correlated with FS/A and may have had a mediating effect. These were: Sex, level of parental involvement, suspected drug use, discipline referrals, legal problems, church attendance, and extracurricular activities.

Sex

Sex was examined across the twenty-three remaining variables. It did make some difference, but that difference is limited to occupational aspirations and significant other influence on belief in God and academic aspirations (See Table 10). The remaining responses are located in Appendix E.

Parental Involvement

There were a number of differences across FS/A groups by level of involvement of adolescents' parents. Level of parental involvement appears to be a confounding variable, however. Only HA/2P students had parents involved with them at the reinforced level. Therefore, differences attributed to membership in that group could also be assumed to be related to level of parental

Table 9

FS/A Groups Cross Tabulated with Significant
Other Influence on Matters of
Possible Serious Consequence

Significant Other Influence on Matter of:	Achievement					
	High		Low			
	1P	2P	1P	2P	1P	2P
<u>Pregnancy</u>						
mother	1	3	0	2	0	1
sibling in home	0	0	0	1	0	0
father	0	0	1	0	0	0
sibling not in home	0	0	1	0	0	0
peer friend	1	2	2	1	0	1
<u>Police</u>						
mother	2	2	2	2	0	1
parents	0	3	0	0	0	0
sibling not in home	0	0	1	0	0	0
peer friend	0	0	1	0	0	1
counselor	0	0	0	0	0	1
<u>Drugs</u>						
mother	0	0	0	2	0	0
father	0	0	0	0	0	0
parents	0	2	0	0	0	0
sibling not in home	0	0	1	0	0	0
peer friend	2	0	2	1	0	1
self	0	3	1	1	0	1

Table 10

Sex Cross Tabulated with Occupational
Aspirations and Significant Other Influence on Belief in
God and Academic Aspirations

Cross Tabulated With:	SEX	
	male	female
<u>Occupational aspirations</u>		
professional	4	8
other	3	0
SIGNIFICANT OTHER INFLUENCE		
<u>Belief in God</u>		
mother	1	3
father	1	1
parents	0	1
sibling not in home	0	2
minister/priest/rabbi	4	1
no one	1	0
<u>Academic aspirations</u>		
mother	2	0
father	0	2
parents	2	3
sibling not in home	0	1
peer friend	1	0
self	2	2

involvement.

While HA/1P students enjoyed personal relationships with their parents, they did not have the reinforced relationship that HA/2P students did. Few LA students reported personal relationships with their parents, and none reported that their parents were involved with them in school or church activities. Because level of parental involvement could have strongly influenced adolescents' choice of significant others, a separate hypothesis might be warranted (See Appendix E for cross-tabulations by level of parental involvement and by the possible mediating variables listed below).

Negative Behaviors

Suspected drug use. Differences were found about drug and alcohol use in the following categories: Mother's employment, father's employment, legal problems, discipline referrals, church attendance, extracurricular activities, occupational aspirations, academic aspirations, level of parental involvement, and significant other influence on academic aspirations, occupational aspirations, five-year aspirations, self-importance, pregnancy, police, and drugs.

Discipline Referrals. Differences were found across groups according to school discipline referrals in mother's employment, father's employment, church

attendance, parental involvement and significant other influence on church attendance, academic aspirations, occupational aspirations, five-year aspirations, pregnancy, and drugs.

Legal Problems. Differences were found across students grouped according to legal problems in age, sex, mother's employment, father's employment, drug use, discipline referrals, church attendance, extracurricular activities, occupational aspirations, academic aspirations, level of parental involvement, and significant other influence on church attendance, and five-year aspirations.

Summary. Suspected drug use, school discipline referrals, and legal problems are closely tied to LAIP group membership.

Positive Behaviors

Church attendance. Differences were found across students grouped by church attendance in father's employment, drug use, legal problems, discipline referrals, extracurricular activities, occupational aspirations, academic aspirations, level of parental involvement, and significant other influence on pregnancy, police, and drugs.

Extracurricular activities. Differences were found across students grouped by participation in

extracurricular activities in age, mother's employment, father's employment, church attendance, discipline referrals, occupational aspirations, academic aspirations, level of parental involvement, and significant other influence on church attendance, belief in God, academic aspirations, occupational aspirations, five-year aspirations, college attendance, pregnancy, and drugs.

Summary. Because church attendance and participation in extracurricular activities are tied so closely to HA1P group membership, thereby mediating the results, future research should control for these variables.

Summary of Results

Clearly, the HA2P group of adolescents and those in the LA1P group offered classically different profiles. Mothers of HA2P students were typically unemployed outside the home or, if they were employed, they had professional jobs. Fathers were professionals. These students attended church and participated in extracurricular activities at school. They did not use drugs, have school discipline referrals, or brushes with the law. They aspired to continue their education past high school and go into professional jobs. HA2P students usually consulted one or both of their parents when

making important personal decisions. Their parents had personal relationships with them which were reinforced by participation in school and community activities.

Parents of LA1P students, on the other hand, were generally in nonprofessional jobs. These students did not attend church and they generally did not participate in extracurricular activities. They were suspected of drug use, had school discipline referrals, and sometimes had brushes with the law. Their academic aspirations varied. One did not plan to finish high school, another did not plan to continue beyond high school. Two planned to continue their education. They aspired to both professional and nonprofessional jobs, the former being an unrealistic aspiration, in light of academic standing. LA1P students usually consulted a variety of people outside their homes about important personal decisions or they turned inward, to themselves. There was very little involvement on the part of these students' parents.

There are less clear differences between HA1P and LA2P adolescents. The two HA1P students examined had nonprofessional mothers (one was unemployed at the time of the interview); their fathers, who had been nonprofessionals, as well, were deceased. One attended church and the other didn't; one participated in extracurricular activities and the other didn't. One had

a school discipline referral. Neither used drugs nor had brushes with the law. One aspired to a professional job. Both planned to continue their education beyond high school. These students looked both in and out of the home to significant others they consulted when making important personal decisions. Their mothers were involved with them in personal relationships but they were not involved in school, community, or church activities. Both students studied had older siblings actively involved with them.

Parents of LA2P students were in different types of employment but most were nonprofessionals. These students were divided on church attendance and participation in extracurricular activities. They were also divided on suspected drug use, discipline referrals, and brushes with the law. Although they all aspired to professional jobs, two of them planned to go through high school only. They looked in and out of the home to significant others when making important personal decisions. Half their parents had a personal relationship with them and half had none. There were no reinforced relationships. Extended family support in one case was not reinforcing to single-parent involvement because there was none.

The specific questions identified in Chapter 1 can all be answered in the affirmative. There were

differences between FS/A groups according to:

1. Adolescents' relations with school and community agencies and institutions;

2. Adolescents' educational and occupational aspirations;

3. The quality of relationship adolescents have with their parents; and

4. Adolescents' choice of significant others.

It would appear that two hypotheses for further research are warranted. These are identified and discussed in Chapter 4.

CHAPTER 4

Discussion and Recommendations

This study just scratched the surface in looking at differences among adolescents. Family structure and level of achievement alone do not account for the enormous difference between children from two-parent homes who do well academically and children from single-parent homes who do not do well.

One of the factors not taken into account was intelligence. IQ scores were unavailable, and no other means were used to determine level of intelligence. Future research in this area, however, should include this measure.

In addition, parents of high achievers from two-parent homes had a markedly different occupational status from parents of low achievers from one-parent families. Fewer mothers were employed outside the home and those who were employed were professionals. Most of the mothers of low achievers from single-parent homes were employed in nonprofessional occupations (Table 1). Future research on this topic should control for parents' occupational status.

Despite these disclaimers, the students studied were fairly homogenous, considering the makeup of the total

student body. Besides the large foreign-born population, there were many black students from an impoverished area. The students studied were all American-born whites from basically middle-class families.

Some of the subjects' responses also made them seem more homogenous. For instance, all students in the study named a person outside the home as one who had a job of interest (Table 7). Most students derived the greatest feeling of importance from one or both parents in the home. Also, these parents in the home were the people to whom they would tell something of which they were proud (Table 8). Most students in each of the four groups would turn to one or both parents if they were in trouble with the police (Table 9). Many said they would consult one or both parents in the hypothetical case of an unwanted pregnancy (Table 9).

Students from two-parent families were more likely to consult one or both parents about their belief in God (Table 6), academic aspirations (Table 7), and drug and alcohol use (Table 9). Students from single-parent families were more likely to consult others outside the family or make their own decisions.

When combined with high achievement, those from two-parent families were also more likely to consult one or both parents when deciding about church attendance (Table 6), occupational aspirations, and five-year

aspirations (Table 8) than the other three groups studied, who more frequently looked outside the home.

Two broad themes emerge from the findings of this study. One is that adolescents from single-parent families consult a wider range of significant others in making a variety of important personal decisions than adolescents from two-parent families (Tables 6-9). The students from single-parent homes tend to rely more upon their own personal judgments in making these decisions or upon the advice of peer friends. Adolescents from two-parent families tend more to choose one or both parents as their principal personal advisors.

The other theme is that level of parental involvement with adolescent children is closely related to academic achievement, but moderated by family structure (Table 5). High-achieving students, in general, reported more and more extensive personal relationships with their parents than low-achieving students. Parents of high-achieving students seemed to enjoy a better personal relationship with their adolescent children than parents of low-achieving students and perhaps were more supportive of their children's school and church-related activities, as well.

But there were differences in parent-child relations between one- and two-parent families of high- and

low-achieving students. Among low achievers, the differences between one- and two-parent families were inconclusive. Only one in four students in one-parent homes enjoyed a personal relationship with mother worthy of reporting and two of four in two-parent homes. No significant relationships with the father were reported in any of these cases.

However, among high achievers, differences in extent and quality of relationship with both parents were evident. Personal relationships with one or both parents were reported by all high achievers but high achievers in two-parent families were consistently supported by their parents in the students' school activities and church participation. In one-parent families, the influence of the mother in this regard was not as pronounced as in two-parent families but was buttressed by an adult member of the extended family or neighbor.

Both themes seem worthy of further research. That research should include methodological improvements over this study. These improvements should be both qualitative and quantitative. Controls need to be introduced for other important determinants of achievement, as for example, intelligence and parents' occupational status, mentioned previously.

The sample studied should be extended to include other ethnic, racial, and socio-economic groups. Many

more black homes are headed by single parents than white homes. Family structure might affect adolescents' choice of significant others differently across other racial groups. Welfare and wealth might have affected adolescents' choice of significant others. Other ethnic groups might have strong traditions that affect family ties. Refugees who have left parents and siblings in Indochina, Central America, and Afghanistan must have to draw on different significant others altogether.

There are many other possible types of family structure that have not been considered here. These, too, should be taken into account because the students served by the schools come from a multitude of family backgrounds, and not just from those presented in this study.

Hypotheses for Future Research

Two hypotheses are offered from the themes of the findings in this study. They are:

1. Adolescents from two-parent families are more likely to consult their parents in making important personal decisions than adolescents from single-parent families, who are more likely to rely on peer friends or on their own judgment.

2. Level of parental involvement is closely related

to academic status and moderated by family structure.

Implications for School Policy

The roles of the church and school seem to be positively related to the success of high-achieving students in two-parent homes. But school authorities should avoid the obvious pitfalls of idealizing an American society dominated by two-parent families headed by hard-working male breadwinners with mothers safely at home rearing the children. It would be more constructive to accept the significant differences in mores and family structure and to recognize that these differences affect students' adjustments both to school and other community institutions (Tables 2 & 3).

The school does not appear to figure as prominently in the success of high-achieving students from one-parent homes as it does in the success of those from two-parent homes. And its role among low-achieving teenage students from one-parent homes seems largely negative. These students are referred for disciplinary problems and they do not participate in extracurricular activities (Tables 2 & 3). How, then, might school policies be addressed to acknowledge these differences and what could be done to improve achievement and other school-related behaviors, particularly among students from one-parent families, and

more especially, among low achievers from one-parent homes?

With three of the FS/A classes, high achievers from two-parent families, high achievers from one-parent families, and low achievers from two-parent families, strategies could be aimed at involving parents with their children, rather than dealing solely with children. Contacts between school and parents could be increased to reinforce and strengthen parental involvement. More opportunities could be presented to support single parents in their roles. Some type of participation in extra-curricular activities could be required or strongly encouraged for every student.

With low-achieving students from single-parent families, this approach is probably not sufficient. The one-parent home is different from the two-parent home, even for high-achieving students. For low-achieving students, the difference may be a difference in kind as well as degree. These students are characterized by school discipline referrals, drug use, and, sometimes, brushes with the law. They do not attend church and do not usually participate in extracurricular activities. Their parents are generally in nonprofessional jobs and they do not seem to be involved with their children in any significant way.

The students in this group do not have other adult

contacts of sufficient importance to have a positive effect on them. Their apparent isolation is further aggravated by suspected drug use. Accordingly, a more community-based response may be needed to help these adolescents succeed. Schools can act to buttress mothers' efforts to support their adolescents. Social workers, juvenile authorities, police, and other resources should be employed whenever warranted to offer further support.

Students' discipline referrals and lack of participation in extracurricular activities could flag administrators' attention to their negative behavior. Students in this category would most constructively be viewed as a challenge, rather than a problem. When conventional approaches fail, other approaches could be tried. Peer counseling, alternative self-contained classrooms, community service, and other efforts have been effective with similar groups of students.

Whatever efforts are tried, they will have to be coordinated by someone who can manage the recovery of these adolescents. Conventional school-based strategies have reinforced the role and responsibility of parents. These mothers are not in a position to assume that much responsibility and to manage the recovery of their children. Nevertheless, we cannot write these children

off. The schools must somehow respond.

Obviously, for some of the students studied, the schools are in the position of offering too little too late. By 14 and 15 years of age, adolescents are beyond remediation efforts of the school alone. Early identification of potential problem children, in the second or third grade, could possibly made a difference.

Outreach efforts at the elementary level could be made by guidance counselors. Testing and career counseling should not be a part of these efforts; rather, the counselors should be free to counsel. Single-parent families could receive special help, to include counseling for mothers (or fathers) in single-parent households. Social contacts with parents could be strengthened by counselors to include parents in school decisions and activities.

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APPENDIX A

Memorandum to Selected Staff and Faculty Members

MEMORANDUM

To: Selected staff and faculty members
From: Virginia C. Vertiz
Re: Research study
Date: March 19, 1984

I am conducting a pilot study on significant others among adolescents ages 14-16. I am looking for students who fall into one of four groups. Please help me to identify potential subjects. Participation in the study will be strictly voluntary and information collected will be reported under invented names. Confidentiality will be maintained.

The groups are as follows:

Group one: high achievers, high social
Group two: underachievers, high social
Group three: high achievers, low social
Group four: underachievers, low social

High achievers are defined as those students who have a B average or better; their standardized achievement test scores will indicate that they are achieving up to their potential; and they will be participants in extracurricular activities.

Low (under-) achievers are those students whose average is D or worse; their standardized achievement test scores will indicate that they are achieving below their potential. That is, at least two of their SRA scores (eighth grade) will be fifteen percentage points below their overall score. They will not be participants in extracurricular activities.

High social refers to students who have both parents in the home; they will have had no discipline referrals during the past year; the family will not have moved during the past three years; and there will be some religious orientation in the home.

Low social refers to students from single-parent families; they will have had at least one discipline referral during the past year; the family will have moved during the past three years; and there will be no religious orientation in the home.

I am most interested in extreme cases for the groups defined. If you are not sure of all the factors, such as religion or discipline referrals, I can look into them. I will approach you in a few days to ask you if we might sit down and discuss potential subjects.

The information collected from this study will be made available for any possible understanding of variation in achievement as explained by the influence of significant others. The proposal for the study is available for your perusal, if you are interested.

Thank you very much for your assistance.

APPENDIX B

Memorandum to Counselors

MEMORANDUM

To: All counselors
From: Virginia Vertiz
Re: Research study
Date: April 1, 1984

Would you please be so kind as to help me with the attached list of students? As per my previous memo, I am trying to identify students who fall into one of four groups. The academic level (H for high; L for low) is indicated next to each name, as determined by my examination of third quarter grades.

(1) Please strike through any student's name if that student is not a Caucasian U. S. citizen, to your knowledge. If, per chance, any of the students are under 14 or over 16, please eliminate them, as well.

(2) If you see any high academic achievement students who you know are from single parent families, please asterisk their names. If you see any low academic achievers from intact families, please asterisk their names.

I realize that (2) will take you considerably longer than (1) and I would like to have these lists back as soon as possible. If you do not have time to get to number (2), please return the lists with non-Caucasians and/or non-citizens deleted only.

Thank you very very much for you help!!!!

APPENDIX C

Grade Point Averages of Ninth and Tenth Graders

Table 1. Grade point averages of all ninth graders

1.	.67	50.	3.55	99.	2.10	148.	2.48
2.	1.55	51.	3.77	100.	3.53	149.	2.31
3.	3.03	52.	.50	101.	2.77	150.	3.17
4.	2.06	53.	.17	102.	3.17	151.	3.67
5.	2.41	54.	3.43	103.	2.93	152.	2.55
6.	1.60	55.	2.10	104.	2.48	153.	2.10
7.	1.55	56.	2.70	105.	2.10	154.	2.83
8.	2.43	57.	2.05	106.	3.55	155.	.86
9.	3.15	58.	1.46	107.	2.72	156.	2.67
10.	2.50	59.	.93	108.	1.25	157.	2.17
11.	3.55	60.	2.70	109.	2.77	158.	2.50
12.	2.75	61.	2.20	110.	1.50	159.	3.77
13.	2.10	62.	2.15	111.	3.88	160.	1.00
14.	2.32	63.	3.43	112.	3.60	161.	3.17
15.	1.55	64.	2.81	113.	2.60	162.	3.22
16.	4.0	65.	2.70	114.	2.88	163.	3.00
17.	3.1	66.	2.00	115.	2.38	164.	2.10
18.	2.26	67.	3.30	116.	1.76	165.	2.48
19.	3.66	68.	1.93	117.	2.48	166.	2.47
20.	3.31	69.	4.00	118.	3.71	167.	1.77
21.	2.21	70.	2.70	119.	1.98	168.	2.72
22.	1.67	71.	2.26	120.	1.88	169.	2.93
23.	2.93	72.	2.30	121.	1.10	170.	2.72
24.	3.5	73.	2.77	122.	3.88	171.	3.15
25.	3.5	74.	3.38	123.	2.12	172.	2.00
26.	1.65	75.	3.77	124.	3.55	173.	3.60
27.	2.05	76.	2.88	125.	3.65	174.	3.67
28.	2.43	77.	1.77	126.	2.65	175.	1.67
29.	2.76	78.	3.12	127.	3.27	176.	1.77
30.	1.63	79.	3.15	128.	2.82	177.	2.98
31.	2.43	80.	2.40	129.	3.38	178.	2.50
32.	3.37	81.	3.38	130.	3.05	179.	2.55
33.	.33	82.	2.67	131.	1.88	180.	1.11
34.	2.55	83.	.20	132.	3.15	181.	2.77
35.	2.43	84.	2.38	133.	3.88	182.	2.38
36.	2.80	85.	2.71	134.	3.38	183.	2.17
37.	1.27	86.	3.70	135.	3.55	184.	3.27
38.	.92	87.	2.55	136.	.67	185.	2.00
39.	2.71	88.	2.81	137.	1.82	186.	2.27
40.	3.05	89.	1.55	138.	1.20	187.	3.33
41.	2.93	90.	2.67	139.	2.88	188.	2.82
42.	2.98	91.	2.98	140.	3.55	189.	2.98
43.	2.81	92.	3.22	141.	1.83	190.	2.38
44.	2.88	93.	2.53	142.	2.26	191.	1.83
45.	3.21	94.	2.38	143.	2.17	192.	1.10
46.	3.88	95.	3.10	144.	1.17	193.	1.55
47.	1.43	96.	2.33	145.	3.88	194.	1.32
48.	2.93	97.	2.10	146.	3.77	195.	2.60
49.	1.98	98.	3.05	147.	2.17	196.	2.27

Table 2. Grade point averages of all tenth graders

1.	3.31	47.	2.90	93.	4.00	139.	2.66
2.	.66	48.	.66	94.	3.71	140.	2.15
3.	3.83	49.	2.76	95.	3.12	141.	1.46
4.	2.12	50.	2.76	96.	2.88	142.	3.10
5.	3.05	51.	2.86	97.	2.48	143.	1.81
6.	3.34	52.	2.81	98.	2.05	144.	2.60
7.	2.88	53.	2.93	99.	3.32	145.	1.40
8.	1.55	54.	2.48	100.	3.10	146.	1.10
9.	2.76	55.	2.38	101.	2.88	147.	3.04
10.	2.00	56.	2.92	102.	2.05	148.	3.10
11.	2.10	57.	3.43	103.	1.38	149.	2.10
12.	1.38	58.	2.76	104.	3.76	150.	2.93
13.	3.43	59.	3.12	105.	2.48	151.	3.26
14.	1.90	60.	3.71	106.	3.71	152.	3.60
15.	3.05	61.	2.12	107.	3.15	153.	3.31
16.	2.91	62.	3.12	108.	1.07	154.	3.26
17.	2.66	63.	2.43	109.	0.00	155.	2.21
18.	0.00	64.	1.60	110.	1.00	156.	3.12
19.	3.37	65.	2.55	111.	2.93	157.	2.93
20.	1.00	66.	2.66	112.	2.26	158.	3.26
21.	3.22	67.	2.66	113.	2.18	159.	3.06
22.	2.83	68.	2.76	114.	1.38	160.	2.48
23.	3.80	69.	3.05	115.	3.43	161.	2.26
24.	3.88	70.	2.71	116.	2.48	162.	3.16
25.	3.26	71.	2.93	117.	2.52	163.	2.57
26.	2.72	72.	2.10	118.	.46	164.	3.88
27.	2.53	73.	3.26	119.	2.43	165.	.50
28.	3.16	74.	2.50	120.	3.04	166.	2.93
29.	2.93	75.	3.71	121.	2.21	167.	1.33
30.	3.60	76.	3.26	122.	3.55	168.	1.57
31.	2.81	77.	3.21	123.	1.60	169.	3.05
32.	3.23	78.	3.60	124.	3.10	170.	2.32
33.	3.55	79.	2.31	125.	1.71	171.	2.83
34.	3.50	80.	1.83	126.	3.26	172.	3.28
35.	2.32	81.	3.10	127.	3.55	173.	3.88
36.	3.38	82.	2.66	128.	2.76	174.	2.70
37.	2.16	83.	2.98	129.	2.81	175.	0.00
38.	3.10	84.	3.60	130.	.93	176.	2.33
39.	3.32	85.	1.74	131.	3.16	177.	2.71
40.	1.92	86.	3.10	132.	.20	178.	2.94
41.	3.10	87.	2.18	133.	.83	179.	3.65
42.	3.52	88.	2.98	134.	3.31	180.	3.00
43.	1.21	89.	2.48	135.	2.43	181.	3.05
44.	1.10	90.	3.55	136.	.33		
45.	2.38	91.	2.21	137.	3.88		
46.	3.10	92.	3.10	138.	2.18		

APPENDIX D
Informed Consent

INFORMED CONSENT

Virginia C. Vertiz, Investigator
Telephone:

Title of Proposed Research: Changing Family Structures:
Implications for Administrators

I agree to have my son/daughter participate as a subject in the following project:

The above named research study is being conducted to determine what people are the most influential in the lives of students with either high (above B) achievement or low (below D) achievement. Your son or daughter is being invited to participate anonymously in this study because his/her grades fall into one of these two categories.

I understand that the project will include the following research/experimental procedures:

Your child will be asked to stay after school one afternoon. He/she will be interviewed for one to two hours and asked who influences such matters as occupational aspirations, decisions about education, etc.

I understand that the possible discomforts or risks may be as follows:

Your son or daughter may feel uncomfortable talking about some of the areas addressed in this study. There is also the risk of your son's or daughter's confidentiality being breached by discovery of his/her identity.

I understand that safeguards have been taken in this project to minimize the risks stated above. These safeguards are as follows:

The interviewer is not attempting to delve into sensitive topics with each subject. Anything that is revealed that may warrant further attention will be treated by advising the subject to seek appropriate help. In regard to confidentiality, students' real names will not be used. Tape recordings of interviews will be available only to the investigator's dissertation chairman in case there is a question about her accuracy of interpretation.

I also understand that the possible and desired benefits of my participation in this study are:

Appropriate referrals for students who are in need of special attention. Benefits to society in general include an awareness of those people who are influential in the lives of our young people. This awareness should lead to some adaptation of our educational structure to meet special needs of youth who are low achievers.

I have the right to ask further questions at any time during the course of the project.

I am also aware that I am under no obligation to participate in this project. I am also aware that I may withdraw my child's participation at any time without penalty or prejudice.

I further understand that should I have any questions about my child's treatment or any other matter relative to my child's participation in this project, I may call Ms. _____, Principal, J. E. B. Stuart High School, at _____. I may also call Dr. Jimmie C. Fortune, Professor, Virginia Polytechnic Institute and State University, at _____.

A copy of this consent has been offered to me.

Participant:

Participant's signature:

Parent's signature:

Date:

APPENDIX E

Cross Tabulation Tables

Table A

FS/A Group Cross Tabulated with
Other Variables

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>PERSONAL CHARACTERISTICS</u>				
<u>Age</u>				
14	0	3	1	0
15	2	0	3	1
16	0	2	0	3
<u>Sex</u>				
male	1	2	2	2
female	1	3	2	2
<u>Mother's employment</u>				
none	1	3	0	1
professional	0	2	1	1
other	1	0	3	2
<u>Father's employment</u>				
none (deceased)	2	0	0	0
professional	0	5	1	1
other	0	0	3	3
<u>INSTITUTION/ESTABLISHMENT</u>				
<u>Drug use</u>				
yes	0	0	4	1
no	2	5	0	1
unknown	0	0	0	2
<u>Legal problems</u>				
yes	0	0	2	1
no	2	5	2	3
<u>Church attendance</u>				
yes-frequent	0	4	0	1
yes-infrequent	1	1	0	1
no	1	0	4	2
<u>Discipline referrals</u>				
yes	1	0	4	2
no	1	5	0	1
unknown	0	0	0	1
<u>Extracurricular activities</u>				
yes	1	5	1	1
no	1	0	3	2
unknown	0	0	0	1
<u>ASPIRATIONS</u>				
<u>Occupational</u>				
professional	1	5	2	4
other	1	0	2	0
<u>Academic</u>				
none	0	0	1	0
high school	0	0	1	2

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>ASPIRATIONS</u>				
<u>Occupational, cont'd.</u>				
continue education	1	2	2	1
good grades & cont. educ.	0	1	0	1
graduate school	1	2	0	0
<u>SIGNIFICANT OTHERS</u>				
<u>Church attendance</u>				
Family in home				
mother	0	1	1	1
father	0	3	0	0
parents	0	1	0	0
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	0	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	1	0	0	0
Peer				
friend	0	0	0	1
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	1	0	3	2
<u>Belief in God</u>				
Family in home				
mother	1	1	0	2
father	0	1	0	1
parents	0	1	0	0
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	1
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Belief in God, cont'd.</u>				
Peer				
friend	0	0	0	0
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	1	2	2	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	0	0	1	0
<u>Academic aspirations</u>				
Family in home				
mother	1	0	0	1
father	0	1	0	1
parents	0	3	0	2
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	1	0
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor				
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	1	1	2	0
no one	0	0	0	0
<u>Occupational aspirations</u>				
Family in home				
mother	1	0	0	0
father	0	2	0	0
parents	0	1	0	0

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Occup. Asp., cont'd.</u>				
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	1
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	1	0
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	1
No significant other				
self	1	2	2	2
no one	0	0	0	0
<u>Five year aspirations</u>				
Family in home				
mother	1	0	0	0
father	0	2	0	1
parents	0	2	0	0
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	1
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	2	0
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
counselor	0	0	0	1

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Five Year Asp., cont'd.</u>				
No significant other				
self	1	1	1	1
no one	0	0	0	0
<u>Job of interest</u>				
Family in home				
mother	0	0	0	0
father	0	0	0	0
parents	0	0	0	0
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	1	0	1	0
aunt, uncle	0	0	0	2
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	1	1	1
acquaintance	0	1	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	2	0	0
public figure	0	0	1	1
No significant other				
self	0	0	0	0
no one	1	1	1	0
<u>College</u>				
Family in home				
mother	1	1	2	1
father	0	1	0	1
parents	0	3	0	1
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	0	1

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>College, cont'd.</u>				
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	1	0	0	0
Other adult				
acquaintance	0	0	1	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	0	0	0	0
<u>Proud</u>				
Family in home				
mother	2	1	3	1
father	0	0	0	1
parents	3	0	1	
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	0	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	1	0	1
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	1	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	0	0	0	0
<u>Important</u>				
Family in home				
mother	2	0	2	1
father	0	0	0	2
parents	0	4	0	0
sibling(s)	0	0	0	0

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Important, cont'd.</u>				
Family not in home				
father	0	0	0	0
sibling(s)	0	0	0	0
aunt, uncle	0	0	0	0
grandparent(s)	0	1	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	2	1
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	0	0	0	0
<u>Pregnancy</u>				
Family in home				
mother	1	3	0	2
father	0	0	0	0
parents	0	0	0	0
sibling(s)	0	0	0	1
Family not in home				
father	0	0	1	0
sibling(s)	0	0	1	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	1	2	2	1
acquaintance	0	0	0	0
Institutional SO's				
minister/priest/rabbi counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Pregnancy, cont'd.</u>				
No significant other				
no one	0	0	0	0
<u>Police</u>				
Family in home				
mother	2	2	2	2
father	0	0	0	0
parents	0	3	0	1
sibling(s)	0	0	0	0
Family not in home				
father	0	0	0	0
sibling(s)	0	0	1	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	0	0	1	0
acquaintance	0	0	0	0
Institutional SO's				
minister/rabbi/priest	0	0	0	0
counselor	0	0	0	1
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	0	0	0
no one	0	0	0	0
<u>Drugs</u>				
Family in home				
mother	0	0	0	2
father	0	0	0	0
parents	0	2	0	0
sibling(s)	0	0	0	0
Family not on home				
father	0	0	0	0
sibling(s)	0	0	1	0
aunt, uncle	0	0	0	0
grandparent(s)	0	0	0	0
sister-in-law	0	0	0	0
Peer				
friend	2	0	2	1
acquaintance	0	0	0	0

Table A

FS/A Group Cross Tabulated with
Other Variables, Cont'd.

Variable	Achievement			
	High		Low	
	1P	2P	1P	2P
<u>SIGNIFICANT OTHERS</u>				
<u>Drugs, cont'd.</u>				
Institutional SO's				
minister/priest/rabbi	0	0	0	0
counselor	0	0	0	0
Other adult				
acquaintance	0	0	0	0
public figure	0	0	0	0
No significant other				
self	0	3	1	1
no one	0	0	0	0
PARENTAL INVOLVEMENT				
none	0	0	3	2
personal relationship	2	0	1	2
school/comm. involv.	0	5	0	0

Table B

Sex Cross Tabulated with
Other Variables

Variables	SEX	
	male	female
<u>PERSONAL CHARACTERISTICS</u>		
<u>Age</u>		
14	0	4
15	4	2
16	3	2
<u>Mother's employment</u>		
none	1	4
professional	2	2
other	4	2
<u>Father's employment</u>		
none (deceased)	1	1
professional	3	4
other	3	3
<u>INSTITUTION/ESTABLISHMENT</u>		
<u>Drug use</u>		
yes	3	2
no	4	4
unknown	0	2
<u>Legal problems</u>		
yes	3	0
no	4	8
<u>Discipline referrals</u>		
yes	2	3
no	4	4
unknown	1	1
<u>Church attendance</u>		
yes-frequent	2	3
yes-infrequent	3	0
no	2	5
<u>Extracurricular activities</u>		
yes	4	4
no	3	3
unknown	0	1
<u>ASPIRATIONS</u>		
<u>Occupational</u>		
professional	4	8
other	3	0
<u>Academic</u>		
none	1	0
high school	0	3
continue education	3	3
good grades & continue educ.	2	0
graduate school	1	2

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Church attendance</u>		
Family in home		
mother	1	2
father	2	1
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	1	0
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	2	4
<u>Belief in God</u>		
Family in home		
mother	1	3
father	1	1
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	2
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	4	1
counselor	0	0

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Belief in God, cont'd.</u>		
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	1	0
<u>Academic aspirations</u>		
Family in home		
mother	2	0
father	0	2
parents	2	3
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	2	2
no one	0	0
<u>Occupational aspirations</u>		
Family in home		
mother	1	0
father	1	1
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	1	1
aunt, uncle	0	0
grandparent(s)	0	0

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Occupational aspirations, cont'd.</u>		
Family not in home		
sister-in-law	0	0
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	1
No significant other		
self	3	4
no one	0	0
<u>Five year aspirations</u>		
Family in home		
mother	1	0
father	1	2
parents	0	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	1	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	1
No significant other		
self	3	2
no one	0	0
<u>Job of interest</u>		
Family in home		
mother	0	0

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Job of Interest, cont'd.</u>		
Family in home		
father	0	0
parents	0	0
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	1	1
aunt, uncle	1	1
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	2	1
acquaintance	1	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	1	1
public figure	0	2
No significant other		
self	0	0
no one	1	2
<u>College</u>		
Family in home		
mother	3	2
father	1	1
parents	2	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	1
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	1

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>College, cont'd.</u>		
Other adult		
acquaintance	1	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Proud</u>		
Family in home		
mother	3	4
father	0	1
parents	3	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	2
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	1	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Important</u>		
Family in home		
mother	3	2
father	1	1
parents	2	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	1

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Important, cont'd.</u>		
Family not in home		
sister-in-law	0	0
Peer		
friend	1	2
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Pregnancy</u>		
Family in home		
mother	3	3
father	0	0
parents	0	0
sibling(s)	0	1
Family not in home		
father	1	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	3	3
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Police</u>		
Family in home		
mother	5	3

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Police, cont'd.</u>		
Family in home		
father	0	0
parents	2	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	1
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	1
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Drugs</u>		
Family in home		
mother	1	1
father	0	0
parents	1	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	3	2
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0

Table B

Sex Cross Tabulated with
Other Variables, Cont'd.

Variables	SEX	
	male	female
<u>SIGNIFICANT OTHERS</u>		
<u>Drugs, cont'd.</u>		
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	2	3
no one	0	0
PARENTAL INVOLVEMENT		
none	3	2
personal relationship	2	3
school/comm. involv.	2	3

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>PERSONAL CHARACTERISTICS</u>			
<u>Age</u>			
14	0	1	3
15	3	3	0
16	2	1	2
<u>Sex</u>			
male	3	2	2
female	2	3	3
<u>Mother's employment</u>			
none	1	1	3
professional	0	2	2
other	4	2	0
<u>Father's employment</u>			
none (deceased)	0	2	0
professional	1	1	5
other	4	2	0
<u>INSTITUTION/ESTABLISHMENT</u>			
<u>Drug use</u>			
yes	4	1	0
no	0	3	5
unknown	1	1	0
<u>Legal problems</u>			
yes	2	1	0
no	3	4	5
<u>Discipline referrals</u>			
yes	4	3	0
no	1	1	5
unknown	0	1	0
<u>Church attendance</u>			
yes-frequent	0	1	4
yes-infrequent	1	1	1
no	4	3	0
<u>Extracurricular activities</u>			
yes	0	3	5
no	5	1	0
unknown	0	1	0
<u>ASPIRATIONS</u>			
<u>Occupational</u>			
professional	3	4	5
other	2	1	0
<u>Academic</u>			
none	1	0	0
high school	1	2	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>ASPIRATIONS</u>			
<u>Academic, cont'd.</u>			
continue education	2	2	2
good grades & cont. ed.	1	0	1
graduate school	0	1	2
<u>SIGNIFICANT OTHERS</u>			
<u>Church attendance</u>			
Family in home			
mother	2	0	1
father	0	0	3
parents	0	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	1	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	3	3	0
<u>Belief in God</u>			
Family in home			
mother	0	3	1
father	1	0	1
parents	0	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	2	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>Belief in God</u>			
Peer, cont'd.			
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	1	2	2
Inst. SO's Cont'd.			
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	0	0
<u>Academic aspirations</u>			
Family in home			
mother	0	2	0
father	1	0	1
parents	1	1	3
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	1	2	1
no one	0	0	0
<u>Occupational aspirations</u>			
Family in home			
mother	0	1	0
father	0	0	2
parents	0	0	1
sibling(s)	0	0	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>Occupational Asp., cont'd.</u>			
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
<u>Occ. Aspirations, Cont'd</u>			
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	1	0
public figure	0	0	0
No significant other			
self	3	2	2
no one	0	0	0
<u>Five year aspirations</u>			
Family in home			
mother	0	1	0
father	1	0	2
parents	0	0	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	1	0
public figure	0	1	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>Five Year Aspir., cont'd.</u>			
No significant other			
self	2	1	1
no one	0	0	0
<u>Job of interest</u>			
Family in home			
mother	0	0	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	1	1	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	0	1
acquaintance	0	0	1
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	2
public figure	0	2	0
No significant other			
self	0	0	0
no one	1	1	1
<u>College</u>			
Family in home			
mother	1	3	1
father	1	0	1
parents	0	1	3
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>College, cont'd.</u>			
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	1	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Proud</u>			
Family in home			
mother	2	4	1
father	0	1	0
parents	1	0	3
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Important</u>			
Family in home			
mother	2	3	0
father	1	1	0
parents	0	0	4
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>Important, cont'd</u>			
aunt, uncle	0	0	0
grandparent(s)	0	0	1
sister-in-law	0	0	0
Peer			
friend	2	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Pregnancy</u>			
Family in home			
mother	1	2	3
father	0	0	0
parents	0	0	0
sibling(s)	0	1	0
Family not in home			
father	1	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	2	2
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Police</u>			
Family in home			
mother	3	3	2

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
Fam. in home, cont'd.			
father	0	0	0
parents	0	1	3
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	1	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Drugs</u>			
Family in home			
mother	0	2	0
father	0	0	0
<u>Drugs, Cont'd.</u>			
parents	0	0	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	3	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0

Table C

Level of Parental Involvement Cross Tabulated
with Other Variables, Cont'd.

Variable	Parental Involvement		
	No	Pers. Rel.	+Sc./Comm.
<u>SIGNIFICANT OTHERS</u>			
<u>Drugs, cont'd.</u>			
public figure	0	0	0
No significant other			
self	2	0	3
no one	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables

Variable	Drug user		
	yes	no	unknown
<u>PERSONAL CHARACTERISTICS</u>			
<u>Age</u>			
14	1	3	0
15	3	3	0
16	1	2	2
<u>Sex</u>			
male	3	4	0
female	2	4	2
<u>Mother's employment</u>			
none	0	4	1
professional	1	3	0
other	4	1	1
<u>Father's employment</u>			
none (deceased)	0	2	0
professional	2	5	0
other	3	1	2
<u>INSTITUTION/ESTABLISHMENT</u>			
<u>Legal problems</u>			
yes	2	1	0
no	3	7	2
<u>Discipline referrals</u>			
yes	5	2	0
no	0	6	1
unknown	0	0	1
<u>Church attendance</u>			
yes-frequent	0	5	0
yes-infrequent	1	2	0
no	4	1	2
<u>Extracurricular activities</u>			
yes	1	7	0
no	4	1	1
unknown	0	0	1
<u>ASPIRATIONS</u>			
<u>Occupational</u>			
professional	3	7	2
other	2	1	0
<u>Academic</u>			
none	1	0	0
high school	1	0	2
continue education	2	4	0
good grades & cont. educ.	1	1	0
graduate school	0	3	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Church attendance</u>			
Family in home			
mother	2	1	0
father	0	3	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	1	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	3	1	2
<u>Belief in God</u>			
Family in home			
mother	0	3	1
father	1	1	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	1
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	2	3	0
counselor	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Belief in God, cont'd.</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	0	0
<u>Academic aspirations</u>			
Family in home			
mother	0	2	0
father	0	1	1
parents	1	3	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	2	2	0
no one	0	0	0
<u>Occupational aspirations</u>			
Family in home			
mother	0	1	0
father	1	2	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Occup. aspir., cont'd.</u>			
sister-in-law	0	0	0
Peer			
friend	0	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor			
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	3	3	1
no one	0	0	0
<u>Five year aspirations</u>			
Family in home			
mother	0	1	0
father	0	2	1
parents	0	2	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	3	2	0
no one	0	0	0
<u>Job of interest</u>			
Family in home			
mother	0	0	0
father	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Job of int., cont'd</u>			
parents	0	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	1	1
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	3	0
acquaintance	1	1	1
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	2	0
<u>College</u>			
Family in home			
mother	2	3	0
father	1	1	0
parents	0	3	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	1	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>College, cont'd.</u>			
No significant other			
self	0	0	0
no one	1	2	0
<u>Proud</u>			
Family in home			
mother	3	4	0
father	0	0	1
parents	1	3	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Important</u>			
Family in home			
mother	2	3	0
father	1	0	1
parents	0	4	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	1	0
sister-in-law	0	0	0
Peer			
friend	2	0	1

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Important, cont'd</u>			
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Pregnancy</u>			
Family in home			
mother	1	5	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	1
Family not in home			
father	1	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	3	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Police</u>			
Family in home			
mother	3	5	0
father	0	0	0
parents	0	3	1
sibling(s)	0	0	0

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Police, cont'd.</u>			
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Drugs</u>			
Family in home			
mother	0	1	1
father	0	0	0
parents	0	2	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	3	2	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	1	3	1

Table D

Drug Use Cross Tabulated with
Other Variables, Cont'd.

Variable	Drug user		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Drugs, cont'd</u>			
No significant other			
no one	0	0	0
<u>PARENTAL INVOLVEMENT</u>			
none	4	0	1
personal relationship	1	3	1
school/comm. involv.	0	5	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables

Variable	Legal problems	
	Yes	No
<u>PERSONAL CHARACTERISTICS</u>		
<u>Age</u>		
14	0	4
15	3	3
16	0	5
<u>Sex</u>		
mal	3	4
female	0	8
<u>Mother's employment</u>		
none	0	5
professional	1	3
other	2	4
<u>Father's employment</u>		
none (deceased)	0	2
professional	0	7
other	3	3
<u>INSTITUTION/ESTABLISHMENT</u>		
<u>Drug use</u>		
yes	2	3
no	1	7
unknown	0	2
<u>Discipline referrals</u>		
yes	3	4
no	0	7
unknown	0	1
<u>Church attendance</u>		
yes-frequent	1	4
yes-infrequent	0	3
no	2	5
<u>Extracurricular activities</u>		
yes	1	7
no	2	4
unknown	0	1
<u>ASPIRATIONS</u>		
<u>Occupational</u>		
professional	1	11
other	2	1
<u>Academic</u>		
none	1	0
high school	0	3
continue education	2	4
good grades & continue educ.	0	2
graduate school	0	3

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Church attendance</u>		
Family in home		
mother	0	3
father	0	3
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	1
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	2	4
<u>Belief in God</u>		
Family in home		
mother	1	3
father	0	2
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	2
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	1	4
counselor	0	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Belief in God, cont'd.</u>		
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	1	0
<u>Academic aspirations</u>		
Family in home		
mother	1	1
father	0	2
parents	0	5
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor		
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	1	3
no one	0	0
<u>Occupational aspirations</u>		
Family in home		
mother	0	1
father	0	2
parents	0	1
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	1	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Occup. asp., cont'd.</u>		
Peer		
friend	1	0
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	1
No significant other		
self	1	6
no one	0	0
<u>Five year aspirations</u>		
Family in home		
mother	0	1
father	0	3
parents	0	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	1	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	1
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor		
Other adult		
acquaintance	0	0
public figure	0	1
No significant other		
self	1	3
no one	0	0
<u>Job of interest</u>		
Family in home		
mother	0	0
father	0	0
parents	0	0
sibling(s)	0	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Job of Interest, cont'd.</u>		
Family not in home		
father	0	0
sibling(s)	0	2
aunt, uncle	1	1
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	4
acquaintance	0	3
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	1	2
<u>College</u>		
Family in home		
mother	2	3
father	0	2
parents	0	4
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	1
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	1
Other adult		
acquaintance	1	0
public figure	0	0
No significant other		
self	0	0
no one	0	2

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Proud</u>		
Family in home		
mother	2	5
father	0	1
parents	0	4
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	0	2
acquaintance	1	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance		
public figure		
self	0	0
no one	0	0
<u>Important</u>		
Family in home		
mother	2	3
father	0	2
parents	0	4
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	0
aunt, uncle	0	0
grandparent(s)	0	1
sister-in-law	0	0
Peer		
friend	1	2
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Important, cont'd.</u>		
Other adult		
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Pregnancy</u>		
Family in home		
mother	1	5
father	0	0
parents	0	0
sibling(s)	0	1
Family not in home		
father	1	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	5
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Police</u>		
Family in home		
mother	3	5
father	0	0
parents	0	4
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0

Table E
 Legal Problems Cross Tabulated with
 Other Variables, Cont'd.

Variable	Legal problems	
	Yes	No
<u>SIGNIFICANT OTHERS</u>		
<u>Police, cont'd.</u>		
Peer		
friend	0	1
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	1
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	0	0
<u>Drugs</u>		
Family in home		
mother	1	1
father	0	0
parents	0	2
sibling(s)	0	0
Family not in home		
father	0	0
sibling(s)	0	1
aunt, uncle	0	0
grandparent(s)	0	0
sister-in-law	0	0
Peer		
friend	1	4
acquaintance	0	0
Institutional SO's		
minister/priest/rabbi	0	0
counselor	0	0
Other adult		
acquaintance	0	0
public figure	0	0
No significant other		
self	0	0
no one	1	4
PARENTAL INVOLVEMENT		
none	2	3
personal relationship	1	4
school/comm. involv.	0	5

Table F

Discipline Referrals Cross Tabulated with
Other Variables

Variable	Discipline referrals		
	yes	no	unknown
<u>PERSONAL CHARACTERISTICS</u>			
<u>Age</u>			
14	1	3	0
15	5	1	0
16	1	3	1
<u>Sex</u>			
male	4	3	0
female	3	4	1
<u>Mother's employment</u>			
none	1	4	0
professional	2	2	0
other	4	1	1
<u>Father's employment</u>			
none (deceased)	1	1	0
professional	2	5	0
other	4	1	1
<u>INSTITUTION/ESTABLISHMENT</u>			
<u>Drug use</u>			
yes	5	0	0
no	2	6	0
unknown	0	1	1
<u>Legal problems</u>			
yes	3	0	0
no	4	7	1
<u>Church attendance</u>			
yes-frequent	1	4	0
yes-infrequent	1	2	0
no	5	1	1
<u>Extracurricular activities</u>			
yes	6	5	0
no	1	2	0
unknown	0	0	1
<u>ASPIRATIONS</u>			
<u>Occupational</u>			
professional	5	6	1
other	2	1	0
<u>Academic</u>			
none	1	0	0
high school	1	1	1
continue education	3	3	0
good grades & cont. educ.	1	1	0
graduate school	1	2	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Church attendance</u>			
Family in home			
mother	2	1	0
father	0	3	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	1	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	4	1	1
<u>Belief in God</u>			
Family in home			
mother	2	1	1
father	1	1	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	2	3	0
counselor	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Belief in God, cont'd</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	0	0
<u>Academic aspirations</u>			
Family in home			
mother	1	1	0
father	0	2	0
parents	1	3	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	3	1	0
no one	0	0	0
<u>Occupational aspirations</u>			
Family in home			
mother	0	1	0
father	0	2	0
parents	0	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	2	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Occup. Aspir., cont'd.</u>			
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	4	3	0
no one	0	0	0
<u>Five year aspirations</u>			
Family in home			
mother	0	1	0
father	0	3	0
parents	0	2	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	2	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	4	1	0
no one	0	0	0
<u>Job of interest</u>			
Family in home			
mother	0	0	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Job of Interest, cont'd</u>			
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	1	1	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	1	0
acquaintance	0	1	1
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	1	2	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	2	1	0
<u>College</u>			
Family in home			
mother	3	2	0
father	1	1	0
parents	0	3	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Proud</u>			
Family in home			
mother	5	2	0
father	0	0	1
parents	1	3	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	2	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Important</u>			
Family in home			
mother	4	1	0
father	1	0	1
parents	0	4	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	1	0
sister-in-law	0	0	0
Peer			
friend	2	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Important, cont'd.</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Pregnancy</u>			
Family in home			
mother	2	4	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	1
Family not in home			
father	1	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	3	3	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Police</u>			
Family in home			
mother	5	3	0
father	0	0	0
parents	0	3	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0

Table F

Discipline Referrals Cross Tabulated with
Other Variables, Cont'd.

Variable	Discipline referrals		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Police, cont'd.</u>			
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Drugs</u>			
Family in home			
mother	1	0	1
father	0	0	0
parents	0	2	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	4	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	1	4	0
no one	0	0	0
PARENTAL INVOLVEMENT			
none	4	1	0
personal relationship	3	1	1
school/comm. involv.	0	5	0

Table G

Church Attendance Cross Tabulated with
Other Variables

Variable	Church attendance		
	None	Infrequent	Frequent
<u>PERSONAL CHARACTERISTICS</u>			
<u>Age</u>			
14	1	0	3
15	4	1	1
16	2	2	1
<u>Sex</u>			
mal	2	3	2
female	5	0	3
<u>Mother's employment</u>			
none	2	0	3
professional	1	1	2
other	4	2	0
<u>Father's employment</u>			
none (deceased)	1	1	0
professional	1	2	4
other	5	0	1
<u>INSTITUTION/ESTABLISHMENT</u>			
<u>Drug use</u>			
yes	4	1	0
no	1	2	5
unknown	2	0	0
<u>Legal problems</u>			
yes	2	0	1
no	5	3	4
<u>Discipline referrals</u>			
yes	5	1	1
no	1	2	4
unknown	1	0	0
<u>Extracurricular activities</u>			
yes	1	2	5
no	5	1	0
unknown	1	0	0
<u>ASPIRATIONS</u>			
<u>Occupational</u>			
professional	5	2	5
other	2	1	0
<u>Academic</u>			
none	1	0	0
high school	3	0	0
continue education	2	1	3
good grades & continue educ.	0	2	0
graduate school	1	0	2

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Church attendance</u>			
Family in home			
mother	1	1	1
father	0	1	2
parents	0	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparents(s)	0	0	0
sister-in-law	0	1	0
Peer			
friend	0	0	1
acquaintance	0	0	0
Institutional SO's			
minister/rabbi/priest	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self 0	0	0	0
no one	6	0	0
<u>Belief in God</u>			
Family in home			
mother	2	0	1
father	0	1	2
parents	0	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	2	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	2	2	1
counselor	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Belief in God</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	0	0
<u>Academic aspirations</u>			
Family in home			
mother	0	1	1
father	1	0	1
parents	1	2	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	3	0	1
no one	0	0	0
<u>Occupational aspirations</u>			
Family in home			
mother	0	1	0
father	0	1	1
parents	0	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	1
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Occup. asp., cont'd</u>			
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	4	1	2
no one	0	0	0
<u>Five year aspirations</u>			
Family in home			
mother	0	1	0
father	1	1	1
parents	0	0	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	1
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	1	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance			
public figure	0	0	0
No significant other			
self	3	1	1
no one	0	0	0
<u>Job of interest</u>			
Family in home			
mother	0	0	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Job of Interest, cont'd.</u>			
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	1	0	1
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	1	1
acquaintance	0	0	1
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	1	1
public figure	2	0	0
No significant other			
self	0	0	0
no one	2	0	1
<u>College</u>			
Family in home			
mother	2	1	1
father	0	1	2
parents	1	1	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	1	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Proud</u>			
Family in home			
mother	5	1	2
father	1	0	0
parents	0	2	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	0	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Important</u>			
Family in home			
mother	3	1	1
father	1	1	0
parents	0	1	3
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	1
sister-in-law	0	0	0
Peer			
friend	3	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Important, cont'd.</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Pregnancy</u>			
Family in home			
mother	0	2	4
father	0	0	0
parents	0	0	0
sibling(s)	1	0	0
Family not in home			
father	1	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	4	1	1
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Police</u>			
Family in home			
mother	3	2	3
father	0	0	0
parents	1	1	2
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0

Table G

Church Attendance Cross Tabulated with
Other Variables, Cont'd.

Variable	Church attendance		
	None	Infrequent	Frequent
<u>SIGNIFICANT OTHERS</u>			
<u>Police, cont'd.</u>			
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Drugs</u>			
Family in home			
mother	1	0	1
father	0	0	0
parents	0	1	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	3	2	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	2	0	3
no one	0	0	0
PARENTAL INVOLVEMENT			
none	4	1	0
personal relationship	3	1	1
school/comm. involv.	0	1	4

Table H

Participations in Extracurricular Activities
Cross Tabulated with
Other Variables

Variable	Extracurricular Activities		
	yes	no	unknown
<u>PERSONAL CHARACTERISTICS</u>			
<u>Age</u>			
14	4	0	0
15	2	4	0
16	2	2	1
<u>Sex</u>			
male	4	3	0
female	4	3	1
<u>Mother's employment</u>			
none	3	2	0
professional	4	0	0
other	1	4	1
<u>Father's employment</u>			
none (deceased)	1	1	0
professional	6	0	0
other	1	5	1
<u>INSTITUTION/ESTABLISHMENT</u>			
<u>Drug use</u>			
yes	1	4	0
no	7	1	0
unknown	0	1	1
<u>Legal problems</u>			
yes	1	2	0
no	7	4	1
<u>Discipline referrals</u>			
yes	2	5	0
no	6	1	0
unknown	0	0	1
<u>Church attendance</u>			
yes-frequent	5	0	0
yes-infrequent	2	1	0
no	1	5	1
<u>ASPIRATIONS</u>			
<u>Occupational</u>			
professional	7	4	1
other	1	2	0
<u>Academic</u>			
none	0	1	0
high school	1	1	1
continue education	4	2	0
good grades & continue educ.	1	1	0
graduate school	2	1	0

Table H

Participation in Extracurricular Activities
Cross Tabulated with
Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Church attendance</u>			
Family in home			
mother	1	2	0
father	3	0	0
parents	1	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	1	0	0
Peer			
friend	1	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	1	4	1
<u>Belief in God</u>			
Family in home			
mother	2	1	1
father	1	1	0
parents	1	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	2	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	0	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	4	1	0
counselor	0	0	0

Table H

Participation in Extracurricular Activities
 Cross Tabulated with
 Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Belief in God, cont'd.</u>			
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	1	0
<u>Academic aspirations</u>			
Family in home			
mother	2	0	0
father	1	1	0
parents	3	1	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	2	2	0
no one	0	0	0
<u>Occupational aspirations</u>			
Family in home			
mother	1	0	0
father	2	0	0
parents	1	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0

Table H

Participation in Extracurricular Activities
Cross Tabulated with
Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Occu. asp., cont'd.</u>			
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	3	4	0
no one	0	0	0
<u>Five year aspirations</u>			
Family in home			
mother	1	0	0
father	2	1	0
parents	2	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaint	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	1
No significant other			
self	2	3	0
no one	0	0	0
<u>Job of interest</u>			
Family in home			
mother	0	0	0
father	0	0	0

Table H

Participation in Extracurricular Activities
Cross Tabulated with
Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Job of Interest, cont'd.</u>			
Family in home			
parents	0	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	1	1	0
aunt, uncle	1	1	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	2	0
acquaintance	1	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	2	0	0
public figure	1	0	1
No significant other			
self	0	0	0
no one	1	2	0
<u>College</u>			
Family in home			
mother	4	1	0
father	1	1	0
parents	3	0	1
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaintance	0	1	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	1	0
Other adult			
acquaintance	0	0	0

Table H

Participation in Extracurricular Activities
 Cross Tabulated with
 Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>College</u>			
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Proud</u>			
Family in home			
mother	4	3	0
father	0	0	1
parents	3	1	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	1	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	1	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Important</u>			
Family in home			
mother	2	3	0
father	0	1	1
parents	4	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	0	0
aunt, uncle	0	0	0
grandparent(s)	1	0	0
sister-in-law	0	0	0

Table H

Participation in Extracurricular Activities
Cross Tabulated with
Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Important</u>			
Peer			
friend	1	2	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Pregnancy</u>			
Family in home			
mother	5	1	0
father	0	0	0
parents	0	0	0
sibling(s)	0	0	1
Family not in home			
father	0	1	0
sibling(s)	0	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	3	3	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Police</u>			
Family in home			
mother	4	4	0
father	0	0	0
parents	3	0	1

Table H

Participation in Extracurricular Activities
Cross Tabulated with
Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Police</u>			
Family in home			
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	0	1	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	1	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0
No significant other			
self	0	0	0
no one	0	0	0
<u>Drugs</u>			
Family in home			
mother	1	0	1
father	0	0	0
parents	2	0	0
sibling(s)	0	0	0
Family not in home			
father	0	0	0
sibling(s)	0	1	0
aunt, uncle	0	0	0
grandparent(s)	0	0	0
sister-in-law	0	0	0
Peer			
friend	2	3	0
acquaintance	0	0	0
Institutional SO's			
minister/priest/rabbi	0	0	0
counselor	0	0	0
Other adult			
acquaintance	0	0	0
public figure	0	0	0

Table H

Participation in Extracurricular Activities
 Cross Tabulated with
 Other Variables, Cont'd.

Variable	Extracurricular Activities		
	yes	no	unknown
<u>SIGNIFICANT OTHERS</u>			
<u>Drugs</u>			
No significant other			
self	3	2	0
no one	0	0	0
<u>PARENTAL INVOLVEMENT</u>			
none	0	5	0
personal relationship	3	1	1
school/comm. involv.	5	0	0

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