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LA THÈSE A ÉTÉ
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A COMPARISON OF BEHAVIOUR AND ATTITUDES
OF ITALIAN AND NON-ITALIAN ADOLESCENT
CANADIAN FEMALES

by



Angela Loconte

A Thesis
submitted to the Faculty of Graduate Studies
through the School of
Social Work in Partial Fulfillment
of the requirements for the Degree
of Master of Social Work at
The University of Windsor

Windsor, Ontario, Canada

1981



Angela Loconte

1981

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RESEARCH COMMITTEE

Dr. James Clarke, Chairperson
Professor Forrest C. Hansen, Member
Dr. Charles Fantazzi, Member

DEDICATED TO MY PARENTS

ABSTRACT

The present study examined how the mores of the Italian immigrant family affect the attitudes and behaviour of Italian-Canadian adolescent girls, as compared to non-Italian Canadian adolescent girls. The degree to which parental controls diminish their autonomy/independence was examined with specific reference to: (a) vocational interests, (b) social life, (c) heterosexual relationships, (d) peer group relations, and (e) parent-adolescent relationships. A sample of 48 Italian and non-Italian Canadian girls in Grades 10, 11 and 12 from three parochial schools in Mississauga completed a standardized questionnaire. Data analysis was performed by computer using the crosstabulation process in the Statistical Package for the Social Sciences. The study examined six hypotheses, of which the first five were related to the literature. The first hypothesis that the Italian-Canadian girl will experience more restriction in vocational interests, social life and heterosexual relationships than the non-Italian Canadian girl was only partially supported. The second hypothesis that the Italian-Canadian girl will experience peer group conflict in social life and heterosexual relationships was not supported. The third hypothesis that the Italian-Canadian girl will experience more conflict in social life and heterosexual relationships than in vocational interests was supported. The fourth hypothesis that the Italian-Canadian girl will want to change more family rules than the

non-Italian Canadian girl was partially supported.. The fifth hypothesis that the Italian-Canadian girl will have broken more family rules than the non-Italian Canadian girl was supported. Overall, it was concluded that Italian-Canadian adolescent girls have restrictions in social life and heterosexual relationships which inhibit their disengagement from parental domination and therefore their growth towards independence. Based on the findings of this study, future research is recommended on the parents' own perceptions of their attitudes toward adolescent growth and autonomy, the stresses they may feel about granting autonomy to their daughters, and their receptiveness to professional help should serious conflicts arise in the home. Future research could also investigate whether the curtailment of independence for Italian-Canadian girls induces acting out behaviour at home, at school or in the community.

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CHAPTER I
INTRODUCTION

Adolescence is the transitional period between puberty and adulthood in the process of human development, the period when girls grow into women. During this stage girls undergo physical changes that sometimes create emotional difficulties. The adolescent therefore has two main general problems of approaching adulthood: she must adjust herself to the changes in her body, and she must also adjust herself socially; that is, she must learn to live independently and prepare to be responsible for herself -- to be autonomous.

It should be noted that a certain degree of conflict is imperative when one is in a state of flux or is passing through the developmental phase which will lead to maturity. However, stressful moments or the degree of conflict she experiences will most often depend on the community or society she belongs to, particularly, the flexibility of the family system which she is a member of. Thus, the difficulties which the adolescent ultimately experiences are in large measure influenced by the home environment. The impact of family mores affect children throughout their

lives, as the family is significantly instrumental in transmitting to the individual the prescribed, proscribed and permitted social values and behaviours. The family must also disseminate the acceptable ways of achieving societal goals as it perceives or wishes them.

It should be pointed out, however, that influences external to the home (i.e., the peer group) further develop the adolescent's sense of self and independence. All experiences external to the home are perceived, understood and reacted to emotionally according to the foundations which have been established in the home (Lidz, 1968); herein lies the crux of the adolescent's internal conflict and frustration -- particularly for adolescents of ethnic background -- being confronted with or having to live with two sets of standards, one from the home and the other from the community-at-large.

Relevance to Social Work

From a systemic approach, one can view the family as a system, and to dichotomize it further, one can say that it is made up of sub-parts, the marital dyad being one part, and the offspring generation as another. The possibilities of other sub-parts to a family could be listed indefinitely by adding other sub-parts, such as grandparents and other kinship relations. However, for the

purposes of this study, although the family is seen systemically, as a group of people united in regular interaction or interdependence within the group, not in isolation but interacting and sustaining relationships with other social systems, this research will direct itself to the offspring generation of the family, namely, the adolescent female. Specifically, it will investigate the extent to which ethnicity (the condition of belonging to a particular ethnic group) plays a part in an Italian-Canadian adolescent girl's outlook, her behaviour and attitude in this phase of the life cycle, in comparison to the non-Italian Canadian adolescent girl.

It is presupposed that this study's focus on ethnicity will add to the body of social work literature in the area of ethnicity, cultural diversification and cultural conflict. It will further provide information to practitioners in helping them to understand the implications of cultural conflict in the Italian-Canadian adolescent's behaviour.

The Study and Ethnicity

Conflicts between Italian-Canadian adolescent girls and their immigrant parents centre around the adolescent's claim for self-determination or autonomy and their parents' refusal to relinquish control. Hence, Italian-Canadian

girls are faced with the dilemma of having to deal with a double standard, one from their parents who may rigidly adhere to Italian mores and values, and the other from the Canadian community-at-large which propagates autonomy for the adolescent, and is exemplified by their non-Italian peers. This study therefore focuses on the importance of the adolescent girl's achievement of autonomy in Canadian society and the particular difficulties posed when the adolescent lives in a home governed by traditional Italian cultural values.

This study seeks to determine the extent to which the Italian-Canadian adolescent girl experiences these conflicts. The research explores the degree to which her home life imposes its traditional cultural beliefs, attitudes and modes of conduct upon her sense of independence and adaptation to Canadian society, where traditional Italian beliefs are often viewed as outmoded, antiquated and even detrimental to the Canadian adolescent's quest for personal growth and autonomy.

Inspiration for this Study

The transitional nature of adolescence is characterized by rapid acceleration of physical, physiological and cognitive development and the gradual acquisition of new sets of roles and status changes. This study will

concentrate on older adolescent girls since, as pointed out in the literature, from the age of fifteen years and on, adolescents must achieve independence from their parents. They must prepare for a vocation and/or marriage, establish peer group relations, and develop a sense of identity and a philosophy of life. In other words, they must transit to a state of maturity. Further, Morris Sklansky et al. (1969) emphasises the importance of vocational interests and heterosexual relationships by late adolescence. Due to their great influence on the adolescent's achievement of role and status changes, peer group relations and parent-adolescent relationships are examined.

The researcher's subjective interest stemmed from her own experience; adolescence was found to be a rather stormy developmental stage, owing in large measure to her Italian ethnic background. This study was further influenced by Kurt Danziger's (1976) study of Italian adolescent girls, which also dealt with the issue of autonomy of boys. The issue of social life is examined due to the fact that the traditional value system of Italian immigrants strongly propagates strict curtailment rules for socializing.

The Setting

Three schools which come under the jurisdiction of the Dufferin-Peel Roman Catholic Separate School Board were selected, due to their high density of Italian-Canadian girls in attendance: St. Martin's School (hereinafter cited as St. Martin's) and Holy Name of Mary School (hereinafter cited as Holy Name), both located in the Mississauga Valleys area, and Ascension of Our Lord School (hereinafter cited as Ascension), located in the Malton area.

Summary

Thus, a personal awareness of rigid Italian traditionalism, coupled with this researcher's interest in family intervention, have served as the motivating factors in concentrating this study on independence versus familial control of the offspring generation of the family, namely, the adolescent female. This study pursues the extent to which ethnicity influences the Italian-Canadian adolescent's outlook, behaviours and attitudes in this phase of the life cycle, with specific reference to:

- (a) vocational interests, (b) social life, (c) heterosexual relationships, (d) peer group relations, and (e) parent-adolescent relationships, as compared to the non-Italian Canadian adolescent.

CHAPTER II

REVIEW OF THE LITERATURE

In order to facilitate a comprehensive understanding of the material which was consulted for this study, this chapter is divided into three main sections. The first section will focus on the literature dealing with the transitional nature of adolescence, adolescent developmental tasks, and the peer group and its influence on the adolescent, as these relate to this study.

The second section explores the history of Southern Italian culture, its origins, its beliefs, values and mores, then an examination of the literature on the Italian immigrant's cultural conflicts and the adolescent's conflicts in interacting in a progressive society, while living under the strict regulations of an Italian immigrant family with deep traditional values.

The final section of this chapter discusses in depth the importance of the adolescent girl's achievement of autonomy from her parents and the particular difficulties posed when the adolescent growing up in Canadian society lives in a home governed by traditional Italian cultural values.

The Transitional Nature of Adolescence

From a biological perspective, one can delineate the inception of adolescence in a female by the inception of menarche or first menstruation, which usually occurs at approximately twelve to fifteen years of age. Menarche usually rests on physical development and is commonly known as puberty, which denotes or refers to physical maturation. The process of puberty entails the maturation of the reproductive and sexual organs, which are stimulated by hormonal functioning (Mohr and Despres, 1958).¹ A girl undergoes a spurt of physical growth with the inception of menarche. During this period of rapid physical maturation, or the "physiological revolution of their general maturation," (Erikson, 1968, p. 128), the adolescent girl is concerned about her body image.

In his research Conger (1973) points out that,

Adolescent girls tend to be even more concerned about their physical development than boys for a number of reasons. For girls, outward appearance and their inner self-image are often more closely bound together than for males. They are more likely than boys to interpret objective remarks about appearance, such as "You look awful," to mean "You are awful." Furthermore, despite recent changes in sex-role concepts, resulting in more flexibility and greater allowance for individual differences, the average

¹ Puberty denotes physical maturation, while adolescence refers to all the phases of maturing, i.e., financial, emotional, vocational, etc.

girl's self-esteem is still anchored to interpersonal relations more than in the case of boys. (p. 121)

Furthermore, a girl's acceptance of herself also evolves around the acceptance of her body (Moser, 1957; Mohr and Despres, 1958). As well, for a girl her body image is further conceptualized within her cultural and familial definitions of the meaning of "beauty and goodness" (Kovar, 1968, p. 25).

Since puberty or pubescence is characterized, according to Erikson, by the rapidity of body growth, genital maturation and sexual awareness, an element of discontinuity with previous development occurs during this phase of development, which in turn threatens the adolescent's self-image and ego identity. In other words, the adolescent become preoccupied with how she is viewed by others (e.g., self-consciousness). Furthermore, the adolescent must re-establish ego identity based on earlier experiences and must accept new body changes and libidinal feelings as part of herself (Erikson, 1968).

The transitional period of adolescence (Hurlock, 1973; Lambert et al., 1972; Ausubel et al., 1977; Erikson, 1965) is not only marked by chronological age (i.e., from approximate age twelve to twenty), but by physiological process, as noted above. The adolescent is at the "cross-roads of life" (Hurlock, 1973, p. 15), before reaching

adulthood. During this period the adolescent must grow both physically and psychologically, from a child to an adult.

Thus, the adolescent must assume new roles and status changes, both biologically and socially. As a result of internal stress attributed to the strengthened drives and impulses brought on by hormonal changes, and from external demands placed upon the adolescent by society which expects her to take on new roles as she matures towards adulthood, stressful periods predominate during adolescence (Mohr and Despres, 1958).

The transition to adulthood may not always be easy for an adolescent because of the enormous tasks or developmental goals they must accomplish with: (1) emancipation, (2) sexuality, (3) relationships, (4) character formation, and (5) identity (Sklansky et al., 1969, pp. 22-23).

Furthermore, the transitional period into adulthood is also influenced by such factors as:

- the speed and length of the transition;
 - the degree and length of training;
 - the amount of dependence on one's parents;
 - the unspecifity of the role definition of within the social group;
 - the conflictual demands from parents, school and peers vis-a-vis the adolescent's level of aspirations;
 - the adolescent's degree of motivation in wanting to make the transition.
- (Hurlock, 1973)

Adolescent Developmental Tasks

Between the years fifteen to eighteen, which period has been designated as late adolescence, "consolidation" occurs in the sphere of social roles and in the establishment of appropriate sexual identity (Blos, 1967). According to Newman and Newman, the consolidation process is characterized by five major accomplishments:

- (1) judgment, interests, intellect and other ego functions emerge which are specific to the individual and very stable;
 - (2) the conflict-free area of the ego expands, allowing new people and experiences to acquire psychological importance;
 - (3) an irreversible sexual identity is formed;
 - (4) the egocentrism of the child is replaced by a balance between thoughts about oneself and thoughts about others;
 - (5) a wall separating one's public and private selves is established.
- (Newman and Newman, 1979, p. 21)

During this phase, the adolescent tends to be keenly concerned with her self-image; in other words questioning, "What am I like?"; "How good am I?"; "What should I or might I become?"; "On what basis shall I judge myself?", and so on. The adolescent's great concern over self-image can be attributed to the fact that she must now think about occupational and/or marital choice, and she must experience the onrush of physiological change and she therefore experiences status ambiguity as she finds herself in the transitory phase between childhood and adulthood (Rosenberg, 1965).

Developmentally, the tasks which an adolescent must achieve are: adjustment to sexual maturation, establishment of relationships with peers (with other girls and/or boys), vocational preparation, independence from parents (autonomy), development of identity, and development of a philosophy of life (define value system) (Conger, 1973; Hurlock, 1973). By late adolescence, however, the chief concerns of the adolescent focus around heterosexual relationships, self-image and vocational choice (Sklansky et al., 1969, p. 21).

The Peer Group

Peer groups usually arise in those societies where influences outside the family also assist the adolescent in determining and acquiring the adult roles, that is, in societies where the major political, economic, social and religious functions are carried out by specialized groups (i.e., churches, political parties, schools, etc.) (Erikson, 1965, p. 38). Because adolescents cannot readily acquire earned status in "adult" society (i.e., employment or life plan), this status can only be achieved by the adolescent through affiliation with others with similar tastes, outlooks, vocabulary, etc. -- the peer group.

Thus, the peer group is important to adolescent growth and development in that: (a) the adolescent is able to learn to interact with age-mates; (b) the peer group

controls her social behaviour (e.g., who she socializes with, the status of having a boyfriend, etc.), (c) she is exposed to age-relevant skills and interests, and (d) she is able to share similar problems and feelings with other adolescents (Conger, 1973, p. 325). Through the adoption of symbols of peer group status (e.g., blue jeans, fads), the adolescent also begins to acquire her own sense of identity, which is a distinct change from her previous "child" status in the familial setting. The peer group helps further in the acquisition of a "sense of identity" (Erikson, 1968), in that,

- (1) they assist the adolescent in resolving his conflicts with himself and with others;
 - (2) they teach him respect for competence [presumably social competence], which is necessary for the acquisition of maturity and autonomy; and
 - (3) they are a source of feedback to the individual about his personality and behaviour, thereby enabling him to assess his own development and modify his actions when necessary.
- (Lambert et al., 1972, p. 65)

That is to say, the peer group supports the adolescent's ego and it also enables her to experiment with and experience social roles (i.e., leader or follower, etc.) (Mohr and Despres, 1958). The adolescent is therefore not only able to experience new forms of reciprocity (Grinder, 1973), but the peer group also teaches the adolescent how to get along with others (i.e., members of her own and of the opposite sex).

The peer group sets standards of socially acceptable behaviour and expects its group members to abide by those standards. In other words, it requires that its members be loyal and committed to the goals of the group if they wish to retain their status in it (Hurlock, 1973). Lastly, the peer group also serves as the primary source of sex education (Lambert et al., 1972).

The move away from the family to the strong bonds associated with peer group affiliation not only provides "a major aspect of his socialization" (Grinder, 1973, p. 216; Hurlock, 1973), but also acts as a buffer, since youths often feel alienated or alienate themselves from their families. The adolescent switches allegiance from her family to the peer group, which facilitates autonomy from the family unit while providing a source of emotional security for the youth (Hurlock, 1973).

Background to the Italian Culture²

Italy, especially the southern part, commonly referred to as the Mezzogiorno, has survived centuries of conquests and colonization by foreign rule (Gambino, 1974;

²Culture denotes habits, attitudes and values which are held by a group of people and inculcated onto their offsprings.

Barzini, 1964). The Italian peasant class³ had to struggle for its very survival, due to unemployment, severity of local taxation and the fact that their lands were usually held by wealthy landowners, or land ownership was restricted to absentee landlords who in turn demanded high rents and a large portion of the peasants' crops (Rolle, 1972; Rose, 1975).

The importance of foreign domination served, however, to further strengthen and unite the Southern Italian people, in that they retained their own social order through familial solidarity. It was therefore their duty to maintain and defend the family honour against anyone or anything that might breach or threaten it (Ianni, 1977). Thus Ianni points out that familialism and the social structure of Southern Italy were virtually synonymous. The Southern Italian family was the major transmitter of its own culture, its own beliefs, mores, values, customs, etc. (Gambino, 1974).

³The "peasant class" is defined as rural inhabitants who live by tilling their land or at some unskilled trades. "By 'peasantry' we mean the inhabitants of the rural towns without major industries. They may be tillers of the soil, or of various trades, but all make a better or worse living as agriculture thrives in their district, or is adequate to support the population." P. M. Rose, The Italian in America (New York: Arno Press, A New York Times Company, 1975), p. 18.

Hence it is not surprising that Italy has often been defined as nothing more than a mosaic of millions of families clinging together like colonies of insects (Barzini, 1964; Gambino, 1974). It should be noted, however, that while the strongest bonds were within the nuclear family, the sense of solidarity applied to the extended family as well (Gallo, 1974).

The traditional Southern Italian social structure was disrupted as a result of the first wave of migration, primarily to the United States, in the early 1900s. The family members who were left behind benefitted from the remittances sent from the U.S., and it was not unusual for villagers to travel to the cities to seek employment opportunities there. The pattern of migration itself became an institutionalized outlet for the more achievement-oriented members of the peasant class (Lopreato, 1967).

The immigrants who arrived in Canada since the 1940s came from a somewhat different world than did the migrants to the U.S. in the early 1900s. Due to the economic, political, social and educational changes that have taken place in Southern Italy since World War II, the latter group were likely to have come from a somewhat more advanced and often more achievement-oriented segment of the population (Lopreato, 1967; Ianni, 1977).

Since the breakdown of familialism in Southern Italy can be attributed to: (1) modernization and urbanization, (2) industrialization, (3) the impact of the media, and (4) wider transportation networks (Gallo, 1974), most of which came after the waves of post World War II migration, the majority of the new Canadians left Italy with the old traditional views of family, family honour and solidarity.

The Italian-Canadian Cultural Conflict

Recent studies reveal that the old familial patterns have not deviated greatly. Boissevain's (1971) sample of Italians residing in Montreal revealed that their central institution was still the nuclear family and kinship ties. He further discovered that the old threat of losing face in the community (vis-a-vis gossip) as a means of social control was transferred abroad intact.

Jansen's (1968) study of Italians living in Toronto further corroborated the information presented in the literature on Italian immigrants. Generally, the Italian group in Toronto was characterized by a large proportion of immigrants who came principally from the southern part of Italy, and who specifically had lower educational and socio-economic status. The patterns of friendship and communication were further determined by ethnicity and

kinship ties. Jansen also found that the father trusted very few people outside of his immediate family and was further suspicious or indifferent to organizations and/or anyone in an official position.

From the preceding findings it is maintained that the majority of Italian immigrants arrived in Canada at a mature age, with pre-established values, beliefs and mores. They live in the periphery of their host culture and therefore do not experience cultural conflict.⁴ In effect they live in two cultures.

It is contended, however, that the offsprings of these immigrants may face cultural conflict. Handlin (1953) points out that the second generation,

...believe in a universe, divided as it were into two realms, one for school and one for home, and each with rules and modes of behavior of its own [and] ...As the children of the immigrants grew up, they increasingly felt the compulsion to choose between one way and the other. (p. 248)

The Adolescent and Cultural Conflict

Cultural conflict or tension will be significant when both the ethnic and host groups each exert equal pressure on a child to conform. A child will not experience

⁴Cultural conflict denotes the dilemma of choosing between two cultures. E. V. Stonequist, The Marginal Man (New York: Scribner, 1937).

cultural tension if her parents assimilate with the host culture. However, cultural tension will arise in the home for the offspring generation when the parents have not assimilated into the host society and further restrict their children in accepting the host culture's traditions and beliefs (Johnston, 1968).

Taft and Johnston's (1967) study of Polish immigrants living in Australia found that Polish boys experienced more tension in the home when the parents were least assimilated. Colalillo's (1974) study of Italian adolescent girls attending Grades 8, 9 and 10 in a predominantly Italian area of Toronto discovered that the lower the assimilation level on the part of the mothers, the greater the generation gap or cultural conflict for the adolescent girl. The variance between value orientations of Canadian society and the ethnic group, and the lack of language proficiency (the mothers do not speak English and the girls do not speak Italian well) played a significant part in the cultural conflict and in most cases worsened the problems. Colalillo succinctly states that,

...the girl and her parents both place a great deal of blame on the cultural differences between Italian and Canadian cultures as a source of tension in the family. The girl admits, on her part, that the gap is caused by her unwillingness to conform to or understand her

parents' customs and traditions. The parents, on the other hand have trouble understanding Canadian norms and the society in which their daughters must learn to live. (p. 60)

Autonomy

Autonomy has been defined as the process where one moves from a status of dependence to one of independence (Hurlock, 1973). The need for autonomy or independence is a significant factor in the development of the human personality, because without that independence, maturity, integration, appropriate adjustment and proper socialization would be impossible (Schneider, 1960).

Blos (1967) has described the need for striving to achieve autonomy as the "second individuation process" (the first would have been achieved by two to three years of age). According to Blos, this process entails,

...the shedding of family dependencies,
the loosening of infantile object ties in
order to become a member of society at
large or, simply of the adult world.
(p. 163)

If, however, one fails to achieve successful disengagement from family dependencies, in all likelihood a person will be unable to establish new extrafamilial objects of affection. The individual then will often resort to resolving the situation by acting out behaviour, develop

learning disorders, patterns of procrastination, experience moodiness, apathy and negativism (Blos, 1967, p. 11).

Ideally, the adolescent girl must separate both emotionally and intellectually from her parents (Howells, 1971). She must disengage emotionally from parental domination; she must learn to make important life-task decisions, take responsibility for herself and establish new social relationships outside of her family. Schneider (1960) encapsulates this process by stating that,

Independence means more than separate existence or economic self-sufficiency. It means, above all, emotional, volitional, and intellectual independence, and the freedom of action that this independence makes possible. ...Above everything else, the adolescent must break away from the apronstring existence of childhood. He needs to establish the emotional perspective and control that will enable him to live and enjoy an existence separate from the parents. This emancipation is a prerequisite to establishing other relationships in adult life, particularly those involved in marriage. (p. 180)

Sklansky (1969) feels that by late adolescence 'a girl has a more serious struggle with her life plans than a boy, as she must choose either a career or marriage. Furthermore, a study conducted by Douvan and Adelson (1966) revealed that boys achieve autonomy from parents more rapidly than girls. The authors found that boys develop moral autonomy and moral standards based on internally generated principles sooner than girls. In the area of

personal decision-making, sixteen-year-old boys indicated that their own standards were more important than those of their parents and that the standards of their peers were least important. However, the study found that girls continue to rely heavily on their parents' judgments, and that they are more dependent upon their peer group for validation of the concept of self.

The Southern Italian View of Adolescent Autonomy

Adolescence, as a distinct stage of development, was almost non-existent in Southern Italian peasant society. The children had minimal education, which usually terminated at approximately ten years of age, if not sooner, since the children were needed to work in the family unit as a source of manpower. Marriage often occurred in the early teens (Ianni, 1961). For a girl, the family's ultimate aim was to make sure that she married and that she learned the roles of womanhood competently, which included both the economic and social roles (Gambino, 1974).

Upon migration, the Southern Italian peasant family was patriarchal (Campisi, 1948; Gans, 1962). In other words, the father was the head of the family, the authoritarian figure (Child, 1943), who not only exercised rigid restrictions, but also demanded obedience (Rose, 1975). This rigidity has eased somewhat, however, due to the

special nature of Southern Italian familialism, there continues to be little emphasis placed on understanding the rights of children. Rather, there appears to be an insistence on external forms of respect (Danziger, 1971). Furthermore, although the children are an integral part of the family, they are subordinate as individuals, they live solely for the family.

Two anthropological studies which were carried out in Sicily (Cronin, 1970; Peterson and Migliorino, 1967) revealed strong parental control over their children which would induce less autonomy. The studies revealed that:

- (a) children were not allowed to make their own decisions,
- (b) their hours were strictly limited, even in late adolescence,
- (c) they required parental permission if they had to leave the house, and
- (d) they could not choose their own friends.

Cronin (1970) further studied the Sicilian immigrants in Australia and discovered that the Sicilian pattern of controlling female family members is being perpetuated by most of the immigrant parents there. Cronin discovered that although the daughters are still protected by their families, they are nevertheless allowed to go to school and to work, due to compulsory attendance regulations at school and due to the extra funds that the girls can earn at work. The changes or lessening in areas of

control by the Sicilian parent generation are most evident in areas of life which are the least dangerous (e.g., going to the store alone), however, controls still predominate in situations where men are involved and the majority of the immigrant parents still adhere to the traditional restriction of girls.

The greatest changes, however, have occurred in families where the parents are educated and/or upwardly mobile, or in second generation Sicilian adults, who begin to absorb the Australian ways which postulate the notion that children should be independent and self-sufficient. In their case, children are permitted to have their own interests and are allowed to make some of their own decisions. Their girls are allowed more freedom in going out alone, even with boys.

Kurt Danziger's (1976) study of Italian adolescent girls, comparing them with non-Italian adolescent girls as well as with Italian adolescent boys, discerned that, on the whole, Italian girls are expected to perform more household tasks similar to their mothers, while the Italian boys and non-Italian girls do these tasks to a much lesser degree than their mothers. Danziger's sample population lived in a high density Italian area of Toronto and were mostly working class in origin and overwhelmingly originated from Southern Italy. Danziger also noted that sex-role

boundaries are more deeply and sharply defined for Italian adolescent girls than for boys.

He further hypothesized that Italian parents would allow girls less autonomy than boys in making decisions which affect their lives. The decision items included curfew, what kind of shoes to buy, when to go to bed, having friends visit. Danziger discovered that a trend occurred with the Italian population; that is, after residing in Canada for four years or more, the girls' activities are still tightly controlled while their household responsibilities increase. However, at a much later stage, her parents gradually allow greater autonomy outside the familial sphere. However, Danziger's study revealed that although the Italian girl is granted autonomy in the extrafamilial sphere, this never measures up to either the Italian boys nor the non-Italian girls who have greater autonomy based on the decision items utilized in his study.

Summary

The first part of this chapter presented a discussion of adolescence from its inception at puberty, first from a biological perspective focussing on girls, through the subsequent physical development. The research then explored the developmental tasks which the adolescent

must accomplish, including the new roles and status changes which further include social interaction, life plans, and the attainment of independence or autonomy as she approaches maturity. The next section explored the adolescent peer group as a source of emotional security for its members, pressures to conform, and why peer groups occur. This research further examined the functions of the peer group and its effects on the adolescent.

In the next part of this chapter, the study examined the roots of the Southern Italian familial pattern and the cultural conflicts which may occur when this traditional mode of behaviour is practiced in a progressive society. Particular emphasis was placed on adolescent cultural conflict which manifest themselves in the home as a result of exposure to two varying cultures simultaneously, the Italian and the Canadian.

Finally, the research explored autonomy, first in general terms as it relates to adolescent development, and then more specifically, as it is adversely affected by restrictions imposed on adolescents of immigrant-parent backgrounds, with an emphasis on Southern Italian immigrant families. The following chapters will demonstrate how the proposed research project relates to the material discussed thus far.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Problem Formulation

As illustrated by the Review of the Literature, adolescence is the transition period between puberty and adulthood in the process of achieving maturity. This process requires that the adolescent take on new roles and status changes to aid her in ultimately achieving autonomy from her family and in dealing with her life independently, as a mature adult member of society. Thus she must adjust to biological change, become aware of and deal with her own sexual identity, explore and cultivate her economic/vocational/marital choice, and further social relationships with peers of both sexes outside the home (Conger, 1973; Hurlock, 1973). Specifically, the adolescent must accomplish the following developmental tasks in her quest for maturity and autonomy:

- achievement of independence from parents;
 - adjustment to sexual maturation
 - establishment of cooperative and workable relationships with peers;
 - deciding upon a vocation;
 - acquiring a sense of identity.
- (Hurlock, 1973, p. 302)

Traditionally, Southern Italian immigrant parents of Italian-Canadian adolescent girls were raised in an old value system which advocates and postulates subjugation⁵ of children, the purity of women, and control of their children's mores and beliefs through rigid rules governing socialization, particularly of female children, channeling them towards their traditional role as housewives and mothers. Hence, conflict may arise in the home when the adolescent girl attempts to realize her potential through vocational or marital choice, through peer group associations, particularly concerning heterosexual relations, self-identity and autonomy.

In light of the above, the following question has been formulated as the basis for this study: To what extent does an Italian-Canadian⁵ adolescent girl of Italian immigrant parentage perceive or actually experience difficulties in the home and in the community-at-large, by comparison to a sample of non-Italian Canadian⁶ adolescent girls, if her parents apply strict curtailment rules in the areas of: (a) vocational interests, (b) social life (i.e., parties, curfew, outings, extracurricular activities,

⁵The terms "Italian-Canadian" and "Italian" will be used interchangeably throughout this study in reference to the adolescent girl of Italian parentage.

⁶The terms "Non-Italian Canadian" and "Canadian" will be used interchangeably throughout this study in reference to the adolescent girl of Canadian parentage.

etc.), and (c) heterosexual relationships (i.e., dating, having a boyfriend, etc.).

It is postulated, then, that if Italian parents place rigid curtailment rules in the three above-mentioned areas of adolescent growth, that those restrictions will likely lead to more parental control and a diminution of autonomy and independence for the Italian adolescent girl, than for her Canadian peers.

This research project will further examine how (d) peer group association affects the Italian girl's perceptions and the difficulties she experiences in the above-noted areas of normal adolescent growth, as compared to the experiences of the Canadian sample group. This study will also examine the nature of the (e) parent-adolescent relationship from the perspective of the girls in both sample groups.

Research Question and Hypotheses

In the process of problem formulation, a question has emerged as the basis for this study:

To what extent does an Italian adolescent perceive or actually experience difficulties in the home and in the community-at-large, as compared to a Canadian adolescent, if the Italian parents apply strict curtailment rules in the areas of vocational interests, social life and heterosexual relationships.

From the above question, the first hypothesis has been formulated:

Hypothesis #1.

The Italian adolescent girl will experience more rules and restrictions by her family in the areas of vocational interests, social life and heterosexual relationships than the Canadian adolescent girl.

Peer group relations were noted to be of importance for the adolescent in the Review of the Literature. Therefore, an examination of the peer group and how it affects the Italian girl's perceptions and difficulties in the areas of social life and heterosexual relationships as compared to the Canadian adolescent was carried out and the following hypothesis was formulated:

Hypothesis #2.

The Italian adolescent girl will perceive or feel conflict in respect to her peer group regarding the issues of social life and heterosexual relationships, as compared with the Canadian adolescent girl.

From the literature, an examination of the nature of the parent-adolescent relationship from the perspectives of the girls of both sample groups was considered to be of importance, and the following three hypotheses have been formulated:

Hypothesis #3.

The Italian adolescent girl will experience more conflict with parental demands or restrictions in the areas of social life and heterosexual relationships than she will with respect to vocational interests.

Hypothesis #4.

The Italian adolescent girl will want to change more rules in her family in the areas of vocational interests, social life and heterosexual relationships than the Canadian adolescent girl.

Hypothesis #5.

The Italian adolescent girl will have broken more family rules in the areas of vocational interests, social life and heterosexual relationships than the Canadian adolescent girl.

This researcher was further interested in examining the ordinal position of the adolescent in the family and a subsidiary hypothesis has been formulated:

Hypothesis #6.

The ordinal position of the adolescent girl in her family will have a direct relationship to the degree of conflict she feels with respect to parental restrictions in the areas of vocational interests, social life and heterosexual relationships.

Working Definitions

For the purposes of this study, the following working definitions were utilized, to provide a clear

conceptualization of the intended meaning of the use of certain terms.

Autonomy.

Formally defined, this research has utilized Hurlock's meaning of the view of autonomy as "moving from a status of dependence to one of independence."

This research further conceptualizes that an adolescent girl (both Italian and Canadian) will have become an autonomous person when she has worked out the developmental tasks in the areas of vocational interests, social life and heterosexual relationships satisfactorily. This in turn will lead the adolescent girl to not only be able, but also be capable of managing her own life.

The concept of autonomy will be further operationalized based upon the decisions or tasks which an adolescent girl can carry out in the areas of:

Vocational interests: participatory choice (i.e., completing Grade 12, going to college, etc.);

Social life: activities which she can attend, such as movies, athletics, school plays, dances, earning and spending money, curfew, etc.; and

Heterosexual relationships: forming friendships and keeping friends of both sexes, becoming comfortable in dating situations, experiencing love for and being loved by members of the opposite sex, etc.

Control.

As used in this research, control will mean undue restrictions for an adolescent girl in carrying out developmental tasks or making her own decisions in the areas of vocational interests, social life and heterosexual relationships.

Cultural conflict.

As used in this research, will mean the dilemma of choosing between two cultures (Stonequist, 1937), Italian or Canadian.

Adolescent.

As used in this study, refers to a girl between the approximate ages of fifteen to eighteen, in Grade 10, 11 or 12.

Classification of the Research

Based on the classification of the three types of research, namely, experimental, quantitative-descriptive and exploratory, this research project will be classified as quantitative-descriptive. Tripodi et al. (1969) stipulated that:

the category of quantitative-descriptive studies includes research investigations having various purposes [which] fall into two general classes: (1) the testing of hypotheses, (2) the description of quantitative relations among specified variables. (p.34)

For the purposes of this study, this researcher will adopt the second classification and will further utilize the sub-type classification of "hypothesis testing studies," as put forth by Tripodi et al. (1969); that is to say:

Hypothesis testing studies are those quantitative-descriptive studies which contain in their design of research explicit hypotheses to be tested. The hypotheses are typically derived from theory, and they may be either statements of cause-effect relationships or statements of association between two or more variables without reference to a causal relationship.
(p. 39)

The Research Site

The 1976 census tract of "Immigrant Settlement Patterns"⁷ (more recent studies have not been carried out) for the Mississauga Valleys indicates that 20 per cent of the immigrants in that area are from Italy. Of the total population of 34,000 residents in Malton, the largest ethnic group is Italian, according to the Tax Rolls as of March 1981, obtained from the Mayor's Office;⁸ for this reason, Malton and the Mississauga Valleys were chosen as the areas for this study, and within these areas three schools were selected.

⁷Compiled by the Social Planning Council Office in Mississauga, Ontario.

⁸Mayor's Office, City Hall, Mississauga, Ontario.

The City of Mississauga was incorporated on January 1, 1974. At this time it encompassed the former towns of Streetsville, Port Credit, Oakville, and part of the former town of Mississauga, including Malton. Mississauga has more than 1,500 industries and countless businesses and commercial enterprises. The population of Mississauga is rapidly approaching the quarter million mark.⁹

The following three schools were selected, due to their high density of Italian-Canadian students in attendance:

- (1) St. Martin's School: a high school; Grades 8-12, located in the Mississauga Valleys area;
- (2) Ascension of Our Lord School: a senior school, Grades 7-10, located in Malton; and
- (3) Holy Name of Mary School: an all-girls high school, Grades 9-13, located in the Mississauga Valleys area.

All three schools come under the jurisdiction of the Dufferin-Peel Roman Catholic Separate School Board, which encompasses the geographical areas of Mississauga, Malton, Brampton, Bramalea, Wildfield, Bolton, Peel County and Dufferin County.

⁹City of Mississauga Informational Booklet, 1975.

Sample Source and Sampling Method

Steps in Gathering the Sample --- Preliminary Survey.

1. Meetings with the three school Principals were arranged and conducted for the purpose of discussing this research project, and a copy of the proposed questionnaire was shown to them for their perusal.

Specifically, this researcher approached the Principals at St. Martin's and Ascension schools directly. The Chief Social Worker at the Dufferin-Peel Roman Catholic Separate School Board (this researcher's place of employment) did the initial introduction and set up an appointment with the Principal of Holy Name, and that Principal, the Chief Social Worker and this researcher subsequently met to discuss the purpose of this study and to review the questionnaire.

2. Each Principal designated the day that the Preliminary Survey was to be handed out to the selected population. Each Principal elected to announce this researcher's plan for the study at a staff meeting, rather than have this researcher discuss it personally with the staff members. However, a covering letter for each teacher (see Appendix B) was affixed to the Preliminary Survey.

Distribution of Preliminary Survey.

The following three schools participated in the Preliminary Survey: (1) St. Martin's, (2) Ascension, and (3) Holy Name.

The total female population by grade, in each of the aforementioned schools was: 59 in Grade 11 and 30 in Grade 12 at St. Martin's. There were 63 Grade 10 students at Ascension and a combined total of 385 students in Grades 10, 11 and 12 at Holy Name. It should be pointed out that the Principal of St. Martin's did not wish the Grade 10 students in his school to participate in the study for fear that their parents would object to the nature of some of the items on the questionnaire, especially questions #47 and #48 which deal with sexual relations.

The girls at Holy Name were not in separate classrooms for each grade, but were mixed; grades 10, 11, 12 and 13 were combined in various classrooms for their homeroom period, which was when the Preliminary Survey had to be distributed, which accounts for the combined number of students.

Of the 537 Preliminary Surveys distributed, a total of 341 completed surveys were returned from the schools. Table 1 indicates that 94 Canadian girls wanted to participate in the study and qualified for the non-Italian

Canadian sample (i.e., both parents were born in Canada and spoke English in the home), while 52 girls of Italian background (i.e., both parents were born in Italy) wanted to participate in the study. The remainder (159 surveys) indicated other cultural backgrounds (i.e., their parents were born in Germany, Trinidad, India, Ceylon, Eastern European countries, etc.), and were thus disqualified.

Table 1
Returns of Preliminary Survey

School	Both Parents Born in Canada				Both Parents Born in Italy			
	Wish to Participate				Wish to Participate			
	Yes	%	No	%	Yes	%	No	%
St. Martin's								
Grade 11	9	9.6	3	12.5	4	7.7	-	
Grade 12	4	4.3	-	-	2	3.8	-	
Ascension								
Grade 10	7	7.4	1	-	16	30.8	3	25.0
Holy Name								
Grade 10	34	36.2	13	58.3	16	30.8	4	33.3
Grade 11	24	25.5	4	16.7	10	19.2	5	-
Grade 12	16	17.0	3	12.5	4	7.7	-	41.7
TOTAL RETURNS	94	100.0	24	100.0	52	100.0	12	100.0

Instruments Used in Data Collection

(a) Preliminary Survey. (Appendix A)

This instrument was designed to gather requisite data, needed: (1) to ascertain the country of birth of the

respondents' parents,¹⁰ to discern whether the schools selected for the research site met the requirements of the sample for this study (i.e., a sufficient number of Italian and Canadian adolescent girls in attendance), and (2) to facilitate selection of those girls who were willing to participate in the study.

(b) Questionnaire.

This instrument (see Appendix C) was designed in order to obtain data pertinent to this research project. Information was gathered in the areas of: (1) vocational interests, (2) social life, (3) heterosexual relationships, as well as, (4) demographic data, (5) language proficiency of Italian respondents and their parents, (6) peer group composition, and (7) patterns of interaction and involvement of relatives and friends. The questionnaire items were standardized; that is, the "questions [were] presented with exactly the same wording, and in the same order to all respondents" (Selltiz et al., 1976, p. 255).

Two previous studies were consulted (Danziger, 1971; Colalillo, 1974), since they related to Italian-Canadian adolescents, and as a result the following items were incorporated into the questionnaire:

¹⁰ In order to qualify for the sample: (a) both parents had to have been born in Italy for the Italian sample; and (b) both parents had to have been born in Canada and had to be strictly Canadian descendants for the Canadian sample group.

Item #: 22, 27 -- taken directly from Colalillo (1974); 31, 37 -- taken directly from Danziger (1971); 16 -- taken directly from Lattner and Pappart (1975); 15, 18, 19, 20, 21, 23, 24, 25, 26, 80 -- taken from Colalillo (1974) and reworded for the purposes of this study; 24, 69, 70 -- taken from Danziger (1971) and reworded for the purposes of this study.

Pretest

After the Preliminary Survey was completed, a Pretest of the questionnaire was conducted at Holy Name. A total of thirteen Grade 10 girls were selected to participate in the Pretest, of which 7 were Italian and 6 were Canadian.

An announcement was made through the school's office over the public address system, requesting that the girls come to the office after the final class period. Out of the 13 who were called, only 7 girls presented themselves -- 4 Italian and 3 Canadian girls -- to participate in the pre-testing of the questionnaire.

The time taken by the Pretest students to complete the questionnaire ranged from 15 to 45 minutes. After the Pretest had been completed, some of the Italian girls inquired about this researcher's own background, which is also Italian. The discussion which ensued centered around questions relating to this researcher's upbringing.

Data Collection Method

Consent forms with a covering letter (see Appendix D) were given to the teachers to distribute to students who indicated that they were interested in participating in the study, as noted by them on the Preliminary Survey form, if they qualified for either the Italian or the Canadian sample.

This researcher then telephoned the parents of those respondents who did not return their consent forms in order to obtain verbal consent when it became evident that the girls were forgetting to bring the signed forms back to the school offices. Only one parent out of the 75 parents called said that he wanted to see the questionnaire before he would consent to having his daughter participate in the study. This Canadian girl therefore was disqualified. The remainder of the parents were pleased and interested in having their daughters participate in the study.

Data Collection

St. Martin's.

The Principal arranged for this researcher to visit the school on a particular day during the lunch break and the participants were called to the office over the public address system. The expected participants were all present.

and were able to complete their questionnaires in the school chapel without interruption.

Ascension.

It took approximately three weeks for this researcher to have all the participants complete the questionnaire. Nine were collected in the first few days, having been completed in the health room or the Principal's office. The remainder of the girls had to be tracked down during their lunch break and were able to complete their questionnaires in a small private classroom.

Holy Name.

The Principal designated three consecutive days for completion of the questionnaire. She then went to the various classrooms, requesting that the participants make themselves available on one of the three days, during which time only 20 presented themselves. This researcher found it necessary to visit the school at least twice a week, either during the lunch break or after school, for a period of six weeks, and would request over the school's public address system that the remaining participants come to the particular conference room in the school to complete their questionnaire. The conference room proved to be more suitable than the guidance area which was used by the first 20 participants, since there was less distraction there.

Table 2
Interested Participants
(from Preliminary Survey)

School	Italian	Canadian
St. Martin's	6	13
Ascension	16	7
Holy Name	30	74
	52	94
Less Pretest Participants	4	3
TOTAL INTERESTED PARTICIPANTS	48	91*

*Although a total of 91 Canadian girls stated that they wanted to participate, after deducting the 3 Canadian girls who participated in the Pretest, only 45 were requested to participate in filling out the questionnaire, as this number was sufficient to fulfill the sample population requirement.

Table 3
Distribution and Number of
Returned Consent Forms

School	Grade	Distribution	Number Returned
St. Martin's	11	13	6
	12	5	
Ascension	10	23	22
Holy Name	10	23	11
	11	31	
	12	19	
TOTAL		114	39

General Procedure.

This researcher reminded each group of girls that they had stated in the Preliminary Survey that they wished to participate in the study and told them that it was now time to fill out the questionnaire (see Appendix C), and asked them if they had any questions or if they needed clarification before they began.

Some of the girls were surprised that the questionnaire was anonymous. Some actually put down their names on the covering instruction sheet attached to the questionnaire and were requested to erase them.

Since it took approximately six weeks to have the questionnaires completed at Holy Name and three weeks at Ascension, the participants were asked not to reveal or discuss the nature or content with their friends, since they could also be involved in completing the questionnaire at a later date.

Generally, the girls thanked this researcher for choosing them to participate in the study. Some of them felt that the questions were good and that they were stimulated to think further about some of the issues.

Data Analysis

Procedure.

The data obtained from the completed questionnaires was coded onto computer coding sheets, keypunched, verified and submitted to analysis. As is typical with survey or questionnaire data, most of the obtained information was at a nominal or ordinal level. This data was analysed using the crosstabulation procedure available in SPSS (Nie et al., 1975).

Method.

Frequency distributions and Chi square analysis were used to examine and compare relationships between the two independent groups, the Italian and Canadian girls, on the dependent variables -- the items on the questionnaire that related to vocational interests, social life, heterosexual relationships, peer group relations and parent-adolescent relationships.

Study Limitations

To facilitate the collection of data pertaining to Italian adolescent girls, the schools selected for the purposes of this study had a high proportion of Italian students in attendance, however, the findings of this study may not apply in areas of lower density Italian population.

Furthermore, the scope of this study was limited to assessing the attitudes of Italian adolescent girls with respect to the restrictions which may exist as a result of their parents' traditional value system, and did not include the parents' attitudes, nor the degree to which the parents had assimilated into the Canadian culture.

Summary

This research falls into the classification of "hypothesis testing studies." It postulates that if Italian parents place rigid restrictions in three important areas of adolescent growth, namely, vocational interests, social life and heterosexual relationships, that this will likely lead to more parental control and a diminution of autonomy and independence for the Italian adolescent girl. To this end, peer group relations and parent-adolescent relationships were also examined.

A Preliminary Survey was carried out in three Roman Catholic parochial schools in Mississauga, Ontario, to ascertain whether the schools selected for the research site met the requirements of the sample for this study, and administered to girls attending Grades 10, 11 and 12.

The questionnaire was pretested and after some slight revisions were made, it was distributed and completed by the girls. Four completed questionnaires were eliminated

from the final sample: three of the Canadian girls indicated that they spoke languages other than English at home; of the Italian girls, one was eliminated due to the fact that her mother was not Italian.

A total of 48 Italian and 42 Canadian girls in Grades 10, 11 and 12 completed a standardized questionnaire. Both groups had to respond to 67 items, while the Italian sample was required to respond to 14 additional items, in order to obtain information on languages spoken in the home and English language proficiency of the girls' parents, as well as information on how the girls felt or reacted to parental restrictions and/or demands. Since only 48 of the 90 subjects used in this study were of Italian descent, the sample of Italian girls was considered by this researcher to be insufficient for further analysis of their parents' level of acculturation as it applies to the girls' degree of autonomy.

The data obtained from the completed questionnaires were submitted to computer analysis. The findings will be presented and analysed in Chapter IV.

CHAPTER IV

DATA PRESENTATION AND STATISTICAL ANALYSIS

This chapter documents the statistical findings of the questionnaire. The data will be presented and analysed in six sections:

- (a) Demographic Data,
- (b) Vocational Interests,
- (c) Social Life,
- (d) Heterosexual Relationships,
- (e) Peer Group Relations, and
- (f) Parent-Adolescent Relationships.

When significant, quantitative inferences will be drawn.

Demographic Data

Grade and Age of Respondents.

The total age range of the respondents was 14 years to 18 years, with a mean age of 15.9, with a standard deviation of 0.8. The age range of the total Italian respondents was 14 years to 18 years, with a mean age of 15.7, with a standard deviation of 0.8. The age range of the total Canadian respondents was 16 years to 17 years, with a mean age of 15, with a standard deviation of 0.8.

Table 4
Grade and School Distribution of Sample

School	Grade	Italian		Canadian		Total*	
		<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Holy Name	10	14	53.8	7	25.0	21	38.9
	11	9	34.6	11	39.3	20	37.0
	12	3	11.6	10	35.7	13	24.1
TOTAL		26	100.0	28	100.0	54	100.0
Ascension	10	17	100.0	6	100.0	23	100.0
	11	-	-	-	-	-	-
	12	-	-	-	-	-	-
TOTAL		17	100.0	6	100.0	23	100.0
St. Martin's	10	-	-	-	-	-	-
	11	3	60.0	5	62.5	8	61.5
	12	2	40.0	3	37.5	5	38.5
TOTAL		5	100.0	8	100.0	13	100.0

*The total sample consisted of 90 subjects, 48 Italian and 42 Canadian adolescent females.

Birthplace of the Respondents.

Table 5 shows that 38, or 79.2 per cent of the Italian respondents, and 42, or 100.0 per cent of the Canadian respondents were born in Canada. Of the 10 Italian respondents that were born in Italy, the number of years of residence in Canada ranged from 10 years to 16 years, with a mean of 13.4 years, with a standard deviation of 1.8.

A sizeable proportion of both the Italian respondents of 35, or 72.9 per cent, and 35, or 83.3 per cent of the Canadian respondents indicated being born in the Province of Ontario.

A sizeable proportion of the Italian respondents of 41, or 85.4 per cent, and 34, or 81.0 per cent of the Canadian respondents indicated being born in cities.

Birth Order of the Respondents.

The respondents were asked to indicate their birth order within their family. Table 6 indicates the birth order that the girls represented.

Age of Parents.

Fathers: Of the 47 Italian fathers reported, the age range of the sample was 36 years to 55 years, with a mean age of 43.8, with a standard deviation of 4.0. Of the 41 Canadian fathers reported, the age range of the

Table 5
Birthplace of the Respondents

	Italian (%)	Canadian (%)
Birth Country		
Canada	79.2	100.0
Italy	20.8	-
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
Birth Province		
Ontario	72.8	83.4
Quebec	4.2	7.1
Other Canadian	2.1	9.5
Northern Italy	4.2	-
Central Italy	6.3	-
Southern Italy	10.4	-
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
Birth Area		
City	85.4	81.0
Town	14.6	14.3
Village	-	4.7
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)

Table 6
Ordinal Position

	Italian (%)	Canadian (%)	Total (%)
Only child	-	2.4	1.1
Youngest child	14.6	31.0	22.2
Middle child	22.9	23.8	23.3
Oldest child	60.4	35.7	48.9
Other	2.1	7.1	4.5
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)	100.0 (<u>n</u> = 90)

sample was 33 years to 65 years, with a mean age of 41.3, with a standard deviation of 7.4.

Mothers: Of the 48 Italian mothers, the age range of the sample was 33 years to 54 years, with a mean age of 39.6, with a standard deviation of 4.3. Of the 41 Canadian mothers reported, the age range of the sample was 32 years to 61 years, with a mean age of 43.3, with a standard deviation of 6.6.

Years in Canada for Italian Parents.

Fathers: Of the 46 fathers reported, the years of residence in Canada ranged from 10 years to 31 years, with a mean years of residence of 20.0 years, with a standard deviation of 5.0.

Mothers: Very similarly, of the 47 mothers reported, the years of residence in Canada ranged from 10 years to 30 years, with a mean years of residence of 19.2 years, with a standard deviation of 4.9.

Education of Parents.

Table 7 indicates that more of the Canadian fathers and mothers have attained higher educational levels, as opposed to the Italian fathers and mothers who have attained less education. This finding correlates with the results of the parents' occupations (see Table 8), which indicates a

greater proportion of the Canadian fathers and mothers in occupations in the professional and managerial categories.

Occupations of Parents.

Table 8 shows that a significantly greater proportion of the Canadian fathers and mothers are in occupations in the professional and managerial categories, while the Italian fathers and mothers are in occupations in the skilled and unskilled categories.

A Chi square value of 39.89 was obtained with the fathers' occupations. This was significant at the $p \leq .001$ level. A Chi square value of 31.29 was obtained with the mothers' occupations. This was significant at the $p \leq .001$ level.

In this section of the chapter, the Italian and Canadian girls' responses to the questionnaire items dealing with vocational interests, social life and heterosexual relationships will be reported.

A number of items on the questionnaire were related to the vocational interests, social life and heterosexual relationships of the two subject populations, namely, Italian and Canadian adolescent girls. Chi square analysis of these items revealed a number of items that were

Table 7
Educational Background of Parents

	Father		Mother	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
Grade 4 or less	24.0	-	11.1	-
Grades 5 - 8	60.0	3.6	63.0	-
Grades 9 - 10	-	21.4	7.4	11.9
Grades 11 - 13	16.0	53.6	18.5	67.6
Community college	-	-	-	2.9
University	-	17.9	-	17.6
Post graduate	-	3.5	-	-
TOTAL	100.0 (n = 25) ^a	100.0 (n = 28) ^a	100.0 (n = 27) ^a	100.0 (n = 34) ^a
	$\chi^2 (4) = 36.57, p \leq .001$		$\chi^2 (4) = 38.82, p \leq .001$	

Note. The actual Chi square analysis for this table was performed on a slightly collapsed scale (for the Mothers and Fathers) since the expected frequencies for some of the cells with the full scale analysis fell below one.

^aMissing observations for 23 of the Italian fathers and 21 of the Italian mothers, and for 14 of the Canadian fathers and for 8 of the Canadian mothers.

Table 8

Occupations of Parents

	Father		Mother	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
Professional	2.1	26.8	-	14.6
Managerial	10.6	39.1	-	4.9
Clerical/Sales	4.3	14.6	8.3	24.4
Artisan/Craftsman	6.4	7.3	-	-
Skilled	25.6	7.3	10.4	2.4
Unskilled	48.9	4.9	43.8	2.4
Housewife	-	-	37.5	51.3
Other	2.1	-	-	-
TOTAL	100.0 ($\underline{n} = 47$) ^a $\chi^2 (5) = 38.89; p \leq .001$	100.0 ($\underline{n} = 41$) ^b	100.0 ($\underline{n} = 48$) $\chi^2 (5) = 31.29, p \leq .001$	100.0 ($\underline{n} = 41$) ^a

Note. The actual Chi square analysis for the table was performed on a slightly collapsed scale (on the Fathers) since the expected frequencies for some of the cells with the full scale analysis fell below one.

^aMissing observations for 1 Italian father and for 1 Canadian mother.

^bOne of the fathers was retired.

significantly different for the two groups, and conversely, a number of areas or items where no significant differences appear to exist between the two groups.

Vocational Interests

Educational Goals.

Both the Italian and the Canadian respondents were asked to indicate their personal educational goals, along with indicating what their fathers' and mothers' educational hopes were for them.

Table 9 shows no significant differences between the Italian and Canadian groups in their educational goals. Both groups, in self goals and parental aspirations, fall into the categories of wanting to complete Grade 12 and/or 13, or wanting to complete community college or university.

It is interesting to note that 1, or 2.4 per cent of the Canadian respondents indicated wanting to complete a skill course (e.g., hairdressing), while none of the Italian respondents responded to this item.

Future Plans.

As Table 10 indicates, there was no significant difference between the Italian and Canadian respondents in their future plans. A slight proportion of the Italian respondents, 10, or 20.8 per cent, and 7, or 16.7 per cent

Table 9
Educational Goals

	Italian (%)	Canadian (%)
Self		
School is not important	-	-
Completing Grade 12 and/or 13	27.1	31.0
Completing skill course	-	2.4
Completing community college	27.1	7.1
Completing university	45.8	59.5
TOTAL	100.0 (n = 48) $\chi^2 (2) = 4.58, p. N.S.$	100.0 (n = 42)
Father's Attitude		
School is not important	2.1	-
Completing Grade 12 and/or 13	23.4	31.7
Completing community college	23.4	17.1
Completing university	51.1	51.2
TOTAL	100.0 (n = 47) ^a $\chi^2 (2) = 0.97, p. N.S.$	100.0 (n = 41) ^a
Mother's Attitude		
School is not important	-	-
Completing Grade 12 and/or 13	27.1	31.7
Completing community college	20.8	14.6
Completing university	52.1	53.7
TOTAL	100.0 (n = 48) $\chi^2 (2) = 0.64, p. N.S.$	100.0 (n = 41) ^a

Note. The actual Chi square analysis for this table was performed on a slightly collapsed scale since the expected frequencies for some of the cells with the full scale analysis fell below one.

^aMissing observations for 1 Italian respondent's father, for 1 Canadian respondent's father and for 1 Canadian respondent's mother.

of the Canadian respondents indicated wanting to establish a career and get married; while 9, or 18.8 per cent of the Italian respondents, and 4, or 9.5 per cent of the Canadian respondents indicated wanting to complete community college. The Chi square analysis revealed no significant differences.

Table 10
Respondents' Future Plans*

	Italian (%)	Canadian (%)
Graduate at Grade 12 and get married	4.2	4.8
Complete high school, work for a few years and then get married	4.2	7.1
Establish a career and get married	20.8	16.7
Complete community college	18.8	9.5
Complete university	37.4	52.4
Other	-	4.7
Don't know	14.6	4.8
TOTAL	100.0 (<u>n</u> = 48)	100.0** (<u>n</u> = 40)

* $\chi^2(5) = 5.04$, p. N.S.

**Missing observations for 2 of the Canadian respondents.

Social Life

Both the Italian and Canadian respondents were required to respond to items dealing with extracurricular activities, choosing the clothes they wear, earning money, how the money is spent, and participation in parties and outings with male and/or female friends.

Extracurricular Activities.

Table 11 indicates that a significantly higher proportion, 34, or 81.0 per cent of the Canadian respondents indicated having extracurricular activities; while only 28, or 59.6 per cent of the Italian respondents indicated that they had extracurricular activities. A Chi square value of 9.09 was obtained which was significant at the $p \leq .01$ level.

The extracurricular activities, as reported by the respondents were: sports (i.e., swimming, skiing, roller skating, volleyball, tennis, basketball), babysitting, dance lessons, youth organizations, student council, drama, choir, etc.

Choosing Clothes.

Table 12 indicates no significant difference occurring between the Italian and Canadian respondents in choosing their clothes. When asked if they choose their

Table 11

Participation in Extracurricular Activities

	Italian (%)	Canadian (%)
Yes	59.6	81.0
No	40.4	14.2
Not interested	-	4.8
TOTAL	100.0 (<u>n</u> = 47) ^a	100.0 (<u>n</u> = 42) ^a
$\chi^2(2) = 9.09, p \leq .01$		

^aMissing observation for 1 of the Italian respondents.

Table 12

Choosing Clothes

	Italian (%)	Canadian (%)
Own Choice		
All the time	62.5	73.8
Most of the time	35.4	26.2
Never	2.1	-
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
$\chi^2(2) = 1.91, p. N.S.$		
Who Chooses		
Mother	75.0	100.0
Father	-	-
Relatives	-	-
Friends	-	-
Sister(s)	25.0	-
TOTAL	100.0 (<u>n</u> = 4) ^a	100.0 (<u>n</u> = 2) ^a

^aMissing observation for 44 of the Italian respondents and for 40 of the Canadian respondents.

own clothes all the time, over half of the total population of 30, or 62.5 per cent of the Italian respondents, and 31, or 73.8 per cent of the Canadian respondents indicated doing so; while 17, or 35.4 per cent of the Italian respondents, and 11, or 26.2 per cent of the Canadian respondents indicated choosing their own clothes most of the time.

Earning and spending money.

Table 13 indicates that over half of the total population indicated that they earn money. Of the Italian respondents, 30, or 62.5 per cent indicated that they earn money, while 35, or 83.3 per cent of the Canadian respondents indicated that they earn money.

No significant difference was found between the Italian and Canadian respondents in deciding how the money is spent and if the money is to be given to their parents. However, a significantly higher proportion of the Italian respondents, 18, or 37.5 per cent indicated that they did not earn money, as compared to 7, or 16.7 per cent of the Canadian respondents. A Chi square value of 3.86 was obtained which was significant at the $p \leq .05$ level.

Table 13
Earning and Spending Money

	Italian (%)	Canadian (%)
Earn Money		
Yes	62.5	83.3
No	37.5	16.7
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
	$\chi^2(1) = 3.86, p \leq .05$	
Do You Decide How Money is Spent		
Yes	75.0	85.7
No	25.0	14.3
TOTAL	100.0 (<u>n</u> = 32) ^a	100.0 (<u>n</u> = 35) ^a
Must the Earned Money Be Given to Parents		
Yes	2.4	-
No	97.6	100.0
TOTAL	100.0 (<u>n</u> = 41) ^b	100.0 (<u>n</u> = 37) ^b

^aMissing observations on deciding how money is spent for 16 of the Italian respondents and for 7 of the Canadian respondents.

^bMissing observations on if earned money is given to parents for 7 of the Italian respondents and for 5 of the Canadian respondents.

Participation in Parties and Outings
With Male and Female Friends.

Both the Italian and Canadian respondents go to parties and dances with friends. Table 14 shows the relative proportions of the two groups in terms of attending parties. Proportionately more, 26, or 61.9 per cent of the Canadian respondents indicated that they go to parties/dances, while 13, or 27.1 per cent of the Italian sample indicated that they go to parties/dances. A Chi square value of 12.32 was obtained which was significant at the $p \leq .01$ level.

No significant difference was found between the Italian and Canadian respondents in the area of overnight trips with female friends.

Both the Italian and Canadian respondents indicated that they go to parties with male friends. However, proportionately more, 13, or 31.0 per cent of the Canadian respondents indicated that they go to parties with male friends, while 19, or 40.4 per cent of the Italian respondents indicated that they never go to parties with male friends. A Chi square value of 9.92 was obtained which was significant at the $p \leq .01$ level.

Table 14

Participation in Parties and Outings
With Male and Female Friends

	Italian (%)	Canadian (%)
<hr/>		
Parties/Dances		
Often	27.1	61.9
Sometimes	66.7	38.1
Never	6.2	-
<hr/>		
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
	$\chi^2 (2) = 12.32, p \leq .01$	
<hr/>		
Overnight Trips With Females		
Often	4.2	9.5
Sometimes	33.3	50.0
Never	62.5	40.5
<hr/>		
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
	$\chi^2 (2) = 4.56, p. N.S.$	
<hr/>		
Parties With Males		
Often	14.9	31.0
Sometimes	44.7	57.1
Never	40.4	11.9
<hr/>		
TOTAL	100.0 (<u>n</u> = 47) ^a	100.0 (<u>n</u> = 42)
	$\chi^2 (2) = 9.92, p \leq .01$	

^aMissing observation on going to parties with male friends for 1 of the Italian respondents.

Heterosexual Relationships

Both the Italian and Canadian respondents were required to respond to items dealing with dating patterns, relationships with boyfriends, and parental attitudes toward dating patterns or having a boyfriend.

Dating Patterns and Parental Attitudes

Table 15 indicates that proportionately more, 34, or 81.0 per cent of the Canadian respondents indicated that they date, while proportionately less, 26, or 55.3 per cent of the Italian respondents indicated that they date. A Chi square value of 5.52 was obtained. This was significant at the $p \leq .05$ level.

Proportionately more, 38, or 90.5 per cent of the Canadian respondents indicated that they were allowed to date, while only 16, or 35.6 per cent of the Italian respondents indicated that they were allowed to date. A Chi square of 25.55 was obtained and was significant at the $p \leq .001$ level.

No significant differences were found between the Italian and Canadian sample on items dealing with dating without parental permission, and if the parental attitude affects the relationship.

Table 15
Dating Patterns and Parental Attitudes

	Italian (%)	Canadian (%)
Do You Date		
Yes	55.3	81.0
No	44.7	19.0
TOTAL	100.0 (n = 47) ^a $\chi^2(1) = 5.52, p \leq .05$	100.0 (n = 42)
Allowed to Date		
Yes	35.6	90.5
No	64.4	9.5
TOTAL	100.0 (n = 45) ^b $\chi^2(1) = 25.55, p \leq .001$	100.0 (n = 42)
Date Without Parental Permission		
Yes	28.9	26.2
No	71.1	73.8
TOTAL	100.0 (n = 45) ^c $\chi^2(1) = 0.00, p. N.S.$	100.0 (n = 42)
Does Parents' Attitude Affect Relationships		
Often	29.7	16.7
Sometimes	43.3	50.0
Never	27.0	33.3
TOTAL	100.0 (n = 37) ^d $\chi^2(2) = 1.92, p. N.S.$	100.0 (n = 42)

^aMissing observation on dating for 1 Italian respondent.

^bMissing observation on being allowed to date for 3 Italian respondents.

^cMissing observation on dating without permission for 3 Italian respondents.

^dMissing observation on how parental attitude affect relationships for 11 Italian respondents.

Having a Boyfriend and
Relationship With Him.

As indicated in Table 16, no significant differences exist between the Italian respondents and the Canadian respondents in having a boyfriend, going on overnight trips and having intimate relations. Of the Italian respondents, 18, or 39.1 per cent indicated they had a boyfriend, while of the Canadian respondents, 17, or 40.5 per cent indicated having a boyfriend.

It should be pointed out that no real conclusion nor relationship patterns can be ascertained due to the insufficient number of responses on the items dealing with overnight trips and intimate relations.

Boyfriends' Nationality.

As Table 17 indicates, a significantly higher proportion, 13, or 72.2 per cent of the Italian respondents indicated having Italian boyfriends. The Italian respondents had proportionately less boyfriends from other nationalities or from Canadian backgrounds.

Of the Canadian respondents, 11, or 64.7 per cent had boyfriends who were also from Canadian backgrounds.

A Chi square value of 19.56 was obtained. This was significant at the $p \leq .001$ level.

Table 16

Having a Boyfriend and Relationship With Him

	Italian (%)	Canadian (%)
Have a Boyfriend		
Yes	39.1	40.5
No	60.9	59.5
TOTAL	100.0 (n = 46) ^a $\chi^2(1) = 0.00, p. N.S.$	100.0 (n = 42)
Overnight Trips		
Yes	-	5.9
No	100.0	94.1
TOTAL	100.0 (n = 18) ^b $\chi^2(1) = 0.00, p. N.S.$	100.0 (n = 17) ^b
Intimate Relations		
Yes	44.4	23.5
No	55.6	76.5
TOTAL	100.0 (n = 18) ^c $\chi^2(1) = 0.90, p. N.S.$	100.0 (n = 17) ^c

^aMissing observation on having a boyfriend for 2 Italian respondents.

^bMissing observation on overnight trips for 30 Italian respondents and for 25 Canadian respondents.

^cMissing observation on intimate relations for 30 Italian respondents and for 25 Canadian respondents.

Table 17
Boyfriends' Nationality

	Italian (%)	Canadian (%)
Canadian	16.7	64.7
Italian	72.2	-
Other	11.1	35.3
TOTAL	100.0 ($\underline{n} = 18$) ^a	100.0 ($\underline{n} = 17$) ^a
	$\chi^2(2) = 19.56 \quad p \leq .001$	

^aMissing observation on boyfriends' nationality for 30 of the Italian respondents and for 25 of the Canadian respondents.

Parental Approval and Attitudes on Having Boyfriends

As Table 18 indicates, no significant differences were discovered on the items requesting if mothers and fathers approved of the respondents having boyfriends and if the parents' attitudes toward the respondents' boyfriends and whether the parents' attitudes toward the respondents' boyfriends would affect the relationship.

Of the Italian respondents, 9, or 69.2 per cent indicated that their mothers approved of their having a boyfriend, while 5, or 41.7 per cent indicated that their fathers approved of their having a boyfriend.

Table 18
Parental Approval and Attitudes
on Having Boyfriends

	Italian (%)	Canadian (%)
Mother Approves		
Yes	69.2	93.3
No	30.8	6.7
TOTAL	100.0 (<u>n</u> = 13) ^a	100.0 (<u>n</u> = 15) ^a
$\chi^2 (1) = 1.36, p. N.S.$		
Father Approves		
Yes	41.7	78.6
No	58.3	21.4
TOTAL	100.0 (<u>n</u> = 12) ^b	100.0 (<u>n</u> = 14) ^b
$\chi^2 (1) = 2.32, p. N.S.$		
If Parents' Attitudes Affect Relationships With Boyfriends		
Often	27.8	23.5
Sometimes	38.9	41.2
Never	33.3	35.3
TOTAL	100.0 (<u>n</u> = 18) ^c	100.0 (<u>n</u> = 17) ^c
$\chi^2 (2) = 0.08, p. N.S.$		

^aMissing observation on mothers approving of having a boyfriend for 35 of the Italian respondents and for 27 of the Canadian respondents.

^bMissing observation on fathers approving of having a boyfriend for 36 of the Italian respondents and for 28 of the Canadian respondents.

^cMissing observation on parental attitudes and how they affect relationships with boyfriends for 30 of the Italian respondents and for 25 of the Canadian respondents.

Of the Canadian respondents, 14, or 93.3 per cent indicated that their mothers approved of their having a boyfriend, while 11, or 78.6 per cent of their fathers approved of their having a boyfriend.

Of the Italian respondents, 5, or 27.8 per cent indicated that their parents' attitudes affect relationships with boyfriends. Of the Canadian respondents, 4, or 23.5 per cent indicated that their parents' attitudes affect relationships with boyfriends.

Attitudes on Intimate Relations.

The respondents were asked to indicate their attitude on having intimate relations. No significant differences were noted between the Italian and Canadian respondents, as shown in Table 19, except for item f.

A significantly higher proportion of the Canadian respondents, 8, or 19.0 per cent, compared to 2, or 4.2 per cent of the Italian respondents indicated that having intimate relations would bring them closer to their boyfriend. A Chi square value of 3.63 was obtained which was significant at the $p \leq .05$ level.

Table 19
Respondents' Attitudes on Intimate Relations

	Italian Yes (%) (<u>n</u> = 48)	Canadian Yes (%) (<u>n</u> = 42)
(a) It's wrong to have intercourse before marriage	70.8	52.4
(b) My boyfriend will lose respect for me	22.9	21.4
(c) Afraid to get pregnant	58.3	69.0
(d) Afraid to hurt my parents	58.3	66.7
(e) I do not want friends and relatives to talk	27.1	19.0
(f) It will bring my boyfriend and I closer*	4.2	19.0
(g) It's a good thing to experiment with and experience	2.1	14.3
(h) I have not thought about it	10.4	14.3

* $\chi^2(1) = 3.63, p \leq .05.$

In this section of the chapter, the Italian and Canadian girls' responses to the questionnaire items dealing with peer group relations and parent-adolescent relationships will be reported.

A number of items on the questionnaire were related to peer group relations and parent-adolescent relationships for the two subject populations, namely, Italian and

Canadian adolescent girls. Chi square analysis of these items revealed a number of items that were significantly different for the two groups, and conversely, a number of areas or items where no significant differences appear to exist.

Peer Group Relations

Friends Having Opportunities to Make Decisions.

As Table 20 indicates, proportionately more of the Italian respondents indicated that their Canadian friends had a great deal and much more opportunity to make decisions on their own. Furthermore, proportionately more of the Canadian respondents viewed their Canadian friends as having the same opportunities to make decisions on their own. A Chi square value of 36.95 was obtained. This was significant at the $p \leq .001$ level.

A significantly higher proportion of the Italian respondents indicated that their other friends (neither Italian nor Canadian) had a great deal more opportunity to make decisions on their own, while proportionately more of the Canadian respondents indicated that their other friends (neither Italian nor Canadian) had the same opportunities to make decisions on their own as they did. A Chi square of 15.61 was obtained. This was significant at the $p \leq .01$ level.

Table 20
Friends Having Opportunities to Make Decisions

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	41.5	2.4	2.2	3.1	22.0	-
Much more	26.8	7.1	2.1	-	14.6	8.6
Somewhat	17.1	19.0	26.1	9.4	43.9	40.0
Very little	12.2	28.6	41.3	31.3	12.2	17.1
Not at all	2.4	42.9	28.3	56.2	7.3	34.3
TOTAL	100.0 ($\underline{n} = 47$) ^a $\chi^2 (4) = 36.95, p \leq .001$	100.0 ($\underline{n} = 42$)	100.0 ($\underline{n} = 46$) ^a	100.0 ($\underline{n} = 32$) ^a	100.0 ($\underline{n} = 41$) ^a $\chi^2 (4) = 15.61, p \leq .01$	100.0 ($\underline{n} = 35$) ^a

^aMissing observations from the Italian respondents: for 1 of their Canadian friends, for 2 of their Italian friends and for 7 of their other friends; missing observations from the Canadian respondents: for 10 of their Italian friends and for 7 of their other friends.

Friends Having Opportunities
to Choose Their Own Clothes.

As shown in Table 21, proportionately more of the Italian respondents indicated that their Canadian friends chose their own clothes a great deal and much more than they did. Furthermore, proportionately more of the Canadian respondents viewed their Canadian friends as having the same opportunities as they did to choose their own clothes. A Chi square value of 26.88 was obtained. This was significant at the $p \leq .001$ level.

A significantly higher proportion of the Italian respondents indicated that their other friends (neither Italian nor Canadian) had a great deal and much more opportunity to choose their own clothes than they did, while proportionately more of the Canadian respondents indicated that their other friends (neither Italian nor Canadian) had the same opportunities to choose their own clothes as they did. A Chi square value of 20.79 was obtained. This was significant at the $p \leq .001$ level.

Friends Dating.

Table 22 indicates that proportionately more of the Italian respondents indicated that their Canadian friends date a great deal more and much more than they do, while proportionately more of the Canadian respondents indicated that they date very little and not at all more than their

Table 21

Friends Having Opportunities to Choose Their Own Clothes

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	40.5	14.3	31.9	16.1	35.9	13.5
Much more	26.2	-	14.9	6.5	28.2	2.7
Somewhat	2.4	16.7	12.8	16.1	7.7	13.6
Very little	4.8	11.9	8.5	9.7	2.6	21.6
Not at all	26.1	57.1	31.9	51.6	25.6	48.6
TOTAL	100.0 ($\bar{n} = 42$) ^a $\chi^2(4) = 26.88, p \leq .001$	100.0 ($\bar{n} = 42$)	100.0 ($\bar{n} = 47$) ^a	100.0 ($\bar{n} = 31$) ^a	100.0 ($\bar{n} = 39$) ^a $\chi^2(4) = 20.79, p \leq .001$	100.0 ($\bar{n} = 37$) ^a

^aMissing observations from the Italian respondents: for 6 of their Canadian friends, for 1 of their Italian friends and for 9 of their other friends; missing observations from the Canadian respondents: for 11 of their Italian friends and for 5 of their other friends.

Table 22

Friends Dating

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	40.0	9.5	6.4	12.9	15.4	11.4
Much more	20.0	9.5	6.4	12.9	28.2	22.8
Somewhat	24.4	23.8	25.5	6.5	25.6	8.6
Very little	8.9	38.1	27.7	25.8	17.9	28.6
Not at all	6.7	19.1	34.0	41.9	12.9	28.6
TOTAL	100.0 (\bar{n} = 45) ^a	100.0 (\bar{n} = 42)	100.0 ^a (\bar{n} = 47)	100.0 ^a (\bar{n} = 31)	100.0 ^a (\bar{n} = 39)	100.0 ^a (\bar{n} = 35)

 $\chi^2 (4) = 20.27, p \leq .001$

^aMissing observations from the Italian respondents: for 3 of their Canadian friends, for 1 of their Italian friends and for 9 of their other friends; missing observations from the Canadian respondents: for 11 of their Italian friends and for 7 of their other friends.

Canadian friends. A Chi square value of 20.27 was obtained. This was significant at the $p \leq .001$ level.

Friends Going to Parties/Dances.

Table 23 shows that a significantly higher proportion of the Italian respondents indicated that their Canadian friends go to parties/dances a great deal more, while proportionately less of the Canadian respondents indicated that their Canadian friends go to parties/dances more than they do. A Chi square value of 30.37 was obtained. This was significant at the $p \leq .001$ level.

Conversely, proportionately more of the Canadian respondents indicated that their other friends (neither Italian nor Canadian) go to parties/dances not at all more than they do. A Chi square value of 11.35 was obtained. This was significant at the $p \leq .01$ level.

Friends Going on Outings.

Table 24 indicates that proportionately more of the Italian respondents indicated that their Canadian friends go on outings a lot more than they do, while proportionately more of the Canadian respondents indicated that their Canadian friends go on outings not at all more than they do. A Chi square value of 30.47 was obtained. This was significant at the $p \leq .001$ level.

Table 23
Friends Going to Parties/Dances

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	53.5	4.8	10.6	6.7	26.8	5.7
Much more	18.6	14.3	4.3	3.3	12.2	11.4
Somewhat	11.6	26.2	25.5	10.0	31.7	20.0
Very little	9.3	14.3	34.1	23.3	12.2	17.1
Not at all	7.0	40.4	25.5	56.7	17.1	45.8
TOTAL	100.0 ($\underline{n} = 43$) ^a	100.0 ($\underline{n} = 42$)	100.0 ($\underline{n} = 47$) ^a	100.0 ($\underline{n} = 30$) ^a	100.0 ($\underline{n} = 41$) ^a	100.0 ($\underline{n} = 35$) ^a
	$\chi^2(4) = 20.37, p \leq .001$					
	$\chi^2(4) = 11.35, p \leq .01$					

^aMissing observations from the Italian respondents: for 5 of their Canadian friends, for 1 of their Italian friends and for 7 of their other friends; missing observations from the Canadian respondents: for 12 of their Italian friends and for 7 of their other friends.

Table 24

Friends Going on Outings

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	46.5	7.3	2.2	-	7.3	-
Much more	18.6	9.8	-	-	17.1	5.7
Somewhat	20.9	17.1	19.6	9.7	43.9	17.1
Very little	11.6	22.0	30.4	19.3	29.3	28.6
Not at all	2.4	43.8	47.8	71.0	2.4	48.6
TOTAL	100.0 ($\underline{n} = 43$) ^a $\chi^2(4) = 30.47, p \leq .001$	100.0 ($\underline{n} = 41$) ^a	100.0 ($\underline{n} = 46$) ^a	100.0 ($\underline{n} = 31$) ^a ^b	100.0 ($\underline{n} = 41$) ^a	100.0 ($\underline{n} = 35$) ^a $\chi^2(4) = 25.87, p \leq .001$

^aMissing observations from the Italian respondents: for 5 of their Canadian friends, for 2 of their Italian friends and for 7 of their other friends; missing observations from the Canadian respondents: for 1 of their Canadian friends, from 11 of their Italian friends and for 7 of their other friends.

A significantly higher proportion of the Italian respondents indicated that their other friends (neither Italian nor Canadian) go on outings a lot more than they do, while proportionately more of the Canadian respondents indicated that their other friends (neither Italian nor Canadian) go on outings more than they do. A Chi square value of 25.87 was obtained. This was significant at the $p \leq .001$ level.

Friends Participating in Extracurricular Activities.

As shown in Table 25, no significant differences were found between the Italian and Canadian respondents and their other friends (neither Italian nor Canadian) having extracurricular activities.

Problematic Situations Between the Respondents and Their Friends.

The respondents were asked to respond to various items which might cause problems between them and their friends. No significant differences were noted between the Italian and Canadian respondents, except for the item on spending money. As Table 26 shows, a significantly higher proportion of the Canadian respondents, 3, or 7.1 per cent indicated having very much more, and 10, or 23.8 per cent indicated having some problems with their friends about

Table 25.

Friends Participating in Extracurricular Activities

	Canadian Friends		Italian Friends		Other Friends	
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)
A great deal	14.4	7.1	6.4	6.5	5.1	5.4
Much more	28.6	11.9	6.4	3.2	20.5	5.4
Somewhat more	19.0	16.7	25.5	6.5	30.8	24.3
Very little more	19.0	28.6	25.5	38.7	23.1	29.7
Not at all	19.0	35.7	36.2	45.1	20.5	35.2
TOTAL	100.0 ($\bar{n} = 42$) ^a	100.0 ($\bar{n} = 42$)	100.0 ($\bar{n} = 47$) ^a	100.0 ($\bar{n} = 31$) ^a	100.0 ($\bar{n} = 39$) ^a	100.0 ($\bar{n} = 37$) ^a

^aMissing observations from the Italian respondents: for 6 of their Canadian friends, for 1 of their Italian friends and for 9 of their other friends; missing observations from the Canadian respondents: for 11 of their Italian friends and for 5 of their other friends.

Table 26

Problematic Situations Between the
Respondents and Their Friends

	Very Much		Somewhat		Not At All		Total (%)
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	
Not being able to date at all	8.3	2.4	22.9	14.3	68.8	83.3	100.0
The time I must return home	18.8	28.6	37.4	26.2	43.8	45.2	100.0
Having friends visit	8.3	7.1	14.6	14.3	77.1	78.6	100.0
Having parties	14.6	21.4	27.1	21.4	58.3	57.2	100.0
Going out for entertainment	4.2	9.5	37.5	26.2	58.3	64.3	100.0
Spending money*	-	7.2	10.4	23.8	89.6	69.0	100.0
							I = (n = 48) C = (n = 42)

* $\chi^2(2) = 7.02, p \leq .05.$

spending money. A Chi square value of 7.02 was obtained. This was significant at the $p \leq .05$ level.

Parent-Adolescent Relationships

Problematic Situations Between the Respondents and Their Parents.

The respondents were asked to respond to various items which might cause problems between them and their parents. No significant differences were noted between the Italian and Canadian respondents, except on the item about not being able to date at all.

As Table 27 shows, proportionately more, 12, or 25.0 per cent of the Italian respondents indicated having very much difficulty in not being able to date at all, than the Canadian respondents. A Chi square value of 10.45 was obtained. This was significant at the $p \leq .001$ level.

Wanting to Change Family Rules.

The respondents were asked to respond to various items related to family rules which they might want to change. No significant differences were noted between the Italian and Canadian respondents, except on the item about not being able to date at all.

Table 28 indicates that proportionately more, 23, or 50.0 per cent of the Italian respondents indicated

Table 27

Problematic Situations Between the
Respondents and Their Parents

	Very Much		Somewhat		Not At All		Total (%)
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	
Not being able to date at all*	25.0	7.1	29.2	14.3	45.8	78.6	100.0
The time I must return home	37.5	35.7	35.4	33.3	27.1	31.0	100.0
Having friends visit	2.1	9.5	16.7	21.4	81.3	69.0	100.0
Having parties	20.8	19.0	27.1	31.0	52.1	50.0	100.0
Going out for entertainment	18.8	7.1	37.5	28.6	43.8	64.3	100.0
Spending money	6.3	7.1	18.8	21.4	75.0	71.4	100.0
							I = (n = 48) C = (n = 42)

* $\chi^2(2) = 10.45, p \leq .001$.

Table 28
Wanting to Change Family Rules

	Italian		Canadian		Total (%)
	Yes (%)	No (%)	Yes (%)	No (%)	
Not being able to date at all*	50.0	50.0	9.5	90.5	100.0
The time I must return home	50.0	50.0	54.8	45.2	100.0
Having friends visit	6.5	93.5	7.1	92.9	100.0
Having parties	26.1	73.9	28.6	71.4	100.0
Going out for entertainment	41.3	58.7	28.6	71.4	100.0
Spending money	19.6	80.4	14.3	85.7	100.0
					I = (n = 46) ^a C = (n = 42)

^aMissing observations: 2 for dating, curfew, having friends visit, having parties, entertainment and spending money.

$$*\chi^2(1) = 15.06, p \leq .001.$$

wanting to change the family rule about not being able to date at all, than did the Canadian respondents. A Chi square value of 15.06 was obtained. This was significant at the $p \leq .001$ level.

Breaking Family Rules.

Table 29 shows that a significantly higher proportion, 19, or 39.6 per cent of the Italian respondents have indicated that they have broken the family rule on not being able to date at all, than proportionately less, 6, or 14.3 per cent of the Canadian respondents. A Chi square value of 5.94 was obtained. This was significant at the $p \leq .01$ level.

Proportionately more, 35, or 83.3 per cent of the Canadian respondents have indicated that they have broken the family rule on the time they must return home, while proportionately less, 25, or 52.1 per cent of the Italian respondents have broken this rule. A Chi square value of 8.49 was obtained. This was significant at the $p \leq .01$ level.

Occurrence of Conflict and Conflict Resolution.

As Table 30 indicates, 23, or 47.9 per cent of the Italian respondents, and 20, or 47.6 per cent of the Canadian respondents reported that conflict does occur with

Table 29
 Breaking Family Rules
 How Often Rules Are Broken
 Reason for Not Breaking Family Rules

Breaking Rules	Italian		Canadian		Total (%)
	Yes (%)	No (%)	Yes (%)	No (%)	
Not being able to date at all*	39.6	60.4	14.3	85.7	100.0
The time I must return home**	52.1	47.9	83.3	16.7	100.0
Having friends visit	12.5	87.5	14.3	85.7	100.0
Having parties	10.4	89.6	14.3	85.7	100.0
Going out for entertainment	33.3	66.7	23.8	76.2	100.0
Spending money	22.9	77.1	16.7	83.3	100.0
* $\chi^2(1) = 5.94, p < .01$					I = (n = 48)
** $\chi^2(1) = 8.49, p < .01$					C = (n = 42)
Frequency of Breaking Rules	Italian (%)		Canadian (%)		
Frequently	14.7		2.7		
Occasionally	17.6		16.2		
Rarely	67.6		81.1		
TOTAL	100.0 (n = 34) ^a		100.0 (n = 37) ^a		
Reason for Not Breaking Rules	Italian (%)		Canadian (%)		
Afraid to hurt parents	54.3		65.4		
Did not want friends or relatives to talk	5.7		3.8		
Did not have the nerve	28.6		14.3		
Other	11.4		7.7		
TOTAL	100.0 (n = 35) ^b		100.0 (n = 26) ^b		

^aMissing observations on the frequency of breaking rules for 14 Italian respondents and for 5 Canadian respondents.

^bMissing observations on not breaking rules for 16 Italian respondents and for 16 Canadian respondents.

Table 30

Occurrence of Conflict and
Conflict Resolution

	Italian (%)	Canadian (%)
Serious Conflict		
Yes	47.9	47.6
No	52.1	52.4
TOTAL	100.0 (<u>n</u> = 48)	100.0 (<u>n</u> = 42)
$\chi^2 (1) = 0.00, p. N.S.$		
Conflict Resolution		
Mom/Dad spoke to me	60.9	90.0
Mom/Dad hit me	30.4	5.0
Relatives talked to me	4.4	-
Priest spoke to me	-	-
Other	4.3	5.0
TOTAL	100.0 (<u>n</u> = 23) ^a	100.0 (<u>n</u> = 20) ^a
$\chi^2 (3) = 5.86, p. N.S.$		

^aMissing observations on conflict resolution for 25 of the Italian respondents and for 22 of the Canadian respondents.

their parents. However, there was no significant statistical difference between the two groups.

Relationship Between Parental Rules and the Respondents' Ordinal Position

The respondents were asked to respond to various items which might cause problems between themselves and the parental rules, regardless of the actual ordinal position they held in their family. No significant differences were noted between the Italian and Canadian respondents except, as Table 31 shows, on the items concerning not being able to date at all, having parties, and going out for entertainment.

Not Being Able to Date At All.

A significantly higher proportion, 21, or 43.8 per cent of the Italian respondents indicated having difficulties, while only 3, or 7.1 per cent of the Canadian respondents indicated having difficulties in not being able to date at all as a result of their ordinal position in the family. A Chi square value of 18.09 was obtained. This was significant at the $p \leq .001$ level.

Having Parties.

Proportionately more of the Italian respondents and less of the Canadian respondents indicated having

Table 31

Relationship Between Parental Rules and
the Respondents' Ordinal Position

	Very Much		Somewhat		Not At All		Total (%)
	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	Italian (%)	Canadian (%)	
Not being able to date at all*	43.8	7.2	14.6	9.5	41.6	83.3	100.0
The time I must return home	43.8	26.1	31.2	42.9	25.0	31.0	100.0
Having friends visit	6.3	7.2	16.7	9.5	77.0	83.3	100.0
Having parties**	27.0	16.7	29.2	11.9	43.8	71.4	100.0
Going out for entertainment***	22.9	4.8	29.2	23.8	47.9	71.4	100.0
Spending money	10.4	4.8	16.7	11.9	72.9	83.3	100.0
							I = (n = 48) C = (n = 42)

* $\chi^2(2) = 18.09, p \leq .001.$

** $\chi^2(2) = 7.28, p \leq .05.$

*** $\chi^2(2) = 7.46, p \leq .05.$

difficulties in having parties as a result of their ordinal position. A Chi square value of 7.28 was obtained. This was significant at the $p \leq .05$ level.

Going Out for Entertainment.

Finally, proportionately more of the Italian respondents, and conversely, proportionately less of the Canadian respondents indicated having a great deal of difficulty in going out for entertainment. A Chi square value of 7.46 was obtained. This was significant at the $p \leq .05$ level.

Further analysis on the actual ordinal position held in the family revealed a significant difference in the oldest category. Proportionately more, 16, or 55.2 per cent of the Italian respondents, and proportionately less, 2, or 13.3 per cent of the Canadian respondents indicated that being the oldest in the family affects them with dating. A Chi square value of 8.12 was obtained. This was significant at the $p \leq .05$ level.

CHAPTER V

DISCUSSION OF THE FINDINGS

Before entering into a discussion of how the data analysed in Chapter IV applied to the Research Hypotheses, this researcher established the correlation between the information on Italian immigrants presented in the Review of the Literature and the parents of the Italian adolescent respondents through the results of the demographic data obtained from the questionnaire. This data indicates that:

- (a) A significant proportion emigrated from the Mezzogiorno (Southern Italy);¹¹
- (b) Although the vast majority of parents have a good command of the English language, they speak mainly Italian in the home, particular the mothers (while English is predominantly spoken amongst the children); and

¹¹ A breakdown of the findings of the questionnaire reveals that 8, or 17.0 per cent of the mothers, and 7, or 15.6 per cent of the fathers came from Northern Italy; while 13, or 27.7 per cent of the mothers, and 17, or 37.8 per cent of the fathers came from Central Italy; and 26, or 55.3 per cent of the mothers, and 21, or 46.7 per cent of the fathers came from other provinces south of Rome.

- (c) The majority have lower socio-economic status, since most are unskilled, with minimal education.

This correlation is assumed to be sufficient to substantiate the application of material on the Southern Italian cultural value system, gathered in other research, to this study.

The researcher therefore applies this information directly to the Italian sample employed in this study, as it explains the source of cultural conflict which the Italian adolescent may experience due to her having to achieve the developmental tasks of maturation in a progressive society, while living under the traditional restrictions of her family.

The Research Hypotheses of this study will now be examined to explore the extent to which the Italian girls perceive or experience difficulties at home and/or in the community-at-large, as compared to the Canadian sample group. The hypotheses were designed to examine the restrictions imposed on her by her parents in the areas of vocational interests, social life and heterosexual relationships, with the ultimate goal of ascertaining the degree to which parental controls diminish her autonomy and independence.

Research Hypothesis #1.

Family Rules and Restrictions for Adolescent Girls

Vocational Interests:

Both the Italian and Canadian samples indicate that they want to complete Grade 12 or 13, community college or university, and did not indicate parental restrictions to their educational aspirations. Thus, the research shows a trend towards Italian girls remaining in school and pursuing post-secondary school education. The Italian and Canadian samples are both achievement-oriented; although they did express a desire to marry, education and career goals were equally important to them, as evidenced in Table 10.

A study carried out by Danziger (1971) corroborates this researcher's findings. His study of Italian male adolescents revealed that there was no significant difference in the educational aspirations between the High and Low Acculturation sample. In both groups significantly more aspired to go to university, followed by those who wanted to complete grade 12 or 13, and finally by those who wanted to complete grade 12 or less. Further, a significant proportion of the boys in both samples aspired to professional occupations, followed by those who wanted to pursue skilled occupations, and finally by those who wanted unskilled

occupations. Danziger's analysis of the respondents' mothers indicated that the majority of them wanted their sons to have post-secondary school education; the remainder wanted their sons to complete high school.

Although the present study does not discern or split the Italian sample into high or low acculturation groups, similar findings have resulted: a higher proportion of the respondents aspire to post-secondary school education, followed by those who aspire to complete high school, and both groups indicate that their parents concur. Thus, this researcher concludes that the Italian respondents have high educational and career goals and are achievement-oriented.

. Social Life:

Although the Italian sample did participate in extra-curricular activities, they participated proportionately less than the Canadian sample. It should also be noted that proportionately more of the Italian sample did not participate in extracurricular activities at all, indicating parental restrictions on social activities, as opposed to the Canadian sample who indicate less restrictions.

The findings also show that although the Italian sample did go to parties and dances with male and female

friends, on the whole they socialized proportionately less than their Canadian counterparts. Furthermore, proportionately more of the Italian sample did not go to parties and dances at all, indicating that Italian parents place restriction on socializing.

This study reveals that the Italian adolescents were not restricted in choosing their own clothes, as compared to the Canadian sample. Both Italian and Canadian girls earn money and not only keep it, but make their own decisions on how to spend their earnings. The findings also indicate, however, that proportionately more Italian respondents did not earn their own money, which leads one to suspect that perhaps the Italian respondents are not interested in working, or that Italian parents restrict their daughters from working. It is interesting to note that the Italian girls are not expected to give their earnings to their parents; perhaps the parents feel that having the girls keep their earnings will enable them to have cash for sundry purposes while attending school. In order to discern whether the customary practice of giving one's earnings to the parents is changing, a study would have to be done for Italian girls who work full-time.

Heterosexual Relationships:

The research findings reveal that the Italian respondents are indeed restricted in being allowed to date, by comparison to the Canadian sample group, who not only date but are also allowed to date significantly more than those Italian girls who indicate that they can go on dates.

A small number of Italian and Canadian girls indicate that they have boyfriends. Generally, Italian girls have Italian boyfriends, while the Canadian girls have Canadian boyfriends. The Italian and Canadian respondents who have boyfriends indicate that their parents approve. The researcher assumes, however, that although a small proportion of the Italian respondents date and have boyfriends, the vast majority are still not allowed to date at all.

Generally, both the Italian and Canadian respondents still adhere to a traditional value system with respect to having intimate sexual relations. the only variance appears in the Canadian sample, who indicate that they believe having intimate relations will bring them closer to their boyfriends.

Research Hypothesis #2.

Peer Group Relations

The research findings indicate that the Canadian

respondents' friends both from Canadian and other ethnic background (other than Italian), have the same opportunities as they do to: (a) make their own decisions; (b) choose their own clothes; (c) go to parties and/or dances; and (d) go on outings.

The Italian respondents indicate that their Italian friends have the same opportunities as they do, while their Canadian friends and friends from other ethnic backgrounds (other than Italian) have much more opportunity to: (a) make their own decisions; (b) choose their own clothes; (c) date; (d) go to parties and/or dances; and (e) go on outings.

The research findings have led the researcher to deduce that the Italian respondents have more curtailment rules placed upon them by their parents. However, conflicts at home, in the areas of social life and heterosexual relations, although they do exist are minimal, since the Italian respondents' friends in the neighbourhood and at school are also Italian and therefore have similar opportunities and restrictions in social and heterosexual relationships. This researcher assumes, however, that the Italian respondents would have indicated more perceived conflict in the home if they had more restrictions than their Italian friends.

This researcher further deduces that the Italian peer group acts as a buffer for the Italian girl as it enables her to feel less conflict if she perceives other girls (Canadians or ethnic groups other than Italian) as having more freedom in the areas of social life and heterosexual relations. She, therefore, is less inclined to question the legitimacy of her parents' restrictions, which results in less cultural conflict in the home. Thus, it is not surprising to discover that problematic situations between the Italian respondents and their friends are minimal.

The Canadian respondents, however, find decisions on spending money to be problematic. This researcher assumes that since proportionately more of the Canadian respondents do earn money, that they have more funds at their disposal, and in turn feel pressure to comply with their friends on how to spend it.

Research Hypothesis #3.

Parent-Adolescent Relationships

As is indicated by this study, Italian parents have strong rules restricting their daughters from attending parties and going out for entertainment, since these two activities may involve fraternizing with the opposite sex

without a chaperone. This researcher assumes that the parents feel that unsupervised social activities with boys may tarnish their daughter's reputation in the community-at-large and bring shame to the family. However, although the parents enforce restrictions in the above-noted areas, the study indicates that the adolescent's also feel adversely affected by restrictions ~~in the~~ areas of heterosexual relationships, namely, not being able to date at all.

On the other hand, their Canadian counterparts indicate that they have the freedom to attend parties, go out for entertainment, and go out on dates. They do, however, express having difficulties with parental curfew regulations.

Research Hypothesis #4.

Adolescents' Desire to Change Family Rules

The Italian respondents indicate that the only family rule they would want to change is the one which restricts them from dating at all. Conversely, the Canadian respondents do not feel a need to change this rule in their home, since they have less restrictions placed on them by their parents.

This researcher assumes that if the Italian parents'

restriction on dating were to be relaxed, that the issue of curfew would become the primary conflict between the Italian adolescent and her parents; in other words, in all likelihood the Italian respondents would socialize more and would want to stay out longer, as was the case with the Canadian sample. It was further assumed, however, that the Italian parents would not relent on curfew time.

Research Hypothesis #5.

Breaking Family Rules

The Italian respondents indicate that they have broken family rules not allowing them to date at all proportionately more than the Canadian respondents who, in turn, have broken family rules on curfew. It is not surprising that the Canadian respondents have broken the curfew rule since the findings reveal they are allowed to date proportionately more than the Italian respondents and would therefore want to stay out longer. This researcher assumes that the Italian respondents will in all likelihood break the dating rule by inventing excuses to get out of the house to meet their dates.

Conflict over family rules in both groups and conflict resolution are generally handled in similar ways: that is, the parents speak to the adolescents about the conflict

situation. The study indicates, however, that Italian parents have a tendency to use physical punishment as well.

Both the Italian and Canadian respondents did not indicate having broken any family rules in the areas of vocational interests.

Research Hypothesis #6.

Affects of the Adolescent's Ordinal
Position in the Family

The findings of this study reveal that Italian respondents do indeed have difficulties in the areas of social and heterosexual relationships due to their ordinal position in the family, specifically, in the areas of not being able to date at all, having parties, and going out for entertainment. The Canadian respondents have less difficulty in these areas since they do not face restrictions to any great extent.

The Italian respondents indicate that being the eldest child in the family negatively affects their dating. This researcher assumes that Italian parents keep strict rules in this area due to their traditional value system and the Italian respondents' admissions of wanting to change the rules about dating. Specifically, dating was not exercised in the parent generation. Most marriages were arranged and young unmarried women could only socialize with

men whom they were engaged to marry, and then only under the tutelage of a chaperone. Thus their beliefs hold strong for their older children; however, it is assumed that if they were to relax the rules on dating somewhat, that in all likelihood the younger siblings would have less severe restrictions.

Summary

The results of the demographic data obtained from the questionnaire with respect to the parents of the Italian sample (i.e., the home life), corroborated the information on Italian immigrants presented in the Review of the Literature. Further, the study indicated that the Italian adolescent girls selected for the research may experience cultural conflict. The six hypotheses discussed the Italian girls' perceptions of parental controls or restrictions which may lead to this conflict as compared to the Canadian adolescent sample group in order to ascertain the degree to which parental controls diminish the autonomy and independence of the Italian adolescent girl.

Hypothesis #1 discussed Family Rules and Restrictions for Adolescent Girls separately for the three areas of vocational interests, social life and heterosexual relationships. In the area of vocational interests, it was

found that the Italian and Canadian samples are both achievement-oriented, and that although they did express a desire to marry, education and career goals were equally important. With respect to social life, it was found that Italian girls had more restrictions on their social activities than did the Canadian sample, and further, the Italian girls were not restricted in choosing their own clothes or earning money, however, less Italian girls did actually earn money as compared to Canadian girls; when they did, they were not required to turn their earnings over to their parents, as was customary in the past. The findings revealed that the Italian respondents were significantly more restricted in dating than the Canadian sample. Although a small proportion of the Italian respondents indicated that they do date, the vast majority are still not allowed to date at all. Generally, both the Italian and Canadian respondents adhere to traditional values with respect to intimate sexual relations; the only variance appeared with the Canadian sample, who indicated that they thought having intimate relations with their boyfriends would bring them closer.

Hypothesis #2 discussed Peer Group Relations and concluded that the Italian peer group acts as a buffer and that the Italian girl is less inclined to question her parents' restrictions since her Italian friends also have

the same restrictions. The Canadian respondents found decisions on spending money to be more problematic.

Hypothesis #3 discussed Adolescent-Parent Relationships. Although the Canadian sample indicated that they had the freedom to attend parties, to go out for entertainment and to date, they did express difficulties with respect to curfew regulations. The Italian sample indicated that although they were also restricted from attending parties and going out for entertainment, that the strict curtailment rules on dating, namely, not being able to date at all, posed the most serious problem.

Hypothesis #4 discussed the Adolescents' Desire to Change Family Rules and it was found that the only rule that the Italian girls wanted to change was the one prohibiting dating, and it was therefore concluded that this was the primary cause for cultural conflict in the home. The Canadian sample did not feel the need to change this rule since they did not have this restriction themselves. They did, however, feel that their parents' curfew limitation was problematic; the Italian girls did not consider this a problem as they did not have the freedom to go out with their friends or on dates.

Hypothesis #5 discussed Breaking Family Rules, and it was found that while the Canadian girls were more likely to break the family rules on curfew, the Italian girls were

more likely to break the dating rule by inventing excuses to get out of the house to meet their dates.

The final hypothesis, Hypothesis #6, discussed the Affects of the Adolescent's Ordinal Position in the Family and the findings indicated that the Italian respondents' parents were more rigid with their older daughters with respect to dating, having parties and going out for entertainment.

In the next chapter, Conclusions and Recommendations, the implications of the responses to the hypotheses will be explored, in terms of how they affect the adolescent's growth towards autonomy.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of this study maintain that the need for independence is crucial to the consolidation of the human personality. Does an Italian girl ever really separate from the dictates of her parents' belief system? A person's self identification involves acquiring a sense of who one is. During adolescence a girl must acquire a "sense of identity -- Who Am I?" (Erikson, 1968), and must further differentiate from her culture, but on her culture's terms (Friedenberg, 1959). Furthermore, a girl's body image is conceptualized within her cultural and familial definitions (Kovar, 1968). However, the Italian-Canadian girl is confronted with two sets of expectations and value systems. She needs and wants to be accepted both by her parents, and by her peers and the community-at-large. However, what might be acceptable as a mode of dress, dating requirements, acquisition of male friends, etc., in the greater community is not always acceptable in her home.

Is an Italian girl really able to emotionally emancipate herself from the dictates of her culture? Or does she function externally, with acceptable codes of behaviour, but remain in limbo or in role diffusion internally?

The findings of this study indicate that the Italian-Canadian adolescent girl has incorporated into her value system the importance of acquiring an education. This is not surprising since it is imperative to obtain high educational status and/or specialized education in a technological society. Thus the Italian adolescent girl has been indoctrinated by the school on the importance of an education. As demonstrated in this study, the Italian parents have high educational aspirations for their daughters. These conclusions suggest that both the parents and the Italian adolescents are achievement-oriented.

These findings are not entirely surprising. Generally, the Italian parents left Italy in pursuit of a better lifestyle abroad. Most often, due to their minimal education and lack of language proficiency, they gave up their shovels in Italy only to become an army of unskilled workers in North America; the plot of land which they worked in Italy has been replaced by the factory in Canada. However, the parents have learned that through education a better lifestyle can be obtained. Further, the parents see

that the acquisition of an education is not a privilege afforded to the elite, as was often the case in their homeland. Thus, acquiring an education is no longer viewed as a threat to family solidarity. Rather, having their daughters obtain a higher education implies acquiring status for the family, which in turn enhances not only the parents' position, but the girl's future as well.

However, as previously pointed out, Sklansky (1969) contends that by late adolescence girls generally have difficulties in choosing life plans. The present study concurs with this concept in a global sense and further postulates the question of how tension-free the Italian adolescent girl's decision to pursue post-secondary education might be. Will the parents, in reality, allow the girl to pursue her educational aspirations, or will they try to discourage her when they realize the time and financial resources needed to obtain that education. Will the Italian adolescent girl be internally torn when she is compelled to decide between individualistic goals and her familial wishes (e.g., going out to work to supplement her family's income or getting married and having children at a young age)?

The study findings revealed that some of the Italian adolescent girls had extracurricular activities, were allowed to earn and spend money, choose their own clothes,

etc. The changes in granting more autonomy and therefore lessening of controls concur with Cronin's (1970) findings; most changes occur in areas which least infringe on the parents' values. Generally, however, restrictions in social life and heterosexual relationships are still noted. The Italian girls are restricted in dating, going out for entertainment and going on outings. The acquisition of autonomy through the process of emotional disengagement from parental domination -- in being able to choose and make decisions for appropriate socialization -- is being thwarted for girls of Italian parentage.

Italian parents still uphold their traditional views in the areas of social life and heterosexual relationships and maintain strict curtailment rules, particularly in the areas where social activities and involvement with the opposite sex predominate. Thus Italian adolescent girls are faced with a lack of autonomy in the areas of social life and heterosexual relationships. They are nevertheless aware of the degree to which their non-Italian Canadian peers who live in the same neighbourhood or attend the same schools are allowed to socialize and date. It is concluded, then, that this "double standard" may lead to cultural conflict for the Italian-Canadian adolescent girl.

Implication for Social Work

Due to the characteristic emotional turmoil brought about through the transitional nature of adolescence, it is not surprising that many therapists find adolescents difficult or taxing in a therapeutic relationship. The adolescent must achieve independence from her family and consolidate her values and identity; however, the potential problems are compounded when the home life is governed by traditional Italian mores. Thus, treatment of an Italian ethnic family poses added pressures in the therapeutic situation.

Most often the parents lack English language proficiency, thus hampering effective communication, both with the therapist and the adolescent. Further, the parents often distrust mental health practitioners and view professional assistance as shameful to themselves and to the family honour, an admission that they cannot deal with the situation on their own.

Professional intervention may be called upon if the adolescent girl does not conform to her parents' expectations. The therapist is then faced with the dilemma of delineating the treatment. Should the focus be on helping the parents work through their restrictive values, with the goal of having them relinquish, at least to some degree, control of their adolescent daughter, or should the adolescent be encouraged to be more accommodating to her parents'

demands? A ready solution or formula for treatment of an Italian ethnic family does not exist. In light of the findings of this research, it is hoped that an established method of handling the specific problems faced as a result of Italian cultural conflict can be developed.

Recommendations for Future Research

This study dealt with assessing the attitudes of Italian-Canadian adolescent girls with respect to the restrictions which may exist as a result of their parents' traditional value system. However, it did not include the Italian immigrant parents' attitudes. Thus, future research could be undertaken to investigate further aspects of the Italian adolescent girl's attitudes and behaviours, as well as studying the immigrant parents' attitudes, specifically:

- (1) Does curtailment of independence for Italian girls induce acting out behaviour either at home, at school or in the community?
- (2) Does an Italian girl conform to parental demands in life plans or does she sway from parental expectations?
- (3) Determine the parents' feelings about adolescent autonomy and how it relates to their cultural value system.
- (4) Stresses the parents feel about granting more autonomy to girls.

- (5) Whether the parents perceive that granting greater autonomy to girls in their family causes serious conflict within it.
- (6) The parents' degree of receptiveness to seeking professional help if a serious conflict should arise between themselves and their adolescent daughters.



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

September 9, 1980.

Dear Student:

I am in the process of completing my Masters of Social Work Degree at the University of Windsor.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

I would appreciate if you would be kind enough to complete the attached "Preliminary Survey" questionnaire, as it applies to you.

Thank you very much for your help.

Yours sincerely,

Angela Loconte

1. What School do you attend: _____

2. What grade are you in? (please check off) GRADE 10: ☐
Grade 11: ☐
Grade 12: ☐

3. What is your homeroom number: _____

4. What is the language spoken in your home? (please check off)

- a) English ☒
- b) Italian ☒
- c) Other (specify) _____

5. In what country was your father born? (please check off)

- a) Canada ☒
- b) Italy ☒
- c) Other (specify) _____

6. In what country was your mother born? (please check off)

- a) Canada //
b) Italy //
c) Other (specify) _____

7. If you have checked off (✓) answers a) or b) for both question 5 and 6, would you be interested in participating further in this study by completing a questionnaire at a later date? (The questionnaire to be used will be completely anonymous.)

PLEASE PLACE A CHECK MARK (✓) YES: / /
NO: / /

8. If you have answered yes to question 7, would you be kind enough to write down your name.

NAME: _____



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

September 10, 1980.

Dear Teacher,

As a way of introduction, I am a Social Worker for this Board and I'm also in the process of completing my Masters of Social Work Degree at the University of Windsor.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

Sister Mary Celestine has approved for me to give out the "Preliminary Survey" to your Grade 10, 11 and 12 female students of your school. This Survey will only take about 5 minutes to complete.

Could you kindly have your GRADES: 10, 11 and 12 female students complete the Survey form, and return the completed forms to the office.

Thanking you in advance for your kind consideration in this matter.

Angela Loconte

P.S. FOR FURTHER INFORMATION:

Please contact me at the Gulleden Resource Centre - 625-1437



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

September 10, 1980.

Dear Teacher,

As a way of introduction, I am a Social Worker for this Board and I'm also in the process of completing my Masters of Social Work Degree at the University of Windsor.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

Mr. Mike Riley, has approved for me to give out the "Preliminary Survey" to your Grade 10 female students of your school. This survey will only take about 5 minutes to complete.

Could you kindly have your GRADE 10 female students complete the Survey form, and return the completed forms to the office.

Thanking you in advance for your kind consideration in this matter.

Angela Loconte

P.S. FOR FURTHER INFORMATION:

Please contact me at the Gulleden Resource Centre - 625-1437



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

October 1, 1980.

Dear Teacher,

As a way of introduction, I am a Social Worker for this Board and I'm also in the process of completing my Masters of Social Work Degree at the University of Windsor.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

Mr. Ed King has approved for me to give out the "Preliminary Survey" to your Grade 11 and 12 female students of your school. This survey will only take about 5 minutes to complete.

Could you kindly have your GRADES: 11 and 12 FEMALE students complete the Survey form, and return the completed forms to the office.

Thanking you in advance for your kind consideration in this matter.

Angela Loconte

P.S. FOR FURTHER INFORMATION:

Please contact me at the Gulleden Resource Centre - 625-1437



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Dear Student,

You may recall that some time ago you completed a "Preliminary Survey" form and you indicated an interest in participating in this study.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

The attached questionnaire will take about 25 to 30 minutes to complete (from question 1 to 67).

Please answer all questions when indicated by placing a check mark (✓) beside the answer as it applies to you. (You may check off more than one answer.)

P L E A S E N O T E:

If you are Italian would you kindly also answer questions 68 to 80 inclusive.

Thank you for your kind help.

Angela Loconte

QUESTIONNAIRE

- 1) What is your age? _____ years.
- 2) Please circle the grade you are in. (a) 10
(b) 11
(c) 12
- 3) Where were you born? (check off appropriate box)
 - a) city? ☐ ☐
 - b) town? ☐ ☐
 - c) village or farm ☐ ☐
- 4) In what country were you born? _____.
- 5) In what province were you born? _____.
(for example, Ontario, Quebec, Calabria, Sicily, etc.)
- 6) If you were born outside of Canada, how many years have you lived in Canada? _____ years.
- 7) How old is your mother? _____.
- 8) How old is your father? _____.
- 9) If your parents were not born in Canada, how many years have they lived in Canada?
 Mother: _____ years. Father: _____ years.
- 10) What is your father's occupation? (write or print) _____

- 11) What is your mother's occupation? (write or print) _____

- 12) What school grade did your father complete?
 - a) Grade 4 or less ☐ ☐
 - b) Grade 5 - 8 ☐ ☐
 - c) Grade 9 - 10 ☐ ☐
 - d) Grade 11 - 13 ☐ ☐
 - e) Community College ☐ ☐
 - f) University ☐ ☐
 - g) Post Graduate ☐ ☐
 - h) Don't Know ☐ ☐

13) What school grade did your mother complete:

- a) Grade 4 or less ☐
- b) Grade 5 - 8 ☐
- c) Grade 9 - 10 ☐
- d) Grade 11 - 13 ☐
- e) Community College ☐
- f) University ☐
- g) Post Graduate ☐
- h) Don't Know ☐

14) Where were your parents married? (check off appropriate box)

- a) Canada ☐
- b) Italy ☐
- c) don't know ☐
- d) other (specify) _____

15) How many children are there in your family (including yourself)?

16) In your family you are: (check off appropriate box)

- the only child ☐
- the youngest child ☐
- the middle child ☐
- the oldest child ☐
- other (specify) _____

17) List language(s) spoken in your home by the members of your family.
(If more than one language is spoken, check (✓) most frequently used.)

- a) English ☐
- b) Italian ☐
- c) other (specify) _____

18) Is the neighbourhood you live in mostly: (check off appropriate box)

- English speaking ☐
- Italian speaking ☐
- Don't know ☐
- Other (specify) _____

- 19) Think of the eight or more families who live closest to you. Which of the following is the language spoken by these families?

	<u>Most Spoken:</u>	<u>Next Language Spoken:</u>
English	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____		

- 20) Are there relatives living within a short walking distance of your home? (check off appropriate box)

Very many (More than 10)	<input type="checkbox"/>
Many (6 to 10)	<input type="checkbox"/>
Some (3 to 5)	<input type="checkbox"/>
Few (1 or 2)	<input type="checkbox"/>
None	<input type="checkbox"/>

- 21) Are there Italian friends living within a short walking distance of your home? (check off appropriate box)

Very many (More than 10)	<input type="checkbox"/>
Many (6 to 10)	<input type="checkbox"/>
Some (3 to 5)	<input type="checkbox"/>
Few (1 or 2)	<input type="checkbox"/>
None	<input type="checkbox"/>

- 22) Which of the following relatives or friends live with your family?

a) none	<input type="checkbox"/>
b) aunts, uncles or cousins	<input type="checkbox"/>
c) grandparents	<input type="checkbox"/>
d) married brothers and/or sisters	<input type="checkbox"/>
e) other (specify) _____	

- 23) Do friends or relatives influence your parents' opinions regarding the amount of freedom you should be allowed?

FATHER:

- a) a great deal _____
 b) very much _____
 c) somewhat _____
 d) very little _____
 e) not at all _____

MOTHER:

- a) a great deal _____
 b) very much _____
 c) somewhat _____
 d) very little _____
 e) not at all _____

- 24) Do friends or relatives influence your parents' opinions regarding your personal appearance?

FATHER:

- a) a great deal _____
 b) very much _____
 c) somewhat _____
 d) very little _____
 e) not at all _____

MOTHER:

- a) a great deal _____
 b) very much _____
 c) somewhat _____
 d) very little _____
 e) not at all _____

- 25) If friends or relatives influence your parents' opinions, do you mind these people living so close to your home or having much close contact with your parents?

- a) really mind _____
 b) mind quite a bit _____
 c) mind a little _____
 d) don't really mind _____
 e) don't mind at all _____

- 26) Do you think that your parents limit your freedom more than most parents should?

- a) a great deal _____
 b) much _____
 c) somewhat _____
 d) very little _____
 e) not at all _____

- 27) Do you think that your parents would allow you more freedom if you lived in an area where there were fewer relatives that your parents knew?

- a) yes, they certainly would _____
 b) yes, they probably would _____
 c) yes, they might _____
 d) no, they probably would not _____
 e) no, they definitely would not _____

- 28) Do you have sometype of extracurricular activity after school
(i.e., bowling, swimming, volunteer work, tennis, etc.)

Yes

No

I'm not interested

If yes, specify type of activity (write or print) _____

- 29) Do you choose the clothes you wear?

All the time

Most of the time

Never

- 30) If never, who usually chooses:

Mother

Father

Relatives

Friends

Sister(s)

- 31) Do you earn money:

Yes

No

- 32) If yes, do you decide how all the money you earn is spent?

Yes

No

- 33) Are you expected to give any of the money you earn to your parents?

Yes

No

- 34) Do you go out to parties and/or dances (excluding weddings,
christenings, etc.) with your friends?

Often

Sometimes

Never

- 35) Do you go on short overnight out of town outings with your female friends?

Often _____
Sometimes _____
Never _____

- 36) Do you go to parties with male friends?

Often _____
Sometimes _____
Never _____

- 37) Do you date?

Yes _____
No _____

- 39) Do you date without your parents permission?

Yes _____
No _____

- 40) Would you say that your parent's attitude towards you dating affects your relationships with male friends?

Often _____
Sometimes _____
Never _____

Please explain, (write or print) _____

- 41) Do you have a boyfriend?

Yes _____ if yes, answer questions 42, 43, 44, 45, 46, 47

No _____ if no, go on to question 48

- 42) What is his nationality?

Canadian _____
Italian _____
Other _____
(specify) _____

- 43) Does your mother approve of you having a boyfriend?

Yes _____
No _____
Don't know _____

44) Does your father approve of you having a boyfriend?

Yes _____
No _____
Don't know _____

45) Would you say that your parent's attitude towards your boyfriend affects your relationship with him?

Often _____
Sometimes _____
Never _____

Please explain, (write or print) _____

46) Does your boyfriend expect you to go on overnight trips with him?

Yes _____
No _____

47) Does your boyfriend expect you to have intimate relations with him?

Yes _____
No _____

48) Which of the following best explains your thinking about having intimate relations? (check off box - multiple answers are applicable)

- a) its wrong to have intercourse before marriage ☒
- b) my boyfriend will lose respect for me ☐
- c) afraid to get pregnant ☐
- d) afraid to hurt my parents ☐
- e) I do not want friends and relatives to talk ☐
- f) it will bring my boyfriend and I closer ☐
- g) its a good thing to experiment and experience with ☐
- h) I have not thought about it ☐

49) What are your educational goals? (check off appropriate box)

- a) school is not important ☐
- b) completing Grade 12 and/or 13 ☐
- c) completing skill course (eg. hairdressing school) ☐
- d) completing Community College ☐
- e) completing University ☐
- f) other (specify) _____ ☐

- 50) What are your parents educational hopes for you? (check off appropriate box)

i) FATHER:

- a) school is not important ☐ ☐
- b) completing Grade 12 and/or 13 ☐ ☐
- c) completing skill course (eg. hairdressing school) ☐ ☐
- d) completing Community College ☐ ☐
- e) completing University ☐ ☐
- f) other (specify) _____

ii) MOTHER:

- a) school is not important ☐ ☐
- b) completing Grade 12 and/or 13 ☐ ☐
- c) completing skill course (eg. hairdressing school) ☐ ☐
- d) completing Community College ☐ ☐
- e) completing University ☐ ☐
- f) other (specify) _____

- 51) What would you say that your plans for the future are? (check off appropriate box)

- a) graduate at Grade 12 and get married ☐ ☐
- b) complete high school, work for a few years and then get married ☐ ☐
- c) establish a career and get married ☐ ☐
- d) to complete Community College ☐ ☐
- e) to complete University ☐ ☐
- f) don't know ☐ ☐
- g) other (specify) _____

- 52) Would you say that your closest friends in your neighbourhood are? (check off appropriate box)

Canadian ☐ ☐

Italian ☐ ☐

Other _____

(specify) _____

- 53) Would you say that your closest friends at school are?

Canadian ☐ ☐

Italian ☐ ☐

Other _____

(specify) _____

- 54) Would you say that your closest friend(s) have more opportunities to make decisions on their own? (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 55) Would you say that your closest friend(s) go, or are allowed to go to parties and or dances unchaperoned? (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 56) Would you say that your closest friend(s) are allowed to go or go on short or overnight outings? (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 57) Do your friend(s) date? (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 58) Do your closest friend(s) have sometype of extracurricular activity after school (i.e., bowling, swimming, volunteer work, tennis etc.) (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 59) Do your closest friend(s) choose the clothes they wear? (check off appropriate box of all sections as it applies to you)

Canadian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Italian Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

Other Friends:

- a) a great deal more ☐
 b) much more ☐
 c) somewhat more ☐
 d) very little more ☐
 e) not at all more ☐

- 60) Do any of the following situations cause problems between you and your friends? (check off appropriate box - if a situation does not cause any difficulty, please check off Not At All)

	<u>Very Much</u>	<u>Somewhat</u>	<u>Not At All</u>
a) not being able to date at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) the time I must return home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) having friends visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) having parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) going out for entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) spending money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) other (specify) _____			

- 61) Do any of the following reasons or issues cause tension between you and your parents? (check off appropriate box - if a reason or issue does not cause tension, please check off Not At All)

	<u>Very Much</u>	<u>Somewhat</u>	<u>Not At All</u>
a) not being able to date at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) the time I must return home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) having friends visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) having parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) going out for entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) spending money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) other (specify) _____			

- 62) Would you say that being an only girl, oldest child, or youngest child, or the only teen-ager etc., is related to any tension between yourself and your parents regarding the following rules? (if a rule does not cause any tension please check off Not At All)

	<u>Very Much</u>	<u>Somewhat</u>	<u>Not At All</u>
a) not being able to date at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) the time I must return home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) having friends visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) having parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) going out for entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) spending money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) other (specify) _____			

63) If you could change any of the rules in your family in the following areas, which would you choose? (check off appropriate boxes)

- | | |
|----------------------------------|--------------------------|
| a) not being able to date at all | <input type="checkbox"/> |
| b) the time I must return home | <input type="checkbox"/> |
| c) having friends visit | <input type="checkbox"/> |
| d) having parties | <input type="checkbox"/> |
| e) going out for entertainment | <input type="checkbox"/> |
| f) spending money | <input type="checkbox"/> |
| g) other (specify) _____ | |

64) Have you broken any of your family's rules in the following areas? (check off appropriate boxes)

- | | YES | NO |
|----------------------------------|--------------------------|--------------------------|
| a) not being able to date at all | <input type="checkbox"/> | <input type="checkbox"/> |
| b) the time I must return home | <input type="checkbox"/> | <input type="checkbox"/> |
| c) having friends visit | <input type="checkbox"/> | <input type="checkbox"/> |
| d) having parties | <input type="checkbox"/> | <input type="checkbox"/> |
| e) going out for entertainment | <input type="checkbox"/> | <input type="checkbox"/> |
| f) spending money | <input type="checkbox"/> | <input type="checkbox"/> |
| g) other (specify) _____ | | |

65) If you have answered yes to some, or all, of the questions for number 64 - check off appropriate box below as it applies to you.

- | | |
|-----------------|--------------------------|
| a) frequently | <input type="checkbox"/> |
| b) occasionally | <input type="checkbox"/> |
| c) rarely | <input type="checkbox"/> |

66) If you have answered no to some, or all, of the questions for number 65 - check off appropriate box below as it applies to you. (multiple answers are applicable)

- | | |
|--|--------------------------|
| a) afraid to hurt my parents | <input type="checkbox"/> |
| b) did not want friends or relatives to talk | <input type="checkbox"/> |
| c) did not have the nerve | <input type="checkbox"/> |
| d) other (specify) _____ | |

67) Has there ever been a serious conflict between you and your parents?

a) Yes ☐

b) No ☐

If yes, how was it handled? (check off appropriate box - multiple answers are applicable)

a) mother spoke to me ☐ ☒

b) father spoke to me ☐

c) mother hit me ☐

d) father hit me ☐

e) my relatives talked to me ☐

f) the priest spoke to me ☐

g) other (specify) _____

R E M I N D E R:

IF YOU ARE ITALIAN COULD YOU PLEASE ALSO ANSWER QUESTIONS

68 TO 80.

THANK YOU

PLEASE ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ARE ITALIAN

68) If your parents were born in Italy, where do they come from?

Mother:

Northern Italy ☐ ☐
 Central Italy ☐ ☐
 Southern Italy ☐ ☐

Father:

Northern Italy ☐ ☐
 Central Italy ☐ ☐
 Southern Italy ☐ ☐

69) When your parents arrived in Canada, could they:

YES / NO

Father:

- | | | |
|--|--------------------------|--------------------------|
| a) speak any English | <input type="checkbox"/> | <input type="checkbox"/> |
| b) read street signs and direction signs | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ask for directions and understand them in English | <input type="checkbox"/> | <input type="checkbox"/> |
| d) speak and understand English well enough to shop | <input type="checkbox"/> | <input type="checkbox"/> |
| e) understand English on the radio and T.V. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) read English newspapers | <input type="checkbox"/> | <input type="checkbox"/> |
| g) don't know | <input type="checkbox"/> | |

Mother:

- | | | |
|--|--------------------------|--------------------------|
| a) speak any English | <input type="checkbox"/> | <input type="checkbox"/> |
| b) read street signs and direction signs | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ask for directions and understand them in English | <input type="checkbox"/> | <input type="checkbox"/> |
| d) speak and understand English well enough to shop | <input type="checkbox"/> | <input type="checkbox"/> |
| e) understand English on the radio and T.V. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) read English newspapers | <input type="checkbox"/> | <input type="checkbox"/> |
| g) don't know | <input type="checkbox"/> | |

70) Can your parents now:

YES / NO

Father:

- | | |
|--|-----------------------|
| a) speak any English | <u> </u> / <u> </u> |
| b) read street signs and direction signs | <u> </u> / <u> </u> |
| c) ask for directions and understand them in English | <u> </u> / <u> </u> |
| d) speak and understand English well enough to shop | <u> </u> / <u> </u> |
| e) understand English on the radio and T.V. | <u> </u> / <u> </u> |
| f) read English newspapers | <u> </u> / <u> </u> |
| g) don't know | <u> </u> / <u> </u> |

Mother:

- | | |
|--|-----------------------|
| a) speak any English | <u> </u> / <u> </u> |
| b) read street signs and direction signs | <u> </u> / <u> </u> |
| c) ask for directions and understand them in English | <u> </u> / <u> </u> |
| d) speak and understand English well enough to shop | <u> </u> / <u> </u> |
| e) understand English on the radio and T.V. | <u> </u> / <u> </u> |
| f) read English newspapers | <u> </u> / <u> </u> |
| g) don't know | <u> </u> / <u> </u> |

71) When your parents must deal with people in English, do they ask for your help?

FATHER:

Often /
 Sometimes /
 Never /

MOTHER:

Often /
 Sometimes /
 Never /

72) When your parents must fill out forms in English do they ask for your help?

FATHER:

Often /
 Sometimes /
 Never /

MOTHER:

Often /
 Sometimes /
 Never /

73) What is the most frequently spoken language used in your home by the members of your family? (check off appropriate box)

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

74) In which language do you speak to the members of your family listed below: (check off appropriate box)

i) FATHER:

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

ii) MOTHER:

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

iii) BROTHERS AND/OR
SISTERS:

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

75) In which language do your parents speak to you? (check off appropriate boxes)

i) FATHER:

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

ii) MOTHER:

- a) English ☐
- b) Mostly English but some Italian ☐
- c) Mostly Italian but some English ☐
- d) Italian ☐
- e) Other (specify) _____

76) Do you think that your parents would allow you more freedom if you lived in an area where there were fewer Italians that your parents knew?

- a) yes, they certainly would
- b) yes, they probably would
- c) yes, they might
- d) no, they probably would not
- e) no, they definitely would not

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

77) Would you say that you face a difficult situation between you and your friends, if your Italian friends have more freedom in the following areas? (check off appropriate box for each item)

- | | Very
Much | Somewhat | Not At
All |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| a) not being able to date at all | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) the time I must return home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) having friends visit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) having parties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) going out for entertainment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) spending money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

78) Would you say that you personally face a difficult situation between yourself and your friends in the following areas because they are Canadian? (check off appropriate box for each item)

- | | Very
Much | Somewhat | Not At
All |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|
| a) not being able to date at all | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) the time I must return home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) having friends visit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) having parties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) going out for entertainment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) spending money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

79) In general, how do you feel toward your Italian background? (check off appropriate box)

- a) I feel very good about it
- b) it is interesting
- c) I am indifferent to it
- d) it is uncomfortable
- e) I would rather forget it

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

80) Which of the following reasons best explains your feelings towards your Italian background? (check off appropriate box - multiple answers are applicable)

- a) my Italian culture has nothing to offer me as a Canadian
- b) my Italian culture is a burden to me
- c) my Italian background enables me to understand both the Italian and the Canadian culture with their different views
- d) we are in Canada and we should learn to be Canadians
- e) my Italian background enriches me as a Canadian

☒☒☒



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Dear Teacher,

You may recall that some time ago the girls in your class completed a "Preliminary Survey" form.

I would appreciate at this time, if you could distribute the attached consent forms to the following girls who have shown an interest in participating in the study by completing a questionnaire at a later date.

The girls are to have this consent form signed by their parents and return them to the office.

Thank you for your assistance in this matter.

Angela Loconte



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Dear _____

I am presently in the process of completing my Masters of Social Work Degree at the University of Windsor.

I am studying teen-age girls in order to obtain their outlook regarding behaviour and attitudes in the areas of; a) social life, b) vocational interests, c) relationships with boys.

Your daughter has already shown an interest in wanting to answer a questionnaire. The questionnaire to be used will be completely anonymous.

If you wish your daughter to participate in this study, I would appreciate your cooperation in giving your permission by signing the form below, and having your daughter returning it to the principal's office in her school.

Thank you for your kind consideration in this matter.

Angela Loconte

I AGREE TO ALLOW MY DAUGHTER, _____

(your daughter's name)

TO PARTICIPATE IN THIS STUDY.

I DO NOT WISH TO HAVE MY DAUGHTER, _____

(your daughter's name)

PARTICIPATE IN THIS STUDY.

(parent's signature)

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VITA

Angela Loconte was born on April 25, 1948, in Bitritto (Bari), Italy, where she attended Grades 1 through 4. She emigrated to Toronto, Canada in 1958 and completed her elementary schooling at St. Joseph's Separate School. The first two years of her secondary education were acquired at Central High School of Commerce in Toronto, and in 1965 she graduated the two-year programme in Business and Commerce. At that time she commenced employment as a clerk with the Travelers Insurance Company in Toronto and remained there until the fall of 1968, at which time she began an evening program in Business and Commerce at Central High School of Commerce. In April 1971 she graduated with a Grade 12 diploma in Business and Commerce. During her part-time studies, from June 1968 until 1973, she was also employed as a person Friday at Crystal Glass and Plastics Limited in Toronto. She has also held a number of other office jobs from 1973 onwards.

In the summer of 1971 she entered Atkinson College of York University in Toronto as a mature student. She graduated in the fall of 1976 with the degree of B.S.W.

From August to September 1976 she was employed as a Social Worker/Discharge Coordinator at Toronto General Hospital, and then as a Legislative Assistant for Ross

McClennan, MPP for the Bellwoods Riding, from October 1976 through September 1977.

In September 1977 she enrolled in the M.S.W. programme at the University of Windsor where she completed her course requirement in April 1978. She accepted a position as a School Social Worker in September 1978 with the Dufferin-Peel Roman Catholic Separate School Board in Mississauga, Ontario, where she is still employed. She expects to graduate in the fall of 1981.