

BCS70 16-year data- Work and Caraloc

'What about Work?'

| | Question as put | Data item |
|---|---|---|
| 1 | People with qualifications stands more chance of getting a job | c5a1 Qualified people more chance to get job |
| 2 | It is not what you know but who you know that decides whether you get job | c5a2 Not what but who you know decide get job |
| 3 | If you are really determined it is possible to get a job | c5a3 Possible to get job if really determined |
| 4 | With unemployment the way it is it is just chance whether or not you get a job | c5a4 With unemploy. chance if get job or not |
| 5 | Continuing full time education only puts off the time when you become unemployed | c5a5 Full time ed. only puts off unemployment |
| 6 | It is best to leave school as soon as possible so as to get experience | c5a6 Best leave school asap to get experience |
| 7 | It's no good planning for a career when there are not enough jobs to go round | c5a7 No good planning career -not enough jobs |
| 8 | These days you have to take whatever job you can get, whether or not you are suited for it or not | c5a8 Take what job you can even if unsuitable |
| 9 | Job experience is more important than getting qualifications | c5a9 Job experience more import. than qualifs |

Coding: 1 'Agree fully'; 2 'Agree partly'; 3 'Disagree'.

'Fate and Fortune'/locus of control (CARALOC)

Sources

BCS70 Guide to 10-year data

The *Locus of Control Scale (Caraloc)* comprised items selected from some well known tests of locus of control, to which several original research items were added (Gammage, 1975).

BCS70 Guide 16-year Data

Sophie von Stumma¹, Catharine R. Gale^b, G. David Batty^{a,c}, Ian J. Deary (2009) Childhood intelligence, locus of control and behaviour disturbance as determinants of intergenerational social mobility: British Cohort Study 1970, *Intelligence* 37 (2009) 329–340

[http://www.psy.ed.ac.uk/people/iand/von%20Stumm%20\(2009\)%20Intelligence%20intelligence%20social%20class%20bcs70.pdf](http://www.psy.ed.ac.uk/people/iand/von%20Stumm%20(2009)%20Intelligence%20intelligence%20social%20class%20bcs70.pdf)

CARALOC (Gammage, 1975) were completed by the children at age 10. The LAWSEQ assessed children's self-esteem with reference to teachers, peers and parents and consisted of 12 items, for example 'Do you feel lonely at school?' and 'Do your parents like to hear about your ideas?'. The CARALOC measured children's perceived achievement control; 7 out of 16 items refer specifically to school experiences. Example items are 'Do you feel that most of the times it is not worth trying hard because things never turn out anyway?' and 'Do you feel that wishing can make good things happen?'. On both questionnaires, answers were recorded on a 3-point scale ('Yes', 'Don't know' and 'No') whereby a higher score represents higher levels of self-esteem or a more internal locus of control

Gammage, P. (1975). Socialisation, schooling and locus of control. Bristol University: PhD Thesis.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/30/1a/13.pdf

The Caraloc test of the CHES closely mirrors the locus of control test of Nowicki and Strickland, 1973. It was initially piloted on 800 children and tested for reliability, uniqueness and discrimination. (Gammage, 1975)

Nowicki, S., and Strickland, B.R., (1973). "A Locus of Control Scale for Children." *Journal of Consulting and Clinical Psychology*, 40, 148-154.

<http://cep.lse.ac.uk/pubs/download/dp0443.pdf>

The Relative Economic Importance of Academic, Psychological and Behavioural Attributes Developed in Childhood Leon Feinstein

<http://www.econ.yale.edu/seminars/labor/lap09/urzua-090424.pdf>

Gabriella Conti, James J. Heckman and Sergio Urzua (2009) Early endowments, education and health

MURASKO, J. E. (2007) A lifecourse study on education and health: The relationship between childhood psychosocial resources and outcomes in adolescence and young adulthood. *Social Science Research*, 36(4), 1348-1370

Scoring

Caraloc at age 10 – 20 items

| |
|---|
| 1. Do you feel that most of the time it's not worth trying hard because things never turn out right anyway? |
| 2. Do you feel that wishing can make good things happen? |
| 3. Are people good to you no matter how you act towards them? |
| 4. Do you like taking part in plays or concerts? |
| 5. Do you usually feel that it's almost useless to try in school because most children are cleverer than you? |
| 6. Is a high mark just a matter of 'luck' for you? |
| 7. Are you good at spelling? |
| 8. Are tests just a lot of guess work for you? |
| 9. Are you often blamed for things which just aren't your fault? |
| 10. Are you the kind of person who believes that planning ahead makes things turn out better? |
| 11. Do you find it easy to get up in the morning? |
| 12. When bad things happen to you, is it usually someone else's fault? |
| 13. When someone is very angry with you, is it impossible to make him your friend again? |
| 14. When nice things happen to you is it only good luck? |
| 15. Do you feel sad when it's time to leave school each day? |
| 16. When you get into an argument is it usually the other person's fault? |
| 17. Are you surprised when your teacher says you've done well? |
| 18. Do you usually get low marks, even when you study hard? |
| 19. Do you like to read books? |
| 20. Do you think studying for tests is a waste of time |

Coding: 1 'Yes; 2 'No.; 3 'Don't know'

Scoring: Questions 4, 7, 11, 15, and 19 are distractor questions. Each "No" response counts as one point, except for question ten where "Yes" equals one point. Raw scores range from 0 to 15, where high scores indicate greater internalization. As a measure of reliability, Cronbach's α is estimated on the full 10-year sample where $\alpha = .66$, only slightly less than the typical requirement of $\alpha = .70$. High scores indicate greater internal locus of control. $\alpha = .66$ for the full 10-year sample.

See: MURASKO, J. E. (2007) A lifecourse study on education and health: The relationship between childhood psychosocial resources and outcomes in adolescence and young adulthood. [*Social Science Research*](#), 36(4), 1348-1370

Caraloc at 16 - 26 items

| | Question as put | Data item |
|----|--|---|
| 1 | Do you feel that most of the time it's not worth trying hard because things never turn out right anyway? | c511 Not worth trying-never turn out anyway |
| 2 | Do you feel that wishing can make good things happen? | c512 Wishing can make good things happen |
| 3 | Are people good to you no matter how you act towards them? | c513 People good to you no matter what you do |
| 4 | Do you like taking part in plays or concerts? (distractor item)* | c514 Do you like take part in plays/concerts |
| 5 | Do you usually feel that it's almost useless to try in school because most students are cleverer than you? | c515 Useless try in sch-most pupils brighter |
| 6 | Are you good at spelling? (distractor item)* | c516 Are you good at spelling? |
| 7 | Is a high mark just a matter of "luck" for you? | c517 High mark just a matter of luck for you |
| 8 | Are tests just a lot of guesswork for you? | c518 Are your tests just a lot of guess work? |
| 9 | Are you the kind of person who believes that planning ahead makes things turn out better? | c519 Planning ahead make things turn out well |
| 10 | Are you often blamed for things which just aren't your fault? | c5110 Often blamed for things not your fault |
| 11 | Do you find it easy to get up in the morning? (distractor item)* | c5111 Do you find it easy to get up in morning |
| 12 | When someone is very angry with you, is it impossible to make him your friend again? | c5112 Someone angry-impossible to stay friends |
| 13 | When bad things happen to you, is it usually someone else's fault? | c5113 Bad things happen-usually others' fault |
| 14 | When nice things happen to you is it only good luck? | c5114 Nice things happen to you-only good luck |
| 15 | When you get into an argument is it usually the other person's fault? | c5115 Get into arguement-usually others' fault |
| 16 | Do you feel sad when it is time to leave school each day? (distractor item)* | c5116 Feel sad time to leave school each day |
| 17 | Are you surprised when your teacher says you've done well? | c5117 Surprise when teacher says you done well |
| 18 | Do you like to read books? (distractor item)* | c5118 Do you like to read books? |
| 19 | Do you usually get low marks, even when you study hard? | c5119 Get low marks even when study hard |
| 20 | Do you think studying for tests is a waste of time? | c5120 (427) Studying for tests is a waste of time |
| 21 | Do you like outdoor games? (distractor item)** | c5121 Do you like outdoor games? |
| 22 | Do you often feel sad because you have nobody to talk to at school? | c5122 Feel sad cause nobody to talk to at sch |
| 23 | Do you like writing stories or creative writing? | c5123 Like writing stories-creative writing |
| 24 | Are you good at mathematics? (distractor item)** | c5124 Are you good at mathematics? |
| 25 | When you have to talk in front of students, do you usually feel silly? | c5125 Talk in front of students-feel silly |
| 26 | Do you find it difficult to do things like woodwork or knitting? | c5126 Find it diff do things-woodwork-knit etc |

* See: <http://www.econ.yale.edu/seminars/labor/lap09/urzua-090424.pdf>

** My guess

Coding: 1 'Yes; 2 'No.; 3 'Don't know'

First thoughts on scoring: Questions 4, 6, 11, 16, 18, 21 and 24 are distractor questions. Each "No" response counts as one point, except for questions 9 and 22 where "Yes" equals one point. Raw scores range from 0 to 19, where high scores indicate greater internalization. ALL THOUGHTS WELCOME