Q’s: Should I try to disentangle aspiration from expectation?

Q-method: Can I make cross-sectional arguments from wave one and also longitudinal arguments from wave 1 and 4?

072815

Throw out Coleman, King et al., etc.. REDO intro

072715

Set-up: Endnote Library with first research “grouping”—adolescent peer college expectation

Set-up Cayuse: U/P: ditto UNM // …and wrote back Stephanie for set-up

Set-up Fastlane.nih.gov & Research.gov: U/P: (000)700758/tm2015

Set-up eRA-Commons-NIH: U/P: THOMASM2/N…%

Peer Expectations: Stata Intro: cross-tabulation, t-tests, hypothesis testing

-Monday morning w/soc lab study group. The disjunction between educational aspirations vs expectations as a measure of strain theory is criticized by Farnworth, yet becomes quite useful of a concept for the present study. REDO abstract

072415

Integrated ado’s for Peer Expectations

Began looking at missing 5114->1941…

Collected/Printed core references

Hirschi (1969)

Liska (1971)

Quicker (1974)

**ASPIRATION**

**Theoretical perspective**. In the educational model of rational choice theory, aspirations (not expectations) are also the focal side of the equation, yet they are “abnormally” low due to one’s social context. **Two causal models** provide the causal mechanism of this undue low aspiration:

**1. Wisconsin model places aspirations as largely shaped by the social context of parents, peers, and teachers.**

**2.** Cultural capital model of habitus places aspirations as influenced by lifetime class-based experiences—one unconsciously aspires to what one is used to and already esteems **(Frye, p. 1569; Bohon, p. 208).**  Calculations are based on the symbolic meaning of the future return on investment.

Rational Choice theory on aspiration: Adolescents act as ‘econometricians’ in assessing the best probability of success in achieving goals.

Cultural Capital theory posits that these calculations are influenced by symbolic interpretation of the meaning of a college degree, which defines one’s expected return on investment. This is based on an individual’s habitus, which is an individual’s lifetime class-).

However, in American culture, the expectation to attend college is highly rational. After all,

Pragmatist theory on aspiration/expectation that places the prominent influence of goal-making and aspiration as a form of identity.

-**Bohon2006**: Status Socialization Theory (SST)-aspiration: “ado’s desire to achieve high levels of education”

Status Socialization theory (Sewell et al, 1970): that future educational success is contingent on current beliefs that such success is desirable and likely.”208. **SST guided by Status Attainment model** which is designed to explain the reproduction of class position across generations **through social-psychological processes (Morgan 2005)**

SST-expectation: “Perceived likelihood of achieveing these levels personally”

Ed aspirations/expectations impact ed attain process (Hanson 1994, Kao and Tienda 1998)

Both aspirations and expectations influenced by *Habitus* (accumulation of past experience affected by class socialization, actions, and observations (B +P, 1973)

**EXPECTATIONS**

**Morgan (1996**) found that Blacks had higher aspirations yet lower educational expectation than whites. His study focuses more on the *expectations* side of the equation.

**Transitions rather than persistence.** What makes this study interesting is that when assessing persistence and graduation rates, the usual confounding factors are academic based, whether in terms of motivation or ability, these factors determine form of outcome. But once graduated, the transition to matriculation is more affected by non-academic factors like financial and organizational constraints.

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http://www.ats.ucla.edu/stat/stata/faq/default.htm

Codebook:

Effect of

watching tv/video/videogames …..

Hours/week watching tv

Active sport…

Exercise…

Hang out with friends

Wear seatbelt? H1GH42

Ever repeated a grade p.112

Feel close to people at school? H1ed19

Feel part of your school h1ed20

Attended AOD treatment (162yes)h1h86

**Assessment of intelligence (p. 167) h1Se4**

Depression H1fs\*\* p. 172

\*Ed level of bio mom h1nm4 p. 300

Duration lived with her h1nm9, h1nm\*

Talked about school grades h1nm12h …90% skipped?

\*Ed level of bio dad h1nf4 p. 314

Res Mom-ed level h1rm1 p. 325

Res Mom- public assist h1rm9

Res Dad-ed level h1rf1 p. 336

**Parents let choose friends? H1wp2 ADDED**

**“ amount of time of tv? H1wp4 ADDED hiwp\***

**Mom disappointment, no college: h1wp11 p.353 46%high!**

**“ no hs graduate: h1wp12 82% high**

**Dad dis, no college: h1wp15 35%high**

**Dad disapp, no hs graduate: h1wp16 60% high 356**

**Hard work cynical h1pf8**

**Hopeful about the future p. 172 H1FS8 control??**

**A lot to be proud of h1pf32 st agree vs. agree**

**Like self h1pf34 p. 397**

Friends (male) 1st, 2nd, 3rd, h1mf2\* p. 426

“ (female) h1ff

Smoking p. h1to4 p. 1031

Alcohol h1to40

**Pot H1to30** hypothesis: this has no effect on college expectations

Cocaine h1to36 p. 1059

Graffiti h1ds1 p. 1074 6% once

Shoplift 14%

Injury seriously someone h1ds6 13%

Runaway h1ds7 p. 1077 6%

Steal >$50 h1ds9 3%

**Sell drugs h1ds12 7%** hypoth: this has no effect on college expectations

Drink/drive h1jo9 6.4% (48% no)

High at school h1jo20 10%yes p. 1097

How much care about you?

Teachers h1pr2 p. 1158

Parents h1pr3, friends h1pr4

**Scriptures word of god h1re2 p. 1167 63%yes**

**How often pray h1re6 42% once per day**

**Want to attend college 1-5 h1ee1 70% is high-5 p. 1170**

**Likely will attend college 1-5 h1ee2 55% is high-5**

Likliehood of living to be 35: h1ee12 55% almost certain

Condition of dwelling: h1ir11 44% <very well kept

Topics of embarrassment: h1ir22i (h1ir22\*)

How old are you S1 p. 1279

Sex: s2

Grade: s3

Score/grades in English,etc. s10A p. 1286

Live with mom? S11

Her education? S12

Extracurricular activities S44a\* p. 1339

Will be killed by age 21: s445c 26%no chance

**Will graduate from college: s45e 32% it will happen p. 1349**

**9% pretty likely; 5.4% 50-50; 3% some chance (. -39%)**

**Will have middle class income s45f 13% it will happen**

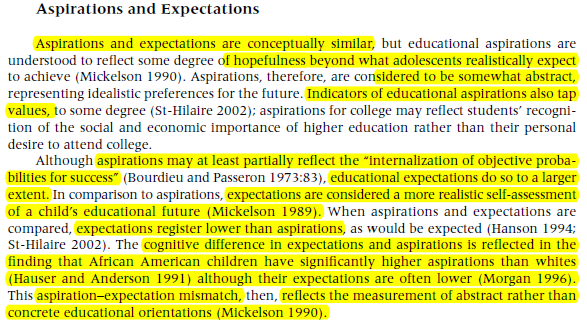
**15%pretty likely; 13.6% 50-50 6% some chance (. -33%)**

Feels part of school s62ep. 1378

Students at school prejudiced s62g: 25% agree

Teachers treat stduents fairly: s62L: 10% disagree

[parental questions] pc\* p. 1508



Bohon: 2006