

AN ABSTRACT OF THE THESIS OF

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Title: A COMPARISON OF SOCIAL CLASS DIFFERENCES IN
ADOLESCENTS' SELF-DISCLOSURE, PARENT-CATHEXIS
AND SELF-CATHEXIS

Abstract approved: _____
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The purpose of this study was to investigate the differences between middle- and lower-class adolescents and the extent of their self-disclosure to their mothers and their fathers; and their feelings both positive and negative toward their parents and themselves.

The subjects consisted of 50 middle-class and 50 lower-class adolescents who were randomly selected from 297 sophomores and juniors attending the same high school in a rural town in Oregon. Hollingshead's Index of Social Position (1958), which uses the occupation and education of the father as criteria for social class, was used to classify the adolescents by social class. Sex comparisons were also analyzed for differences between the middle- and lower-class adolescents.

In attempting to realize this purpose, two major hypotheses were tested: Hypothesis 1: There are no differences between these

middle-class and lower-class adolescents in the extent of self-disclosure to their parents. Hypothesis 2: There are no differences between these middle-class and lower-class adolescents in the extent of positive and negative feelings toward their parents and themselves.

The extent of self-disclosure was measured by Jourard's Self-disclosure Questionnaire (1964). This 60 item instrument which permits the subjects to indicate the extent to which they are willing to talk to another person about themselves on the following six categories: A attitudes and opinions, B tastes and interests, C work or studies, D money, E personality, and F body. Total scores from the questionnaire were used in testing Hypothesis 1. The results indicated that the null hypothesis could not be rejected. Comparison of middle- and lower-class males and middle- and lower-class females also did not indicate any significant differences on total scores from the Self-disclosure Questionnaire.

The extent of the adolescents' positive and negative feelings toward their parents and themselves was measured by the use of Jourard's Cathexis Questionnaire. This instrument consists of 40 personality traits such as: sense of humor, philosophy of life, temper, and happiness. Total scores from the questionnaire were used in the test of Hypothesis 2. Once again, the results of the test indicated that the null hypothesis could not be rejected.

In addition analysis was made of differences between

middle- and lower-class males and middle- and lower-class females on total scores from the Cathexis Questionnaire for mothers, fathers and themselves. No significant differences were found for the social class differences for the middle- and lower-class males and females.

The items within each questionnaire were then analyzed for significant differences between the middle- and lower-class adolescents. To test for significant differences between social classes for each item within the questionnaires, Chi Square and the Kolmogorov-Smirnov Test were used.

Sixteen of the 60 items on the Self-disclosure Questionnaire were found to be significantly different between the middle- and lower-class adolescents, with the middle-class adolescents talking more extensively to their parents than did the lower-class adolescents. More specifically five items were significantly different for both mothers and fathers which were: attitudes on drinking, feelings about how work is appreciated, feelings about people at work, trouble controlling feelings, being attractive to the opposite sex or not. While these five items were significant for both mothers and fathers the following eight items were of significance for mothers: attitudes on racial integration, tastes in music, style of house, how much money is made, to whom money is owed, amount in savings, aspects of personality that are disliked, and feelings about one's

appearance in the past. The following three items were significant for fathers: tastes in food, source of income, and ideals of overall appearance.

In addition analysis of differences between middle- and lower-class males and females on the items within the Self-disclosure Questionnaire with the lower-class adolescent indicating no self-disclosure in contrast to the middle-class adolescents extensive self-disclosure. Slightly more items were significantly different on self-disclosure to the parent of the same sex than to the parent of the opposite sex. The items of significance for males to fathers were: religion, food, social gatherings, feelings about people at work, and adequacy in sexual behavior. The items of significance for females to mothers were: style of house, present work, ambitions and goals, choice of a career, people at work, things that makes one furious, and adequacy in sexual behavior. The items of significance for the males to mothers were: appreciation of work, amount of savings, and being attractive to the opposite sex. The items of significance for the females to their fathers were: how much money is made and trouble controlling feelings.

For the Cathexis Questionnaire there were three target persons: mother, father, and self. Only four of the 40 items in this questionnaire were significantly different between middle- and lower-class adolescents. The lower-class adolescents indicated negative feelings

toward their fathers and themselves in contrast to the positive feelings expressed by the middle-class adolescents. Of the four items three were for fathers' general knowledge, intelligence level, and philosophy of life. The only significant item for the adolescents' feelings about themselves was their ability to control emotions.

An additional comparison was made for differences between the middle- and lower-class males and females for feelings about their mothers, fathers and themselves. There were only two significant items for the sex comparisons for the items from the Cathexis Questionnaire. The lower-class males indicated negative feelings toward their fathers' general knowledge in contrast to the positive feelings of the middle-class males. The lower-class females indicated negative feelings for their fathers' intelligence level in contrast to the positive feelings of the middle-class females.

An extension of the analysis of the differences between the extreme ends of the social class continuum was done by going back to the original 297 subjects and taking all of those in Classes I and II (N = 20) and all of those in Class V (N = 23). The two hypotheses were again tested by using the Self-disclosure and Cathexis Questionnaires. Total scores from the two questionnaires were used in the test of Hypothesis 1 and 2. The results of the t-test indicated that the null hypotheses could not be rejected for both Hypothesis 1 and 2. The sex comparisons for the two hypotheses

also indicated no significant differences on total scores from the two questionnaires.

The analysis of the differences in the extent of self-disclosure between the extreme ends of the social class continuum provided a pattern which was the reverse for the random sample of middle- and lower-class adolescents. For the random sample there were more items of significant difference for mothers than for fathers, while there were more items of significant difference for fathers than for mothers for the extreme ends of the social class continuum. The lower socio-economic adolescents indicated no self-disclosure for the significant items in contrast to the upper socio-economic adolescents' extensive self-disclosure to their parents. The three items which were significantly different on self-disclosure to mothers were: attitudes toward other religious groups, satisfaction from present work, and who owes me money. The nine items which were significantly different on self-disclosure to fathers were: religion, standards of beauty, tastes in food, present work, ambitions and goals, who owes me money, different parts of the body, physical measurements, and adequate sexual behavior. The analysis of the differences in the extent of self-disclosure between the males and females of the upper and lower extremes of the social class continuum showed no significant difference.

The analysis of the differences between the extreme ends of

the social class continuum on the items within the Cathexis Questionnaire indicated one item for mothers and six items for fathers. For all of the items the lower socio-economic adolescents indicated negative feelings in contrast to the positive feelings of the upper socio-economic adolescents. The one significant item for feelings about mothers was her general knowledge. The six significant items for feelings about fathers were his: general knowledge, intelligence level, capacity to work, ability to meet new people, and business sense. The sex comparisons of the extreme ends of the social class continuum of the items within the Cathexis Questionnaire found two items of significant differences. The lower socio-economic females indicated negative feelings about fathers' general knowledge and intelligence level, while the upper socio-economic females indicated positive feelings on these items.

The items within the questionnaires which indicated significant differences agreed with the literature on social class which suggests that there is more communication between middle-class parents and their children than for lower-class parents and their children, and that the lower-class adolescents report more negative feelings toward their parents than do the middle-class adolescents.

The findings of this study suggest the necessity of additional studies of social class differences in rural settings and comparisons of rural and urban samples which use the same criteria for

measuring social class and which use the same instruments for
measuring differences among the social classes.

A Comparison of Social Class Differences in Adolescents'
Self-disclosure, Parent-cathexis and Self-cathexis

by

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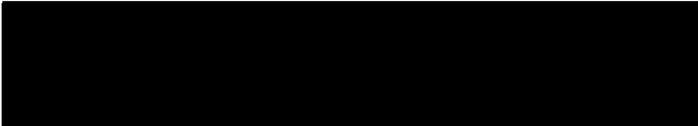
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose of the Study	5
Hypotheses	5
II. REVIEW OF THE LITERATURE	6
Child-rearing Practices	6
Patterns of Communication	10
Feelings About Parents	12
Feelings About Self	14
Summary	21
III. SUBJECTS	22
Summary	29
IV. PROCEDURE	32
Instruments	34
Method of Analysis	37
V. RESULTS	40
Middle- and Lower-class Comparisons of Adolescents	40
Individual Items on the Self-disclosure Questionnaire	43
Males' and Females' Self-disclosure to Parents	48
Individual Items on Cathexis Questionnaire	49
Sex Comparisons on Cathexis	51
Comparisons of Extreme Ends of Social Class Continuum	52
Individual Items on the Self-disclosure Questionnaire	54
Individual Items on the Cathexis Questionnaire	55

Chapter	Page
VI. SUMMARY AND DISCUSSION	57
Summary	57
Middle- and Lower-class Comparisons of Adolescents	57
Comparisons of Extreme Ends of Social Class Continuum	61
Discussion	65
Middle- and Lower-class Comparisons of Adolescents	65
Items Within Self-disclosure Questionnaire	66
Sex Comparisons	67
Items Within Cathexis Questionnaire	69
Comparisons of Extreme Ends of Social Class Continuum	71
Items Within Self-disclosure Questionnaire	71
Sex Comparisons	72
Items Within Cathexis Questionnaire	73
Implications for Further Research	74
 BIBLIOGRAPHY	 76
 APPENDICES	 81
Appendix A. Hollingshead's Index of Social Position	81
Appendix B. Instruments	85
Appendix C. Reliability of the Instruments	94
Appendix D. Tables	99

Table	Page
16. Test-retest by the use of the Spearman rank order correlation for the self-disclosure and cathexis questionnaires	95
17. Comparison of middle- with lower-class adolescents on individual items on the self-disclosure questionnaire by chi square	99
18. Comparison of middle- with lower-class adolescent males on individual items on the self-disclosure questionnaire by chi square	101
19. Comparison of middle- with lower-class adolescent females on individual items on the self-disclosure questionnaire by chi square	103
20. Comparison of social classes I, II with class V adolescents on individual items on the self-disclosure questionnaire by chi square	105
21. Comparison of social classes I, II with class V adolescent males on individual items on the self-disclosure questionnaire by Kolmogorov-Smirnov two-sample test	107
22. Comparison of social classes I, II with class V adolescent females on individual items on the self-disclosure questionnaire by Kolmogorov-Smirnov two-sample test	109
23. Comparison of middle- with lower-class adolescents on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	111
24. Comparison of middle- with lower-class adolescent males on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	112
25. Comparison of middle- with lower-class adolescent females on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	113
26. Comparison of social classes I, II with class V adolescents on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	114

LIST OF TABLES

Table	Page
1. Occupational distribution for employed males	23
2. Occupation by social class of fathers	26
3. Education by social class of fathers	27
4. Age and sex by social class	28
5. Number of siblings by social class	30
6. Statistics used for testing hypotheses	39
7. Comparison of middle- and lower-class adolescents on total scores on self-disclosure to parents	41
8. Comparison of middle- and lower-class adolescents on total scores on the Cathexis Questionnaires	42
9. Items indicating differences on self-disclosure to mother for middle- and lower-class adolescents	44
10. Items indicating differences on self-disclosure to father for middle- and lower-class adolescents	45
11. Items indicating differences on self-disclosure to mother and father for middle- and lower-class adolescents	47
12. Items indicating differences on the Cathexis Questionnaire for middle- and lower-class adolescents	50
13. Comparison of total scores on self-disclosure to parents for adolescents of social Classes I and II with Class V	53
14. Comparison of total scores on the Cathexis Questionnaire for adolescents in Classes I and II with Class V	53
15. Items indicating differences on the Cathexis Questionnaire between Classes I and II with Class V	56

Table	Page
27. Comparison of social classes I, II with class V adolescent males on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	115
28. Comparison of social classes I, II with class V adolescent females on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test	116

A COMPARISON OF SOCIAL CLASS DIFFERENCES IN
ADOLESCENTS' SELF-DISCLOSURE, PARENT-
CATEXIS AND SELF-CATEXIS

CHAPTER I

INTRODUCTION

Certainly one broad context in which social class differences might be viewed is that of the socialization process. This seems particularly true when the differences under consideration are aspects of patterns of interpersonal relations learned largely within the family setting. Among students of childhood, there is the general recognition that the earliest experiences of an individual form a basis for development in later life. The expression "the child is father to the man" suggests that adulthood may be viewed as the unfolding of qualities developed in childhood and, indeed, there is empirical evidence to support this contention (Ritchie and Koller, 1964). One recent description of the dynamics of this relationship involves the child, his parents and cultural influences. In describing the socialization process, Hodges (1964, p. 174) writes that:

The infant, at birth, is a 'cultural blank,' totally lacking what we know as a personality. . . . He responds to the will of his parents, imitates their behavior, and acquires their core values not simply because he knows no one else so intimately, but because he has learned to crave their affection and approval. In the subsequent processes of 'soaking up' the values and behavioral characteristics of his parents, the child becomes, in one sense, an image of his parents. But he reflects something

more than the unique personal qualities of his mother and father; he mirrors, too, the fused series of cultural and sub-cultural worlds which are mediated by his parents.

It is noticeable as one reviews literature in this area, that a consideration of the socialization process has been a meeting point for students from the various disciplines supporting the study of the child and the family. One sees also that the various theoretical frameworks applied in this setting bring forth differing definitions of the socialization process and different points of view regarding which elements or components of the process are to be stressed. However, there are several elements which appear to have interdisciplinary appeal and are particularly relevant to this study. They are child rearing practices (Bronfenbrenner, 1958; Sears, Maccoby, Levin, 1957), styles of living (Hodges, 1964), patterns of communication between parent and child and the feelings children have toward their parents and themselves (Rosen, 1964). Rosen (1964, p. 1147) points out that "the socialization of the child in American society is markedly influenced by his parents' position in the class structure." The stress here is essentially the same as that of Hodges (1964) -- the child, the family and the culture in which they function -- but adds the important element of social class.

Sociologists also maintain that there are differences in the socialization process by socio-economic groupings (Bronfenbrenner, 1958; Hodges, 1964), and the focus of the research on these

groupings has been primarily on the middle and lower classes. When the child rearing practices of middle-class families are compared with those of the lower-class families, the middle-class families differ in that they express greater affection and warmth toward their children, there is less quarreling between mothers and fathers, they give more praise for good behavior, and place greater emphasis on advanced education (Crow, Murray, Smythe, 1966).

Maas (1951) indicated that socio-economic differences also exist in the patterns of communication between parents and their children. He found that the middle-class adolescent had more access to his parents than did the lower-class adolescent. These findings become important in view of Jourard's (1964, p. 159) suggestion that one of the elements of communication is self-disclosure, which "refers to the process of making the self known to other persons." Jourard (1959; 1961a; 1961b; 1961c; 1963) studied the extent of self-disclosure with a number of sample groups of college students and adults, however, his writings do not show that he has studied the socio-economic differences in the extent of self-disclosure. Jourard (1964) has provided an important insight for understanding communication between parents and college students, in that his research suggests that when a person indicates feelings of liking a parent, that person will also indicate self-disclosure to that parent. Studies focusing on socio-economic differences in the

feelings adolescents express toward their parents have reported that lower-class adolescents expressed more negative feelings toward their parents than did the middle-class adolescents (Gold, 1963; Rosen, 1964).

The importance of the quality of parent-child relationships has been stressed in other settings also. Several authors (Crow, Murray, Smythe, 1966) have stressed the importance of these relationships in the development of the child's image of himself. Klausner (1953) writes that the self-concept is comprised of all the beliefs the individual holds concerning what kind of a person he is, and he reasons that individuals who have differing experiences in their social interactions should have differing self-concepts. Jersild (1960, p. 9) refers to the effect of the total social milieu on the development of the self-concept in stating that:

The child toward whom the predominant attitude of significant persons has been one of hostility, disapproval, and dissatisfaction will tend to view the world in similar terms. He will have difficulty in seeing or learning anything better, and although he may not openly express self-derogatory attitudes he has a depreciatory attitude toward others and toward himself.

Wylie (1961) after reviewing the research on social class and the self-concept concluded that there is not sufficient evidence to indicate significant differences in the self-concept between middle- and lower-class persons. There is some indication that there are socio-economic differences in patterns of communication between

parents and adolescents, and feelings about parents, but there is no evidence to indicate differences in the feelings about self.

Purpose of the Study

The purpose of this study was to investigate the differences between middle- and lower-class adolescents and the extent of their self-disclosure to their mothers and their fathers; and their feelings both positive and negative toward their parents and themselves.

Hypotheses

Using questionnaire responses from adolescents of different socio-economic classifications the following hypotheses were tested:

HYPOTHESIS 1 There are no differences between these middle-class and lower-class adolescents in the extent of self-disclosure to their parents.

HYPOTHESIS 2 There are no differences between these middle-class and lower-class adolescents in the extent of their positive and negative feelings toward their parents and themselves.

CHAPTER II

REVIEW OF THE LITERATURE

The several elements of the socialization process which have been investigated in relation to social class differences will serve as topics for grouping material in this review consideration of these elements appear to be central to the purposes of this study and they include the following: child-rearing practices, patterns of communication, feelings about parents, and feelings about self.

Child-rearing Practices

Kohn (1959a) investigated the differences in child-rearing practices between 200 middle and 200 lower-class parents of fifth graders. He concluded that middle-class parents were more apt to stress the qualities of self-control, dependability and consideration for others in their children, while the lower-class parents stressed obedience and the ability of the boys to defend themselves (1959a, p. 340).

In an attempt to determine other dimensions of the different patterns of child-rearing practices between middle and lower-class parents, Kohn and Carrol (1960, p. 391-392) used the same sample mentioned above to describe the differences in the division of labor for the mother and father. These authors concluded that the

differences between the social classes were that the:

Middle-class mothers emphasize the father's obligation to be as supportive as the mother herself; his role in imposing constraints is of only secondary importance. Lower-class mothers would have their husbands be more directive; the father's responsibility to play a major part in the imposition of constraints assumes far greater importance.

Middle-class fathers share their wives' conception of how responsibilities toward sons should be allocated, and seem to act accordingly. They do not appear to be as supportive of daughters; this is more properly the mother's domain. Lower-class fathers seem to play neither the directive role their wives would have them play, nor a more highly supportive role. Rather, they seem to see child-rearing as more completely their wives' responsibility.

These conclusions support the position that middle-class parents generally agreed in their child-rearing responsibilities, while the lower-class parents disagreed, most notably in that fathers felt that the rearing of the children was the wife's responsibility.

While investigations have also been directed to describing both the physical and psychological environments of the different social classes, the psychological and interpersonal interactional environment receives more attention today. Along this line of thought the orientation of the middle-class person apparently consists of the drive for achievement, deferred gratification, emphasis on role relationships, stress of right conduct of children, and conditional love for the child (Hodges, 1964). The middle-class child grows up in an environment that has extensive control including both the supervision from the parents and the expectation of the parents for the

children to learn self-control. Language development is important and the middle-class child learns to talk freely with persons outside the family circle as well as with the parents (Crow, Murray, Smythe, 1966).

By contrast, the world of the lower-class person is described by Hodges (1964) as being concrete, immediate, and routine. To be socialized in such a constricted but intimate interpersonal milieu was to become disposed to what Miller and Riessman (1961, p. 93) called a "person-centered" orientation; with an inclination to relate to "flesh-and-blood" persons rather than to the roles they play. They indicate, for example, that the lower-class person will relate to Peter as an individual much better than to Peter the "foreman" or "boss." To further illustrate the lower-class person's need for a pattern of the familiar, Cohen and Hodges (1963) observed that the lower-class person is reluctant to meet new people and new situations, to form new social relationships, and above all to initiate interaction with strangers. Language development is not emphasized in the lower-class families to the extent that it is in middle-class families and many children in lower-class families are discouraged to talk, to ask questions, or to enter into discussions with adults (Crow, Murray, Smythe, 1966).

With these differences in expectations relatively well established it is not difficult to imagine that constant exposure to the

interaction which accompanies these expectations could possibly result in different patterns of communication and differences in feelings toward parent and self for children in these settings.

In an extensive study of the style of life of the "blue-collar world" (synonymous with lower class), Cohen and Hodges (1963) concluded that the life patterns of the "blue-collar world" contains all of the essential elements to make of life a vicious circle. A summarization of this "blue-collar world" is as follows:

1. A set of life conditions characterized by powerlessness, deprivation and insecurity.
2. The adoption of a view of the world as bleak and uncertain, partly a matter of realistic perception and partly an adaptive protection against disappointment.
3. On the basis of this world-view, the adoption of a style of life characterized by 'improvidence, etc.'
4. In consequence of the style of life, the more certain recurrence of the experience of powerlessness, deprivation and insecurity.
5. A further intensification of the pessimistic view, partly on the basis of the fact that things did turn out badly after all, and partly to protect the self against the criticism having brought about one's plight through one's own moral defect. (Cohen and Hodges, 1963, p. 323)

A logical question to follow these indications of differences in life styles and parental expectations would deal with the relation of these expectations to observed behavior. Although one would expect extensive research on these expected differences in behavior only one author specifically spoke to this point. From his observations

of the behavior of middle and lower-class adolescents, Shapiro (1960) related that the middle-class adolescent expresses aggression in the form of initiative, ambition, and the drive for success, but the lower-class adolescent expresses his aggression in direct physical attack. Few relationships have been established then, between the general parental expectations for children which are discernable between social classes and later behavior patterns of the young who are socialized in these environments.

Patterns of Communication

An important aspect of the socialization process is the communication between parents and children regarding what constitutes appropriate behavior. While it is true that imitation plays an important role in the learning of many appropriate or expected behaviors by the child, many others involve the parents telling the child what is expected. Few studies, however, have investigated differences in parent-child communicatives of middle and lower-class families.

Maas (1951) investigated the perceptions of ten to fifteen-year-old boys and girls regarding their patterns of communication with their parents. The middle-class parents were seen as being relatively equal in power in the child's eyes and therefore the parents were seen as being equally accessible to talk. The lower-class

parents, however, were repeatedly seen as closed or inaccessible to the child for conversations, especially when the milder types of disapproval or refusal of parental expectations or demands were taking place. Maas (1951, p. 147) further stated that

relationships between the lower-class parents being hierarchical; the father often the possessor of the mother, the child is once removed, for these or other reasons, from direct communication with one parent or the other.

Gold (1963) compared the ways in which middle and lower-class adolescent boys related to their parents. He found that lower-class adolescent boys usually shun their parents' help when confronted with personal problems. The lower-class boys did not feel that their parents would understand their problems, and if they did, they felt that there was little the parents could do about it. This point seems to illustrate what Cohen and Hodges (1963) referred to as they described the "blue-collar world" as being powerless. In contrast, the middle-class boys did turn to their parents when they had personal problems and had confidence that something could be done about the problems.

While the evidence is rather limited, there is some indication that lower-class children and their parents communicate less than do middle-class children and their parents.

Feelings About Parents

How a child feels about a parent is important in the socialization process, in that it relates to the process of identification.

"Identification exists when an individual aspires to be the kind of person he perceives his parent as being" (Block and Turula, 1963, p. 945). Identification takes place when the child accepts the expectations of the parent for his behavior, and doing so he feels good about himself and those about him.

Comparing middle and lower-class fifteen and seventeen year-old boys on their attitudes towards their fathers, Gold (1963) found that boys in the lower class were more likely to dislike their fathers than were the middle-class boys. Rosen (1964) researched the attitudes of 367 middle and lower-class boys from the ages of nine through eleven on their attitudes toward their parents. Rosen (1964, p. 1151) concluded from his research that:

Lower-class boys saw their parents as less attractive than middle-class boys. Middle-class boys tended to evaluate their parents' abilities, performance, and drive more positively than did boys in the lower class. Middle-class boys tended to see their mothers as more ambitious and intelligent than did the lower-class boys. Lower-class fathers were seen as more nervous, shy, and worried than were the middle-class fathers. The greatest differences were related to parental acceptance and support, especially in support in school interests. The middle-class fathers were rated much higher than the lower-class fathers in acceptance and support.

Rosen's study tends to agree with the conclusions Kohn and Carrol

(1960) made regarding the fact that the lower-class fathers did not see their role as being a supportive one. Kohn and Carrol's study was of the parents' attitudes toward their parental role, while Rosen's study was from the point of view of the children, yet both saw the lower-class fathers not accepting a supportive role.

Psathas (1957) researched the differences in independence in a group of middle and lower-class Italian and Jewish adolescents in Connecticut. Four categories were used to measure independence: (1) permissiveness in outside activities, (2) parental regard of judgment, (3) activities with status implications, and (4) age related activities. Psathas concluded that there were no differences between social classes and the extent of independence, but more important for this study he found that middle-class adolescents felt that their parents valued their judgment, while the lower-class adolescents did not feel that their parents valued their judgment. Judgment here referred to the kind of decisions one makes that will affect what one will do. If an adolescent is making the kind of judgments that the parents expect him to make, then it might be said that the adolescent has been socialized to the expectations of the parents.

We lack specific evidence regarding the kinds of differences which exist between social classes in the feelings children have toward their parents. However, there is some indication that the lower-class child expresses more negative feelings toward their

parents, especially towards father, than does the middle-class child.

Feelings About Self

The development of the self is related to the kind of interpersonal relationships the child has with the parents and the social position to which the parents belong (Jersild, 1960). The psychological literature of the last two decades has shown an increasing interest in personality theories concerning the self, along with an increasing number of research studies focusing on the self-concept theories, which has produced an extensive body of literature dealing with the self-concept.

Wylie (1961) has provided a critical survey of the research literature on the self-concept and concluded that there are limitations and flaws in research design as well as the theoretical shortcomings in the concepts. Illustrating one of the conceptual problems related to self theory, Brownfain (1952, p. 597), drawing on the ideas of James, related that the individual has many selves.

The individual might, for example, conceive of the self that he really believes he is, the self he realistically aspires to be, the self which he believes is perceived by others, the self he hopes he is now, and the self he fears he is now.

In the development of the self, there is general support for the view that the self-concept is learned, in part, through interactions

with significant others (Manis, 1955; Vedebeck, 1960; Washburn, 1963). Of the many significant others involved in the development of the self, the parents are considered to be the most important in the early development of the self (Jersild, 1960). The child learns the kind of person he is by the way his parents relate to him. If the parents feel that the child is good, well behaved, and well adjusted, then the child will feel the same way about himself. Manis (1958) reported that college students who were identified as being well adjusted, based on MMPI scores, indicated that they were more highly esteemed by their parents than were maladjusted college students. Manis' study suggests that there is a relationship between ones self-esteem and how one perceives the parents' feelings toward the self. Jourard (1957) further supports Manis' conclusions from his study of college students in reporting positive relationship between self-esteem and positive feelings about parents.

It was related earlier that there are many aspects of the self and this study is limiting the discussion of the self to the differences in feelings about self between social classes. Hodges (1964) relates that feelings toward oneself are related to social class. Crow, Murray, and Smythe (1966, p. 24) in comparing the self-concept of the middle and lower-class children stated that "lower-class children encounter difficulty in developing a self-concept that promotes successful, independent behavior."

For the middle-class children emphasis is placed on the importance of postponing immediate and lesser gratifications for more distant and greater rewards, presenting a self that emphasises self-control. By contrast the lower-class child behaves more often as if "life is too short, so enjoy it while you can." Hollingshead speaks to the point when writing about the lower-class adolescents of Elmtown. Hollingshead (1949, p. 287) indicated that they have " . . . limited their horizons to the class horizon, and in the process they have unconsciously placed themselves in such a position that they will occupy in the class system the same levels as their parents."

Hill (1957) found a relationship between scores on the Index of Status Characteristics and scores on Phillip's Questionnaire concerning Self- and Other-Acceptance for a group of high school students. Klausner (1953) categorized twenty-seven seventeen-year-old males into different social classes by the use of Warner's Index of Status Characteristics. Three factors were isolated from the responses the boys made by the use of the Q-sort of 60 statements about the self. These three factors were: (1) reactive aggression, (2) adjusted inferiority, and (3) social isolated self aggression. The lower-class boys were more reactive aggressive, while the middle-class boys were more socially isolated self aggressive. There was no clear social class relationship with the category of adjusted inferiority.

Havighurst and Taba (1949) asked sixteen-year-olds to indicate their ideal selves by writing a description of the "Person I Would Like to Be Like." Three judges rank-ordered the 78 papers which were compared by two social class groups; (1) the upper and middle, and (2) lower class. The correlation between social class status and the rankings of the essays gave a value of +.27 indicating little correlation between ideal self and social class.

It is difficult to draw any conclusions about the extent of the differences in the self-concept between the middle and lower-classes in that studies do not use the same methods of establishing social class, nor do they use the same measurements of the self-concept.

The literature reviewed here indicates that there are social class differences in child-rearing practices, and that there are differences in child-rearing practices, and that there are differences in the way in which children from the different social classes feel about their parents. However, little research was found on the differences between social class and communication with parents. Jourard (1963) suggests that self-disclosure is one of the elements of communication. Self-disclosure is the process of making oneself known to another person by talking to that person about oneself (Jourard, 1958). Jourard (1963, p. 341) further states that:

When communication is effective between two persons, maximum opportunity is afforded for mutual understanding and knowledge. Honest self-disclosure between

persons is the most direct means by which they can come to know one another as distinct persons.

Jourard developed a 60 item questionnaire to determine the extent of self-disclosure using six topics with ten questions in each topic. The topics are: (A) attitudes and opinions, (B) tastes and interests, (C) work or studies, (D) money, (E) personality, and (F) body. Jourard (1961c) found in his research on self-disclosure with college students and adults, that persons disclosed more to their own family than to non-family; more to their own sex than to the opposite sex; more about themselves to people who resemble them in personality traits than to people who differ from them. He also concluded from his research that persons who were reluctant to talk about their personality and body characteristics were less reserved about discussing their attitudes, opinions, tastes, and interests. "The most striking statistical finds are the reluctance to talk about body concerns to father and about money affairs to boy friends and girl friends" (Jourard, 1961c, p. 81). While Jourard (1959, 1961a, 1961b, 1961c, 1963) has investigated self-disclosure with a number of sample groups of college students and adults, he has not studied the differences in self-disclosure between middle- and lower-class adolescents.

One of the factors in the conflict between parents and adolescents is a lack of communication. Parents of adolescents often

complain that their son or daughter will not talk to them and Dubbé (1965) has actually researched topics that substantiate this difficulty in parent-adolescent conversation. In his study of high school students he found that girls had trouble talking to their fathers about ailments, beliefs, clothing, courtships, division of work, engagements, failures, fears, health habits, how to dress, marriage, money, petting, relatives, sex and social behavior. Jobs and the use of the family car were the only two topics that the girls listed as being difficult when talking to their mothers. Dubbé found that boys had trouble talking to their fathers about misbehavior, sex, late hours, and petting; whereas, with their mothers the difficult topics were sex, car expense, jobs, and how to dress. Apparently the girls have more trouble talking to their mothers, while the boys have little trouble talking to mother and father.

Liccione (1955) conducted a study of the interpersonal relationships of adolescent girls with their parents by extensive interviews. There were 250 girls with 50 in each of the following age groups: 9, 11, 13, 15, and 17. He reported that there was more conflict between the girls and their fathers for the fifteen and seventeen-year-olds than for the younger girls. He also found significantly greater interaction in the mother-daughter relationship than in the father-daughter relationship for all age groups. Hence, there are indications of mother-son, mother-daughter, father-son, and

father-daughter differences in ease of communication, and there is reason to believe that age differences may influence this pattern.

Even though the social class make-up of Liccione's sample is not known, there is a similarity of findings in Liccione's study and in Kohn and Carrol's (1960) in that the fathers have less involvement with the daughters than the mothers do, this pattern of environment could affect not only the quantity, but also the quality of the relations.

Jourard (1957) researched the relationship between self-disclosure and feelings about the parents, and found significant positive correlations between the two. Feelings about parents were indicated by the subjects responding to the Jourard's Cathexis Questionnaire. The subjects indicated feelings of "liking or disliking" 40 personality traits of the parent. Using a sample of seventy college students, Jourard (1957, p. 379) found a positive correlation of $r = .63$ for mother and $r = .53$ for father which were significant at the .01 level, between self-disclosure and feelings about parents. This correlation between self-disclosure and feelings about parents meant that when a subject indicated feelings of liking a parent there were also extensive self-disclosure to that parent, however, Jourard did not examine differences on self-disclosure to parents nor feelings about parents by social class.

Summary

The literature reviewed here indicates that there are differences in expectations in child-rearing practices between middle- and lower-class parents, which point to differences in the socialization process. Few research studies have investigated the relationship of social class to the type and extent of communication for differences between middle-class adolescents and his parents and the lower-class adolescents and his parents. The research is also limited regarding the differences in the feelings adolescents have toward their parents between the middle and the lower class. There is an indication of the lower-class adolescents expressing more negative feelings towards the parents, especially the father. The studies do not indicate a conclusive relationship between feelings about self and social class. No research could be found which investigated the relationship of self-disclosure between parents and adolescents and social class. There were indications that differences exist in patterns of communication between adolescents and their parents depending upon the age and sex of the adolescent and the sex of the parent.

CHAPTER III

SUBJECTS

A small Oregon rural town of 3,492 identified by the 1962 Oregon State Board of Census statistics, was chosen for the sample because of the approximately even number of middle-class and lower-class employed males in the town. The 1960 census data for this town listed 42.9 percent of the persons twenty-five years and older as having a high school education or better (U.S. Bureau of Census 1960, Part 39, p. 138). The medium income of the community was \$5,037. Only 7.6 percent of the population earned \$10,000, however, 25.2 percent earned less than \$3,000. The occupations for the 594 males are shown in Table 1. The town is a rural community where a number of the residents live on small farms but work in semiskilled or skilled jobs in the lumber and agricultural industries, however, there is a full range of occupations within the community, which reflect a diversity of status levels.

Table 1 indicates that there were 230 males above the skilled workers and foreman classification who could be considered middle class, and 175 males below the skilled workers and foreman classification who could be considered lower class. It can also be assumed that of the 180 skilled workers and foreman, some could be classified as lower class and some as middle class. For example, a plumber

TABLE 1
 OCCUPATIONAL DISTRIBUTION FOR EMPLOYED MALES*

	Occupation	Number
	Professional	93
	Farmers	9
Middle-Class	Managers	67
	Clerical	34
	Salesworkers	27
	Skilled Workers and Foremen	180
	Operatives	81
	Service Workers	26
Lower-Class	Farm Laborers	19
	Non-Farmers	49
	Occupation not reported	9

*U. S. Bureau of Census 1960, Part 39, p. 138.

would be classified as a skilled worker, and his level of education would then be the determining factor regarding his classification as lower class. With this income, educational, and occupational distribution it was assumed that by using the social class of the fathers of the sophomores and juniors attending the high school there would be a balanced sample between middle- and lower-class adolescents. The resultant sample provided 159 middle-class subjects and 139 lower-class subjects.

Three-hundred and thirty-five sophomores and juniors answered the questionnaires used in this study and from the 335 subjects, 297 valid questionnaires were obtained.

Hollingshead's "Index of Social Position" (1953) based on the occupation and the education of the head of the household, was used to determine the social class of the fathers. A complete description of the "Index of Social Position" can be found in Appendix A. Hollingshead used five categories in describing the different levels of social class. They are identified by Roman numerals:

- I - Upper
- II - Upper-Middle
- III - Lower-Middle
- IV - Upper-Lower
- V - Lower

Because of resultant distribution of 297 subjects after classification by Hollingshead's five categories, all subjects in classes I, II, and III were designated as middle class and all subjects in classes

IV and V as lower class. This was done because of the small numbers in classes I, II, and V. There were totals of 1, 5, and 8 in classes I, II, and III respectively.

After the subjects were categorized as coming from either middle-class or lower-class families, the questionnaires were numbered from 1 to 159 for middle-class subjects and from 1 to 138 for the lower-class subjects. A random sample of 50 was drawn from each group by the use of a random number table. The following is the distribution by social class of the sample:

I. Upper	1
II. Upper-Middle	5
III. Lower-Middle	44
IV. Upper-Lower	42
V. Lower	8

The occupational and educational distributions for the sample are given in Tables 2 and 3 respectively, indicating a higher occupational and educational level for the middle-class fathers than for the lower-class fathers.

The selection of the sample was not controlled to obtain an equal number of males and females, however, the distribution was fairly even. There were 25 females and 25 males in the middle class and 27 females and 23 males in the lower class.

The ages of the subjects ranged from 15 to 18. There was a slight trend for the lower class to be older than the middle class as indicated in Table 4. This was to be expected, as proportionally

TABLE 2
OCCUPATION BY SOCIAL CLASS OF FATHERS

Occupations of Fathers	Middle-Class	Lower-Class
Executives of large concerns, professionals	1	-
Managers of medium-sized busi- nesses, lesser professionals	12	-
Administrative Personnel	3	-
Owners of small businesses, clerical and sales workers	14	10
Skilled Workers	15	24
Semi-skilled Workers	5	12
Unskilled Workers	-	4
	50	50

TABLE 3
EDUCATION BY SOCIAL CLASS OF FATHERS

Education of Fathers	Middle-Class	Lower-Class
Graduate professional training	1	-
College graduation	7	-
Partial college training	8	-
High school graduation	30	5
Partial high school - grades 10-11	3	8
Junior high school - grades 7-9	1	32
Less than seven years of school	-	5
	50	50

TABLE 4
AGE AND SEX BY SOCIAL CLASS

Sex	Middle-Class	Lower-Class
Males		
15	5	3
16	16	11
17	4	7
18	0	1
Females		
15	7	2
16	11	11
17	7	10
18	0	0
	<hr/> 50	<hr/> 50

more lower-class children are retained in school than are middle-class children.

There is evidence that lower-class families are larger than middle-class families. Using data from the Statistical Abstracts of the U. S. , Urdy (1966) related that the less educated had more children. The number of births per 1000 women, ages 15-49 were as follows: four years of college, 1.5; high school, 1.85; one to three years of high school, 2.3; and less than high school, 2.75 (Udry, 1966, p. 446). The size of the families in the middle- and lower-class groups tended to follow this expected difference in that middle-class adolescents in the present study came from smaller families than did the lower-class adolescents. The mean size of family for the middle-class was 3.54 and 5.38 for the lower-class family. Complete information regarding family size is found in Table 5.

Summary

The subjects were classified either middle class or lower class by the Hollingshead's "Index of Social Position," which used occupation and education as the criteria for determining social class. Fifty middle and 50 lower-class subjects were randomly drawn with an age range of 15 to 18. The sample selection was not controlled to maintain a balance of males and females.

TABLE 5
NUMBER OF SIBLINGS BY SOCIAL CLASS

Number of Siblings	Middle-Class	Lower-Class
0	2	1
1	10	8
2	17	8
3	11	11
4	5	4
5	2	5
6	2	3
7	0	2
8	0	0
9	0	2
10	0	0
11	0	2
12	0	3
13	0	1
Average Size	3.54	5.38

however, an approximate balance was obtained with 25 males, 25 females for the middle-class and 23 males and 27 females for the lower-class. As was expected the size of the family was smaller for the middle class than for the lower class.

From the available data on the subjects, it was concluded that there was a representative sample for both the middle- and lower-class adolescents.

CHAPTER IV

PROCEDURE

The subjects for this study were 50 middle-class and 50 lower-class high school sophomores and juniors, all attending the same school in an Oregon rural town whose population is 3,492.

When the town had been selected, arrangements were made with the principal of the high school to give the questionnaires to all of the sophomores and juniors. The sophomores and juniors were selected because of the convenience of administering the questionnaires. Because of the school's block programming all of the juniors could be tested during two class periods on one day and all of the sophomores on the next day.

Pre-testing of the questionnaires was necessary in that they had been used exclusively with college students and other adults samples in previous studies. Not only the word difficulty of the items was of concern, but also the time limitation of the 50 minute high school class period. Two remedial reading classes in another, similar high school were available for testing and it seemed that the use of these subjects would supply information regarding both of these concerns. There were a total of 27 high school students in the pre-testing of the questionnaires. All but four of the 27 students were able to finish the questionnaire in 90

minutes. These four just did not attempt to complete the questionnaires. The first student finished in 50 minutes, with the majority finishing in 70 minutes, with the last one finishing in 90 minutes. Because some of the students in the remedial group were able to complete the questionnaires in 50 minutes or shortly afterwards, it was felt that the average high school students could complete the questionnaires within the 50 minute period. The students were encouraged to raise their hands if they did not know the meaning of a word, and only 23 words were identified as not being known. While the evidence was not overwhelming that the reading level of the questionnaires were within the reading range of high school students, it was felt that the performance of these high school youth with reading problems was sufficient enough to justify the use of the questionnaires.

Subjects were assured that no attempts would be made to identify individual responses with them personally and that routine coding procedures would be used, based on seating charts, only to insure that the information would be grouped correctly for individuals. The directions for each questionnaire were read carefully and the students were given time to ask questions. The subjects were then asked to respond to the questionnaires in the following order: data sheet, self-disclosure to mother, self-disclosure to father, and feelings about mother, father, and themselves.

Instruments

The instruments used in the study were: the Jourard Self-disclosure Questionnaire, the Jourard Cathexis Questionnaire, and a data sheet for procuring age, sex, number of siblings, and father's education and occupation. Copies of these instruments are in Appendix B.

The Self-disclosure Questionnaire is a 60-item instrument which permits the subject to indicate the extent to which he is willing to talk to another person about himself concerning six topics: (A) attitudes and opinions, (B) tastes and interests, (C) work or studies, (D) money, (E) personality, and (F) body (Jourard, 1964). There are ten questions for each one of the six topics and for every question the subject is asked to indicate the extent to which he has talked to his mother or his father about each item. The subject indicates his response by selecting from the following:

- 0: Have told the other person nothing about this aspect of me.
- 1: Have talked in general terms about this item. The other person has only a general idea about this aspect of me.
- 2: Have talked in full and complete detail about this aspect of me. He knows me fully in this respect, and could describe me accurately.
- X: Have lied or misrepresented myself to the other person so that he has a false picture of me.

The subject's self-disclosure score is obtained by adding the answers he has given to each item. In scoring only the 1 and 2 responses are counted and carry the numeral weight of these numbers. Thus the total scores may range from zero to 120: higher scores indicating more extensive self-disclosure and lower scores indicating less self-disclosure.

The internal consistency of the questionnaire was checked with a sample of 70 white, unmarried college students (Jourard, 1964). They indicated the extent of self-disclosure to mother, father, male friend, and female friend. The split-half correlation was .94 for each target person, indicating that subjects responded consistently to the Self-disclosure Questionnaire.

The writer conducted a test-retest reliability check for the middle- and lower-class adolescents in this study using the Spearman Rank Order Correlation (Siegel, 1956). The middle-class subjects indicated a reliability at the five percent level or better, while the lower-class subjects test-retests were not significant. A complete discussion of the reliability of the Self-disclosure Questionnaire is found in Appendix C.

Feelings about parents and self were measured by the Jourard Cathexis Questionnaire (Jourard, 1957), a questionnaire consisting of 40 personality traits, such as: sense of humor, temper, self-confidence, and happiness. Subjects indicated their feelings about

mother and father for parent cathexis and feelings about self for self cathexis. Each subject indicates their feelings about the target person on each of the 40 personality traits by using one of the following answers:

1. Have strong positive feelings; like very much.
2. Have moderate positive feelings.
3. Have no feelings one way or the other.
4. Have moderate negative feelings.
5. Have strong negative feelings; dislike very much.

A Cathexis score is obtained by summing the responses on the individual items, thus giving a possible range of scores from 40 to 200. A low score indicates positive feelings and a high score indicates negative feelings toward the target person.

Jourard (1957) conducted a check for internal consistency of the Cathexis Questionnaire by the use of the split-half method. Fifty-six men and 65 women indicated their feelings about their mother, their father, and themselves. The reliability coefficients for all three persons were .92 and .94 for the men and women respectively.

The writer conducted a test-retest for the middle-class and lower-class subjects on the Cathexis Questionnaire using the Spearman Rank Order Correlation (Siegel, 1956). The test-retests on the Cathexis Questionnaire were significant for all three target

persons for the middle-class subjects and for the lower-class subjects to mother at the .01 level of significance. The lower-class subjects' feelings about father and self were not significant. A complete discussion of the reliability of the Cathexis Questionnaire is found in Appendix C.

The Self-disclosure and Cathexis Questionnaires were found to be reliable for the middle-class adolescents, but only minimally reliable for the lower-class adolescents. The reading ability of the lower-class adolescents and the time in which the retests was given may have influenced the low reliability of the retest of the questionnaires for the lower-class adolescents. A complete discussion of this point is found in Appendix C.

Method of Analysis

The purpose of this study was to investigate the differences on the extent of self-disclosure to parents and of feelings about parents and themselves between middle- and lower-class adolescents. Total scores on the Self-disclosure and Cathexis Questionnaires were analyzed for significant differences between the middle-class and lower-class adolescents by the use of the t-test (Hayes, 1963). Differences on total scores on the questionnaires between middle- and lower-class males and females were also analyzed by the t-test.

Individual items on the Self-disclosure and Cathexis

Questionnaires were analyzed by the use of Chi Square (Siegel, 1956). The measurement scales provided the intervals for analysis, i. e., 0, 1, 2, for the Self-disclosure Questionnaire, and 1, 2, 3, 4, and 5 for the Cathexis Questionnaire. When the frequency distribution became too small to meet the requirement for the Chi Square Test of less than 20 percent of the cells having an expected frequency of less than five in each cell, the Kolmogorov-Smirnov two-sample test was used (Siegel, 1956).

An extension of the original analysis was deemed necessary and to that end social class comparisons were repeated using the upper and lower extremes of the sample. All subjects from the sample of 297 in Classes I and II formed the upper group ($N = 20$) and all subjects in Class V formed the lower group ($N = 22$). Total scores on the Self-disclosure and Cathexis Questionnaires were then analyzed by the use of the t-test. The Kolmogorov-Smirnov test was used to analyze the differences on total scores for the male and female groups because of the small sample size. Chi Square was used to analyze the individual items on the Self-disclosure Questionnaire. The sample size was too small for the male and female groups on both the Self-disclosure and Cathexis Questionnaires to use Chi Square, therefore the Kolmogorov-Smirnov test was again used. Table 6 gives a complete list of the statistical procedures used for testing each sample group.

TABLE 6
STATISTICS USED FOR TESTING HYPOTHESES

	Middle and Lower Class			Classes I, II, and V		
	Total	Male	Female	Total	Male	Female
TOTAL SCORES						
Self-disclosure to Mother	t-test	t-test	t-test	t-test	K.S. **	K.S.
Self-disclosure to Father	t-test	t-test	t-test	t-test	K.S.	K.S.
Cathexis to Mother	t-test	t-test	t-test	t-test	K.S.	K.S.
Cathexis to Father	t-test	t-test	t-test	t-test	K.S.	K.S.
Cathexis to Self	t-test	t-test	t-test	t-test	K.S.	K.S.
INDIVIDUAL QUESTIONS						
Self-disclosure to Mother	χ^2_2 *	2	2	χ^2_2	K.S.	K.S.
Self-disclosure to Father	χ^2_x	χ^2_x	χ^2_x	χ^2_x	K.S.	K.S.
Cathexis to Mother	K.S. **	K.S.	K.S.	K.S.	K.S.	K.S.
Cathexis to Father	K.S.	K.S.	K.S.	K.S.	K.S.	K.S.
Cathexis to Self	K.S.	K.S.	K.S.	K.S.	K.S.	K.S.

* χ = Chi Square Test

**K.S. = Kolmogorov-Smirnov Test

CHAPTER V

RESULTS

Middle- and Lower-class Comparisons of Adolescents

The purpose of this study was to investigate differences between middle-class and lower-class adolescents and the extent of their self-disclosure to mother and father, and their feelings about mother, father, and themselves. The subjects for this study were 50 randomly selected middle-class high school students and 50 randomly selected lower-class high school students from the same high school in Oregon. Total scores from the Self-disclosure and Cathexis Questionnaires as well as the individual items on these questionnaires were used in the analysis. Sex comparisons were also made between the social class groups. The statistical techniques used in testing the hypotheses were the t-test, Chi Square test for independent samples and the Kolmogorov-Smirnov Two-sample Test.

HYPOTHESIS 1 THERE ARE NO DIFFERENCES BETWEEN THESE MIDDLE-CLASS AND LOWER-CLASS ADOLESCENTS IN THE EXTENT OF SELF-DISCLOSURE TO THEIR PARENTS.

In testing this hypothesis total scores on the Self-disclosure Questionnaire were analyzed by the use of the t-test. Results of the t-test are found in Table 7 indicating that the null hypothesis could

not be rejected. This means that there were no significant differences on total scores on the Self-disclosure Questionnaire to mother or to father between middle and lower-class adolescents. Table 7 also lists t-values for comparisons of middle-class males and females to lower-class males and females. Each of these comparisons yielded no significant t-values on self-disclosure to mother and father.

TABLE 7
COMPARISON OF MIDDLE AND LOWER-CLASS ADOLESCENTS
ON TOTAL SCORES ON SELF-DISCLOSURE TO PARENTS

Sample Group	Target Person	t-value*
Total	Mother	1.133
Total	Father	1.126
Male	Mother	.575
Male	Father	1.36
Female	Mother	1.244
Female	Father	.539

* $t = 1.99$ $p < .05$

From the available data it may be concluded that there are no significant differences between middle- and lower-class adolescents in the extent of their self-disclosure to their parents.

HYPOTHESIS 2 THERE ARE NO DIFFERENCES BETWEEN MIDDLE-CLASS AND LOWER-CLASS ADOLESCENTS IN THE EXTENT OF POSITIVE AND NEGATIVE FEELINGS TOWARD THEIR PARENTS AND THEMSELVES.

In testing this hypothesis total scores on the Cathexis Questionnaire were analyzed by the use of the t-test. Results of the t-test are found in Table 8 and indicate that the null hypothesis could not be rejected. This means that there were no significant differences on total scores on the Cathexis Questionnaire for mother, father, or self. Table 8 also lists t-values for comparisons of middle-class males and females to lower-class males and females. Each of these comparisons yielded no significant t-values on their feelings about their parents and themselves.

TABLE 8
COMPARISON OF MIDDLE- AND LOWER-CLASS ADOLESCENTS
ON TOTAL SCORES ON THE CATHEXIS QUESTIONNAIRES

Sample Group	Target Person	t-value *
Total	Mother	-. 646
Total	Father	-. 302
Total	Self	. 649
Male	Mother	. 277
Male	Father	. 728
Male	Self	1. 408
Female	Mother	. 712
Female	Father	-. 223
Female	Self	-. 711

* $t = 1.99$ $p < .05$

From the available data it may be concluded that there are no significant differences between middle- and lower-class adolescents in the extent of feelings about their parents and themselves.

Individual Items on the Self-disclosure Questionnaire

Each item on the Self-disclosure Questionnaire was analyzed by the use of Chi Square Test for significant differences between the middle- and lower-class adolescents. The data showed that the direction of the differences between the middle- and lower-class adolescents on self-disclosure were such that the middle-class adolescents indicated that in general they talked more extensively to their parents than did the lower-class adolescents. However, there were three items which presented a different pattern. Self-disclosure to mother on "tastes in style of house" and "feelings about how work is appreciated" were scored as talked in general terms to mother for the middle-class adolescents and the lower-class adolescents split their answers, either indicating complete self-disclosure or not talking to mother about these items at all. The item of "feelings about ones appearance in the past" followed a different pattern. The middle-class adolescents split their responses between extensive talking to mother and no talking at all, while the lower-class adolescents indicated general self-disclosure.

Of the items which showed significant differences by social class there were thirteen items indicating self-disclosure to mother and eight to father as are shown on Table 9 and 10 respectively.

Three of the items indicating significant differences to mother have

TABLE 9

ITEMS INDICATING DIFFERENCES ON SELF-DISCLOSURE TO MOTHER
FOR MIDDLE- AND LOWER-CLASS ADOLESCENTS

Item Number	Significance Level	Middle Class	Lower Class
A. 5. Attitudes on racial integration	.02	2*	0*
A. 6. Attitudes on drinking	.05	2	0
B. 3. Tastes in music	.05	2	0
B. 7. Tastes in style of house	.05	1	2, 0
C. 6. How I feel that my work is appreciated by others	.01	1	2, 0
C. 10. Feelings about the people at work	.02	2	0
D. 1. How much money is made	.02	2	0
D. 3. To whom money is owed	.02	2	0
D. 4. Have savings and the amount	.02	2	0
E. 1. Aspects of own personality that are disliked	.05	2	0
E. 2. Trouble in controlling or expressing feelings	.05	2	0
E. 4. Feelings of being attractive to the opposite sex or not	.02	2	0
F. 4. Feelings about appearance in the past	.05	0, 2	1

* 2 = complete or extensive self-disclosure

1 = general self-disclosure

0 = no self-disclosure

TABLE 10

ITEMS INDICATING DIFFERENCES ON SELF-DISCLOSURE TO FATHER
FOR MIDDLE- AND LOWER-CLASS ADOLESCENTS

Item Number	Significance Level	Middle Class	Lower Class
A. 6. Attitudes on drinking	.05	2*	0
B. 1. Tastes in food	.01	2	0
C. 6. How I feel that my work is appreciated by others	.02	2	0
C. 10. Feelings about the people at work	.05	2	0
D. 7. Source of income	.02	2	0
E. 2. Trouble in controlling or expressing feelings	.01	2	0
E. 4. Feelings of being attractive to the opposite sex or not	.05	2	0
F. 2. Feelings about overall appearance	.05	2	0

* 2 = complete or extensive self-disclosure

1 = general self-disclosure

0 = no self-disclosure

already been mentioned and the other ten items are: attitudes on racial integration and drinking, tastes in music, feelings about people at work, how money is made and to whom it is owed, amount of savings, aspects of personality that are disliked, trouble in controlling or expressing feelings, and feelings of being attractive to the opposite sex. All of these items indicated that the middle-class adolescents talked more extensively to mother on these items than did the lower-class adolescents.

Table 10 lists the items which showed significant differences between the middle-class and lower-class adolescents on self-disclosure to father. All eight of the items indicated that the middle-class adolescents talked more extensively to their fathers than did the lower-class adolescents. The items indicating significant differences were: attitudes on drinking, tastes in food, feelings about the people at work, how work is appreciated by others, source of income, trouble in controlling or expressing feelings, being attractive to the opposite sex, and feelings about overall appearance.

Table 11 lists the items that proved to be significantly different on self-disclosure for both mother and father. The five items were: attitudes on drinking, how work is appreciated by others, feelings about people at work, trouble in controlling or expressing feelings, feelings of being attractive to the opposite sex.

TABLE 11

ITEMS INDICATING DIFFERENCES ON SELF-DISCLOSURE TO MOTHER AND FATHER
FOR MIDDLE- AND LOWER-CLASS ADOLESCENTS

Item Number	Significance Level	Middle Class	Lower Class
A. 5. Attitudes on drinking	M .05 F .05	2* 2	0 0
C. 6. How I feel that my work is appreciated by others	M .01 F .02	1 2	2,0 0
C. 10. Feelings about the people at work	M .02 F .05	2 2	0 0
E. 2. Trouble in controlling or expressing feelings	M .05 F .01	2 2	0 0
E. 4. Feelings of being attractive to the opposite sex or not	M .02 F .05	2 2	0 0

*2 = complete or extensive self-disclosure

1 = general self-disclosure

0 = no self-disclosure

Males' and Females' Self-disclosure to Parents

Sex comparisons between social class were made on each item on self-disclosure to mother and to father. Tables 18 and 19 in Appendix D give the appropriate statistical figures for the sex comparisons by social class. For all of these items showing significant differences the lower-class adolescents indicated no self-disclosure in contrast to the middle-class adolescents' extensive self-disclosure. Twelve items proved to be significant on self-disclosure to mother, five of these were male to mother and seven were female to mother. Topics showing significant differences for the males to mother were: attitudes toward religion, how work is appreciated by others, amount of savings, and being attractive to the opposite sex. Topics showing significant differences for the females to mothers were: tastes in style of house, feelings of satisfaction in present work, ambitions and goals, choice of a career, feelings about people at work, things that make one furious, and feelings of adequacy in sexual behavior. There were six items which were significantly different in sex comparisons for the self-disclosure to father. Topics showing significant differences for the males to fathers were: attitudes toward religion, tastes in food, social gathers liked the best, feelings about people at work, and feelings of adequacy in sexual behavior. Topics indicating significant differences for females to fathers were: how

much money was made and trouble expressing and controlling feelings.

The findings of this study indicated that when there were differences between the middle- and lower-class adolescent males and females, there were more topics for mothers than for fathers; and that there were more topics for the same sex parent than for the opposite sex parent.

The data from this study also indicated that when there were differences between the middle- and lower-class adolescents in the extent of self-disclosure on individual items within the questionnaire, the middle-class adolescents talked more completely to their parents than did the lower-class adolescents. However, these differences were not numerous enough to show upon the total scores, but appeared only when each item within the questionnaire was analyzed.

Individual Items on Cathexis Questionnaire

Each item on the Cathexis Questionnaire was checked for significant differences between the middle- and lower-class adolescents by the use of the Kolmogorov-Smirnov Test. Table 23 in Appendix D give the statistical figures for the item analysis on the Cathexis Questionnaire for the three target persons. There were four personality traits which were significantly different for the middle- and lower-class adolescents with three being expressed towards father and one for self as shown on Table 12. The personality traits which

showed significant differences for father were: general knowledge, intelligence level, and philosophy of life. On all three of these traits the middle-class adolescents indicated positive feelings, while the lower-class adolescents indicated negative feelings towards their fathers. The ability to control emotions was the only trait which was significantly different between the classes for their feelings about themselves. Again the middle-class adolescents gave positive answers regarding their ability to control their emotions, while the lower-class adolescents gave negative answers.

TABLE 12

ITEMS INDICATING DIFFERENCES ON THE CATHEXIS
QUESTIONNAIRE FOR MIDDLE- AND
LOWER-CLASS ADOLESCENTS

Personality Trait	Target Person	Level of Significance *	Middle Class	Lower Class
8. General knowledge	Father	.05	pos.	neg.
13. Intelligence level	Father	.05	pos.	neg.
28. Ability to control emotion	Self	.05	pos.	neg.
34. Philosophy of life	Father	.05	pos.	neg.

* Kolmogorov-Smirnov = .28 $p < .05$

Sex Comparisons on Cathexis

Tables 24 and 25 in Appendix D give the Kolmogorov-Smirnov values for the analysis of the male and female differences on the Cathexis Questionnaire. Only two personality traits showed significant differences for the males' and females' feelings about mother, father, and self. The lower-class males gave negative answers, in contrast the middle-class males gave positive answers on the item regarding fathers' general knowledge. The second personality trait indicating significant difference was the females' feelings for father intelligence level. Again the pattern was that of negative feelings by the lower-class adolescents toward their fathers and positive feelings by the middle-class adolescents.

There were few differences between the middle- and lower-class adolescents regarding their feelings about their parents. The few items that did show significant differences indicated negative feelings toward the fathers' general knowledge, intelligence level, and philosophy of life by the lower-class in contrast to the positive feelings of the middle-class adolescents. No item appeared to be significantly different by social class on the feelings towards mother. Only one item was significant for the adolescents' feelings about themselves. The lower-class adolescents indicated negative feelings toward their ability to control their emotions, while the middle-class adolescents indicated positive feelings.

Comparisons of Extreme Ends of
Social Class Continuum

An extension of the original analysis was deemed necessary to test for differences between the extreme ends of the social class continuum. In this study the extremes of the social class continuum consisted of all those from the original 297 subjects in Classes I and II (N = 20) and Class V (N = 22). The sex distribution contained 10 males and 10 females in Classes I and II, and 9 males and 13 females in Class V.

It was expected that significant differences would appear when the extreme ends of the social class continuum were compared on the Self-disclosure Questionnaire, however, this did not prove to be the case. Table 13 gives the statistical findings for the comparison of total scores on the Self-disclosure Questionnaire for the adolescents of social Classes I and II with Class V. There were no significant differences on total scores of self-disclosure to parents for the total group and the male and female groups.

The analysis of the total scores on the Cathexis Questionnaire for differences between the extremes of the social class continuum did not show any significant differences for the total group or for the male and female groups as is found in Table 14.

TABLE 13

COMPARISON OF TOTAL SCORES ON SELF-DISCLOSURE
TO PARENTS FOR ADOLESCENTS OF SOCIAL
CLASSES I AND II WITH CLASS V

Sample Group	Target Person	Statistic
Total	Mother	1.088*
Total	Father	1.155*
Male	Mother	.35**
Male	Father	.18**
Female	Mother	.32**
Female	Father	.17**

* $t = 2.021$ $p < .05$

** K.S. = .7 $p < .05$

TABLE 14

COMPARISON OF TOTAL SCORES ON THE CATHEXIS
QUESTIONNAIRE FOR ADOLESCENTS IN CLASSES I
AND II WITH CLASS V

Sample Group	Target Person	Statistic
Total	Mother	1.942*
Total	Father	1.743*
Total	Self	1.476*
Male	Mother	.57**
Male	Father	.46**
Male	Self	.25**
Female	Mother	.12**
Female	Father	.30**
Female	Self	.10**

* $t = 2.021$ $p < .05$

** K.S. = .7 $p < .05$

Individual Items on the Self-disclosure Questionnaire

It was assumed that if there were differences in individual items within the Self-disclosure Questionnaire between the middle- and lower-class adolescents, then there should be additional items showing differences between the extreme ends of the social class continuum, however, this did not prove to be true. In fact the reverse was true; there were more significant items on self-disclosure to father than to mother. Table 20 in Appendix D indicates three significant items for mother and nine for father, while for the random sample there were 13 significant items for mother and 8 significant items for father. Only one item was significant for both the random sample and the sample containing extreme ends of the social class continuum, which was self-disclosure to father about tastes in food.

The items indicating significant differences between the extreme ends of the social class continuum for mother were: attitudes towards other religious groups, satisfaction from present work, and who owes me money. The items showing significant differences for father were: feelings about religion, personal standards in beauty, tastes in food, satisfaction from present work, ambitions and goals, who owes me money, feelings about different parts of the body, present physical measurements, and feelings of adequacy in sexual behavior. No significant differences were found when comparisons were made

for the males and females as can be found in Tables 21 and 22 in Appendix D. For all of the items showing significant differences the upper socio-economic group had indicated more extensive self-disclosure than did the lower socio-economic group.

Individual Items on the Cathexis Questionnaire

Table 15 lists the five personality traits on which significant differences of feelings towards mother and father were found. There were no significant differences for feelings about themselves. General knowledge was significant for both mother and father, plus four additional personality traits showing differences for father: intelligence level, capacity to work, ability to meet new people, and business sense. The level of significance increased from the .05 level of significance for the social class difference for the random sample to the .01 level of significance for the feelings about father's general knowledge and intelligence level for the differences between extreme ends of the social class continuum.

Only two traits indicated significant differences when the sex comparisons were made on the items within the Cathexis Questionnaire. There were no significant differences for the males in the extent of their feelings for the three target persons. The lower socio-economic females indicated negative feelings in contrast to the upper

socio-economic females' positive feelings towards fathers' general knowledge and intelligence level.

TABLE 15

ITEMS INDICATING DIFFERENCES ON THE CATHEXIS
QUESTIONNAIRE BETWEEN CLASSES I AND II
WITH CLASS V

Personality Trait	Target Person	Level of Significance*	Middle Class	Lower Class
8. General knowledge	Mother	.05	pos.	neg.
	Father	.01	pos.	neg.
13. Intelligence level	Father	.01	pos.	neg.
14. Capacity to work	Father	.01	pos.	neg.
15. Ability to meet new people	Father	.01	pos.	neg.
36. Business sense	Father	.05	pos.	neg.

* K. S. = .12 $p < .01$
K. S. = .9 $p < .05$

CHAPTER VI
SUMMARY AND DISCUSSION

Summary

Middle- and Lower-class Comparisons of Adolescents

The purpose of this study was to investigate the differences between middle- and lower-class adolescents in the extent of self-disclosure to their mothers and fathers and the extent of positive or negative feelings towards their mothers, fathers, and themselves. The literature gave no clear indication as to what kind or extent of differences could be expected on self-disclosure to parents between middle- and lower-class adolescents, but it did indicate that lower-class adolescents might be expected to show more negative feelings towards their mothers and fathers than would the middle-class adolescents. There was no clear evidence in the literature to indicate a difference according to social class in the adolescents' feelings about themselves. The literature did not warrant support for a directional hypothesis for either self-disclosure to parents for the adolescents' feelings about their parents and themselves.

Two hypotheses stating no differences between the social class groupings were tested and in neither case could these null hypotheses be rejected. This meant that there were no significant differences on

the total scores of the Self-disclosure and Cathexis Questionnaires between middle-class and lower-class adolescents. Comparisons between the middle- and lower-class males and middle- and lower-class females produced no significant differences on the total scores of the Self-disclosure and Cathexis Questionnaires.

Individual items within the Self-disclosure Questionnaire were analyzed for significant differences between the middle- and lower-class adolescents. The following thirteen items were significant regarding self-disclosure to mothers:

Attitudes on racial integration

Attitudes on drinking

Tastes in music

Tastes in style of house

Feelings about how work is appreciated

Feelings about people at work

How much money is made

To whom money is owed

Amount in savings

Aspects of personality that are disliked

Trouble expressing or controlling feelings

Feeling attractive to the opposite sex or not

By contrast, only the following eight items were found to be significant for self-disclosure to fathers:

Attitudes on drinking

Tastes in food

Feelings about how work is appreciated

Feelings about people at work

Source of income

Trouble expressing or controlling feelings

Feeling attractive to the opposite sex or not

Ideals for over all appearance

The following five items were significant for both mothers and fathers on the Self-disclosure Questionnaire:

Attitudes on drinking

Feelings about how work is appreciated

Feelings about people at work

Trouble expressing or controlling feelings

Feelings of being attractive to opposite sex or not

The differences between the middle-class and lower-class adolescents was that the middle-class adolescents talked more extensively to their mothers and fathers than did the lower-class adolescents.

The sex comparisons on self-disclosure between the middle- and lower-class adolescents showed more significant items for mothers than for fathers, and more significant items for the same sex parent than for the opposite sex parent. The three significant topics for the males to mothers were:

How work is appreciated by others

Amount of savings

Feelings of being attractive to the opposite sex or not

The five significant items for males to fathers were:

Attitudes toward religion

Tastes in food

Social gatherings that are liked

Feelings about people at work

Feelings of adequacy in sexual behavior

The seven significant items for females to mothers were:

Tastes in style of house

Feelings of satisfaction in present work

Ambitions and goals

Choice of a career

Feelings about people at work

Things that make one furious

Feelings of adequacy in sexual behavior

The two significant items for females to fathers were:

How much money is made

Trouble expressing or controlling feelings

Analysis of the items within the Cathexis Questionnaire provided only four significant items. The following three were for the fathers: general knowledge, intelligence level, and philosophy of life. No

items were found to be significant for the mothers, and the "ability to control emotions" was the only one significantly different for the adolescents' feelings about themselves.

Sex comparisons between the middle- and lower-class adolescents on the items within the Cathexis Questionnaire provided only two significant items. The males' feelings about their fathers' general knowledge and the females' feelings about their fathers' intelligence level were significantly different. There were no significant items for the sex comparisons between the middle- and lower-class adolescents' feelings towards their mothers or themselves.

For all of the items that were significant, the lower-class adolescents' feelings regarding their fathers or themselves were negative, whereas the middle-class adolescents gave answers indicating positive feelings.

Comparisons of Extreme Ends of Social Class Continuum

An extension of the analysis was done to test the responses to the questionnaires of the extreme ends of the social class continuum. The subjects consisted of all of those in Classes I and II for the upper end of the continuum and all those in Class V for the lower end of the continuum. Analysis of the total scores of the Self-disclosure and Cathexis Questionnaires gave no significant differences for either the

total group or for the sex comparisons between the middle- and lower-class adolescents.

The analysis of the items within the Self-disclosure Questionnaire for differences between the upper and lower extremes of the social class continuum found three significant items for mothers and nine for fathers. The three items for mothers were:

- Attitudes toward other religious groups
- Satisfaction from present work
- Who owes me money

The nine items for fathers were:

- Feelings about religion
- Personal standards in beauty
- Tastes in food
- Satisfaction from present work
- Ambitions and goals
- Who owes me money
- Feelings about different parts of the body
- Present physical measurements
- Feelings of adequacy in sexual behavior

The lower socio-economic group answered that they had not talked to their mothers or fathers about the preceding items, whereas the upper socio-economic group answered that they had talked extensively to their mothers or fathers about these items.

The sex comparisons by social class for the extreme ends of the social class continuum gave no significant differences for the analysis of the items within the Cathexis Questionnaire.

It is interesting to note that when the items that were significantly different between social classes for the random sample and upper and lower socio-economic groups were compared, there was a direct reversal in the number of items for mothers and fathers. In the random sample there were more significantly different items for mothers than for fathers, but in the upper and lower socio-economic groups there were more significant items for fathers than for mothers.

The analysis of the items within the Cathexis Questionnaire for differences between the upper and lower extremes of the social class continuum showed that the adolescents had given different answers on the following five items:

General knowledge

Intelligence level

Capacity to work

Ability to meet new people

Business sense

The fathers were the target person for all five of these items with the mothers also being the target person for the adolescents' feelings about her general knowledge. Agreeing with the adolescents in the random sample, the adolescents in the upper socio-economic group

regarded their parents positively, whereas the lower socio-economic adolescents regarded their parents negatively on these items. Also note that the items "general knowledge" and "intelligence level" appeared for both groups; however, the level of significance changed. The level of significance for the random sample for feelings about the fathers' "general knowledge" and "intelligence level" was .05 while the upper and lower socio-economic group was at the .01 level of significance.

Sex comparisons for the upper and lower socio-economic group provided only two significant items, which were females' feelings about their fathers' "general knowledge" and "intelligence level." Again the pattern was negative feelings on the part of the lower socio-economic group, and positive feelings for the upper socio-economic group.

In an overall view of both adolescents' self-disclosure to parents and feelings about their parents and themselves, it was found that the differences between the middle- and lower-class adolescents were not extensive enough to show up on the total scores for the Self-disclosure and Cathexis Questionnaires. The items on the Self-disclosure Questionnaire that were significantly different showed that the middle-class adolescents talked more extensively to their parents than did the lower-class adolescents, and that there were more significantly different items on

self-disclosure to mothers than to fathers. The few items which were significantly different on the Cathexis Questionnaire showed the middle-class adolescents reporting positive feelings toward their fathers, in contrast to the lower-class adolescents reporting negative feelings. These conclusions agreed with the literature on social class, which suggests that there is more communication between middle-class parents and their children than between lower-class parents and their children than between lower-class parents and their children; and that the lower-class adolescents report more negative feelings toward their parents than do the middle-class adolescents.

Discussion

Middle- and Lower-class Comparisons of Adolescents

There are two possible explanations for the lack of significant differences in the total scores between the middle- and lower-class adolescents. There is a possibility that the scoring procedure for the two questionnaires may not be appropriate for social class comparisons. Wylie (1961) questioned the summing of the answers on the items for the Cathexis Questionnaire on the basis that it cannot be assumed that the items are equal. The positive and negative responses might off set one another. For the purpose of social class comparison the total positive and total negative responses

could be analyzed for significant differences. The same procedure could be followed for the Self-disclosure Questionnaire by totaling all the responses indicating complete self-disclosure and all the responses indicating no self-disclosure and analyze for significant differences. The second possible explanation for the lack of differences between the social class is that the youth of a rural town may be subjected to more similar influences from the educational system than are urban children. Most of the studies on social class differences were conducted in urban settings, which may have more extensive social class differences than do rural towns. In a rural town most of the children go to the same schools, thus coming under similar socialization influences from the schools. Johnson and Medinnus (1965) have suggested that increased opportunities in education and the influence of mass media also may be narrowing the style of living among the social classes.

Items Within Self-disclosure Questionnaire

Significant differences did not appear for the total scores, however, when individual items were analyzed those items which were significantly different did agree with the conclusions of Maas (1951) and Gold (1963) that there was more extensive communication between the middle-class parent and child than between the lower-class parent and child. A question must be raised regarding the items

which were found to be significantly different between the middle- and lower-class adolescents. Why did the lower-class adolescents indicate that they did not talk to their mothers or fathers about their attitudes toward drinking, the people at work, how their work is appreciated, controlling feelings, and being attractive to the opposite sex or not. It could be that these are items that are not important to the lower-class person, therefore these topics were identified as being significantly different for the middle- and lower-class cultures. A second possible explanation may be that the lower-class adolescents are in the process of social mobility and their negative responses were indication of their rejection of these items. If the lower-class adolescents are in the process of social mobility, than they are probably acquiring different value orientations from their parents and these items have become ones of conflict between the parent and the adolescent.

Sex Comparisons. The sex comparisons on the items within the Self-disclosure Questionnaire found more items of significant differences between the middle-class and lower-class adolescents for the same sex parent than for the opposite sex parent. Studies by Liccione (1955) and Dubbé (1965) found more topics of conflict between fathers and daughters than for mothers and daughters, however, these two studies were not studying differences between social classes. In this study the females responded significantly

different by social class to their fathers on only two items, which means that the middle and lower-class females disclosed themselves similarly to their fathers. Dubbé (1965) found only two topics of conflict between adolescent girls and their mothers. This study found seven items in which the females disclosed themselves differently to their mothers. The lower-class females did not talk to their mothers about the following items:

Tastes in style of house

Feelings of satisfaction in present work

Ambitions and goals

Choice of a career

Feelings about people at work

Things that make one furious

Feelings of adequacy in sexual behavior

All of these topics should be important to an adolescent female as most of these topics would be of concern to her in her process of becoming an adult. If the lower-class females are not talking to their mothers about these topics, especially their goals, ambitions, and choice of career, then where are these girls getting help and support in making these decisions? The school may be helping the lower-class females in their decisions or they may be turning to their own peer group for help in making decisions. This lack of communication between lower-class females and their mothers would

need more investigation and if further support was found for this lack of communication on goals, ambitions, and choice of a career, it would be necessary for the school counselors to make special efforts to help the lower-class girls to make decisions.

It is interesting to note that both the lower-class males and females indicated no self-disclosure to their parents about their sexual feelings and behavior, whereas the middle-class males and females indicated that they talked to their parents about these items. Studies on source of information about sex have indicated a general lack of communication between parents and their adolescents. This study suggests that closer consideration to social class differences in parent-adolescent communication on sexual matters may be needed.

Items Within Cathexis Questionnaire

When the individual items on the Cathexis Questionnaire were examined, the four items indicating significant differences tend to support the idea proposed that the lower-class adolescents are in the process of social mobility. Recall that the three significant items on feelings toward their fathers were: "general knowledge," "intelligence level," and "philosophy of life." All of the lower-class adolescents would have achieved equal or a higher level of education than their fathers did. The lower-class adolescents gave negative responses to these three traits for their fathers. The only item that

was found to be significantly different for the adolescents' feelings about themselves was their "ability to control emotions." The lower-class adolescents responded that they disliked this trait, in contrast to the middle-class adolescents' positive responses. Kohn (1959) and Hodges (1964) stated that self-control was an important behavioral expectation for the middle-class child. It may be that the lower-class adolescents have adopted the expectations of the middle-class to control their emotions, but their behavior has not changed enough to meet that expectation. It is pertinent to the point being discussed to note that one of the items in the Self-disclosure Questionnaire which was significant for both mothers and fathers was "trouble expressing or controlling feelings." The lower-class adolescents had indicated that they did not talk to their parents about this item. Again it is only speculation on the part of the writer as there is no data to prove that these lower-class adolescents are in the process of social mobility, however, there is enough evidence to suggest a hypothesis to test if they are in the process of social mobility. However, it must not be overlooked that the number of items on the Cathexis Questionnaire were few enough to have happened by chance.

Comparisons of Extreme Ends of Social Class Continuum

Few differences were found between middle- and lower-class adolescents' self-disclosure or the feelings about their parents and themselves, therefore, it was decided to investigate the differences in extremes of the social class continuum. The analysis of the total scores on the Self-disclosure and Cathexis Questionnaires did not provide any significant differences between the upper and lower ends of the social class continuum. These findings of the analysis of the total scores on the two questionnaires agreed with the findings for the random sample of middle- and lower-class adolescents. It is concluded that the middle- and lower-class adolescents living in a small rural town did not respond significantly different on the extent of their feelings about their parents and themselves than total scores on the Self-disclosure and Cathexis Questionnaires are used for the analysis.

Items Within Self-Disclosure Questionnaire

The analysis of the individual items within the Self-disclosure Questionnaire for differences between the extremes of the social class continuum indicated more significant differences in self-disclosure to fathers than to mothers. The reverse is true for the random sample. Most of the studies have used the broad categories of

middle class and lower class and have not investigated the differences between the extreme ends of the social class continuum. The differences in the findings of the analysis of the items within the Self-disclosure Questionnaire for the random sample of middle- and lower-class and the upper and lower socio-economic group may be attributed to the fact that two entirely different socio-economic comparisons have been made. However, the findings of the comparisons of the extreme ends of the social class continuum tends to agree with the literature on social class that there is less communication with the lower-class fathers. A possible conclusion that could be drawn is that the social class differences may not be as distinctive in a rural community and in order to get comparable findings between the rural and urban settings, the social class extremes have to be used from the rural setting.

Sex Comparisons

No significant differences in the items within the Self-disclosure Questionnaire were found for the sex comparisons of the extreme ends of the social class continuum. This could be accounted for by the size of the sample was only 19 and 23 for the males and females respectively.

Items Within Cathexis Questionnaire

The item analysis of the Cathexis Questionnaire for the comparison of the extreme ends of the social class continuum indicated five items of significant difference. The lower-socio-economic group indicated negative feelings toward their fathers' general knowledge, intelligence level, capacity to work, ability to meet new people, and business sense. It could be that the lower-class adolescents are reacting negatively to their fathers' lack of ability to provide an adequate living and an adequate success model for the lower-class adolescents. Cohen and Hodges (1963) found from the study of the "blue-collar world" that one of the characteristics of a lower-class person was a fear of meeting new people. The lower-class adolescents' negative responses to this trait of their fathers may indicate additional evidence indicating that the lower-class adolescents are in the process of social mobility.

In conclusion it is proposed that the lack of differences between the middle- and lower-class adolescents is attributed to the fact that they live in a rural community which present fewer differences between the classes and that the lower-class adolescents are in the process of social mobility.

Implications for Further Research

There are several implications for further research from this study. The instruments used need to be tested more widely for their reliability with lower-class adolescents. The reliability of the instruments might be increased for the lower-class adolescents if the questions were presented orally. This would hopefully decrease the differences in reading ability between the middle- and lower-class adolescents and increase the reliability for the lower-class adolescents on the questionnaires.

Experimenting with the method of scoring the instruments by comparing the negative and positive scores separately for the Cathexis Questionnaire, and comparing the extensive self-disclosure and no self-disclosure scores separately.

Measurements of social mobility as well as differences between the middle and lower class need to be conducted to assess if the differences between the adolescents are due the social mobility or to differences in the social class styles of living.

More studies are needed to identify the communication patterns between the middle- and lower-class adolescents. This study points to the special concern of the lower-class females lack of communication with their mothers about their ambitions and choice of carrer, and for the lack of communication for the lower-class adolescents

and their parents about sexual matters.

Finally, more comparative studies of rural and urban areas which use the same instruments and the same criteria for measuring social class are needed.

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APPENDICES

APPENDIX A

HOLLINGSHEAD'S INDEX OF SOCIAL POSITION

The procedure for arriving at a person's social position consisted of determining his educational level and his occupational level on the Hollingshead's Index of Social Position (Hollingshead & Redlich, 1958). The educational level and occupation of the father of each subject was scaled by the use of the educational and occupational scales, see page 84, and then weighted; nine for occupation and five for education.

The weighted numbers were multiplied by the appropriate scale numbers and then added together. By looking at the range of scores for the Social Class Position the subject was placed in one of the five categories of social class. The range of scores for the Social Class Position was as follows:

I. Upper	14-22
II. Upper-Middle	23-39
III. Lower-Middle	40-65
IV. Upper-Lower	66-87
V. Lower	88-98

Thus if a father's occupation was operator at a seed screening warehouse and his education was completion of the tenth grade, his social position would be arrived at by the following:

Occupation - operator at a warehouse Scale - 6

Education - completion of the tenth grade Scale - 5

$$6 \times 9 = 54 \quad 5 \times 5 = 25 \quad 54 + 25 = 79$$

Seventy-nine falls in the upper-lower class on the range of scores for the Index of Social Position. In this study classes I, II, and III were called middle class and classes IV and V were called lower class, thus the above example would be placed in the lower class.

OCCUPATIONAL SCALE

(Weighted 9)

1. Executives and proprietors of large concerns, and major professionals.
2. Managers and proprietors of medium-sized businesses and lesser professionals.
3. Administrative personnel of large concerns, owners of small independent businesses, and semi-professionals.
4. Owners of little businesses, clerical and sales workers, and technicians.
5. Skilled workers.
6. Semi-skilled workers.
7. Unskilled workers.

EDUCATIONAL SCALE

(Weighted 5)

1. Graduate professional training, persons who completed a recognized professional course which led to the receipt of a graduate degree.
2. Standard college or university graduation. Persons who have completed four years of college and received a degree.
3. Partial college training. Individuals who had completed at least one year of college, but did not get a degree.
4. High school graduation.
5. Partial high school. Individuals who had completed the tenth or eleventh grades.
6. Junior high school. Individuals who had completed the seventh through the ninth grade.
7. Persons with less than seven years of school.

APPENDIX B

Larsen
42767

No. _____

Age _____ Sex _____ Grade in School _____

Age of Brothers and Sisters _____

Father's Occupation _____

Father's Education _____

Mother's Occupation _____

Mother's Education _____

What is your attitude toward school? _____

What do you plan to do when you finish school? _____

What kind of job or occupation do you plan to have for your life work? _____

Do you think you will be able to reach this occupation goal? _____

Do you plan to go to college? _____

Do your parents expect you to go to college? _____

Are your close friends planning on going to college? _____

How old were you when you had your first date? _____

How often do you date now? Twice a week _____ Never _____ Once a month _____

Few times a year _____ Never _____

Do you enjoy going on dates? Yes _____ No _____

Do you feel uneasy or uncomfortable on a date? Yes _____ No _____

THE SELF-DISCLOSURE QUESTIONNAIRE

Directions: The answer sheet which you have been given has columns with the headings "Mother", "Father", "Male Friend", and "Female Friend". You are to read each item on the questionnaire, and then indicate on the answer sheet the extent that you have talked about that item to each person; that is, the extent to which you have made yourself known to that person. Use the rating scale that you see on the answer sheet to describe the extent that you have talked about each item.

A. ATTITUDES AND OPINIONS

1. What I think and feel about religion; my personal religious views.
2. My personal opinions and feelings about other religious groups than my own, e. g., Protestants, Catholics, Jews, atheists.
3. My views on communism.
4. My views on the present government--the president, government, policies, etc.
5. My views on the question of racial integration in schools, transportation, etc.
6. My personal views on drinking.
7. My personal views on sexual morality--how I feel that I and others ought to behave in sexual matters.
8. My personal standards of beauty and attractiveness in women--what I consider to be attractive in a woman.
9. The things that I regard as desirable for a man to be--what I look for in a man.
10. My feeling about how parents ought to deal with children.

B. TASTES AND INTERESTS

1. My favorite foods, the ways I like food prepared, and my food dislikes.
2. My favorite beverages, and the ones I don't like.
3. My likes and dislikes in music.
4. My favorite reading matter.
5. The kinds of movies that I like to see best; the TV shows that are my favorite.
6. My taste in clothing.
7. The style of house, and the kinds of furnishings that I like best.
8. The kind of party, or social gathering that I like best, and the kind that would bore me, or that I wouldn't enjoy.
9. My favorite ways of spending spare time, e. g., hunting, reading, cards, sports events, parties, dancing, etc.
10. What I would appreciate most for a present.

C. WORK (OR STUDIES)

1. What I find to be the worst pressures and strains in my work.
2. What I find to be the most boring and unenjoyable aspects of my work.
3. What I enjoy most, and get the most satisfaction from in my present work.
4. What I feel are my shortcomings and handicaps that prevent me from working as I'd like to, or that prevent me from getting further ahead in my work.
5. What I feel are my special strong points and qualifications for my work.
6. How I feel that my work is appreciated by others (e. g., boss, fellow workers, teacher, husband, etc.)
7. My ambitions and goals in my work.
8. My feelings about the salary or rewards that I get for my work.

9. How I feel about the choice of career that I have made--whether or not I'm satisfied with it.
10. How I really feel about the people that I work for, or work with.

D. MONEY

1. How much money I make at my work, or get as an allowance.
2. Whether or not I owe money; if so, how much.
3. Whom I owe money to at present; or whom I have borrowed from in the past.
4. Whether or not I have savings, and the amount.
5. Whether or not others owe me money; the amount, and who owes it to me.
6. Whether or not I gamble; if so, the way I gamble, and the extent of it.
7. All of my present sources of income--wages, fees, allowance, dividends, etc.
8. My total financial worth, including property, savings, bonds, insurance, etc.
9. My most pressing need for money right now, e. g., outstanding bills, some major purchase that is desired or needed.
10. How I budget my money--the proportion that goes to necessities, luxuries, etc.

E. PERSONALITY

1. The aspects of my personality that I dislike, worry about, that I regard as a handicap to me.
2. What feelings, if any, that I have trouble expressing or controlling.
3. The facts of my present sex life--including knowledge of how I get sexual gratification; any problems that I might have; with whom I have relations, if anybody.
4. Whether or not I feel that I am attractive to the opposite sex; my problems, if any, about getting favorable attention from the opposite sex.
5. Things in the past or present that I feel ashamed and guilty about.
6. The kinds of things that make me just furious.
7. What it takes to get me feeling real depressed or blue.
8. What it takes to get me real worried, anxious, and afraid.
9. What it takes to hurt my feelings deeply.
10. The kinds of things that make me especially proud of myself, elated, full of self-esteem or self-respect.

F. BODY

1. My feelings about the appearance of my face--things I don't like, and things that I might like about my face and head--nose, eyes, hair, teeth, etc.
2. How I wish I looked; my ideals for over-all appearance.
3. My feeling about different parts of my body--legs, hips, waist, weight, chest or bust, etc.
4. Any problems and worries that I had with my appearance in the past.
5. Whether or not I now have any health problems--e. g., trouble with sleep, digestion, female complaints, heart condition, allergies, headaches, piles, etc.
6. Whether or not I have any long-range worries or concerns about my health, e. g., cancer, ulcers, heart trouble, etc.
7. My past record of illness and treatment.
8. Whether or not I now make special effort to keep fit, health, and attractive, e. g., calisthenics, diet.
9. My present physical measurements, e. g., height, weight, waist, etc.
10. My feelings about my adequacy in sexual behavior whether or not I feel able to perform adequately in sex-relationships.

SELF-DISCLOSURE RATING SCALE

- O: Have told the other person nothing about this aspect of me.
- 1: Have talked in general terms about this item. The other person has only a general idea about this aspect of me.
- 2: Have talked in full and complete detail about this item to the other person. He knows me fully in this respect, and could describe me accurately.
- X: Have lied or misrepresented myself to the other person so that he has a false picture of me.

	MOTHER	FATHER	MALE FRIEND	FEMALE FRIEND
Attitudes & Opinions				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Tastes & Interests				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Work (or Studies)				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

MOTHER**FATHER****MALE FRIEND****FEMALE FRIEND**

Money

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Personality

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Body

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

CATHEXIS QUESTIONNAIRE

Feelings about Mother Father Self

Directions: Encircle the number that best describes how you feel about Mother, Father, and Self for each of the traits.

1. Have strong positive feelings; like very much.
2. Have moderate positive feelings.
3. Have no feelings one way or the other.
4. Have moderate negative feelings.
5. Have strong negative feelings; dislike very much.

40 Personality Traits

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. Sense of humor. |
| 1 | 2 | 3 | 4 | 5 | 2. Temper |
| 1 | 2 | 3 | 4 | 5 | 3. Ability to express self. |
| 1 | 2 | 3 | 4 | 5 | 4. Ability to express affection. |
| 1 | 2 | 3 | 4 | 5 | 5. Ability to express sympathy. |
| 1 | 2 | 3 | 4 | 5 | 6. Self-understanding. |
| 1 | 2 | 3 | 4 | 5 | 7. Usual mood. |
| 1 | 2 | 3 | 4 | 5 | 8. General knowledge. |
| 1 | 2 | 3 | 4 | 5 | 9. Popularity with others. |
| 1 | 2 | 3 | 4 | 5 | 10. Self-confidence. |
| 1 | 2 | 3 | 4 | 5 | 11. Ability to accept criticism. |
| 1 | 2 | 3 | 4 | 5 | 12. Sensitivity to others' feelings. |
| 1 | 2 | 3 | 4 | 5 | 13. Intelligence level. |
| 1 | 2 | 3 | 4 | 5 | 14. Capacity for work. |
| 1 | 2 | 3 | 4 | 5 | 15. Ability to meet new people. |
| 1 | 2 | 3 | 4 | 5 | 16. Self-discipline. |
| 1 | 2 | 3 | 4 | 5 | 17. Ability to make decisions. |
| 1 | 2 | 3 | 4 | 5 | 18. Tolerance of others' shortcomings. |
| 1 | 2 | 3 | 4 | 5 | 19. Ability to overcome self-consciousness. |
| 1 | 2 | 3 | 4 | 5 | 20. Ability to relax and 'let hair down'. |

- | | |
|-----------|--|
| 1 2 3 4 5 | 21. Depth of feeling. |
| 1 2 3 4 5 | 22. Sense of responsibility. |
| 1 2 3 4 5 | 23. Understanding of intimates. |
| 1 2 3 4 5 | 24. Receptiveness to new ideas. |
| 1 2 3 4 5 | 25. Attitude toward sex. |
| 1 2 3 4 5 | 26. Ease of getting to know. |
| 1 2 3 4 5 | 27. Personality. |
| 1 2 3 4 5 | 28. Ability to control emotion. |
| 1 2 3 4 5 | 29. Ability to put ideas across. |
| 1 2 3 4 5 | 30. Degree of freedom from fear. |
| 1 2 3 4 5 | 31. Degree of independence. |
| 1 2 3 4 5 | 32. Ability to concentrate. |
| 1 2 3 4 5 | 33. Ways of disciplining others. |
| 1 2 3 4 5 | 34. Philosophy of life. |
| 1 2 3 4 5 | 35. Religious beliefs. |
| 1 2 3 4 5 | 36. Business sense. |
| 1 2 3 4 5 | 37. Happiness. |
| 1 2 3 4 5 | 38. Conformity to own moral standards. |
| 1 2 3 4 5 | 39. Promptness in getting things done. |
| 1 2 3 4 5 | 40. Ability to act the right way in every situation. |

APPENDIX C

RELIABILITY OF THE INSTRUMENTS

Jourard had conducted tests for internal consistency by the split-half method on The Self-Disclosure and Cathexis Questionnaires. The internal consistency study for The Self-Disclosure Questionnaire consisted of seventy white, unmarried college students of both sexes (Jourard, 1964). They indicated the extent of self-disclosure to mother, father, male friend and female friend. The correlation figure on the reliability test for each target person was .94 indicating that the subjects were responding consistently to the questionnaire (Jourard, 1964, p. 164). This was the only reliability study which could be found for the questionnaire. No reliability study had been done to check its consistency over a period of time. Also no indication was given that the questionnaire had been used with high school students.

Using the split-half method Jourard checked the internal consistency of The Cathexis Questionnaire. Fifty-six men and sixty-five women indicated their feelings about their mother, their father and themselves (Jourard, 1957). The reliability coefficients for the men for the three target persons was .92 and for the women for the three target persons was .94. (Jourard, 1957, p. 376).

The writer checked the consistency of the questionnaires with high school students over time. The Self-Disclosure and Cathexis

Questionnaires were readministered to 93 juniors four weeks later. Forty test-retest questionnaires were randomly selected each for the middle class and for the lower class giving a total of eighty in the test-retest study. Test-retest correlations were calculated by the use of the Spearman Rank Order Correlation (Siegel, p. 206). The test-retest was statistically significant for the middle class on both questionnaires, but not for the lower class with the exception of the Cathexis to mother. The correlation figures are found in Table 16.

Table 16. Test-retest by the use of the Spearman rank order correlation for the self-disclosure and cathexis questionnaires.

Questionnaire	Target Person	Middle Class	Lower Class
Self-disclosure	Mother	.85*	.23
Self-disclosure	Father	.58+	.23
Cathexis	Mother	.57+	.81*
Cathexis	Father	.85*	.42
Cathexis	Self	.87*	.42

* .01 level of significance.

+ .05 level of significance.

Several possible explanations can be suggested for the differences in reliability scores between the middle- and lower-class adolescents. One is the difference in reading skill and test taking motivation. Haggard reasoned that although deprived children,

another word for lower class, had taken many tests, they really did not know how to take tests properly. They lacked meaningful, directed practice in how to take tests as well as motivation to take tests (Haggard, 1954). It is clear that middle-class children are more motivated to do well on examinations because of the general emphasis on success and competition in middle-class life (Reissman, 1962). This lack of motivation in taking tests is presumably carried over into questionnaires even though the questionnaires had no consequence on the lower-class adolescents' marks in school. When working with the disadvantaged in giving individual intelligence tests, Haggard (1954, pp. 183-184) found that the student increased his intelligence test score when the following were done: (1) practice was given in test taking; (2) the attitude of the examiner was responsive to the child and his vocabulary; and (3) the test items were read aloud to the disadvantaged while he followed in his test booklet. Deutsch (1965) found that lower-class children scored lower than middle-class children on language scores, which gives further evidence of the differences in reading skills between the middle-class and lower-class child. It is suggested that for further studies involving middle class and lower class that the questionnaires be read. This would decrease the differences in reading ability and hopefully this would increase the reliability for the lower-class adolescent.

A second factor that might have influenced the reliability scores for the lower-class adolescents was that the test-retest was given on the last week of school. The period following the giving of the retest was designated as locker clean-up. Many of the students had finished before the period was over and were anxious to leave to clean-up their lockers; this caused some disruption by asking to leave early. In examining the questionnaires of the lower-class adolescents, it was discovered that as they neared to completion of the questionnaire, they tended to select the same answer completely to the end.

The Spearman Rank Order Correlation of the test-retest of the Self-Disclosure and Cathexis Questionnaires indicated statistically significant reliability for the middle-class adolescents, but not for the lower-class adolescents. It was felt that the circumstances under which the tests were taken had influenced the reliability of the questionnaires for the lower-class adolescents and that the questionnaires could be accepted as being reliable for the lower-class adolescent at least at a minimal level.

APPENDIX D

Table 17. Comparison of middle- with lower-class adolescents on individual items on the self-disclosure questionnaire by chi square.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	1.040	.492
2	.235	.646
3	7.790	3.705
4	1.555	.657
5	7.966 ⁺	2.162
6	6.111*	6.062*
7	.407	.356
8	.222	2.891
9	1.011	1.890
10	.493	.878
TASTES AND INTERESTS		
1	5.709	10.964 ^o
2	1.220	.387
3	6.784*	3.634
4	.182	.103
5	1.642	.216
6	1.305	.000
7	6.096*	1.963
8	3.105	3.867
9	3.703	4.868
10	1.884	.199
WORK (OR STUDIES)		
1	.466	.239
2	.476	1.241
3	1.886	1.318
4	1.213	1.134
5	2.712	2.028
6	12.353 ^o	8.166 ⁺
7	3.730	2.236
8	4.802	2.439
9	4.701	3.625
10	8.034 ⁺	8.525 ⁺
MONEY		
1	10.170 ^o	5.658
2	2.325	1.902
3	6.855*	5.110
4	8.552 ⁺	4.204
5	.568	2.852

(continued)

Table 17. Continued.

Question	Mother	Father
MONEY (continued)		
6	.508	2.178
7	3.000	8.358 ⁺
8	1.066	2.957
9	.510	5.939
10	1.258	.069
PERSONALITY		
1	6.026 [*]	4.200
2	6.855 [*]	11.036 ^o
3	1.640	1.994
4	8.052 ⁺	6.468 [*]
5	.816	3.117
6	2.900	.715
7	.184	.393
8	.177	2.325
9	.170	.542
10	1.147	.663
BODY		
1	3.837	.345
2	.441	6.154 [*]
3	2.857	4.235
4	6.699 [*]	.109
5	.214	.387
6	3.010	1.228
7	.407	2.383
8	.880	.538
9	.929	1.245
10	5.699	.051

* $\chi^2 = 5.99$ $p < .05$ with 2df.

+ $\chi^2 = 7.82$ $p < .02$ with 2df.

o $\chi^2 = 9.21$ $p < .01$ with 2df.

Table 18. Comparison of middle- with lower-class adolescent males on individual items on the self-disclosure questionnaire by chi square.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	13.20 ^o	9.59 ^o
2	1.54	5.64
3	1.33	2.29
4	2.37	1.09
5	4.20	2.47
6	2.31	1.67
7	.69	.27
8	.29	5.00
9	.72	.13
10	.46	3.93
TASTES AND INTERESTS		
1	4.82	7.36*
2	.36	1.58
3	5.18	2.62
4	3.25	2.49
5	.64	1.61
6	4.22	.69
7	.07	2.51
8	3.08	6.96*
9	1.71	3.74
10	.60	.22
WORK (OR STUDIES)		
1	.20	2.42
2	3.08	3.39
3	.33	.26
4	.34	.76
5	1.05	1.99
6	10.39 ^o	1.97
7	.12	1.88
8	1.24	1.59
9	.69	2.04
10	.56	7.43*
MONEY		
1	2.86	.91
2	2.23	4.83
3	2.67	6.99
4	8.82 ⁺	7.33
5	3.06	3.37

(continued)

Table 18. Continued.

Question	Mother	Father
MONEY (continued)		
6	.23	.49
7	.75	5.72
8	1.18	3.40
9	1.07	5.19
10	1.04	1.15
PERSONALITY		
1	5.38	4.22
2	2.56	2.16
3	.34	.32
4	7.20*	4.69
5	2.76	1.76
6	.12	1.53
7	.13	.62
8	.44	1.78
9	.98	.77
10	.32	.73
BODY		
1	1.50	.34
2	4.94	4.00
3	2.95	.90
4	3.22	.32
5	.32	.85
6	5.52	6.83*
7	.27	1.93
8	.04	.22
9	.08	.60
10	1.57	.33

* $\chi^2 = 5.99$ $p < .05$ with 2df.

+ $\chi^2 = 7.82$ $p < .02$ with 2df.

o $\chi^2 = 9.21$ $p < .01$ with 2df.

Table 19. Comparison of middle- with lower-class adolescent females on individual items on the self-disclosure questionnaire by chi square.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	.74	2.00
2	.66	2.05
3	2.83	1.75
4	.61	.99
5	4.50	1.69
6	5.49	4.53
7	2.00	.97
8	.40	2.36
9	.28	2.28
10	2.04	1.96
TASTES AND INTERESTS		
1	2.79	3.41
2	1.21	2.95
3	3.25	2.00
4	3.66	3.71
5	2.25	1.01
6	1.30	.64
7	7.72*	.12
8	1.36	1.53
9	3.94	2.00
10	2.97	.36
WORK (OR STUDIES)		
1	.50	1.43
2	1.75	.58
3	6.05*	1.65
4	1.95	4.13
5	2.46	1.00
6	2.68	4.39
7	8.66 ⁺	4.54
8	4.36	1.44
9	7.29*	3.02
10	6.20*	2.30
MONEY		
1	4.51	6.63*
2	2.11	.71
3	2.23	.79
4	2.94	1.61
5	.26	.59

(continued)

Table 19. Continued.

Question	Mother	Father
MONEY (continued)		
6	.95	3.40
7	5.28	3.45
8	.89	2.57
9	1.91	2.78
10	5.08	.59
PERSONALITY		
1	1.94	1.61
2	3.78	7.88 ⁺
3	4.19	1.55
4	2.34	3.24
5	.74	1.82
6	6.84 [*]	.004
7	.37	2.01
8	1.47	.46
9	.22	.79
10	2.77	.12
BODY		
1	5.24	.91
2	.71	2.76
3	.77	2.28
4	3.63	.28
5	.44	2.53
6	3.21	2.68
7	.37	.96
8	.96	1.57
9	2.25	1.38
10	6.55 [*]	.02

* $\chi^2 = 5.99$ $p < .05$ with 2df.

+ $\chi^2 = 7.82$ $p < .02$ with 2df.

° $\chi^2 = 9.21$ $p < .01$ with 2 df.

Table 20. Comparison of social classes I, II with class V adolescents on individual items on the self-disclosure questionnaire by chi square.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	1.56	10.529 ^o
2	7.329*	5.585
3	1.324	2.702
4	1.177	1.176
5	.437	.542
6	3.067	3.164
7	4.960	5.254
8	1.492	7.068*
9	3.035	2.329
10	1.090	2.306
TASTES AND INTERESTS		
1	1.704	6.192*
2	5.135	5.496
3	.167	2.318
4	3.703	.284
5	3.116	4.974
6	1.999	.824
7	1.980	3.340
8	.483	.339
9	4.995	1.490
10	1.986	1.942
WORK (OR STUDIES)		
1	4.476	2.427
2	.192	3.905
3	9.163 ⁺	8.916 ⁺
4	1.757	2.157
5	4.351	.658
6	.750	.514
7	1.166	6.064*
8	4.678	2.930
9	.042	.339
10	.077	2.96
MONEY		
1	4.396	.392
2	.047	.363
3	3.949	2.297
4	5.142	3.480
5	7.502*	5.490

(continued)

Table 20. Continued.

Question	Mother	Father
MONEY (continued)		
6	1.437	.844
7	.906	.967
8	.655	3.750
9	.470	.974
10	.790	.461
PERSONALITY		
1	3.718	3.744
2	4.690	.982
3	.555	4.669
4	2.649	4.849
5	.825	7.628*
6	1.783	4.235
7	2.353	2.997
8	.122	1.042
9	.738	.309
10	5.394	3.873
BODY		
1	2.406	.531
2	2.751	.397
3	5.910	7.681*
4	1.205	1.703
5	.146	2.039
6	.326	.142
7	1.922	.222
8	1.279	4.714
9	.146	6.111*
10	5.167	7.934 ⁺

* $\chi^2 = 5.99$ p < .05 with df.

+ $\chi^2 = 7.82$ p < .02 with df.

° $\chi^2 = 9.21$ p < .01 with df.

Table 21. Comparison of social classes I, II with class V adolescent males on individual items on the self-disclosure questionnaire by Kolmogorov-Smirnov two-sample test.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	.23	.35
2	.40	.25
3	.37	.26
4	.18	.13
5	.33	.23
6	.34	.26
7	.47	.58
8	.27	.58
9	.12	.17
10	.17	.35
TASTES AND INTERESTS		
1	.35	.23
2	.24	.30
3	.02	.10
4	.17	.18
5	.26	.15
6	.15	.09
7	.28	.29
8	.06	.04
9	.15	.10
10	.25	.24
WORK (OR STUDIES)		
1	.23	.35
2	.14	.24
3	.33	.39
4	.26	.25
5	.46	.36
6	.13	.15
7	.25	.34
8	.56	.38
9	.16	.17
10	.16	.27
MONEY		
1	.23	.06
2	.13	.29
3	.04	.08
4	.66	.38
5	.23	.23

(continued)

Table 21. Continued.

Question	Mother	Father
MONEY (continued)		
6	.06	.04
7	.27	.24
8	.03	.34
9	.17	.25
10	.18	.28
PERSONALITY		
1	.34	.26
2	.37	.16
3	.12	.23
4	.38	.13
5	.17	.24
6	.17	.35
7	.25	.24
8	.16	.05
9	.51	.13
10	.24	.25
BODY		
1	.25	.16
2	.06	.14
3	.36	.37
4	.26	.04
5	.18	.26
6	.17	.17
7	.16	.13
8	.17	.17
9	.04	.24
10	.23	.23

K. S. = .7 $p < .05$.

Table 22. Comparison of social classes I, II with class V adolescent females on individual items on the self-disclosure questionnaire by Kolmogorov-Smirnov two-sample test.

Question	Mother	Father
ATTITUDES AND OPINIONS		
1	.14	.23
2	.35	.31
3	.38	.38
4	.18	.24
5	.06	.12
6	.24	.23
7	.21	.36
8	.08	.12
9	.38	.18
10	.13	.42
TASTES AND INTERESTS		
1	.05	.25
2	.32	.31
3	.16	.26
4	.27	.13
5	.19	.39
6	.26	.34
7	.15	.32
8	.19	.05
9	.38	.08
10	.14	.04
WORK (OR STUDIES)		
1	.15	.12
2	.08	.18
3	.38	.38
4	.25	.18
5	.13	.08
6	.01	.21
7	.03	.32
8	.08	.12
9	.12	.32
10	.12	.32
MONEY		
1	.16	.06
2	.12	.08
3	.34	.44
4	.18	.08
5	.44	.44

(continued)

Table 22. Continued.

Question	Mother	Father
MONEY (continued)		
6	.27	.29
7	.08	.08
8	.18	.26
9	.11	.11
10	.47	.47
PERSONALITY		
1	.28	.08
2	.18	.18
3	.12	.22
4	.45	.15
5	.03	.24
6	.25	.31
7	.09	.11
8	.17	.17
9	.27	.27
10	.19	.09
BODY		
1	.32	.08
2	.21	.38
3	.22	.08
4	.26	.14
5	.02	.32
6	.12	.31
7	.38	.18
8	.16	.04
9	.05	.16
10	.17	.23

K. S. = .7 p < .05.

Table 23. Comparison of middle- with lower-class adolescents on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test.

Question	Mother	Father	Self
1	.10	.12	.08
2	.10	.10	.18
3	.06	.16	.10
4	.06	.08	.10
5	.12	.10	.10
6	.12	.06	.20
7	.10	.18	.22
8	.12	.28*	.04
9	.16	.10	.06
10	.14	.06	.16
11	.06	.18	.12
12	.10	.08	.14
13	.14	.28*	.08
14	.08	.06	.10
15	.12	.08	.10
16	.06	.06	.08
17	.08	.10	.14
18	.08	.22	.08
19	.14	.06	.06
20	.06	.18	.06
21	.18	.18	.10
22	.06	.08	.14
23	.12	.08	.02
24	.10	.12	.04
25	.08	.06	.14
26	.10	.10	.10
27	.06	.08	.14
28	.08	.10	.28*
29	.08	.04	.02
30	.10	.14	.08
31	.14	.10	.08
32	.08	.10	.02
33	.06	.06	.06
34	.10	.28*	.08
35	.04	.10	.06
36	.10	.12	.08
37	.10	.04	.06
38	.16	.06	.20
39	.06	.18	.22
40	.06	.06	.08

*K. S. = .28 $p < .05$.

Table 24. Comparison of middle- with lower-class adolescent males on feelings about mother, father and self by the Kolmogorov-Smimov two-sample test.

Question	Mother	Father	Self
1	.12	.10	.29
2	.15	.10	.27
3	.12	.23	.05
4	.02	.18	.03
5	.11	.18	.14
6	.20	.11	.27
7	.16	.28	.31
8	.17	.40*	.15
9	.11	.11	.10
10	.20	.12	.20
11	.11	.18	.16
12	.13	.20	.22
13	.15	.22	.24
14	.20	.12	.04
15	.20	.19	.15
16	.12	.11	.18
17	.20	.15	.28
18	.15	.22	.03
19	.05	.06	.20
20	.16	.23	.05
21	.16	.25	.09
22	.06	.19	.28
23	.09	.03	.10
24	.15	.09	.16
25	.15	.04	.10
26	.09	.12	.11
27	.10	.02	.24
28	.06	.20	.30
29	.19	.14	.19
30	.13	.09	.28
31	.20	.05	.20
32	.12	.04	.23
33	.06	.10	.06
34	.13	.16	.15
35	.16	.28	.32
36	.23	.18	.14
37	.10	.13	.11
38	.12	.27	.18
39	.05	.20	.15
40	.16	.11	.18

*K. S. = .4 p < .05 with N = 48.

Table 25. Comparison of middle- with lower-class adolescent females on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test.

Question	Mother	Father	Self
1	.10	.25	.17
2	.05	.16	.14
3	.13	.12	.27
4	.08	.12	.22
5	.14	.23	.19
6	.17	.16	.15
7	.09	.13	.13
8	.18	.19	.17
9	.11	.11	.13
10	.09	.09	.12
11	.20	.21	.14
12	.14	.08	.05
13	.14	.38*	.20
14	.03	.07	.18
15	.06	.11	.17
16	.08	.13	.06
17	.04	.09	.17
18	.10	.22	.10
19	.28	.10	.05
20	.12	.22	.10
21	.21	.12	.18
22	.10	.05	.06
23	.10	.18	.06
24	.04	.20	.11
25	.16	.17	.31
26	.23	.18	.13
27	.06	.13	.07
28	.13	.09	.23
29	.18	.07	.17
30	.14	.25	.19
31	.22	.09	.10
32	.20	.14	.24
33	.16	.09	.13
34	.20	.12	.05
35	.18	.11	.07
36	.15	.15	.13
37	.04	.07	.17
38	.26	.14	.24
39	.19	.26	.04
40	.07	.07	.31

*K. S. = .37 $p < .05$ with $N = 52$.

Table 26. Comparison of social classes I, II with class V adolescents on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test.

Question	Mother	Father	Self
1	4	3	5
2	3	2	3
3	3	7	3
4	4	6	4
5	2	3	3
6	2	2	4
7	5	5	5
8	9*	12 ^o	3
9	3	12 ^o	5
10	3	2	1
11	2	2	2
12	5	2	2
13	6	13 ^o	4
14	5	12 ^o	4
15	3	13 ^o	2
16	2	3	4
17	1	3	3
18	2	2	3
19	3	5	6
20	2	3	3
21	4	4	3
22	3	2	3
23	4	3	3
24	2	2	3
25	3	3	3
26	3	2	4
27	6	1	5
28	3	2	6
29	3	3	3
30	2	1	3
31	2	4	3
32	4	6	3
33	4	3	2
34	3	5	4
35	3	2	2
36	4	9*	3
37	1	2	2
38	2	3	3
39	3	2	5
40	5	4	5

*K. S. = 9 $p < .05$.

^oK. S. = 11 $p < .01$.

Table 27. Comparison of social classes I, II with class V adolescent males on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test.

Question	Mother	Father	Self
1	.23	.45	.15
2	.26	.25	.14
3	.25	.38	.27
4	.27	.15	.23
5	.26	.45	.06
6	.13	.14	.15
7	.37	.37	.12
8	.59	.55	.26
9	.24	.45	.27
10	.23	.14	.09
11	.19	.47	.36
12	.36	.24	.17
13	.18	.56	.36
14	.35	.47	.24
15	.28	.47	.18
16	.29	.45	.40
17	.17	.45	.25
18	.12	.15	.18
19	.12	.35	.58
20	.25	.37	.08
21	.23	.27	.15
22	.12	.34	.35
23	.27	.56	.15
24	.26	.35	.24
25	.18	.30	.24
26	.25	.23	.26
27	.46	.28	.33
28	.27	.27	.23
29	.26	.36	.10
30	.08	.15	.17
31	.35	.35	.17
32	.46	.27	.27
33	.14	.23	.08
34	.38	.27	.45
35	.15	.26	.19
36	.37	.46	.23
37	.14	.24	.14
38	.28	.18	.36
39	.16	.25	.23
40	.18	.16	.22

K. S. = .7 p < .05.

Table 28. Comparison of social classes I, II with class V adolescent females on feelings about mother, father and self by the Kolmogorov-Smirnov two-sample test.

Question	Mother	Father	Self
1	.11	.14	.20
2	.31	.14	.42
3	.15	.32	.22
4	.09	.25	.17
5	.12	.25	.13
6	.16	.28	.20
7	.22	.32	.22
8	.15	.70*	.32
9	.19	.59	.19
10	.22	.32	.34
11	.06	.12	.21
12	.26	.15	.17
13	.42	.75*	.40
14	.29	.59	.32
15	.24	.44	.15
16	.15	.13	.19
17	.11	.24	.23
18	.12	.26	.20
19	.32	.40	.20
20	.11	.09	.23
21	.28	.15	.07
22	.15	.16	.35
23	.24	.08	.13
24	.08	.10	.22
25	.22	.12	.22
26	.12	.35	.27
27	.35	.08	.13
28	.16	.03	.17
29	.32	.15	.15
30	.09	.15	.21
31	.19	.16	.21
32	.17	.37	.20
33	.16	.22	.20
34	.15	.42	.05
35	.27	.14	.21
36	.42	.27	.26
37	.19	.11	.10
38	.12	.08	.20
39	.15	.17	.29
40	.25	.18	.39

K. S. = .7 p < .7.