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THE RELATION OF MORMON PARENTAL RELIGIOSITY
AND FAMILY SIZE ON CHILDREN'S EDUCATIONAL,
OCCUPATIONAL AND INCOME SUCCESS

A Thesis

Presented to the
Department of Sociology
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

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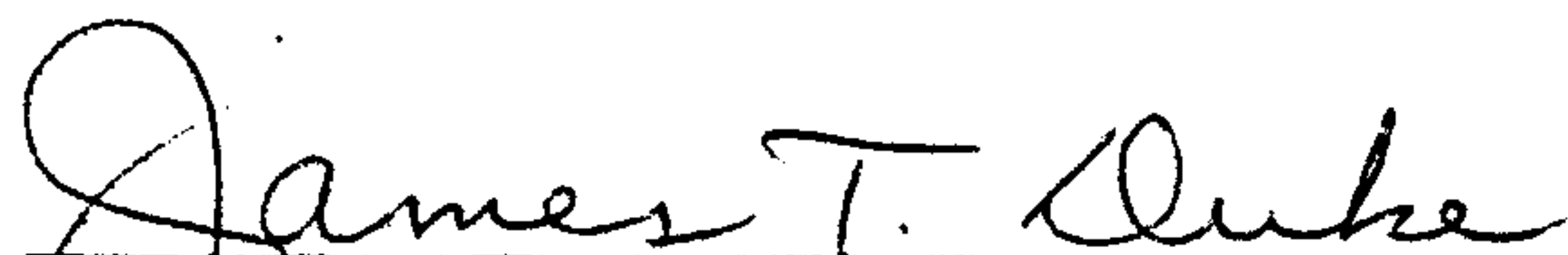
by

Marvyn William Hogenson

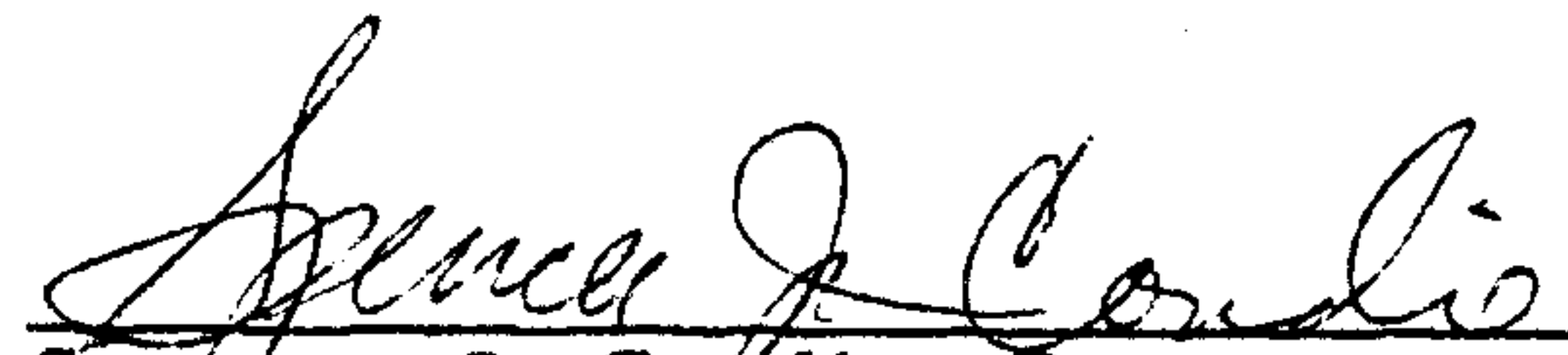
August 1977

This thesis, by Marvyn W. Hogenson is accepted in its present form by the Department of Sociology of Brigham Young University as satisfying the thesis requirement for the degree of Master of Science.


Philip R. Kunz, Committee Chairman


James T. Duke, Committee Member

19 July 1977
Date


Spencer J. Condie, Department Chairman

Typed by: Dale E. Monson

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M. W. H.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF FIGURES	vi
LIST OF TABLES	vii
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Significance of the Problem	
Review of the Literature	
II. THEORY AND HYPOTHESES	29
Basic Concepts	
Hypotheses	
Controls	
III. METHODOLOGY	35
Research Design	
Sample Selection	
Scale Construction	
Administration of the Questionnaire	
IV. RELATIONSHIP OF PARENTAL RELIGIOSITY AND FAMILY SIZE ON EDUCATION, OCCUPATION AND INCOME SUCCESS	45
Statistical Analysis Procedures	
Relationships	
Summary	

Chapter	Page
V. SUMMARY AND IMPLICATIONS	72
Limitations	
Analysis of Data	
Implications for Theory	
Implications for Further Research	
BIBLIOGRAPHY	81
APPENDICES	90

LIST OF FIGURES

Figure	Page
1. Extended Model of the Process of Stratification Including Sibling Classification	7
2. Basic Model of the Process of Achievement with Path Coefficients Estimated for Non-Negro Men with Nonfarm Background, 35-44 Years Old, in Experienced Civilian Labor Force, March 1962	8
3. Representation of the Hypothesis of Direct Effects of Size of Family of Origin, Residential Back- ground and Parental Background, and Parental Occupation on Socioeconomic Achievement	9
4. Path Coefficients for Antecedents of Educational and Occupational Attainment with Revised Model for Total Sample	13

LIST OF TABLES

Tables	Page
1. The Relation of Reported High School Grades to Sibship Size by Religion for High School Sample	27
2. The Relation of Father's Religion to Respondent's Education, Occupation, and Income	47
3. The Relation of Mother's Religion to Respondent's Education, Occupation, and Income	49
4. Correlation Between Parental Religiosity and Respondent's Religiosity, Number of Siblings, Education, Occupation, and Income	52
5. Correlation Between Respondent's Religiosity and Respondent's Education, Occupation, and Income: Controlling for Parental Religiosity	54
6. Correlation Between Parental Religiosity and Parental Control, Emotional Support, and Educational Encouragement	55
7. Correlation Between Father's and Mother's Control and Respondent's Education, Occupation, and Income: Controlling for Parental Religiosity	58
8. Correlation Between Father's and Mother's Emotional Support and Respondent's Education, Occupation, and Income: Controlling for Parental Religiosity	59
9. Correlation Between Father and Mother Educational Encouragement and Respondent's Education, Occupation, and Income: Controlling for Parental Religiosity	61

Tables	Page
10. Correlation Between Family Size and Respondent's Education, Occupation, and Income: Controlling for Parental Religiosity	62
11. Correlation Between Father's Occupation and Financial Position with Respondent's Education, Occupation, and Income	64
12. Selected Characteristics of the Universe	100

CHAPTER I

INTRODUCTION

Statement of the Problem

There have been several significant studies during recent years concerning the relationship between parental socio-economic background variables and family size and educational and occupational achievement (Haley and Gardner, 1953: 60-75; Rosen, 1961: 514-525; Lipset and Bendix, 1963: 227-250; Lenski, 1963: 242-243; Duncan, 1965; Blau and Duncan, 1967; Duncan, 1967: 363-372; Featherman, 1971: 107-124; Wray, 1971: 403-461; Duncan, Featherman and Duncan, 1972). Additional studies have focused upon the relationship between religion and educational status attained (Cantril, 1943: 574-579; Goldschmidt, 1944: 348-355; Bogue, 1959; Weller, 1960; Lenski, 1963; Lazerwitz, 1961: 568-579; Burchinal and Kenkel, 1962: 526-532; Lipset and Bendix, 1963: 227-250; Mayer, and Sharp, 1962: 218-227; Organic, 1963; Glenn and Hyland, 1967: 73-85; Goldstein, 1969: 612-631; Laumann, 1969: 182-197; Warren, 1970; Warren, 1970: 130-155; Jackson and Crockett, Jr., 1970: 48-63; Schuman, 1971: 30-48;

Featherman, 1971: 207-222). However, little has been done to determine to what extent religious preference and education is a result of religious influence on family size, which in turn has its influence on educational and hence occupational attainment. This suggests a need for more research concerning the impact of religion and family size on educational attainment and occupational success.

Specifically, the purpose of this research is to answer the following question arising from the preceding studies:

How do religion and family size relate to educational attainment and occupational success?

With this purpose in mind, it was decided to study members of the Church of Jesus Christ of Latter-day Saints (the Mormon Church). The unique ideology of the Mormon Church emphasizes large family size while also stressing the importance of educational attainment, the specific variables emphasized in the present study.

Significance of the Problem

Theoretical significance: Sociologically, this research will add to our knowledge of the impact religion has on value orientations and achievement socialization (specifically, the Mormon religious orientation and its views on family size and educational achievement). With this in mind, motivational theory

will be examined. Instilling with a child persistent drive to strive for standards of excellence requires that parents urge their child to strive for high standards, rewarding him when he performs well and punishing him when he fails (McClelland, et. al., 1953: 50). In time, parental expectations become internalized. When later exposed to situations involving standards of excellence the individual re-experiences the affectivity associated with his earlier efforts (McClelland, et. al., 1953: 42).

Rosen (1961: 514) and Secord and Backman (1974: 509) showed that strong achievement motivation tended to develop: 1) when parents set high goals for their child, 2) when shown a high evaluation of his ability to do a task well, and 3) when they imposed upon him standards of excellence in problem-solving tasks. This complex of socialization practices was called "achievement training". This was contrasted with "independence training" in which the child was expected to be self-reliant in competitive situations requiring excellence. At the same time he was given relative autonomy in problem-solving and decision-making situations.

Observation of parent-child interaction in problem-solving situations (Rosen, 1961: 515) showed that both of the parents of boys with achievement motivation stressed achievement training. It was

also found that the fathers and mothers of boys with high achievement tended to be more competitive and interested in their sons' performance than parents of boys with low motivation; they set higher goals for him to achieve and were more impressed by his ability to solve the problem. Good performance was also rewarded by warm approval, with more severity in disapproval. The mothers were usually more dominant and expected less self-reliance than the mothers of boys with low motivation.

It seems, according to Rosen (1961: 514), that a boy can accept and needs achievement training from both parents. But the results of such training and sanctions differ depending on whether they come from father or mother. For strong achievement motivation to develop, the boy seems to need more autonomy from his father than from his mother. "The authoritarian father may crush his son--and in so doing destroy his achievement motive--perhaps because he views the boy as a competitor and is viewed as such by his son." (Rosen, 1961: 515)

It is expected that this data will give relevant information pertaining to the relationship between achievement training, sibship size, and educational and occupational achievement.

Applied significance: "Reserving a Womb; Case for the Small Family" (Lieberman, 1970, 87-92) exemplifies the type of

material currently appearing which seems to have two major purposes: 1) to review existing scientific evidence on the negative effects of large families, and 2) to convince the reader that small families will overcome the serious population problems, as well as provide significant advantages for each family member (Wray, 1971: 403-461). Knowing that Mormon ideology encourages large families (Young, 1951: 197), and that studies show them generally to have large families (Pitcher, Peterson and Kunz, 1974: 149-50), it would be significant to know the impact of family size upon members of large Mormon families who seriously strive for the goal of education and occupational success. Perhaps important factors found within religious organizations such as the Mormon Church will lend insight into the process of educational and occupational attainment. Such findings would also determine whether or not families are, in fact, a handicap.

Review of the Literature

Family size, educational and occupational attainment:

Blau and Duncan (1967) indicated that coming from a large family (4 or more children) reduces one's chances for occupational success. The major consequence of large families is to significantly reduce the educational attainment, and therefore, the occupational success of the children (Blau and Duncan, 1967: 295-330). Figure 1.

represents Blau and Duncan's attempt to introduce the influence of family size on educational and occupational success level. They found that even when father's occupational status was controlled, men from small families (3 siblings or less) continued to show higher occupational achievement than men from large ones.

However, when both respondent's education and father's occupational status were controlled, the differences in respondent's occupational achievement between men with few and those with many siblings almost completely disappeared. This means that the superior occupational achievements of men from small families were mainly the result of their superior education. Education was the intervening variable between father's occupation, father's education, and the number of siblings in the respondent's family of origin, which effected respondent's occupational achievements (Blau and Duncan, 1967: 295-330).

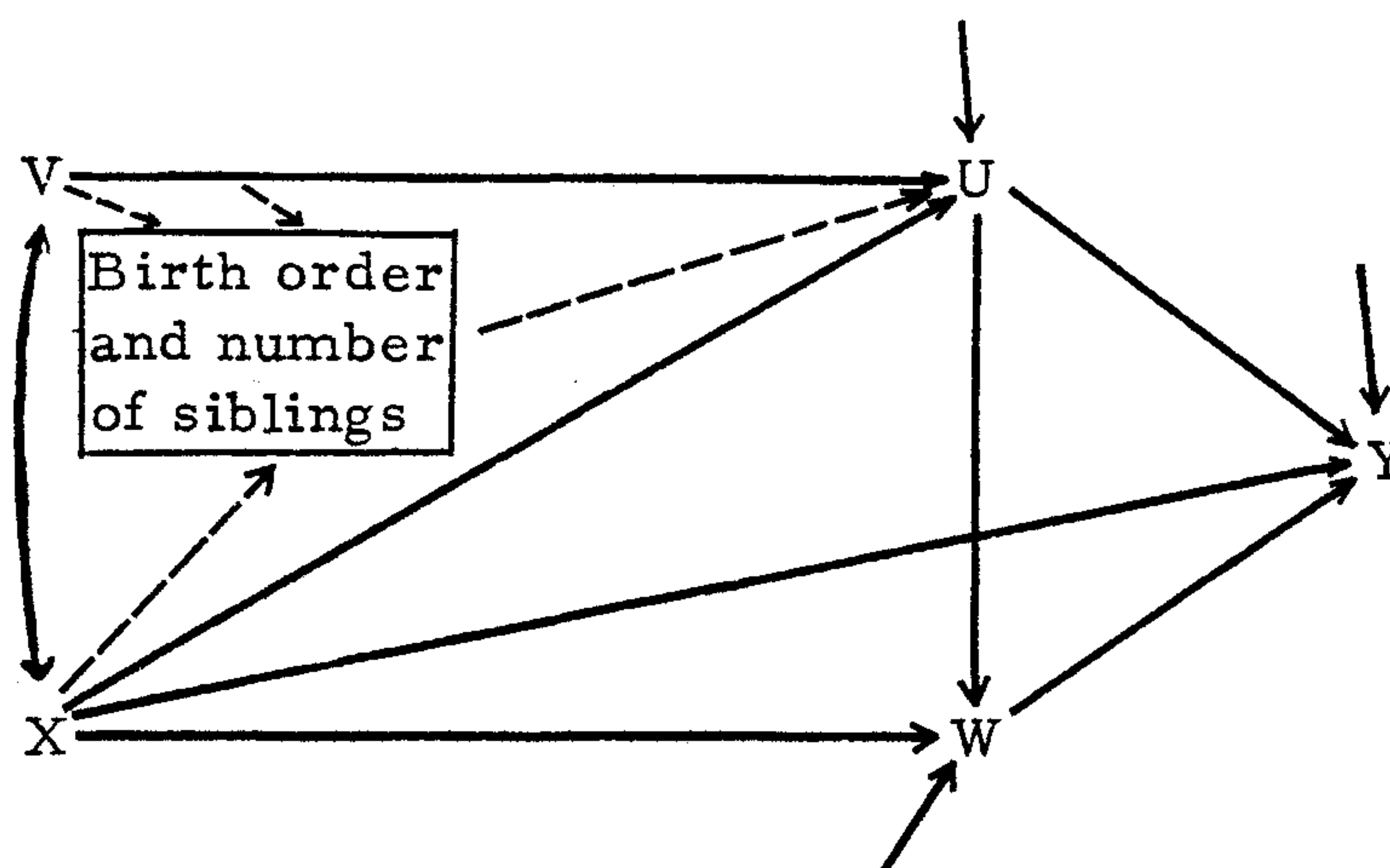


Figure 1. Extended model of process of stratification, including sibling classification. (Note: Dashed lines represent hypothesized directions of influence, but cannot be given numerical values in a path analysis because the sibling classification is nonmetric.)

Code: V: father's education
 X: father's occupation
 U: respondent's education
 W: respondent's first job, occupational SES
 Y: respondent's occupational SES, March 1962 (Blau and Duncan, 1967: 310)

Duncan, Featherman, and Duncan (1972: 39-41) in retabulating the above Blau and Duncan data, also found the indirect influence of respondent's number of siblings on his occupation to be slight. However, as in the above study, a stronger indirect impact on it was felt through respondent's education. This indirect effect (see Figure 2.), as in Blau and Duncan's findings, was negative, meaning that as family size increased the amount of schooling completed decreased, and thus lowered the occupational achievement level.

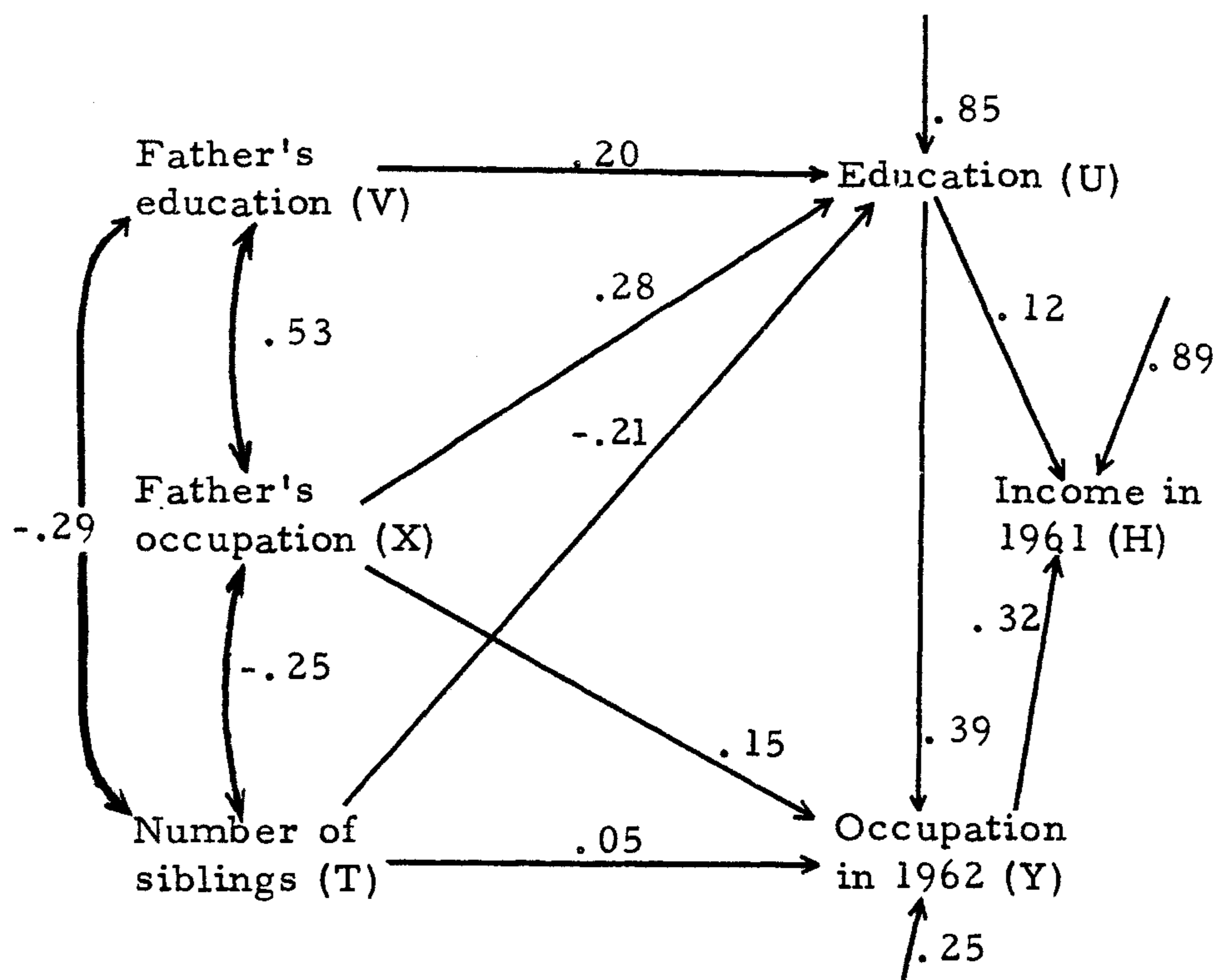


Figure 2. Basic model of the process of achievement, with path coefficients estimated for non-Negro men with nonfarm background, 35-44 years old, in experienced civilian labor force, March 1962. (Source: OCG data set. Path not shown where coefficient is less than .05 in absolute value.) (Duncan, Featherman, and Duncan, 1972: 39)

On the other hand, Featherman (see Figure 3.), in studying urban and rural youth, saw virtually no direct impact of respondent's number of siblings on his occupation. However, a significant indirect negative effect (as was found by Blau and Duncan and Duncan, Featherman and Duncan above) through his education variable was shown (Featherman, 1971: 113). At this point we need to realize that to say a direct influence is slight or absent does not mean that the background factors are unimportant, but simply that their effect is largely or totally indirect. Their

effect is still felt on respondent's occupational status (Duncan, Featherman, and Duncan, 1972: 42).

Featherman further found that residence, like number of siblings, had no direct effect, but instead, an indirect effect through number of siblings and respondent's education. Besides this, his data show that rural, in contrast to urban families, are larger and their children go less far in school regardless of parental occupational status (Featherman, 1971: 113).

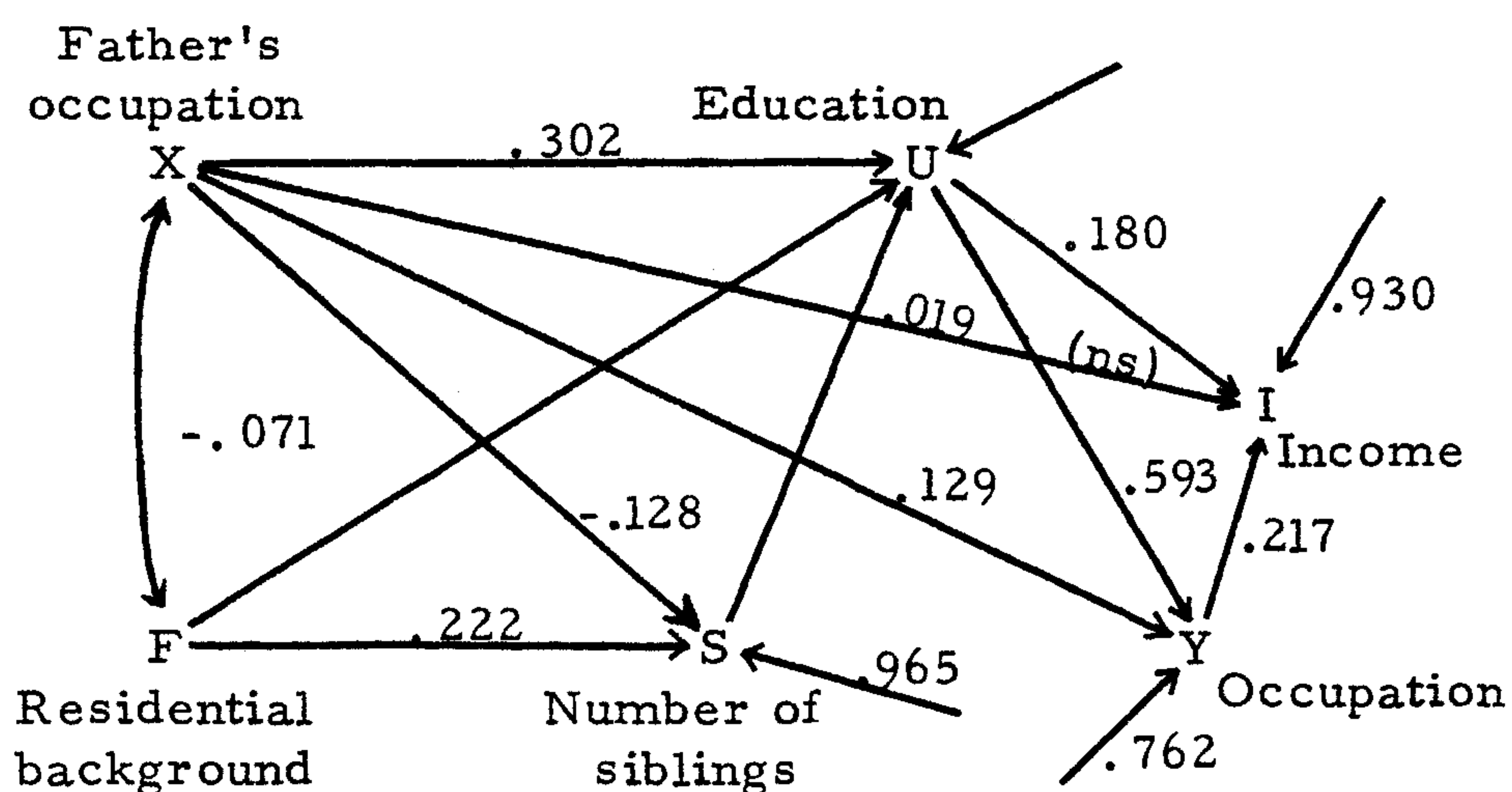


Figure 3. Representation of the hypothesis of indirect effects of size of family of origin, residential background, and parental background, and parental occupation on socioeconomic achievement. (Featherman, 1971: 114)

Halsey and Gardner (1953: 60-75), approaching the problem from a different point of view, found that in the London Grammar School system, "the middle-class boy rather than the working-class boy, and from a small family rather than a large one, is better

equipped in his attitudes and family background to take full advantage of education in a Grammar School, and thus to set out on a career leading to an occupation of high social prestige."

Other researchers have found a negative effect of family size on education and occupational achievement. They found it to be negligible within families of high socioeconomic status and present only amongst the lower socioeconomic levels. For example, Wray (1971: 403-461) said, "It was 'clearly apparent' in children of farmers, manual laborers, and clerical workers; 'negligible' in children from the managerial class, and 'barely discernible' among those from the professional class."

Lipset and Bendix (1963: 227-250) also showed this inverse relationship between family size and level of education for children of low-status parentage, and little or no relationship between family size and educational opportunity for children from a high-status background (white-collar workers, small businessmen, and those in other middle-class occupations).

Thomas (1972: 137-154), in studying Catholic adolescents attending parochial schools in St. Paul, Minnesota; New York City; San Juan, Puerto Rico; and Merida, Yucatan, in 1971, conceded that family size does seem to influence the way children are reared and the attitudes they develop. However, he found that the effects

were minimal and depended upon other things. For example, the effect of family size is negligible if parents possess adequate financial resources and are able to give their children the needed emotional support. The greatest effect is felt by the child when parents lack resources and are unwilling and/or unable to give the necessary emotional support.

This idea is strongly supported by Rehberg and Westby (1967: 371) who found that pursuance of post-high school education in all strata, not just in the lower classes, was necessarily dependent upon parental encouragement. They also found that the more often such expectations were expressed, the more likely the adolescent internalized them as his own. Blau and Duncan (1967: 330) also recognize that the educational benefits a small family is capable of providing (even when economically advantaged) are not usually realized unless the climate is positive toward education. The positive orientation toward education is what makes parents and children try to implement educational ambitions.

In analyzing parental support and parental control, Thomas and Weigert (1971: 844) found that parental support, but not parental control, is positively associated with the adolescents' tendency to conform to the expectations of authoritative others (parents and priest).

From the above research, it can be concluded that family size does seem to influence educational attainment. However, other factors are involved, such as the family's of orientation socioeconomic status level, parental support (warmth and encouragement), and perhaps, parental control--a point of debate at this point.

Variables affecting education and hence occupational status: Sewell, Haller, and Ohlendorf (1970: 1024), in an important extension to the Blau and Duncan (1967) study, listed the following variables which influence educational and occupational attainment: mental ability, academic performance, significant others, and level of educational and occupational aspirations. Besides this they combined the father's occupation and education, as utilized by Blau and Duncan, with three other variables: mother's occupation, mother's education, and average family size, thus forming a new variable, SES (see Figure 4.).

Of importance are their findings that four significant paths lead from academic performance, one more than from significant other's influence. This shows the central roles of both academic performance and significant others in influencing later status attainment. Also of interest is that with the addition of SOI, father's SES no longer directly influences respondent's educational attainment.

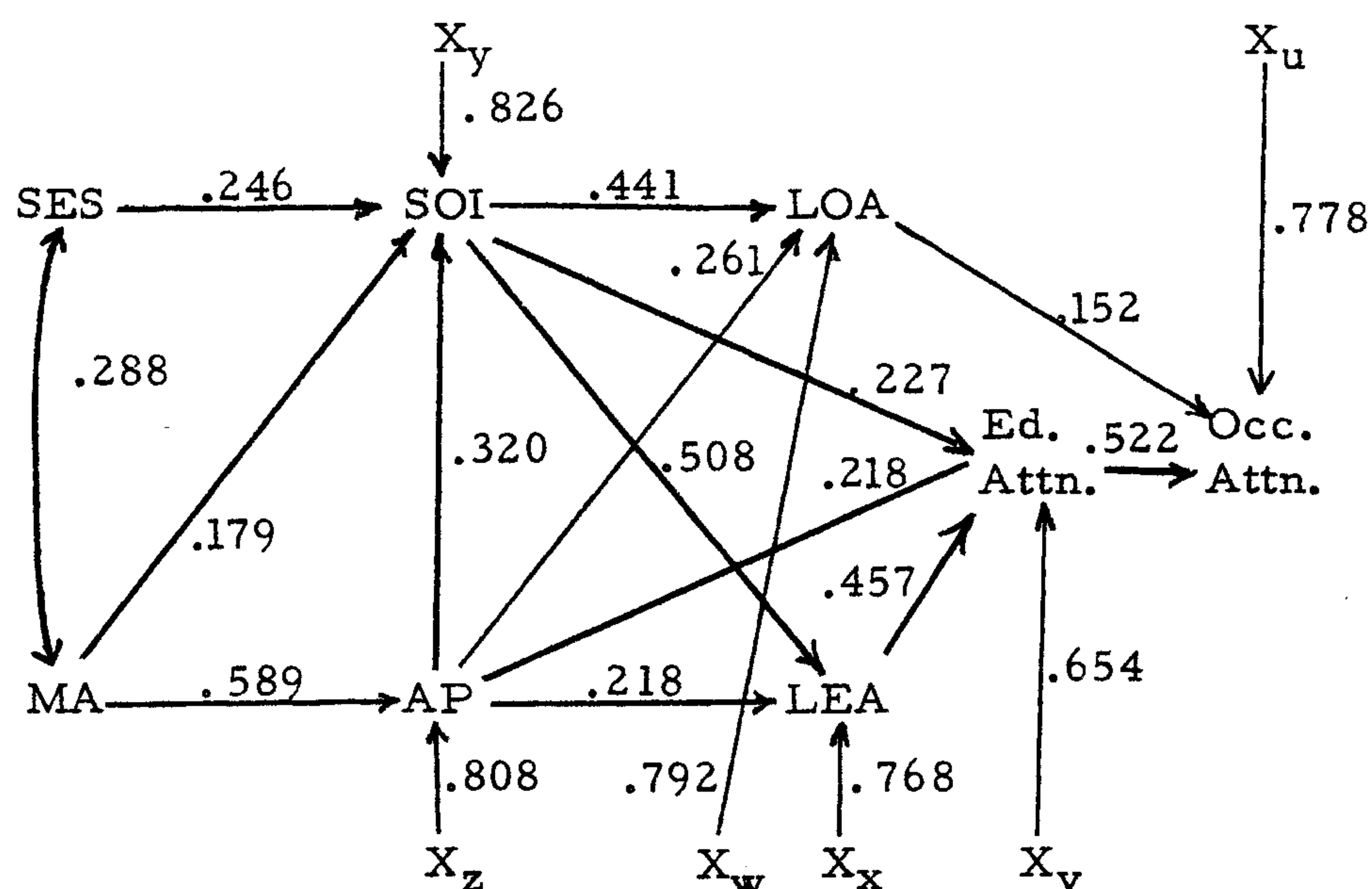


Figure 4. Path Coefficients For Antecedents of Educational and Occupational Attainment with Revised Model for Total Sample.

Code: Occ. Att.: Occupational Attainment
 Ed. Att.: Educational Attainment
 LOA: Level of Occupational Aspiration
 LEA: Level of Educational Aspiration
 SOI: Significant Others Influence
 AP: Academic Performance
 SES: Socioeconomic Status
 MA: Mental Ability

(Sewell, Haller, and Ohlendorf, 1970: 1023)

Of even more importance to note is the fact that they found these added variables made very little difference to amount of variation in occupational attainment already explained by education (Sewell, Haller, and Ohlendorf, 1970: 1023). Therefore, Sewell, Haller, and Ohlendorf (1970: 1024) suggest a need for further research to determine other influences on occupational status attainment. They suggest such influences as those related to

marital status: age at marriage, help and encouragement of spouse, number of dependents, and spacing of offspring. They also suggest influences of personality characteristics: need for achievement, power, and recognition; and personal relations skills: sociability and empathy.

Haller and Portes (1973: 87-88) indicate that the Sewell, et. al. study, along with the other Wisconsin research, indicates that nearly all the effect of family's position on educational and occupational attainments is, "due to its impact on the formation of status aspirations and significant other's encouragement of their enactment." With status aspirations and significant other's encouragement controlled, the position of family members does not affect status attainment. The Wisconsin research also emphasizes, "the importance of psychological formations and their consistent support from those the youth considers important." (Haller and Portes, 1973: 87-88) Study suggests the possibility that in "society with a relatively broad range of opportunity, the parental role in the status fate of youth may well hinge more on the psychological than on the economic support they are able to provide." (Haller and Portes, 1973: 87-88) However, Haller and Portes point to the possibility that the Wisconsin field research may not have located the severe poverty levels necessary to make

economic, as well as psychological conditions, critical direct determinants of status attainment (Haller and Portes, 1973: 87-88).

Duncan, Featherman, and Duncan (1972: 50-204), not satisfied with the degree of explained variation in occupational status attainment, introduce and analyze in their basic model shown in Figure 2., three social origin variables (national origin, race, and family stability), and five new intervening variables (intelligence, aspiration levels, plans for college, achievement motives and significant others).

It was found that national origin (parental country of birth) within the native white population was not a major factor in educational or occupational attainment when socioeconomic characteristics in the families were equated. However it was discovered that origin directly influenced level of educational attainment as well as influenced (via education) one's occupational status in the U.S.S.R. and in Latin America. The effect was positive in the U.S.S.R. and negative in Latin America (Duncan, Featherman, and Duncan, 1972: 66-67).

Concerning race, they found that the black Americans, like the Latin American minority, are "disadvantaged both by the low status of their families of orientation and by handicaps to

educational and occupational achievement superimposed upon family factors (Duncan, Featherman, and Duncan, 1972: 66-67).

As for family stability, Duncan et. al. (1972) found that being reared in a broken family (headed by mother only), rather than an intact family (father and mother both present) was a definite disadvantage for occupational achievement for both blacks and whites. They found, contrary to some thinking, that family stability was not a major factor in explaining racial differences in occupational success. Comparatively, the number of siblings was more important in explaining occupational achievement than family stability. However, color was the primary source of variation in educational, occupational and economic achievement of the races, overshadowing in importance the color differentials in family size and stability (Duncan, Featherman, and Duncan, 1972: 66-67).

Intelligence, unlike the use of mental ability (I. Q.) by Sewell et. al., was defined by Duncan, Featherman, and Duncan (1972: 104) as the ability to perform occupational roles. They used this definition because of the intelligence demands of various occupations. They concluded that the inclusion of intelligence test scores in an achievement model may substantially increase the amount of variation in occupational status explained.

There is still much variation left unexplained. Little racial variation in schooling remains after controlling characteristics of family of origin and intelligence. However, there are definite occupational and economic disadvantages for black men, even if their social origins, education, and intelligence are kept equal with whites.

In analyzing occupational aspirations and occupational plans for college, Duncan, Featherman, and Duncan found them correlated with family background, whereas Sewell, Haller, and Ohlendorf (1970) found them correlating through SOI. However, Duncan, Featherman, and Duncan (1972: 166) found the mean level of aspiration to be higher than that of achievement, which seems to suggest that many men do not manage to realize their youthful aspirations.

To test achievement motivation, Duncan, Featherman, and Duncan (1972: 166-167) used a projective test, modeled after Crockett's 1962 study. However, the need achievement score derived therefrom was not a particularly informative intervening variable. Its inclusion in the Duncan, Featherman, and Duncan model did not add to the explanation of occupational achievement.

The significant others (contrasted with Sewell, Haller, and Ohlendorf--parental and teacher encouragement for college

and friends' college plans), included wives, parents, friends, and schoolmates. They found the spurring process of wives on their husbands had very little effect on the variance introduced into occupational success. Wives were next analyzed in their role as mothers, in order to try to determine the extent to which the socioeconomic characteristics, intelligence, and motherly personality traits influenced their son's educational attainment. They only contributed 5.7 percent of the variance to their son's educational attainment. This did not coincide with Barber (1957: 320), who indicated that, "Generally, the focus of energy on mobility derives from the mothers." Nor did it coincide with Kohn (1969: 112) who also found that few parents or children pointed to father as the more motivating parent, or that the child was more ready to turn to father than to mother for advice and educational encouragement. Duncan, Featherman, and Duncan's study further showed that, "parents' aspirations are crystallized under the influence of the child's own ability, as it becomes manifested in his performance in school." (Duncan, Featherman, and Duncan, 1972: 204) A similar concept is found in Sewell, Haller, and Portes (1969: 85).

In spite of all this information given to us by the addition of the Duncan et. al. variables: national origin, race, family

stability, intelligence, aspiration levels, plans for college, achievement motives, and significant others, Sewell, Haller, and Ohlendorf (1970: 10024) found them to add little to the variation in occupational achievement not already explained by education.

We can conclude therefore, that education has a very important direct influence on occupational achievement. The additional variables introduced by Sewell, Haller, and Ohlendorf (1970) and Duncan, Featherman, and Duncan (1972) influence occupation mainly indirectly through education. That their influence is mostly felt through education does not decrease their importance. The question remains--Just what is their causal position relative to education when all variables are taken into consideration?

This research paper intends to introduce another variable, religion, into the scheme. How important is religion on family size, education and occupational attainment levels? Does religion influence educational and occupational levels?

Religious effects on family size, education and occupational success: Max Weber's theory of the role of Protestantism in the development of capitalism has greatly influenced our interpretations of, and research on, the role of religion in today's

society (Warren, 1970: 130-135). His theory has been much of the motivating force in discovering if contemporary Protestants, like their 16th-century Calvinist predecessors, are more economically successful than Roman Catholics, due to their religious convictions. Lenski (1963: 345) claims "that while U.S. Protestants and Catholics both subscribe to the economic achievement goals of Western society, Catholics also hold to a set of values that hinder achievement, and hence compete economically at a serious disadvantage with Protestants." Weber's works (1930), as well as extensions of his works by Means (1966: 372-381), seem to give theoretical support to this position.

In contrast, other studies (Mack, Murphy, and Yellin, 1956: 295-300; Greeley, 1963: 658-671; Greeley, 1963: 138-139; Lipset and Bendix, 1963: 55; Schuman, 1971: 30-48) have indicated that any Protestant-Catholic differences that may have existed at one time have virtually disappeared today. They support this position by theories of urbanism which contend that the secularization and specialization of religion have weakened the effect of religion on economic behavior.

Such theoretical disagreements have given rise to a great deal of research on occupational and other such forms of economic attainment. Unfortunately many of these studies are

mostly descriptive; comparing Catholic and Protestant occupations but not seeking causal explanations of religious differences in occupation (Cantril, 1943: 574-579; Pope, 1948: 84-91; Lazerwit, 1961: 568-579; Burchinal, 1962: 526-532; Crespi, 1963: 131).

A great deal of religious fertility research has investigated the effect of race, foreign birth, income, urbanization, occupation, education, migration, etc. on the relationship between religion and family size. These studies (Bumpas and Westoff, 1970) have made it quite clear that religion is an important factor in determining completed family size. This was, in fact, the basic conclusion of *The Third Child* (Westoff, Potter, and Sagi, 1963), a volume which reported the results of a study carried out by the Office of Population Research at Princeton University. They found that religion is the ". . . strongest of all major social characteristics in its influence on fertility."

The fertility patterns of the Latter-day Saints (Mormons), based upon their singular ideologies supporting high fertility, are of particular interest to the contemporary social scientist. Hastings, Reynolds, and Canning (1972: 19-28), and O'Dea (1954: 358-364; 1964: 141) in their studies of Mormons emphasized that the combination of theology and cohesive social organization strongly motivates and supports Mormon parents to have large

families. Mormon doctrine states that there are many "spirits who yet await the opportunity to take on mortality and come to earth." (Widstoe, 1965: 155) Because all these spirits must be born into the world, it becomes Mormon parents' responsibility to provide bodies to house these spirits, and to properly care for them until they reach maturity (Widstoe, 1965: 155). Past and present Church leaders condemn family limitation and see the high birth rate of Mormons as a good indicator of the Church's prosperity (Hastings, Reynolds, and Canning, 1972: 19-28).

Pitcher, Peterson, and Kunz (1974: 149-150), in comparing Mormon couples residing in Utah (a predominantly Mormon society) and all couples residing in West Coast states (California, Oregon, and Washington, an environment foreign to Mormon culture and favoring small family size), found that though fertility trends by the region in which Mormons lived did follow those of the total population, Mormons in all three regions had comparatively very large families for the region in which they resided. We, therefore, see that Mormon families are large in spite of regional pressures for small families.

Not only do Mormon parents feel a responsibility to have a large family, but also to see that the children are given love, affection, and feelings of belonging. The First Presidency of the

Mormon Church (Kimball, Tanner, and Romney, 1976: 3) wrote, "One of the greatest needs in today's troubled world is increased love and solidarity within families." They urge parents to meet regularly with their families on Monday evening and to take such opportunities "to get close to their children, to listen to their problems and aspirations, and to give to them the personal direction that they need so much. We pray constantly that parents in the Church will be able to fill honorably their God-given role of instructing and motivating their children." Note that this is the parental support (warmth) described by Thomas (1972) and Thomas and Weigert (1967), and it is Rehberg's and Westby's (1967) parental encouragement. It is not the crushing authoritarianism that Rosen (1961) says will destroy a son's achievement motive. The teaching process is to be firm, but all corrections are to be made in love (Kunz, 1962: 92).

The Mormon Church also stresses education. "The glory of God is intelligence, . . ." (Doctrine and Covenants, Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1976: Section 93, verse 36, p. 160) and "Whatever principle of intelligence we obtain unto in this life, it will rise with us in the resurrection. And if a person gains more knowledge and intelligence in this life through his diligence and obedience than another,

he will have so much the advantage in the world to come."

(Section 130, verses 18-19).

One year after the Mormon Church was organized, in 1831, schools, teachers, and schoolbooks were made available (Widstoe and Evans, 1947: 444-445). As the Mormons were trekking westward after their expulsion from Nauvoo they had school sessions. Very shortly after arriving in Salt Lake City, school instruction was given in the pioneer log cabins. One of their first legislative acts was the chartering, in 1850, of a university. Despite the material costs, Latter-day Saints never lost sight of the need and value of education. As a result, the Mormons have been a literate people.

Today the Church Educational System is in 20 countries around the world--in Canada and the United States, in South America, the Pacific, and in Europe and Asia. Church education involves the lives of more than 300,000 young men and women (Cowan and Anderson, 1974: 448). Of the higher education institutions in the system, Brigham Young University (25,000 students) and Ricks College (5,100 students), are the largest four-year and two-year church-related institutions in the United States (Cowan and Anderson, 1974: 450).

In the first of two related studies by Thorndike (1940: 137), he undertook to find the origin of America's scientists and scholars listed in the 1938 edition of American Men of Science. He found Utah (an overwhelming Mormon population) was easily the most productive state of all. In a later study, Thorndike (1943: 424) added persons listed in the then current editions of Who's Who in America and Leaders in Education to his earlier works, obtaining similar geographical results.

Hardy (1974: 450), in comparing the productivity (the number of men and women receiving doctorates from U.S. universities in the physical sciences, biological sciences, social sciences, arts and professional studies, and education during the following time periods: 1920-1929, 1930-1939, 1940-1949, 1950-1959, and 1960-1961) of the different states of the U.S., found Utah to be first in productivity for all the fields combined with all the time periods. Compared with other states it was "deviantly productive". Hardy (1974) indicated that this result seemed to be due to the influence of Mormon values, for Mormon youth predominated the colleges of the state.

In 1970 (Statistical Abstract of the U.S., 1970: 125-126), Utah had the second lowest illiteracy rate of 0.6, the lowest being 0.5. Also in 1970, Utah had the highest percentage of high school graduates. It was 67.3 percent.

Tied in with this is a study by Kunz and Peterson (1973: 454-459), wherein it was found that the percentage of high grade point averages achieved by Mormons with no siblings was lower than that for both Catholics and Protestants. The percentage of high grade point averages was higher for Mormon families with 1-3 siblings, 4-5 siblings, and 6 or more siblings than those of either Catholic or Protestant families. Besides this, with increased family size for both Catholic and Protestant groups, the percentage of high grades progressively decreased, but for Mormons it went up and dropped slightly for 6 or more siblings.

It appears that we are seeing the effect of some variable or set of variables peculiar to the Mormon Church that might offset the educational and occupational handicaps caused by large families (as found in studies by Blau and Duncan (1967), Duncan, Featherman, and Duncan (1972), etc.), i. e., financial assistance and parental willingness and/or ability (religious duty) to provide emotional support (warmth and encouragement).

From the review of the literature the following conclusions can be tentatively drawn:

1. There are no studies using the Mormon Church which examine the total causal chain from religion, sibship size, to education and then occupational achievement.

TABLE 1

RELATION OF REPORTED HIGHSCHOOL GRADES TO SIBSHIP SIZE
BY RELIGION FOR HIGHSCHOOL SAMPLE*

Religion [†]	No Sibs		1-3 Sibs		4-5 Sibs		6 or More Sibs					
	High	Low	High	Low	High	Low	High	Low				
No Religion	38.1%	61.8%	21	59.2%	40.8%	233	52.9%	47.1%	68	44.4%	55.6%	36
Catholic	51.9	48.1	52	55.3	44.7	597	51.0	49.0	310	43.4	56.6	244
Mormon	45.2	54.8	31	66.1	33.9	493	69.3	30.7	368	59.9	40.1	282
Protestant	67.2	32.8	201	60.9	39.1	1799	55.1	44.9	537	54.0	46.0	428

* High grades equal B- or higher; low grades equal C- or lower.

† Gamma equals 0.08 for no religion, 0.13 for Catholic, 0.03 for Mormon, and 0.12 for Protestant. (Kunz and Peterson, 1973: 456)

2. There is a conflict among research findings regarding whether a large family influences negatively one's potential education and occupation even when socioeconomic background is controlled.

Other research finds sibship size to be a handicap only in the lower socioeconomic levels when financial resources and parental control and support are not forthcoming.

3. All studies agree that education is a good indicator of occupational success and that it is an important intervening variable through which social background variables exert their influence on occupational success levels.

CHAPTER II

THEORY AND HYPOTHESES

Basic Concepts

Most studies in educational and occupational attainment research find an inverse relationship between family size and education, even when background variables are controlled (Blau and Duncan, 1967; Duncan, Featherman, and Duncan, 1972; Duncan, 1965). Others (Thomas, 1972; Wray, 1971; Lipset and Bendix, 1963), however, see this inverse relationship existing only amongst the lower socioeconomic levels of society.

Thomas' findings show family size relates only to parental religiosity, education, and occupation and not to adolescents' religiosity, self-concept, education, and occupation (Thomas, 1972: 151). An extension of Thomas' research findings seems to point to the fact that available "financial resources" and "parental willingness and/or ability to give emotional support" are the controlling variables on educational success levels--all but eliminating the effects of family size in the upper socioeconomic levels, and reducing it greatly in the lower levels (Thomas, 1972:

154). His data seem to indicate that how the parents interact with their children on the emotionally supportive dimension is far more critical in determining the child's educational success than number of children in the family.

Important also to note, is that religion is an important social institution to the Mormons for internalizing religious goals and values (Pitcher, Peterson, and Kunz, 1974: 43-51). It follows that a study of the Mormon religion might show the significant effect parental control, emotional support, and educational encouragement have on instilling motivation for children to achieve.

Achievement training: As was indicated earlier, achievement training is a process whereby parents set high goals for their children to attain; express a strong belief in their children's ability to succeed; and expect, infact impose, standards of excellence upon them. Research shows that for such a process to mature there needs to be: 1) parental emotional support, 2) parental educational encouragement, and 3) parental control (Heilbrun, 1969: 605-612; Heilbrun et. al., 1967: 29-40; Heilbrun and Waters, 1968: 913-927; Maccoby, 1961: 351-371; Rehberg and Westby, 1967: 371; Rosen, 1961: 514-515; Secord and Backman, 1974: 509). The study by Thomas and Weigert (1971: 835-847), fully validates parental support and educational encouragement, but

it lacks support for parental control, perhaps, because of weaknesses in the concept of parental control.

Parental emotional support: Parental emotional support is defined as that quality of interaction between parent and child which is seen by the child as establishing a positive, warm relationship, full of encouragement and loving respect between him and his parent.

Parental educational encouragement: Very closely related to parental support is parental educational encouragement, but this specifically refers to that behavior through which parents translate their achievement and mobility values into a role expectation understood by the adolescent, i. e., the expectation that he is to continue his education beyond high school. Such behavior, as previously mentioned, is vital to a youth's continuing his education beyond high school in both upper and lower socioeconomic levels (Thomas and Weiger, 1971).

Parental control: Parental control refers to a persistent, directing, and controlling influence the child feels his parents exert over his decisions and behavior. Until Thomas and Weigert's study (1971), empirical evidence, summarized by Thomas (1968: 835-847), suggested that parental control and support together and separately are related to patterns of conformity. However, Thomas

and Weigert (1971) have found that parental support is positively related to patterns of conformity while parental control is not, and that there is only limited support for the joint effects of control and support. It is anticipated that the present study will shed further light on this matter.

Hypotheses

The first assumption made is that religious ideology affects behavior. Following closely motivational theory, any ideology that encourages parents to set high goals for their children (educational encouragement); to evaluate highly their children's abilities (parental support); and to impose standards of excellence in problem-solving tasks (parental control), according to Rosen (1961), tends to develop strong achievement motivation within children. According to Rehberg and Westby (1967), it is nearly a necessary precondition to educational success. Following this logic the following hypotheses are developed:

Hypothesis 1a--Parental religiosity is positively related to respondent's religiosity.

Hypothesis 1b--Respondent's religiosity is positively related to respondent's educational attainment, occupational status, and income.

Hypothesis 2a--Parental religiosity is positively related to parental control.

Hypothesis 2b--Parental control is positively related to respondent's educational attainment, occupational status and income.

Hypothesis 3a--Parental religiosity is positively related to parental emotional support.

Hypothesis 3b--Parental emotional support is positively related to respondent's educational attainment, occupational status and income.

Hypothesis 4a--Parental religiosity is positively related to parental educational encouragement.

Hypothesis 4b--Parental educational encouragement is positively related to respondent's educational attainment, occupational status, and income.

Assuming that the combination of Mormon theology and the cohesive social organization strongly motivates and supports Mormon parents to have large families and in turn to motivate their children to obtain a good education and respectable occupation in order to be a useful citizen in the community in which they reside, the following hypotheses are formed:

Hypothesis 5a--Parental religiosity is positively related to respondent's number of siblings.

Hypothesis 5b--Respondent's number of siblings is positively related to respondent's educational attainment, occupational status, and income.

As a result of the conflicting findings of Blau and Duncan (1967) and Duncan, Featherman, and Duncan; on the one hand (who say that even when father's occupational status was controlled, men from small families (3 siblings or less) continued to show higher occupational achievement than men from large ones); and Thomas (1972) and Haller and Portes (1973) on the other hand (who say that it was how the parents interacted with their children on the emotionally supportive dimension that was far more important than either father's occupation, financial position, or family size), the following hypotheses were developed:

Hypothesis 6--Father's occupation is positively related to respondent's educational attainment, occupation status, and income

Hypothesis 7--Father's financial position is positively related to respondent's educational attainment, occupational status and income.

CHAPTER III

METHODOLOGY

Research Design

The questionnaires from which the data for this research were obtained were sent by mail from Lethbridge, Alberta, Canada to Calgary, Alberta, Canada. These questionnaires included questions from which scales were derived for measuring degree of religiosity in the Mormon Church, parental control, parental support, and parental educational encouragement. Other data necessary to test hypotheses were also provided by the questionnaire, such as parent's religion, father's occupation, respondent's number of siblings, father's occupation, and other census data. (For a complete copy of the questionnaire see Appendix A.)

Sample Selection

Information for this thesis was obtained from 843 returns coming from an initial mailing of 1252 questionnaires to a total listing of married urban Mormon men residing in the two

Calgary, Alberta, Canada stakes. (Stakes are geographical units within the Mormon Church consisting of from 3000 to 5000 members. A stake is subdivided into smaller geographical units called wards that consist of from 300-600 members, much like a parish.) This listing was obtained through the cooperation of the two Stake Presidents (the ecclesiastical leader within a stake), 15 Bishops (the ecclesiastical leader within a ward) and the help of Ward Clerks and Priesthood Executive Secretaries (men in charge of the membership records of the specific ward in which they reside).

First, the Stake President was contacted. Even though each stake directory was fresh off the press, personal work was done with each ward to further up-date the listing, which had taken several months to compile. Besides, this listing only contained names, addresses, and phone numbers. It was still necessary to determine the age and marital status of the urban males. With the consent of each Stake President, each Bishop was contacted, who in turn gave the name of their Ward Clerk and/or Priesthood Executive Secretary. In most cases it was the Ward Clerk who assisted in drawing up an up-to-date listing of all the Mormon, urban, married men of these two stakes, along with their birthdays. Whenever there was a doubt, the clerk phoned

each person to check age, address, and phone number and to make the necessary corrections. With such cooperation it is apparent that a very accurate listing was obtained. Only ten questionnaires were returned because of incorrect address, and only seven of the many phone numbers called were wrong.

Some of the specific characteristics of the universe for this research are given in Appendix B. These tables indicate the percent of the universe falling in each category of the following variables: respondent's religiosity; parental religiosity; parental control, support, and educational encouragement; respondent's number of siblings; respondent's education, occupation and income; father's occupation, financial position, and parent's religion.

Scale Construction

The writer made extensive use of scales already developed and tested in other research, making only slight alterations in some cases.

Religiosity Scale: Peterson's Religious Orthodoxy Scale (1971: 96) was used which contained the following items: family prayer, attendance at church, family home evenings, payment of tithing, individual prayer, observance of the word of wisdom (tea, alcohol, and tobacco), and fasting two meals each fast Sunday. To this, the writer added, "Holds a Temple Recommend"

(An official recommend of worthiness to enter into the Temples of the Mormon Church acquired by adult members through an interview with their Bishop and Stake President), making a total of eight items. Each item was measured by asking the respondent to indicate his own religious behavior using the following scale: 1) Seldom or never, 2) Now and then, 3) Fairly often, 4) Often, and 5) Regularly.

In the present study a scale was developed by using the mean of the sum of the eight items. The four categories formed were from highest to lowest: 4) four or above, 3) less than four to three, 2) less than three to two, and 1) less than two.

Unlike Vernon (1955: 324-327) and Tapley (1969: 16-31), who used both beliefs and behavior, Peterson's present scale only measures behavior patterns. In Peterson's full study, the scale category was dichotomized according to marital status. The coefficient of reducibility of the seven items was .92 for single students and .93 for married students with the minimum marginal coefficient of reproducibility of .80 for both. Six of the seven items for single students and four of the seven items for married students lay between a 15 percent and 85 percent margin of discrimination. By eliminating the items which lay outside the margin of discrimination, the results produced a coefficient of reproducibility of .90 for single students and .94 for married students. The

spread of the marginal frequencies on the seven items was sufficient to provide a full range of scores. This information allowed them to conclude that religiosity was an unidimensional attribute.

Parental Control and Support Scale: These scales made use of the short form of the Cornell Parent Behavior Description (Bronfenbrenner, 1961; Devereux, 1965; Rodgers, 1968).

Parental control for father and mother contained the following Likert scale of four items: If I did not do what was expected of me he/she was very strict about it; He/She kept pushing me to do my best in what ever I did; He/She expected me to keep my things in good order; and He/She kept after me to do well in school. Parental support for father and mother used the following items: If I had any kind of a problem I could count on him/her to help me out; He/She said nice things about me; He/She taught me things I wanted to learn; He/She made me feel he/she was there if I needed him/her. Both sets of items were measured by having the respondent check the following scale: 1) never, 2) hardly ever, 3) sometimes, 4) fairly often, and 5) very often.

Again, the present study used the mean of the sum of the four items found under control and support. The same four categories and process for developing them was used as in the religiosity scale above.

Thomas and Weigert (1971) summed these two scales to yield measures of father control and support and mother control and support. In the present study, however, they were used separately.

Rogers (1968) reported average inter-item consistency correlations of .62 and .69 for mother control and support, and .63 and .73 for father control and support. Consistency coefficients calculated across four samples averaged .27 and .41 for mother control and support, and .34 and .50 for father control and support. Test retest stability coefficients from a sample of high school girls averaged .59 and .75 for mother control and support, and .62 and .80 for father control and support.

Parental Educational Encouragement Scale: This scale was taken from Rehberg and Westby's study on educational expectations (1967: 364). It was measured by asking the respondent to indicate how often each parent urged him to continue his education beyond high school. Four response categories were used: 1) Never, 2) Sometimes, 3) Often, and 4) Constantly. In the present study ordinal ratings of 1-4 were given to each parent.

Educational Scale: In order to measure respondent's educational achievement and that of his father and mother, respondent was asked first, to indicate his present formal education in

terms of years of schooling completed. He was then asked to indicate the same for his father and mother. The scale was broken into the following categories: 5) 17 or more years, 4) 16 years, 3) 13 to 15 years, 2) 12 years, 1) 11 years or less.

Occupational Scale: Occupational success of respondent and his father made use of Duncan's Socioeconomic Index (Reiss et. al., 1961: 263-275), with a scale running from 1-96. Three categories were formed with cut off points at 46 and 65.

Income Scale: Respondent was asked to indicate his income, his wife's, and other sources of income by checking one of the following eleven categories: 1) None, 2) \$1.00-\$1,999, 3) \$2,000-\$3,999, 4) \$4,000-\$5,999, 5) \$6,000-\$7,999, 6) \$8,000-\$9,999, 7) \$10,000-\$11,999, 8) \$12,000-\$14,999, 9) \$15,000-\$19,999, 10) \$20,000-\$29,999, 11) \$30,000 or more. This scale was recoded to form 3 categories: None-\$11,999, \$12,000-\$19,999, and \$20,000 or more.

Family Size Scales: Family size consisted of two separate scales, respondent's number of siblings and respondent's number of children. The Number of Siblings Scale consisted of four categories: no siblings (only child), one to three siblings, four to six siblings, and seven or more siblings. The Number of

Children Scale also consisted of four categories: no children, one child, two to four children, and five or more children.

Father's Financial Position Scale: The financial position of respondent's family of orientation did not employ the same income scale as was used for respondent's family of procreation due to the inadequacy of recall. Instead, a simple five category scale was used: very poor, poor, about average, rich, and very rich, which did not require knowing father's and mother's exact earnings, nor the amount coming from other sources.

Administration of the Questionnaire

Once the complete listing was obtained, questionnaires were mailed. Four days later a letter was sent to all 15 Bishops, encouraging them to ask their members to respond to the questionnaires (see Appendix C). Within nine days a followup letter was sent (See Appendix D). Then five weeks later an attempt was made to phone as many of those people who had not answered their questionnaire as possible. Phoning procedures are explained in Appendix E.

Of the 843 usable questionnaires (67.33 percent), 656 were returned as the result of the initial mailing, the letter to the Bishops and the followup letter. An additional 148 questionnaires were answered over the phone and 38 more were returned

by mail after a phone call and a second questionnaire was sent to them. Once suspicions were cleared up, the respondents were willing to either send a questionnaire through the mail or answer directly over the phone. This was almost without exception.

Advantages and disadvantages of a mailed questionnaire:

The mailed questionnaire had many advantages for this research:

1) It was far less time consuming and expensive than interviews would have been. Just six days of phoning cost \$240.00 and only 186 questionnaires resulted (32 questionnaires per day). Phoning can be carried out only between 10 A.M. and 10 P.M. Before 10 A.M. people were awakened, and after 10 P.M. it was again inconvenient. 2) Mailed questionnaires are self administered and do not require skilled interviewers (Kerlinger, 1973: 488). 3) A questionnaire gives the respondent more time with less pressure on him to respond immediately (Kunz, 1962: 39). 4) When the respondent is convinced of anonymity, honesty and frankness can be expected (Kerlinger, 1973: 487). 5) With all of the items in the questionnaire being of the closed type it is possible to achieve greater uniformity of stimulus and thus greater reliability (Kerlinger, 1973).

There are decided disadvantages in the use of the mailed questionnaire for research: 1) No-one is present to give emotional

support and other stimuli to increase the respondent's ability and willingness to answer (Goode and Hatt, 1952: 183). 2) Respondents may not understand all the questions (Kunz, 1962: 40). In an attempt to alleviate these problems simple instructions were given with each question. Most questions required little more than a circle, check mark, or number. 3) Questionnaires tend to be impersonal, of no consequence--a waste of time (Goode and Hatt, 1952: 174). Realizing this problem the writer included an introductory statement at the beginning of the questionnaire (artistically framed in a typical Albertian, Rocky Mountain scene) hoping to dispel this impersonality and to instill some motivation to answer. Besides this, it only required 20 minutes at most to answer.

It was therefore assumed that these precautions would overcome, at least in part, the disadvantages usually resulting from the use of mailed questionnaires.

CHAPTER IV

RELATIONSHIP OF PARENTAL RELIGIOSITY AND FAMILY
SIZE ON EDUCATIONAL, OCCUPATIONAL AND
INCOME SUCCESS

In this chapter the findings of the analysis of the present study will be presented. An analysis of the relation between parental religiosity and respondent's religiosity, education, occupation, and income, along with an analysis of the influence respondent's religiosity has on his educational, occupational and income achievements will be made. Next will follow a discussion of the relationship between parental religiosity and the degree of parental control exerted, the amount of emotional support and educational encouragement given their sons by parents. This will be followed by an observation of the influence parental control, emotional support, and educational encouragement have on respondent's education, occupation, and income. Finally an analysis of the relationship between parental religiosity and respondent's number of siblings, as well as the influence of respondent's number of siblings on respondent's education, occupation and income will be made.

Statistical Analysis Procedures

First the independent variables (respondent and parental religiosity, parental control, support and educational encouragement, and respondent's number of siblings) and the control variables (father's occupation, father's financial position, and father and mother's religion) were crosstabulated with the dependent variables (respondent's education, occupation, and income) in order to determine the significance of these relationships.

Since a significant relation was found between father's and mother's religion and respondent's education, occupation, and income; since respondents of Mormon fathers had a clear education, occupational and income advantage over those whose fathers were Protestant, Catholic, or of no religious affiliation; and since a similar advantage, though not quite as clear (see Tables 2 and 3) was also shown by those respondents of Mormon mothers, it was felt necessary to make a control for Mormon, non-Mormon parents. This was done in order to determine specifically the effect Mormon parental religiosity, control, emotional support, and educational encouragement had on had on respondent's number of siblings, and in turn the influence respondent's number of siblings had on respondent's educational, occupational and income success. Since also, the present study

TABLE 2

THE RELATION OF FATHER'S RELIGION TO
RESPONDENT'S EDUCATION, OCCUPATION,
AND INCOME

Father's Religion	Respondent's Education					Total N
	0-11	12	13-15	16	17 or more	
Mormon	20.0%	13.8%	23.2%	19.2%	23.6%	499
Protestant	32.5	17.2	21.5	18.2	10.5	209
Catholic	25.5	23.5	35.3	9.8	5.9	54
None	25.9	19.0	20.7	17.2	17.2	60
Total N	197	129	192	151	153	822

$X^2 = 40.393$ df = 16 p = .0001 C = .22

Father's Religion	Respondent's Occupation			Total N
	Low	Medium	High	
Mormon	29.3%	16.9%	53.8%	498
Protestant	39.7	18.2	42.1	209
Catholic	47.1	25.5	27.5	54
None	31.0	20.7	48.3	60
Total N	273	149	399	821

$X^2 = 21.645$ df = 8 p = .01 C = .16

TABLE 2--Continued

Father's Religion	Respondent's Income			Total N
	\$0-\$11,999	\$12,000-\$19,999	\$20,000-	
Mormon	17.6%	39.7%	42.7%	499
Protestant	18.2	47.8	34.0	209
Catholic	15.7	56.9	27.5	54
None	20.7	55.2	24.1	60
Total N	147	361	314	822

$$X^2 = 15.00 \quad df = 8 \quad p = .05 \quad C = .13$$

is not a comparison of religions, only respondents with Mormon parents were used.

It is clear in Table 2 that the respondents of Mormon fathers have an education, occupational and income advantage over respondents of other religions, for 24 percent of those respondents whose fathers were Mormon and only 11, 6, and 17 percent of those whose fathers were Protestant, Catholic, or of no religion, completed 17 or more years schooling. Fifty-four percent whose fathers were Protestant, Catholic, or none obtained a high occupation. Forty-three percent contrasted to 34, 28, and 24 percent earned \$20,000 or more.

Again, Table 3 shows that the respondent whose mother was Mormon had a clear educational and income advantage over respondents of Protestant or Catholic mothers, as well as those

TABLE 3

THE RELATION OF MOTHER'S RELIGION TO
RESPONDENT'S EDUCATION, OCCUPATION,
AND INCOME

Mother's Religion	Respondent's Education					Total N
	0-11	12	13-15	16	17 or more	
Mormon	20.6%	13.8%	23.8%	18.9%	23.0%	530
Protestant	32.4	16.4	21.3	17.3	12.4	225
Catholic	26.4	20.8	34.0	15.1	3.8	53
None	28.0	32.0	12.0	16.0	12.0	30
Total N	204	130	195	153	156	838

$X^2 = 40.393$ $df = 16$ $p = .001$ $C = .21$

Mother's Religion	Respondent's Occupation			Total N
	Low	Medium	High	
Mormon	28.5%	18.1%	53.3%	529
Protestant	40.4	17.8	41.8	225
Catholic	52.8	17.0	30.2	53
None	28.0	16.0	56.0	30
Total N	279	151	407	837

$X^2 = 24.198$ $df = 8$ $p = .002$ $C = .17$

TABLE 3--Continued

Mother's Religion	Respondent's Income			Total N
	\$0-\$11,999	\$12,000-\$19,999	\$20,000-	
Mormon	19.2%	39.1%	41.7%	530
Protestant	16.0	51.1	32.9	225
Catholic	18.9	52.8	28.3	53
None	16.0	60.0	24.0	30
Total N	153	366	319	838

$$X^2 = 16.31 \quad df = 8 \quad p = .04 \quad C = .14$$

whose mothers professed no religion. However, the occupational advantage respondents of Mormon mothers, 53 percent over 42 and 30 percent of those with Protestant and Catholic mothers, was less than that for those respondents whose mothers had no religion, i. e., 56 percent.

Once the control for Mormon parents was made, the Pearson's correlation coefficient was computed between the above mentioned independent, control, and dependent variables, and partial correlations were run between respondent's religiosity, father and mother control, emotional support, educational encouragement, and respondent's number of siblings with respondent's education, occupation, and income controlling for father's and mother's religiosity. Partial correlations were also made between father's occupation and father's financial position with

respondent's education, occupation, and income controlling for respondent's number of siblings and respondent's religiosity.

Relationships

The relation of parental religiosity to respondent's religiosity and respondent's education, occupational and income success: The studies of Kunz (1972), Pitcher, Peterson, and Kunz (1974) and others, would lead one to believe that due to the emphasis placed on parental warmth and family unity within the Mormon Church there should be a moderately high correlation between parental religiosity and respondent's religiosity. An analysis of Table 4 in fact does show that a positive zero correlation of .23 and .21 (both significant at the .01 level) existed between father's and mother's religiosity and respondent's religiosity. It is interesting to note the higher correlation with father's religiosity, for within the Mormon ideology the father is expected to be the head of his household, the decision-maker.

A further observation of Table 4 shows the correlation between father's religiosity and respondent's education to be significant at the .05 level with a correlation of .11, while the correlation with respondent's occupation was .24 and significant at the .01 level. The relation between father's religiosity and

TABLE 4

CORRELATION BETWEEN PARENTAL RELIGIOSITY AND
RESPONDENT'S RELIGIOSITY, NUMBER OF SIBLINGS,
EDUCATION, OCCUPATION, AND INCOME

Respondent's	Father's Religiosity		Mother's Religiosity	
	r	N	r	N
Religiosity	.23**	331	.21**	353
Number of Siblings	.26**	331	.23**	353
Education	.11*	331	.09	353
Occupation	.24**	331	.09	353
Income	-.01	331	.04	353

**p = .01 *p = .05

respondent's income is nothing more than random with a slightly negative correlation of -.01.

The foregoing seems to indicate that respondents whose fathers were active would be well represented in completing 13 to 16 years schooling, but less represented in obtaining 17 or more years schooling. Nevertheless, they would be better represented in the higher status occupations. It is very interesting to note the low negative correlation with respondent's income, for it indicates that inspite of university education and a respectable occupation, the active respondent's income is fairly low.

This ties in with Mormon ideology, for in it the glory of God is intelligence. Therefore active Mormons seek after an education, but only that which will provide respondents with a

respectable occupation. Children are to be provided with the necessities of life, and family life is the basis of a healthy society. So father's occupation is important to the point that he honestly fulfills his obligations to the company for which he works, or if working for himself, to provide adequately for his family. But wealth and material possessions are not the goal of the active Mormon father. It is rather a close, intimate family life which is intimately united with the Church.

It is also of interest to find mother's religiosity randomly related to respondent's education, occupation, and income, for it reinforces the concept of the more dominant role father plays within the Mormon family. However, mother's religiosity apparently has the effect of slightly increasing respondent's potential income.

The relation of respondent's religiosity to his educational, occupational and income success: Tables 5, 7, 8, 9, and 10 present zero order correlations between respondent's religiosity, father and mother control, emotional support, and educational encouragement, and respondent's number of siblings with respondent's education, occupation and income, as well as partial correlations controlling for father's and mother's religiosity. The partial correlation coefficients in Tables 5, 7, 8, 9,

TABLE 5

CORRELATION BETWEEN RESPONDENT'S RELIGIOSITY
AND RESPONDENT'S EDUCATION, OCCUPATION,
AND INCOME: CONTROLLING FOR
PARENTAL RELIGIOSITY

Respondent's	<u>Respondent's Religiosity</u>			<u>Respondent's Religiosity</u>		
	r	Partial r Controlling for Father's Religiosity	N	r	Partial r Controlling for Mother's Religiosity	N
Education	.35**	.33**	330	.35**	.33**	352
Occupation	.25**	.22**	330	.25**	.22**	352
Income	.11*	.12*	330	.11*	.08	352

**p = .01 *p = .05

and 10 indicate similar results to those found in Table 4, that father's and mother's religiosity add very little to the variance in respondent's education, occupation, and income. In Table 5 the zero order correlation coefficients seem to indicate that respondent's religiosity is positively related at the .01 level to his education and occupation, for the correlation with respondent's education is .35 and with his occupation it is .25, a slightly bit lower. The relationship of respondent's income has a correlation of .11 and is significant at the .05 level. The active Mormon respondent is apparently well represented in the educational world, with greater numbers of respondents completing 13 to 16 years of schooling than 17 or more years, or even only grade 12

or less. They are even more highly represented in the occupations of medium status, and it is clear that high levels of income are not that important, or prevalent among active Mormon respondents.

The relation of parental religiosity to parental control, emotional, support, and educational encouragement: As noted earlier in chapter I, parental warmth, control, and direction were strongly encouraged by the First Presidency of the Mormon Church. It is therefore not surprising to find in Table 6 the strong correlations between parental religiosity and parental control,

TABLE 6

CORRELATION BETWEEN PARENTAL RELIGIOSITY AND
PARENTAL CONTROL, EMOTIONAL SUPPORT,
AND EDUCATIONAL ENCOURAGEMENT

Father	Father's Religiosity	
	r	N
Control	.24**	331
Emotional Support	.37**	331
Educational Encouragement	.28**	331

**p = .01

Mother	Mother's Religiosity	
	r	N
Control	.33**	353
Emotional Support	.27**	353
Educational Encouragement	.28**	353

**p = .01

emotional support and educational encouragement. All three relations with both father's and mother's religiosity were significant at the .01 level. It is interesting to note that father's religiosity was most significantly related to father's emotional support which had a correlation of .37 and next, to father's educational encouragement which had a correlation of .28. The weakest correlation was the father control, which had a correlation of .24.

It can be recalled that Rosen (1961) pointed out that authoritarian control, on the part of the father, could be crushing to the son and possibly destroy his achievement motive. It can also be recalled that, according to Kunz (1962), Mormon ideology sees the teaching process as one that is firm but in which corrections are all to be made in love. The data found in Table 6, closely aligned with Rosen's theory, seem to indicate that Mormon fathers express a little more emotional warmth to their sons than active Mormon mothers and a great deal more than do inactive fathers. Strict authoritarian control is rare, with only firm, but loving control being the most prevalent among active Mormon fathers, with a good amount of educational encouragement.

Rosen also pointed out that a son can accept more stringent control from mother than from father without destroying

his achievement motive. Again in Table 6, in contrast to active Mormon fathers, Mormon mother's religiosity correlates most highly with mother control which has a correlation of .33, and least with mother's emotional support which has a correlation of .27. As far as sons are concerned, the present study seems to indicate that active Mormon fathers and mothers express more warm support, demonstrate more control, and give more educational encouragement than do inactive Mormons. Besides this, active Mormon fathers express more warmth to their sons than do active Mormon mothers, on the other hand, active Mormon mothers demonstrate more strict control over their sons than do active Mormon fathers.

The relation of parental control, emotional support, and educational encouragement to respondent's education, occupation, and income: The above findings would lead one to expect higher achievement motivation, i. e., greater educational, occupational and income success amongst those respondents with active fathers who actively expressed emotional support and educational encouragement, and who demonstrated firm, but loving control instead of control which was cold and authoritarian. Blau and Duncan (1967) said it was a proper family climate, Thomas (1972) that it was parental warmth and support, Thomas and Weigert

(1971) that it was educational encouragement, and Haller and Portes (1973) said that it was psychological support more than economic support that determined the educational and occupational fate of the individual. Thomas and Weigert (1971) found parental emotional support to be positively related to patterns of conformity, but not parental control. In analyzing Table 7, the zero order correlations between father control and respondent's education, occupation, and income, it is clear that the present study concurs

TABLE 7

CORRELATION BETWEEN FATHER'S AND MOTHER'S
CONTROL AND RESPONDENT'S EDUCATION, OCCU-
PATION, AND INCOME: CONTROLLING
FOR PARENTAL RELIGIOSITY

Respondent's	<u>Father Control</u>			<u>Mother Control</u>		
	r	Partial r Controlling for Father's Religiosity	N	r	Partial r Controlling for Mother's Religiosity	N
Education	.03	.001	330	.05	.03	352
Occupation	.07	.03	330	.02	.01	352
Income	.03	.13*	330	.07	.08	352

* p = .05

with Thomas and Weigert, for the relation between father and mother control and respondent's education, occupation, and income is very weak. The correlations are only .03, .07, and .03 with father

control and .05, .02, and .07 with mother control. On the other hand, in Table 8, as predicted by Thomas and Weigert and others, the relation between emotional support and respondent's education, occupation, and income are significant at the .01 level for fathers and the .05 level for mothers. The correlations with father

TABLE 8

CORRELATION BETWEEN FATHER'S AND MOTHER'S
EMOTIONAL SUPPORT AND RESPONDENT'S EDUCA-
TION, OCCUPATION, AND INCOME: CONTROLLING
FOR PARENTAL RELIGIOSITY

Respondent's	Father Emotional Support			Mother Emotional Support		
	Partial r	Controlling for Father's Religiosity	N	Partial r	Controlling for Mother's Religiosity	N
Education	.20**	.17**	330	.13*	.11*	352
Occupation	.26**	.23**	330	.12*	.10*	352
Income	.17**	.19**	330	.13*	.13*	352

** p = .01 * p = .05

emotional support are .20, .26, and .17, and for mother emotional support they are .13, .12, and .13. It is clearly apparent, as was apparent in Table 6, that there is a higher positive correlation between father's emotional support and respondent's educational, occupational and income success than there is between mother's emotional support and respondent's educational, occupational and

and income success. This further supports Rosen's theory (1961) that it is very important that warmth and support come from father in order for a son's achievement motive to be strong. It also substantiates Thomas' (1972) and Thomas and Weigert's findings (1971) that a positive relation exists between conformity (educational, occupational and income success) and parental emotional support. It is also interesting to note that respondents receiving high emotional support from fathers have a greater chance of succeeding occupationally than educationally, and educationally than financially. Apparently, of those respondents receiving high emotional support, some will receive higher levels of educational training, however, most of them will receive 15 to 16 years schooling, i. e., a moderate number of years schooling. This is apparently used to their advantage, for a higher correlation exists between father's emotional support and respondent's occupation. Mormons, as was seen before and according to the data in Table 8, are apparently not seeking a materialistic world, for the correlation with respondent's income is still less, yet positive and significant at the .01 level.

Closely related with parental emotional support is parental educational encouragement. This is apparent, for in Table 9, it can be seen that both father's and mother's educational encouragement are significantly related with respondent's education,

TABLE 9

CORRELATION BETWEEN FATHER AND MOTHER EDUCATIONAL
ENCOURAGEMENT AND RESPONDENT'S EDUCATION,
OCCUPATION, AND INCOME: CONTROLLING
FOR PARENTAL RELIGIOSITY

Respondent's	Father Educational Encouragement			Mother Educational Encouragement		
	r	Partial r Controlling for Father's Religiosity	N	r	Partial r Controlling for Mother's Religiosity	N
Education	.28**	.26**	325	.26**	.25**	350
Occupation	.26**	.19**	325	.18**	.17**	350
Income	.16**	.17**	325	.23**	.23**	350

** p = .01

occupation, and income. Apparently, parental educational encouragement is even more important than parental emotional support in increasing respondent's chances to succeed educationally, occupationally, and financially, for even mother's educational encouragement is significantly related to respondent's occupation and income at the .01 level, and mother's emotional support was significant at the .05 level.

The relation of parental religiosity to the number of respondent's siblings: Returning to Table 4, a clear positive relation exists between father's and mother's religiosity and respondent's number of siblings with correlations of .26 and .23 and significant at the .01 level.

The relation of respondent's number of siblings to his educational, occupational and income success: Blau and Duncan (1967), Duncan, Featherman, and Duncan (1972), as presented earlier in chapter I, found number of siblings to have a significant and negative influence on respondent's educational and occupational success, whereas Kunz and Peterson (1973) and Thomas (1972) found it to be insignificant. Turning to Table 10, the negative relationship between respondent's number of siblings and respondent's education and occupation found by Blau and Duncan, and Duncan, Featherman, and Duncan, was also found in the present study. However, the correlations

TABLE 10

CORRELATION BETWEEN FAMILY SIZE AND RESPONDENT'S EDUCATION, OCCUPATION, AND INCOME: CONTROLLING FOR PARENTAL RELIGIOSITY

Respondent's	Family Size			Family Size		
	r	Partial r Controlling for Father's Religiosity	N	r	Partial r Controlling for Mother's Religiosity	N
Education	-.08	-.09	331	-.08	-.09	353
Occupation	-.07	-.10	331	-.07	-.08	353
Income	.03	.03	331	.03	.02	353

-.08 and -.07 are so small that the relation is hardly more than random. The relation between respondent's number of siblings

and his income is positive, but again, the correlation of .03 is so small that no direction is really apparent.

The relation of father's occupation to respondent's education, occupation, and income: In Table 11 it is clear that a positive relation exists between father's occupation and respondent's education, occupation, and income, for correlations are .24, .26, and .09. However, the relation between father's financial position and respondent's education, occupation, and income is not so clear, for correlations are only .08, .09, and .01. None of the latter correlations are significant. Father's occupation is, however, significantly related at the .01 level to respondent's education and occupation. Its relation with income is fairly random. It appears therefore that the father's occupation, in the present study, is an important positive influence on the respondent's education and occupation, but not his income. This seems to indicate that when the father's occupation is high, only a few respondents will complete 17 or more years schooling and obtain the same high occupational status as the father, and the greatest number of respondents will complete a moderate number of years schooling and obtain moderately high occupational levels. Again, income levels would be quite low. It is interesting to note the lower correlations between father's financial position and

TABLE 11

CORRELATION BETWEEN FATHER'S OCCUPATION AND
FINANCIAL POSITION WITH RESPONDENT'S
EDUCATION, OCCUPATION, AND INCOME

Respondent's	Father's Occupation			Father's Financial Position		
	r	Partial r Controlling for Respondent's Number of Siblings	N	r	Partial r Controlling for Respondent's Number of Siblings	N
Education	.24**	.23**	332	.08	.08	330
Occupation	.26**	.26**	332	.09	.09	330
Income	.09	.09	332	.01	.01	330

** p = .01

Respondent's	Father's Occupation			Father's Financial Position		
	r	Partial r Controlling for Respondent's Religiosity	N	r	Partial r Controlling for Respondent's Religiosity	N
Education	.24**	.20**	332	.08	.11*	330
Occupation	.26**	.23**	332	.09	.11*	330
Income	.09	.07	332	.01	.01	330

** p = .01 * p = .05

respondent's education, occupation, and income (i. e., .08, .09, and .01 for father's and .11, .11, and .01 for mother's) as compared to the higher correlations between father's and mother's

emotional support and educational encouragement with respondent's education, occupation, and income (i. e., .20, .26, and .17 for father's emotional support, .13, .12, and .13 for mother's and .28, .26, and .16 for father's educational encouragement, .26, .18, and .23 for mother's) concurs with Blau and Duncan; Thomas, Thomas, and Weigert; and Haller and Portes, for they seem to indicate that it is how parents interact with their children on the emotionally supportive dimension that is far more important than either father's financial position or family size.

Partial correlations were run between father's occupation and respondent's education, occupation, and income, controlling for respondent's number of siblings as well as for respondent's religiosity. It is interesting to note that respondent's number of siblings added virtually nothing to the explained variance in respondent's education, occupation, and income already explained by father's occupation. However, respondent's religiosity, though it added very little to the picture, did add to the variance within respondent's education, occupation, and income, for the zero order correlations were .24, .26, and .09, whereas the partials were .20, .23, and .07. This seems to indicate that respondent's religiosity is more important in its influence on respondent's education, occupation, and income than respondent's number of siblings, and similar in importance to father's occupation.

Partial correlations were also run between father's financial position and respondent's three achievement variables controlling, again, for respondent's number of siblings and respondent's religiosity. Again, respondent's number of siblings added nothing, and again, respondent's religiosity added something, though little, to the variance in respondent's education and occupation, but not to his income. The zero order correlations were .08, .09, and .01 whereas the partials were .11, .11, and .01. Again, an indication that respondent's religiosity is of some importance in its influence on respondent's education, occupation, and income success.

Summary

In summary it may be said that the data in the present study support hypotheses 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 6, and 7, but not hypothesis 5b.

Hypothesis 1a was supported because it was found that parental religiosity was positively related to respondent's religiosity with correlations of .23 for father's religiosity and .21 for mother's religiosity. Hypothesis 1b was supported, for respondent's religiosity was found to be positively related to respondent's education, occupation, and income. It was related to respondent's education and occupation at the .01 significance level, and at the

.05 level with respondent's income. The correlations were .35, .25, and .11. A partial correlation, controlling for father's and mother's religiosity, found father's and mother's religiosity added very little to the variance in respondent's education, occupation, and income explained by respondent's religiosity. This seems to indicate that father's and mother's religiosity exerts a positive, but very weak influence on respondent's education, occupation, and income, and that respondent's religiosity is a stronger positive influence on respondent's three achievement variables.

Hypotheses 2a, 3a, and 4a were supported, first, because father's religiosity was found to be positively related to father control, emotional support, and educational encouragement. However, the correlation was strongest with father's emotional support and weakest with father control. All three relations were significant at the .01 level. Second, because mother's religiosity was also positively related to mother control, emotional support, and educational encouragement. However, unlike father's religiosity, mother's religiosity was most strongly related to mother control and most weakly related to mother emotional support.

Hypotheses 2b, 3b, and 4b were supported because both father and mother control were positively correlated with respondent's education, occupation, and income, but it must be emphasized

that the relation was very weak! The relation was more random than anything. Both father and mother emotional support were more strongly positively related to respondent's education, occupation, and income than father or mother control. Father emotional support was a more strong, positive relation than mother emotional support. Father emotional support was related at the .01 significance level, whereas the mother emotional support relation was significant at the .05 level. Father emotional support was most strongly related to respondent's occupation with a correlation of .26, and most weakly related to respondent's income with a correlation of .17. However, mother emotional support varied very little in its influence on respondent's education, occupation, and income. Father and mother educational encouragement were quite similar (though father educational encouragement was strongest except in its relation to respondent's income) in their influence on respondent's achievement, for they were clearly more strongly related to respondent's education, occupation, and income than father and mother control and only slightly stronger than father and mother emotional support. Father and mother educational encouragement was most strongly related to respondent's education and least strongly related to respondent's income.

It is therefore apparent that parental emotional support and educational encouragement are the most important of the three in influencing respondent's education, occupation, and income. Partial correlations show that parental religiosity adds very little to the variance in respondent's education, occupation, and income not already explained by parental control, emotional support, and educational encouragement, except in the case where father control relates to respondent's income. There is a difference of .10 between the zero correlation and the partial correlation controlling for father's religiosity. Here then, father's religiosity explains 1 percent more of the variance in respondent's income not explained by father control.

Hypothesis 5a was supported, for parental religiosity was positively related to respondent's number of siblings at the .01 significance level for both father and mother with correlations of .26 for father's religiosity and .23 for mother's religiosity.

Hypothesis 5b was not supported because respondent's number of siblings was negatively related to respondent's education and occupation. Nevertheless, this negative relation was very weak. It was related positively to respondent's income, but the relation was again very weak. The correlations are so small that the relations are really nothing more than random.

Partial correlations again showed that parental religiosity added very little to the variance in respondent's education, occupation, and income explained by respondent's number of siblings.

Hypothesis 6 was supported, because zero order correlations indicated father's occupation correlated positively, at the .01 significance level, with respondent's education and occupation, but very weakly with respondent's income. The correlations beginning with respondent's education were .24, .26, and .09. It is interesting to note that father's occupation was less strongly related to respondent's education than either respondent's religiosity (.35) or father's educational encouragement (.28). Its relation with respondent's occupation was exactly the same as it was with father's emotional support and educational encouragement, and only a .01 correlation coefficient stronger than respondent's religiosity. Partial correlations controlling for family size and respondent's religiosity found that respondent's number of siblings added nothing to the variance in respondent's education, occupation, and income explained by father's occupation. This, once again, de-emphasizes the influence family size has on respondent's three achievement variables. It is important to note, too, that respondent's religiosity adds to the explanation of variance in respondent's education, occupation, and income,

which seems to indicate its importance in influencing the above achievement variables.

Hypothesis 7 was supported because father's financial position was found to be positively related to respondent's education, occupation, and income, but the correlation was so weak, .08, .09, and .01, that the relation was really nothing more than random. Again, partial correlations found respondent's number of siblings added nothing to the variance in respondent's education, occupation, and income, but a slight explanation of their variance was given by respondent's religiosity.

CHAPTER V

SUMMARY AND IMPLICATIONS

In this final chapter the limitations of the research will be given. This will be followed by a summary of the findings of the research. The implications for theory will then be discussed, after which the implications for further research will be presented.

Limitations

As is the case in much sociological research the present study is faced with problem of reliability and validity. Are the data obtained a true measure of reality? Has the measuring instrument measured what was intended to be measured? In addition, a limitation may exist in the present research due to the fact that the questionnaire was clearly sponsored by the Brigham Young University, a Mormon university. This would tend to introduce an active Mormon bias in the sample, since it may tend to solicit more readily the cooperation of the active rather than the inactive Mormon.

Since the data of the present research are limited to the returns coming from 843 respondents in the two Calgary, Alberta, Canada stakes, and since previous research mentioned have been carried out in the United States, caution must be employed not to over generalize the findings beyond this particular universe.

Analysis of Data

This research was designed to determine whether religious ideology and achievement training practices of Mormon parents influence family size (respondent's number of siblings) and reduces the natural handicaps of large families upon offsprings' educational, occupational and income success. In order to test the hypotheses formulated as the result of these objectives questionnaires were obtained from 843 married Mormon males regarding their parent's activity in the Mormon Church, amount of control, emotional support, and educational encouragement, as well as the educational, occupational and income success levels of the respondent.

The relation of the Mormon religion on respondent's number of siblings, education, occupation, and income: It was clear that the respondents in the present study whose parents were Mormon had a definite educational, occupational and income

advantage over those respondents whose parents were Protestant, or Catholic, or who professed no religion.

Active Mormon parents tended to have active Mormon sons more readily than did inactive parents. They tended to show firm, but not authoritarian discipline and a good amount of emotional support and educational encouragement. Active Mormon fathers tended to express more warmth and emotional support to their sons than did active mothers, whereas, on the other hand, active Mormon mothers demonstrated more firm control over their sons than did active Mormon fathers. Inactive Mormon parents tended to be less consistent in their discipline, at the same time, giving less emotional support and educational encouragement.

Father's activity in the Mormon Church had a significant influence on his son's educational and occupational success, but not on his son's income earned. Mother's activity appeared to have no significant influence. An active Mormon son tended to have a good education, more generally in the 13 to 16 years of schooling than either 17 or more years or only grade 12 or less. Their occupation tended more often to be medium than either high or low, with high and low levels of income being relatively rare.

The amount of father and mother control seemed to have very little influence on whether or not a son succeeded educationally,

occupationally or financially. However, those sons who received a high degree of emotional support and educational encouragement from their parents had a greater chance of completing 17 or more years of schooling and of obtaining a high occupational status than respondents not receiving it. Nevertheless, a moderately high education, say 13 to 16 years, and a moderately high occupational status would be more constantly their lot. Very few of this universe would have completed 17 or more years schooling or would have completed only grade 12 or less, and very few would have obtained a very high or low occupational status. Even fewer would have earned \$30,000 or more. Their income would have been more in the \$12,000 to \$15,000 range.

Active Mormon parents tended to have larger families than did inactive Mormons. A negative correlation was shown to exist between respondent's number of siblings and respondent's educational, occupational and income success. However, the correlations were not significant and they were so small that the relation was only random. When father's occupation and financial position was observed, family size was found to explain virtually nothing in the variance of respondent's education, occupation, and income not already explained by father's occupation and financial position. So it can be concluded that family size, within the

present study, is virtually insignificant in its influence on respondent's educational, occupational and income success.

Father's occupation tended to have an important, significant, and positive influence on respondent's education, but not as important as was respondent's religiosity or father's educational encouragement. Its significant and positive influence on respondent's occupation was the same as was father's emotional support and educational encouragement. The above seems to indicate that the key influencing variables on respondent's education are respondent's religiosity, father's educational encouragement, and father's occupation. On respondent's occupation the key variables are both father's emotional support and educational encouragement and father's occupation.

The foregoing analysis seems to indicate that the warmth and support expressed by the active Mormon fathers, rather than authoritarian control, which, according to Rosen (1961), could crush the achievement motive within his sons, combined with mother's firmer control which sons can accept without destroying their achievement motive (Rosen, 1961), the educational encouragement (a vital necessity to an adolescent's continuing his schooling beyond grade 12, Rehberg and Westby, 1967), along with respondent's activity in the Mormon Church (with its accompanying ideologies concerning education, etc.) seem to have combined to

reduce to insignificance the apparent negative influence of family size indicated by Blau and Duncan (1967) and Duncan, Featherman, and Duncan (1972). The above seems to substantiate the findings by Thomas (1972), Kunz and Peterson (1973) that family size and financial position are really insignificant, when compared to the emotionally supportive dimension between parent and child.

Implications for Theory

The fact that parental support was insignificantly correlated with respondent's education, occupation, and income and that parental control was not warrants further discussion. The measure for parental control apparently has some reliability and validity in that mothers were found to be more controlling than fathers, which agrees with previous findings (Rosen, 1961; Droppleman and Schaefer, 1963; and Devereux, et. al., 1962). This problem apparently needs to be analyzed at both the conceptual and operational level.

Macceby (1968: 249) indicated that the effects of parental control are less consistent than those related to support (warmth). Schaefer (1965: 556) argued that the parental control variable was especially problematic due to the fact that different conceptualizations and operationalizations cannot be equated. He argued that firm or lax control is conceptually different from psychological

control and control through guilt. He also found that separate analyses of these dimensions of control produced very different results with two groups of boys: one normal and one delinquent.

Coopersmith (1967) presented a similar critique of the unidimensionality of parental control. It seems therefore, that until the different dimensions of control are conceptually formulated and measures are developed, this variable will continue producing inconsistent findings.

Implications for Further Research

This research was the first of its kind carried out in Canada. It would seem profitable to do a repeat study with the same objectives only comparing Mormons living in other Canadian cities as well as United States cities of similar size, etc. Such a study would determine if the results of the present study were generalizable to other areas.

The particular ideology studied in the present research was Mormon. It would therefore be of interest to carry out a similar study comparing different religious ideologies of such Churches as the Roman Catholic Church, the Seventh-Day Adventists, the Jehovah's Witnesses, and others.

Perhaps parents who are from areas which are predominantly Mormon train their children differently than parents

living in areas where the Mormons are in the minority. Perhaps the dominant community has ways of enforcing its family training practices on the minority. In a replication of this research it would seem important to control for this factor.

One need not be concerned only with family size, educational, occupational and income success to determine the influence of a religious ideology on behavior. One could research the influence the Mormon subculture has on divorce and marriage patterns, eating habits, and the prevalence of obesity. This could be extended to a comparison of religious groups which leads to the conclusion that there is a wealth of information waiting to be extracted and analyzed.

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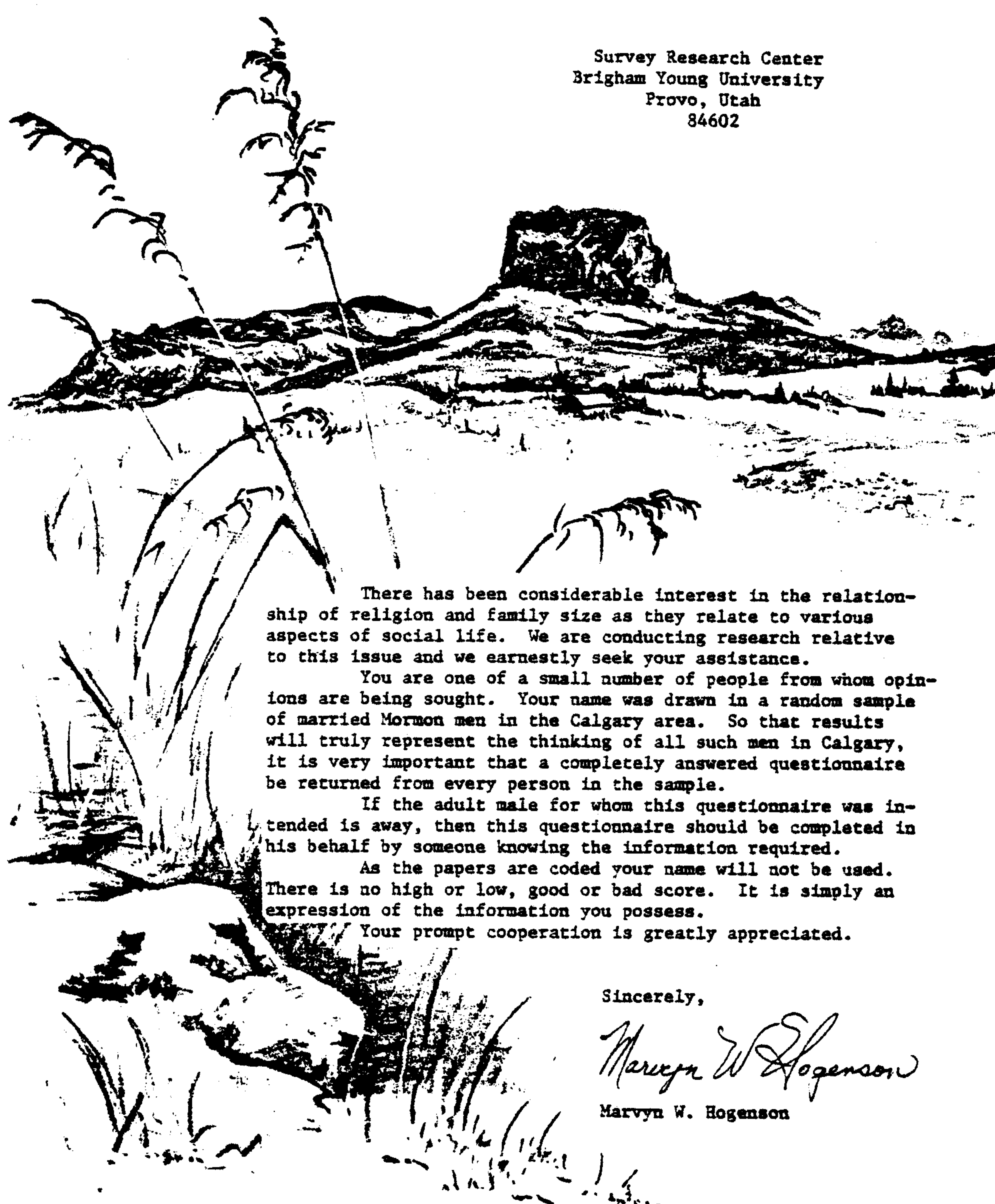
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APPENDICES

APPENDIX A



Survey Research Center
Brigham Young University
Provo, Utah
84602

There has been considerable interest in the relationship of religion and family size as they relate to various aspects of social life. We are conducting research relative to this issue and we earnestly seek your assistance.

You are one of a small number of people from whom opinions are being sought. Your name was drawn in a random sample of married Mormon men in the Calgary area. So that results will truly represent the thinking of all such men in Calgary, it is very important that a completely answered questionnaire be returned from every person in the sample.

If the adult male for whom this questionnaire was intended is away, then this questionnaire should be completed in his behalf by someone knowing the information required.

As the papers are coded your name will not be used. There is no high or low, good or bad score. It is simply an expression of the information you possess.

Your prompt cooperation is greatly appreciated.

Sincerely,

Marvyn W. Hogenson

Marvyn W. Hogenson

1. Please circle the number beside the answer which best indicates the number of years you have been a member of the Mormon Church.

- 1 less than 5 years
 2 5 to 9 years
 3 10 to 19 years
 4 20 to 39 years
 5 40 or more years

2. Please circle the answer which best describes the frequency of your religious behavior.

	<u>Seldom or Never</u>	<u>Now and Then</u>	<u>Fairly Often</u>	<u>Often</u>	<u>Regularly</u>
Family Prayer	1	2	3	4	5
Attendance at church	1	2	3	4	5
Family Home Evening	1	2	3	4	5
Payment of Tithing	1	2	3	4	5
Individual prayer	1	2	3	4	5
Observance of Word of Wisdom (tea, coffee, alcohol, and tobacco)	1	2	3	4	5
Fasting two meals each Fast Sunday	1	2	3	4	5
Hold a current Temple Recommend	1	2	3	4	5

3. Please circle the number of children by this marriage, or legal adoption. (Count those born alive but no longer living, as well as those alive now.)

0 1 2 3 4 5 6 7 8 9 10 11 12 More

4. a) What kind of work do you do now? If presently unemployed, please indicate, if retired, what kind of work did you last do?

(For example: Custodian, TV and/or Radio Repairman, Farmer, Auto Mechanic, Pharmacist, Salesman, etc.)

- b) Self-employed _____ (Check correct one please)
- c) Own or paying for my own farm or business _____
- d) If not self-employed, for whom do you work?

(Name of employer not as important as a description of the type of business.)

5. Please circle the number which best indicates your present formal education (year completed):

a) Elementary, Junior and Senior High School
 0 1 2 3 4 5 6 7 8 9 10 11 12

b) College or University
 1 2 3 4 5 6 7 8 9

c) Degree(s) attained _____
 (B.Ed., B.A., M.A., Ph.D., etc. in
 Math, English, Sociology, etc.)

6. Please circle the number of your brothers and sisters, including any who may no longer be living, (also include step brothers and sisters and children adopted by your parents.)

0 1 2 3 4 5 6 7 8 9 10 11 12 More

7. Which of the following best describe your (not your father's) family income? Please circle the best number from each column if it applies to your situation.

	<u>Husband's Earnings</u>	<u>Wife's Earnings</u>	<u>Other Income</u>
None	1	1	1
\$ 1 - \$1,999	2	2	2
\$2,000 - \$3,999	3	3	3
\$4,000 - \$5,999	4	4	4
\$6,000 - \$7,999	5	5	5
\$8,000 - \$9,999	6	6	6
\$10,000 - \$11,999	7	7	7
\$12,000 - \$14,999	8	8	8
\$15,000 - \$19,999	9	9	9
\$20,000 - \$29,999	10	10	10
\$30,000 -	11	11	11

8. a) Were both parents living in your home during your growing up years? _____ Yes

_____ No (Check ✓ correct one please)

b) If No, only mother? _____ (Check ✓ correct one please)
 only father? _____

other, specify _____
 (Brother, sister, anunt, uncle, etc.)

9. Please check the answer which best indicates your parents' religion when you were 16 years old.

<u>Father's religion</u>	<u>Mother's religion</u>
_____ Mormon	_____ Mormon
_____ Protestant	_____ Protestant
_____ Catholic	_____ Catholic
Other, specify _____ (name of religion)	Other specify _____ (name of religion)
_____ None	_____ None

10. Please circle the answer which best describes the frequency of your father's religious behavior when you were 16.

	<u>Seldom or Never</u>	<u>Now and Then</u>	<u>Fairly Often</u>	<u>Often</u>	<u>Regularly</u>
Family prayer	1	2	3	4	5
Attendance at church	1	2	3	4	5
Family Home Evenings	1	2	3	4	5
Payment of Tithing	1	2	3	4	5
Individual prayer	1	2	3	4	5
Observance of Word of Wisdom (tea, coffee, alcohol, and tobacco)	1	2	3	4	5
Fasting two meals each Fast Sunday	1	2	3	4	5
Holds a current Temple Recommend	1	2	3	4	5

11. Please circle the answer which best describes the frequency of your mother's religious behavior when you were 16.

	<u>Seldom or Never</u>	<u>Now and Then</u>	<u>Fairly Often</u>	<u>Often</u>	<u>Regularly</u>
Family prayer	1	2	3	4	5
Attendance at church	1	2	3	4	5
Family Home Evening	1	2	3	4	5
Payment of Tithing	1	2	3	4	5
Individual prayer	1	2	3	4	5
Observance of Word of Wisdom (tea, coffee, alcohol, and tobacco)	1	2	3	4	5
Fasting two meals each Fast Sunday	1	2	3	4	5
Holds a current Temple Recommend	1	2	3	4	5

12. Please circle the number which best indicates your father's formal education (year completed):

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Degree(s) attained _____

(B.Ed., B.A., M.A., Ph.D., etc. in
Math, English, Sociology, etc.)

13. a) Your father's occupation when you were 16 years old:

(For example: Custodian, TV and/or Radio Repairman, Farmer,
Auto Mechanic, Pharmacist, Salesman, etc.)

b) Self-employed _____ (Check correct one please)

c) Owned or paying for his own farm or business _____

d) If not self-employed, for whom did he work?

(Name of employer not as important as a description of the type
of business.)

14. Please circle the answer which best indicates the amount of emotional support given you by your father as you were growing up, going to school, college or university.

	never	hardly ever	sometimes	fairly often	very often
If I had any kind of a problem I could count on him to help me out	1	2	3	4	5
He said nice things about me	1	2	3	4	5
He taught me things I wanted to learn	1	2	3	4	5
He made me feel he was there if I needed him	1	2	3	4	5

15. Please circle the answer which best indicates the amount of control your father had in your life as you were growing up, going to school, college or university.

	<i>never</i>	<i>hardly ever</i>	<i>sometimes</i>	<i>fairly often</i>	<i>very often</i>
If I did not do what was expected of me he was very strict about it	1	2	3	4	5
He kept pushing me to do my best in whatever I did	1	2	3	4	5
He expected me to keep my things in good order	1	2	3	4	5
He kept after me to do well in school	1	2	3	4	5

16. Please circle the number beside the statement which was the most true about continuing your education beyond high school.

1. My father never urged me to continue my education.
2. My father sometimes urged me to continue my education.
3. My father often urged me to continue my education.
4. My father constantly urged me to continue my education.

17. Please circle the number beside the statement which was the most true about continuing your education beyond high school.

1. My mother never urged me to continue my education.
2. My mother sometimes urged me to continue my education.
3. My mother often urged me to continue my education.
4. My mother constantly urged me to continue my education.

18. Please circle the answer which best indicates the amount of emotional support given you by your mother as you were growing up, going to school, college or university.

	<i>never</i>	<i>hardly ever</i>	<i>sometimes</i>	<i>fairly often</i>	<i>very often</i>
If I had any kind of a problem I could count on her to help me out.....	1	2	3	4	5
She said nice things about me	1	2	3	4	5
She taught me things I wanted to learn	1	2	3	4	5
She made me feel she was there if I needed her	1	2	3	4	5

23. Please circle the number which best indicates your mother's formal education (year completed):

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Degree(s) attained _____
 (B.Ed., B.A., M.A., Ph.D., etc. in
 Math, English, Sociology, etc.)

24. Age _____

25. Please fill in the following information for each of your children.

Your children's age, from young- est to eldest.	SEX	Average Grade	Year of Schooling Completed		Degree(s) attained
	male or female	A B C D E F	Grade School	College University	

Thank you kindly for your assistance and cooperation.

APPENDIX B

TABLE 12

SELECTED CHARACTERISTICS OF THE UNIVERSE

Characteristics	Relative Frequencies
Respondent's Religiosity	
Low 1	15.2
2	5.6
3	9.1
High 4	70.1
Total Percent	100.0
Father's Religiosity	
Low 1	39.5
2	6.5
3	6.3
High 4	47.7
Total Percent	100.0
Mother's Religiosity	
Low 1	27.2
2	10.8
3	8.8
High 4	53.2
Total Percent	100.0

TABLE 12--Continued

Characteristics	Relative Frequencies
Father's Religion	
Mormon	59.2
Protestant	26.0
Catholic	7.6
None	7.2
Total Percent	100.0
Mother's Religion	
Mormon	62.9
Protestant	26.7
Catholic	6.9
None	3.5
Total Percent	100.0
Father Support	
Low 1	8.5
2	15.3
3	23.4
High 4	52.8
Total Percent	100.0
Mother Support	
Low 1	2.2
2	6.6
3	18.6
High 4	72.6
Total Percent	100.0

TABLE 12--Continued

Characteristics	Relative Frequencies
Father Control	
Low 1	8.9
2	13.4
3	28.9
High 4	48.8
Total Percent	100.0
Father's Educational Encouragement	
Never	27.7
Sometimes	28.8
Often	25.5
Constantly	18.0
Total Percent	100.0
Mother's Educational Encouragement	
Never	18.4
Sometimes	22.7
Often	34.8
Constantly	24.1
Total Percent	100.0
Respondent's Number of Siblings	
0	3.0
1-3	36.9
4-6	35.9
7 or more	24.2
Total Percent	100.0

TABLE 12--Continued

Characteristics	Relative Frequencies
Respondent's Education	
0-11	24.2
12	15.5
13-15	23.4
16	18.3
17 or more	18.6
Total Percent	100.0
Respondent's Occupation	
Low	33.4
Medium	18.1
High	48.6
Total Percent	100.0
Respondent's Income	
\$0-\$11,999	18.1
\$12,000-\$19,999	43.8
\$20,000 or more	38.1
Total Percent	100.0
Father's Occupation	
Low	57.7
Medium	25.8
High	16.5
Total Percent	100.0

TABLE 12--Continued

Characteristics	Relative Frequencies
Father's Financial Position	
Very Poor	6.3
Poor	29.0
Average	60.0
Rich	4.8
Total Percent	100.0

APPENDIX C

Survey Research Center

Brigham Young University

December 11, 1976

Dear Bishop _____,

With the cooperation of the two Calgary Stake Presidents as well as Bishops, Ward Clerks, and Priesthood Executive Secretaries, I was successful in obtaining a fairly accurate list of all the married men in the two Calgary Stakes. On Friday, December 3rd, I sent a questionnaire to you and each of these men.

This effort has been carried out with the intent of finding out whether or not the children of active L. D. S. large families are handicapped educationally and hence occupationally. In order for such a research project to be successful a large percentage of questionnaires must be answered and returned.

It would be greatly appreciated if you would see fit to alert the members of your Ward in Priesthood, Sunday School, or Sacrament Meeting to the fact that: 1) I am the Bishop of the Sterling Ward in the Raymond, Alberta Stake working towards

completing my Master's degree in Sociology at the Brigham Young University; 2) The information resulting from this research project is of definite interest to the L. D. S. Church and totally supported by the Brigham Young University; and 3) For this research project to be successful it is vital that most of the questionnaires be completed accurately and returned just as soon as possible.

I do appreciate all that you have done so far to help the successful completion of this vital research project. May you and your family have a Merry Christmas and a happy and successful New Year.

Sincerely,

Bishop Marvyn W. Hogenson

Project Director

APPENDIX D

Survey Research Center

Brigham Young University

December 15, 1976

Several days ago you received a questionnaire seeking to analyze the relationship of religion and family size to educational and occupational success of offspring. For this research project to be successful it is vital that your questionnaire be completed accurately, and returned as soon as possible. I know this is a busy time of the year and I do sincerely thank you for being so ready to help in making my research project a success.

If by some chance, you have not yet completed and returned the questionnaire, I would certainly appreciate you doing so at your earliest convenience.

I hope that you and your family have a very Merry Christmas and a Successful New Year.

Sincerely,

Marvyn W. Hogenson

APPENDIX E

Phoning Procedures

"Brother _____ ? I'm Bishop Hogenson from Southern Alberta. I'm the one who sent the questionnaire to all the married men of the two Calgary stakes just before Christmas. I'm phoning in order to do away with any misconceptions you might have about the questionnaire, so that you might feel comfortable in answering it."

Explain that as soon as you receive the questionnaire you look for the number on the questionnaire, find the corresponding number on the list, cross out the name and place the questionnaire in the box. Emphasize that the information in the questionnaire is never associated with a name.

Never explain the purpose of the research, only that it is a requirement towards your Masters degree at the Brigham Young University. If they balk, explain that it would tend to bias the results of your research. Assure them that you will send them the results of the research if they so desire. If they do, take their name (That satisfied everyone but one elderly gentleman).

Then continue, "I have a questionnaire here on my desk. Would you have 10 minutes? That's all it takes and no longer." (It did not unless they were talkative.) If they say no. "Would you answer the one you have and send it to me as soon as possible?" If they have lost theirs, "If I send you another questionnaire would you answer it and sent it to me?" (Forty promised, thirty-eight followed through.)

THE RELATION OF MORMON PARENTAL RELIGIOSITY
AND FAMILY SIZE ON CHILDREN'S EDUCATIONAL,
OCCUPATIONAL AND INCOME SUCCESS

Marvyn William Hogenson

Department of Sociology

M. S. Degree, August 1977

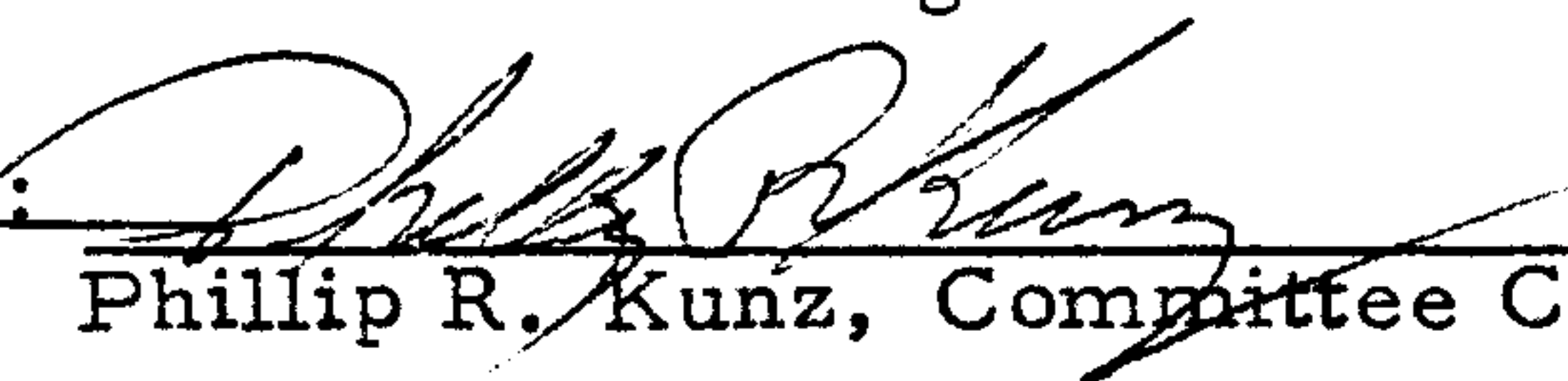
ABSTRACT

There have been several significant studies during recent years concerning the relationship between parental socioeconomic background and achievement. This research examines religious influence, parental control, family size, support, and educational encouragement which in turn influence educational and occupational attainment.

Data were obtained from questionnaires completed by 843 married Mormon men from Canada.

Only respondent's religious activity, parental support, and educational encouragement were significant in determining the occupational and educational attainment of the respondent. Family size and parental control were not significant.

COMMITTEE APPROVAL:


Phillip R. Kunz, Committee Chairman


James T. Duke, Committee Member


Spencer J. Cordie, Department Chairman