ATTITUDES OF THE CULTURALLY DEPRIVED TOWARD SCHOOL

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ABSTRACT

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by

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This is an exploratory study investigating the attitudes of culturally deprived children and their parents toward school. Specifically, it examines the attitudes of children when they enter the primary grade, and after they have spent three months in school, as well as those of children who have been in the school system for approximately a year. The attitudes of the parents of these groups of children are also investigated.

The study was carried out at Joseph Howe School in Halifax during the school year 1971-72. The samples consisted of a fifty per cent random sample (27) of the total population of children entering the primary grade in September 1971, a one-third random sample of 21 children from the Grade I classes, and the parents of these groups of children. Structured interviews provided the data concerning the children's attitudes, while parental attitudes were determined through the use of questionnaires.

The initial attitudes of the primary children appeared to be positive with 70 per cent of the sample falling into the positive and very positive categories. After three months in school the overall percentage of these two categories remained relatively unchanged, although a much higher proportion of the percentage fell into the very positive category. Ninety-one per cent of the Grade I students fell into the top two categories. On the whole, the parents of both groups of children indicated that their attitude toward school was positive. These findings support the theories of a number of authors that children arrive at school eager and interested in learning. Further study is indicated to determine at what stage negative attitudes begin to develop and what measures might be taken to alleviate the problem.

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INTRODUCTION

The family has the primary role in nurturing the infant and young child. In terms of preparing him to live in society, it provides him with models which he may imitate, as well as a basis for his expectations about the behaviour of others. The school becomes the integrator of the cultural network as it specifically sets out to teach certain aspects of the culture, usually in rather a well defined way, to all children, regardless of their background.

The recent Royal Commission on Emotional and Learning Disorders in Children, whose report is usually referred to as the Celdic report, pointed to the fact that one group of children who were not receiving maximum benefit from the school system as it is presently set up are "those children whose family or community experience leads to cultural or emotional deprivation."[1]

The very nature of the family and the school, and often the discordance between the expectations of the two, make culturally deprived children prime subjects that have helped create the grave conditions indicated by the Celdic Report.[2]

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[1]Commission on Emotional and Learning Disorders in Children, Report of the Commission, One Million Children-the Celdic Report (Leonhard Caainford Canada, 1970), p. 19.

[2]Ibid., p. 5.

From many other sources it has been brought home to educators of all levels that a concentrated effort to organize knowledge and resources to deal effectively with all exceptional children, and particularly the culturally deprived, is a vital task facing them.

Deutsch, for example, has pointed out that "among children who come from lower class socially impoverished circumstances there is a high proportion of school failures, school dropouts, reading and learning disabilities as well as life adjustment problems."[1] Clearly, this group of children need attention if they are to succeed in coping with life and in becoming productive members of society. This group of children is the concern of the present study.

Delmo Della-Dora, in his discussion of the implications for education of the problems of the culturally deprived, pointed out the necessity of individual schools carrying out studies in order to determine how the various influences of home and environment affect the students and teachers if solutions are to be developed. He sees this as a necessity for planning the school program itself as well as a prelude to effective co-operative efforts with other social agencies.[2]

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[1]Martin Deutsch, "The Disadvantaged Child and the Learning Process", in The Disadvantaged Child, Selected Readings Of, ed. by Martin Deutsch (New York: Basic Books Inc. Publishers, 1967), p. 39.

[2]Delmo Della-Dora, "The Culturally Disadvantaged: Educational Implications of Certain Social-Cultural Phenomena," in The Disadvantaged Learner, ed. by Staten Webster (San Francisco: Chandler Publishing Company, 1966), p. 273.

Schools should seek to initiate remedial programs early in the child's career at school if such programs are to be as effective as possible. Children are influenced by their surroundings from a very early age and come to school at the age of five with many attitudes and characteristics already developed. It is important, therefore, to learn something of these children at this age to know what deficiences have to be remedied. This study is aimed at gaining such knowledge. In an attempt to isolate one variable which appears to have a bearing on the performance of the culturally deprived child, a study will be made of attitude toward school.

Experience has indicated that many children who are having trouble with school performance and with relationships within the school, have shown a negative attitude toward school and toward society in general. Although authorities on the education of the culturally deprived have varied opinions concerning the origin of negative attitudes toward school, little solid research has been done on the subject. In an attempt to facilitate the educational progress of these children in school, this study will attempt to determine if negative attitudes are present when the child first enters school of if these develop within the school setting itself. An attempt will also be made to determine the attitudes of the parents of these young children for, as Della-Dora has pointed out, in culturally deprived neighbourhoods the

success of the school depends largely on the attitudes of the parents.[1]

In the beginning it is necessary to understand who are the culturally deprived. A number of definitions are currently in use, some going even to the extreme of including all manual workers. Alan Morans and Reginald Laurie define the disadvantaged child as

> a child deprived of the same opportunity for healthy growth and development as is available to the vast majority of the other members of the large society in which he lives.[2]

This study will use Morans and Laurie's definition, for it includes unskilled labourers, minorities and all those whose income is below the poverty level. This latter segment of the disadvantaged have their own set of problems in their attempt to secure the necessities of life such as food, shelter and clothing. On the other hand, there are those who have sufficient income to exist in a limited way, as well as those who have a fairly comfortable existance, but who still are regarded as culturally deprived for various reasons. Members of minority groups, lack of education of the parents, a lack of interest in the children by parents, a lack of facilities for the proper development of children both physically and mentally, such as inadequate accomodations and broken

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[1] Ibid., p. 274.

[2] Alan Morans and Reginald Phillips, "Hypothesis Regarding the Effects of Child Learning Patterns of the Disadvantaged Child," in The Disadvantaged Child, Vol. I, ed. by Jerome Hellmuth (New York: Brunnel/Mazel Publishers, 1967), p. 21.

homes, all produce social factors which prevent children from healthy growth and development. Such factors will have a strong influence in determining the outlook of the child upon many facets of life, including his attitude toward school.

DEVELOPMENT OF ATTITUDE

The term attitude is a difficult one to define since there does not seem to be any universally accepted definition. The subject of attitude as it is now conceived was largely ignored until the present century and it was not until the 1920's that many people attempted to define the term.[1]

According to T. M. Newcomb, "attitude" or the notion of "attitude" provides a conceptual bridge between an individual's psychological states and his objects of orientation.[2] If there is an understanding of the conditions of an individual's behaviour, then it is possible that the conditions under which attitudes are formed endure or change, can be conceived. It appears that an individual's psychological processes may be inferred from his behaviour, and it is the organization of these processes with respect to some aspects of the world that reveal his attitudes, as these are shown in behaviour.

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[1]Martin Fishbein, ed., Readings in Attitude Theory and Measurement (New York: J. Wiley and Son Inc., 1967).

[2]T. H. Newcomb, "On the Definition of Attitude," in Attitudes, Selected Readings, ed. by Marie Jahoda and Neil Warren (Baltimore: Penguin Books, Inc., 1968), p. 22.

As a child grows up, those around him direct their efforts both intentionally and unintentionally toward the task of shaping him to conform to a particular social mold. At the same time, the child expends part of his energy in smoothing the rough edges of himself that do not fit society's model. He also chips away at certain portions of the social mold that, when tried, prove to be particularly chafing to the edges of his own personality. During this social growth the child learns about many different areas of life, and in so doing he develops certain underlying predispositions that serve as potentials for his actions. For each area of life, the child forms evaluative judgements and acquires standards that define appropiate functioning in relation to it. As a result, he acts in a particular way when relevant circumstances arise. These underlying predispositions, together with their consequences for action, constitute an individual's orientations. These orientations represent clusters of phenomenally related social attitudes with their component beliefs, feeling, values, standards and performances.[1]

It should be noted that although various definitions of attitude have their own unique characteristics, there is a common thread running through most of them. The point of common agreement is that attitude entails a predisposition

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[1]John D. Campbell, "Studies in Attitude Formation: The Development of Health Orientations" in Attitude, Ego-Involvement and Change, ed. by Carolyn W. Sherif and Muzafer Sherif (New York: John Wiley and Sons Inc., 1968), p. 7.

to respond to something in a way which is a fairly stable characteristic of that person's behaviours. Although there are some writers who regard attitudes as being responses rather than predispositions to respond, the more common agreement is that the essential feature of an attitude is the predisposition, readiness, or preparation for response. Thus, there is general agreement that attitude is not behaviour but rather an element of behaviour.

Another point of agreement is that attitude is learned. It should be noted, however, that the basis for the assumption that attitudes are learned is that attitudes are generally defined as predispositions to respond to some object of stimulus. Thus attitudes cannot be innate, but must be formed as a result of one's contact with his environment. This learning process is of central importance to some writers such as Doob.[1] Since only through knowing the conditions under which a particular attitude was initially acquired and the extent to which it gains present and future reinforcement, can an investigation hope to determine an attitude's strength, the overt response with which it has become associated or, its present functioning within the individual's personality.

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[1]Leonard Doob, "The Behaviour of Attitudes" in Attitude Theory and Measurement, ed. by Fishbein, p. 57.

Some writers such as Isador Chein[1] feel that Doob does not sufficiently account for creative cognitive processes. He describes the relation of learning to attitude, where the residues of past learning affect, to some extent, the way a given object or situation is perceived, with what the person wants in that situation or with regard to that object. It would appear, therefore, that personal wants play a role in determining which attitudes will be generated. The key point, according to Chein, is that what a person wants in a situation, and how he perceives the situation, is more important than the bare fact that learning has taken place previously.

Although there is some disagreement on the part of Doob and Chein as to the factors which are most instrumental in the development of attitudes, their areas of agreement are of more importance. They perceive that an individual is not born with his attitudes, and that the learning process plays a major role in the development of these attitudes. Attitudes involve problems of perception and motivation, and, as a result of a particular attitude a person may be more likely to perceive certain objects than others. The two writers also agree that specific behaviour cannot be safely predicted from a knowledge of attitude alone, since people sometimes act contrary to their attitudes. The significant position that learning holds, however, does indicate the important effect

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[1]Isador Chein, "Behaviour Theory and the Behaviour of Attitudes" in Attitude Theory and Measurement, ed. by Fishbein, p. 52.

an individual's surroundings have on his behaviour, and consequently on the formation, solidification and changing of his attitudes.

Attitudes tend to develop at least two ways. On the one hand, there are attitudes which are built up over a period of time, while on the other hand, research[1] has produced some evidence which indicates that a startling or traumatic experience can have a lasting effect on a person's attitudes. In their early stages attitudes may not be very strong, but through discrimination and generalization, a person's value system develops. As attitudes form they tend to influence the manner in which objects and situations are perceived, giving rise to selective perception. This, in turn, leads to reinforcement of the attitude, thus affecting the intensity of the attitude. Associations with others and with the environment help to develop one's psychological processes. These processes, the residue of previous experience, reaction to other aspects of the world, together with contemporary influences, determine a person's behaviour. Attitudes are enduring in the sense that this behaviour is carried over to other situations, but may change as new experience is acquired in new situations. As Staats[2] points out, once a stimulus has

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[1]Frederick J. MacDonald, Educational Psychology, 2nd ed. (Belmont California: Wadsworth Publishing Company Inc., 1965), p. 310.

[2]Arthur W. Staats, "An Outline of an Integrated Learning Theory of Attitude Formation and Function" in Attitude Theory and Measurement, ed. by Fishbein, p. 373.

elicited an emotional response it can "transfer" the response to a new stimulus with which it is paired. This process is called higher-order conditioning and it is through this process that further attitudes are developed.

Considering attitudes as underlying learned predispositions suggests that all the techniques which are known to increase or decrease learning should be applicable to producing changes in attitude. In essence, all of the techniques relevant to learning any materials should be relevant to learning and changing attitudes. The fact that negative attitudes may be changed, and positive attitudes may be reinforced, indicates the value of a study to determine the attitudes of young children toward school.

For the purpose of this study, Horrock's definition of attitude will be used. He defines attitude as

> an expression, by word or deed, of an individual's reaction toward or feeling about a person, a thing or a situation. It represents the subjective sum of his fears, inclinations, wishes, prejudices, preconceived notions, ideas and convictions.[1]

Since, for most of the subjects of this study, education is directly associated with school, attitude toward education or learning will be considered as part of the total attitude. Therefore, the definition of attitude toward school will be the reaction toward or feeling about learning, the school, the teachers, the program and the

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[1]John E. Horrocks, Assessment of Behaviour (Columbia, Ohio: Charles E. Merrill Books Inc., 1964), p. 678.

children attending the school as expressed verbally, non-verbally or in writing.

CHAPTER II

PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS INFLUENCING ATTITUDES

Life Style and Environment

Before an understanding of the attitudes of the culturally deprived can be obtained, it is first necessary to consider the circumstances under which these people live and under which they rear their children. Economically the disadvantaged are at or near the bottom of the income scale. Many of their jobs, if indeed they have jobs, are of an unskilled nature and their income is regulated to a considerable degree by the minimum wage legislation, while large numbers of the disadvantaged have no more than part-time work, for a variety of reasons. They may be people who do odd jobs and move constantly from one employment to another, but who lack even steady enough employment to gain unemployment insurance. Also, many have seasonable employment and have very little resources outside of the season of employment. Finally, there are those who lack employment altogether, either because there are no jobs available or due to various other reasons such as poor health or because there is only one parent at home. Consequently, many of the disadvantaged are either on welfare or have their income supplemented by

welfare. In any case, the majority of these families exist on the minimum allowed by the government.

The unstable situation which arises from such a lack of financial security has its affect on the life style of this segment of the population, and will affect not only how they will live, but also where they will live. These two factors alone supply basic experiences which will have a lasting effect on the development of their children and the formation of attitudes. Since all of the efforts of the family have to be focussed upon procuring the basics of food, shelter and clothing, there is little time, money, or energy left for these people to participate in the joys of life, thus leading to feelings of despair, hopelessness, and alienation from other segments of society.

Some families on the other hand, have a steady income and may even have a comfortable existence, but their income is still not sufficient to move from a particular area. This is often the case with members of minority groups. Although these people do not have the severe economic problems found in other families, experience has shown that the area[1] itself in which the culturally deprived are located through overcrowding and lack of physical facilities will have a profound psychological and sociological effect upon the family.

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[1]Mario D. Fantini and Gerald Wernstein, The Disadvantaged: A Challenge to Education (New York: Harper and Row Publishers, 1968), p. 17.

The disadvantaged are located in both urban and rural areas. The majority, however, are to be found in the urban environment and most of these urban poor live within the inner city. The homes are close together on generally narrow streets and may house varying numbers of families. This tends to confine large numbers of people to a small area, so that there is little space for children to play, except on the streets. Houses may be in various states of repair. Many are inadequately heated, are lacking proper sanitary facilities, and are overrun with vermin. Within some inner city districts attempts at urban renewal have been made. While this helps to improve the outward appearance of the dwellings, it fails to alleviate many of the internal problems.

In addition to economic and environmental factors, ethnic origin may also greatly influence the life-style and psychological growth of these individuals. For the purposes of this study it is important to consider two of these groups: the poor white and the poor black.

The poor white, who make up the largest number of poor, have some characteristics which distinguish them from other poor groups. Since they are associated with the racial group generally accorded the highest status in society, they have certain advantages over other groups. Such advantages as an edge in competition for jobs, welfare, social acceptance and social participation lead poor whites to practice discrimination in order to maintain their position on the

social ladder. Also, by virtue of the fact that they have more opportunity to participate in white middle class society, they are exposed to the ways of speech, dress and manners that are acceptable outside of their geographical area. On the other hand, contrary to other ethnic groups, poor whites have no special identification that generates a unity of purpose. They tend to go relatively unnoticed with no organization to fight for their plight.[1]

Being a member of a minority group is not synonymous with being disadvantaged, but a person's chances of being disadvantaged are increased if he is black instead of white.[2] Generally, disadvantaged blacks "live in a negative environment, suffer from family breakdown, lack a tradition of literacy, feel rejected by society, have a poor self-concept, and are linguistically handicapped"[3] all of which will have a serious affect on school achievement. Although it is commonly held that such attitudes towards blacks are not as evident in Canada, a study of authors such as Winks[4] points

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[1]Alvin L. Bertrand, "Social Backgrounds of Specific Groups: Whites", in Readings for the Disadvantaged, ed. by Thomas D. Horn (New York: Harcourt, Brace and World Inc., 1970) p. 23-29.

[2]Kenneth R. Johnson, "Social Background of Specific Groups: Blacks", in Readings for the Disadvantaged, ed. by Thomas D. Horn (New York: Harcourt, Brace and World Inc., 1970) p. 29-38.

[3]Ibid., p. 31.

[4]Robin W. Winks, The Blacks in Canada: A History (Montreal: McGill - Queens University Press, 1971).

out that the lot of Blacks in Canada is little better than their American "brothers". Indeed studies[1] done locally indicate that the Black occupies an inferior place in society. Although the recent "Black Revolution" has made some strides in giving black North Americans a better sense of pride and self-identity, much work remains to be done in this area and this group still requires recognition of their separate problems.

All of these sociological factors have a direct bearing on the physical and psychological development of the young child within the family group. The child will probably be born into a home which may already be overcrowded. From the beginning, the attention given to the baby is influenced by the needs and wishes of the mother rather than those of the child. Although a new baby usually receives attention and affection and fulfills a need of the mother, in many cases, the demands of the household soon become dominant and attention gradually diminishes as the child becomes older. This

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[1]Institute of Public Affairs, Dalhousie University, "The Condition of the Negroes in Halifax County", 1960. (Mimeographed)

Black United Front, "Royal Commission Brief on Education, Public Services and Provincial-Municipal Relations", 1971. (Mimeographed)

Nova Scotia Human Rights Committee, "Report by Sub-committee, The Community Committee on Human Rights", 1972. (Mimeographed)

Donald H. Clairmont, Africville Relocation Report (Halifax: Institute of Public Affairs, Dalhousie University, 1971.)

lack of attention may result in a limitation of the development of powers of verbal communication. As a result of this deficiency, many of these children show up in school with problems of language development.

The amount of time and attention given to the child will depend on a variety of factors such as whether or not the mother works, the presence or absence of the male parent and on the needs of the mother herself. Since many households are one-parent families, an additional burden is placed upon the remaining parent. In many cases it is the male parent who is missing. If the mother has to supply the basic needs of a family, she will have neither the time nor the energy to give the stimulation necessary for the adequate intellectual and social development of the child. In the absence of the male parent the mother must also be the sole authority figure. The absence of a male model prevents the proper stimulation which helps focus drives toward a healthy goal, especially in the case of the male child.

In contrast to the one parent family, the extended family, is also commonly found. In these families, often the grandmother is not only present, but sometimes is a very dominant force in the home. There are also instances where aunts, uncles, grandfathers, and other relatives are part of the household. Whereas in the one parent family there is difficulty in finding someone to deal with the

child's needs, on the other hand the extended family may result in multiple mothering. This constant shifting of the mother figure from one adult to another prevents a child from developing a close and dependable relationship with one person, which may affect the child's security and prevent healthy psychological growth.

The environment in which the child is reared often prevents proper auditory development as well.[1] The constant noise of an overcrowded household develops inattention rather than attention. The situation is the same in the play area crowded with children. When the child is then transferred into the atmosphere of reduced physical activity and the demand for long spans of attention, he is at a special disadvantage.

Further to the lack of language and auditory development, there is rarely an opportunity for children to question parents, so practice in formulating questions is lacking. Many times the parents themselves lack education and instead of wanting to show their lack of knowledge will discourage such questions. The lack of household artifacts such as books, puzzles, scribbling paper etc., also gives the child little opportunity to manipulate and organize the visual properties of his environment and thus "perceptually to organize and discriminate the nuances of that environment."[2]

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[1] Martin Deutsch et al. The Disadvantaged Child, p. 44.

[2] Ibid., p. 47.

In many cases the child is not reasoned with but rather is coerced into obedience. The disadvantaged child does not usually have specific tasks to do and is rarely rewarded for successes. The result is that the child does not develop self-discipline and motivation which can later be transferred toward learning.

Further, the child is often in a state of poor health. Low income and large families make it difficult for parents to serve well balanced meals to their children and provide them with proper clothing. Overcrowding and a lack of privacy prevents the child from obtaining restful sleep which further handicaps him in his attempt to cope with life.

As is pointed out by Bloom, Davis and Hess,[1] the basic needs of adequate living conditions, clothing, exercise and availability of medical care must first be met before a child can develop positive attitudes toward life and learning.

The home and neighbourhood have given little, if any, assistance in the development of the basic skills and attitudes that are present in the middle class child when he enters school. The culturally deprived child, therefore, enters school handicapped from the beginning. Added to this, for Negroes from working class areas, racial prejudice and

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[1] S. S. Bloom, A. Davis, and R. Hess, Compensatory Education for the Culturally Deprived (New York: Holt, Rinehart and Winston Inc., 1967), p. 8-11.

the circumstances of the family deny children the opportunity to learn the behaviour of the dominant society and the school.[1]

Attitudes Toward School

Riessman, in his portrait of the underprivileged,[2] points out that the deprived individual feels alienated as a member of society and is frustrated in what he can do. His alienation is expressed in an antagonistic feeling toward leaders and "big shots". He is an anti-intellectual, is antagonistic toward the school and has a practical orientation in that he sees education in terms of what it can do for him, rather than valuing education for its own sake. Physical prowess is revered with its closely associated emphasis on masculinity. Sexton has observed that "school culture is 'polite, prissy and puritanical' and that there is little place in this female culture for some of the high ranking values of boy culture...or the high ranking interests of boys".[3] Delinquent groups, he adds, stress masculinity and anti-school attitudes as core values.

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[1]Robert Hess, "Maternal Teaching Styles and the Socialization of Educability", in Seminar Selections on the Disadvantaged Child, ed. by Elizabeth H. Brody (New York: Selected Academic Readings. A division of Associate Educational Services Corporation, 1967), p. HESS-2A.

[2]Frank Riessman, The Culturally Deprived Child (New York: Harper and Row Publishers, 1962), pp. 26-35.

[3]Patricia Sexton, Education and Income (New York: The Viking Press, 1966), p. 278.

Hess[1] has observed that in the lower classes the child's preparation for school is based on misconceptions and fear of school authority, ignorance of the concepts and information on which its curriculum is built and a passive stance toward learning. Hess was involved in a project designed to examine the ways in which a lower working-class mother prepares her children for school experience and how this differs from the middle class child's orientation toward the school. He found that "working class mothers perceive the public school as an institution that is distant, competent, authoritarian and unresponsive."[2] They feel powerless to change anything within the school structure and if they disagree with school authorities there are no avenues of action open to them. Learning is perceived to be unnatural, is difficult and it is felt children must be forced to learn.

Chilman,[3] in her research on child rearing patterns of lower class people, found a number of variables common to very poor families when they were compared with families of children who were educationally achieving. The former had a tendency to educational and occupational failure, fear and

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[1]Hess, "Maternal Teaching Styles", pp. HESS - 1A - 5A.

[2]Ibid., p. HESS - 5A.

[3]Catherine S. Chilman, "Child Rearing and Family Relationship Patterns of the Very Poor," in Seminar Selections on the Disadvantaged Child, ed. by Elizabeth H. Brady (New York: Selected Academic Readings. A Division of Associated Educational Services Corporation, 1967), pp. CHI-12A.

distrust of the unknown and fatalistic, apathetic attitudes. It would seem to be natural that people would feel fearful and distrustful of what they do not understand and threatened by institutions over which they have little or no control.

It is popularly held that the culturally deprived child is not interested in education because he is discontented within the school, because the parents have little education, frequently cannot read and show little interest as revealed by the lack of books in the home.[1] It might therefore be reasonable to assume that children arrive at school with a fatalistic, negative attitude. In all probability the parents themselves have experienced difficulties within the school system, thus developing feelings of negativism. This, in turn, may result in an incorrect interpretation of the school experience to their children, causing the child to come to school fearfully and with a negative attitude. These attitudes may be further re-inforced by older siblings who may themselves be having difficulties at school.

In spite of this, there is evidence in the literature that culturally deprived children approach school in a positive manner. Rioux, for example, states that young disadvantaged children do in fact arrive at school curious and interested in learning, despite their multiple handicaps. "It is

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[1]Frank Riessman, The Culturally Deprived Child, p. 10.

the deficiencies in their lives and the organization and tone of the school which soon combine to make a powerful alliance against him."[1]

Deutsch, who has written widely on the subject of the disadvantaged child, claims that these children enter school with a "nebulous and essentially neutral attitude." He claims that it is within the school situation itself that highly charged negative attitudes evolve.[2]

In relation to the Negro, Havighurst states that "even though the Black people lack a long tradition of literacy, they generally have a positive attitude toward education".[3] To them education is seen as a way of improving their standard of living.

McCreary[4] also states that there appears to be a great deal of evidence that many parents and children initially have positive attitudes toward schooling since, for them, it represents their only means of improving their lot in society.

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[1]J. William Rioux, "The Disadvantaged Child in School", in The Disadvantaged Child Vol. I, ed. by Jerome Hellmuth, (New York: Brunnel/Mazel Publishers, 1967), p. 91.

[2]Martin Deutsch et al, The Disadvantaged Child, p. 55.

[3]Robert J. Havighurst, "Social Background: Their Impact on School Children", in Readings for the Disadvantaged, ed. by Thomas D. Horn (New York: Harcourt, Brace & World, Inc. 1970), p. 31.

[4]Eugene McCreary, "Some Positive Characteristics of Disadvantaged Learners and Their Implications for Education," in The Disadvantaged Learner, ed. by Staten W. Webster (San Francisco, Chandler Publishing Co. 1966), pp. 51-52.

He continues by saying that even though many parents may have memories of negative experiences they have had in school, most hope and expect their children to apply themselves in school and to receive maximum benefit from their experience there. He feels that the early arrival of many of these children at school and their responses to new experiences are an indication of their eagerness toward the school.

Finally Cloward and Jones[1] indicate that middle class parents are more negative and see schools as a greater community problem than do lower class or working class parents. However, they also found that the latter felt their children to be more discriminated against than did middle class parents. Riessman[2] would support this opinion as he has pointed out that schools stress education for its own sake while the culturally deprived seek education for more tangible reasons.

Kruegar has reported that studies on attitude carried out by Dr. Daniel Novak have found that there is a severe lack of mutual understanding between the children and school

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[1]R. A. Cloward and J. A. Jones, "Social Class: Educational Attitudes and Participation", in Education in Depressed Areas, ed. by Harry Passow (New York: Bureau of Publications Teachers College, Columbia University, 1965), p. 208.

[2]Riessman, The Culturally Deprived Child, p. 10.

personnel.[1] Like Reissman, he found that the culturally deprived child has a "here and now" attitude while the school is future oriented. Studies of teachers' attitudes have shown that one of the biggest problems in schools for the culturally deprived grows out of "the clash between the teachers' middle class attitudes and the pupils lower class attitudes".[2]

Thus the school system unwittingly discriminates against lower class students. Such discrimination further compounds the child's difficulties in school and will profoundly affect his attitude.

The child from the culturally deprived home comes to school with many strikes against him, already geared toward failure. It is therefore necessary for far reaching changes to take place within the schools if these children are to receive maximum benefit. In many areas, emphasis is already being placed on remedial programs to counteract the effects of the early environment on these children. However, such programs can only be effective if children have positive attitudes and proper motivation.

Little research has been done to determine where and when negative attitudes toward school develop. It would

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[1]Marcella G. Krueger, "Choosing Books for the Disadvantaged: Reading Can Provide Fruitful Experience", in The Disadvantaged Learner, ed. by Staten W. Webster (San Francisco: Chandler Publishing Co., 1966), p. 540.

[2]Ibid., p. 423.

seem logical to assume that such attitudes would develop early as a result of the experiences of parents and siblings within the school system. If, however, such authors as Deutsch, Morans and Philips are correct in their observations that children do not initially come to school with negative attitudes, it is perhaps even then not too late to help them develop motivation and proper goals toward which to work.

CHAPTER III

METHOD

The present study is an exploratory one, designed to look at the attitudes of young children and their parents toward school. More specifically, it is an attempt to find out the attitudes of children entering the primary grade; how their early school experience affected these attitudes; and the feelings of the Grade I students after they had spent a year or more within the school system. Further, it explores the attitudes of the parents of the same group of children in order to compare them with those of the children.

The study was carried out at Joseph Howe School in Halifax during the school year 1971-72. This school was chosen since the families of the majority of children who attend are within the definition of culturally deprived quoted in Chapter I. Secondly, it was chosen because of the concern of the administration of this school to ascertain the needs of the students in order that the program may be modified so that the children will receive maximum benefit from their school experience.

The sample of primary grade children was a fifty per cent random sample (27) of the total population of children entering the primary class in September, 1971. As well, a

one-third random sample of 21 children was selected from the Grade I classes. Parents of all children in the sample also represented part of the sample.

Data were collected from the primary children through two structured interviews. The total sample of twenty-seven children were seen for the initial interview, but two of these children moved from the area before the second interview took place, thus reducing the sample to 25. The first questionnaire to primary parents was returned by 22 of the parents, while only 15 completed the second. Fifteen (15) of the twenty-one Grade I parents returned questionnaires. There was overlapping in three cases. In two cases there were siblings in both primary and Grade I, while in the third case two siblings were in the Grade I sample. In each case a questionnaire was returned for each child. In once case the questionnaires were completed by different parents, in the second case the mother completed both questionnaires, while in the third case the questionnaires were completed by the father.

Interviews with the primary children were carried out within the first three days of their beginning school in September. It was important to see the child at this early time before any adjustment of the child's feelings could be made. The second interview took place approximately three months later, after the first formal report had gone home to parents. The Grade I children were interviewed early in 1972.

The interviews were conducted by one person not connected with the school and were semi-structured in nature. It was felt to be important that one person conduct the interviews in order that the reliability of the study would not be affected. It was also felt that children would be more open in expressing their feelings if the interviewing was done by someone other than school staff. Due to limitations of time, it was only possible to pre-test the questionnaire by administering it to one beginning primary child who was not a member of the population for this study.

Questions concerning the child's preparation for school, previous school experience and first impressions of school, the teachers and the other children were discussed in the first interviews with the primary children (Appendix A). Both verbal and non-verbal reactions were noted. Although the interviews covered specific topics and questions, the interview was flexible and did not always follow the order or precise wording of the interview schedule. In a number of cases the children themselves began talking about some aspect of home or school and an attempt was made to follow their lead, working the topics into the interview, where appropiate, rather than forcing the child into rigidly following a set order. Some children were not able to articulate their feelings and at times it was necessary to reword questions so they could respond by nodding or shaking their heads if they were too shy to speak. The second interview with the primary children

and the interviews with the Grade I students were carried out in the same way. These interviews were somewhat different in content than were the previous interviews, as many of the topics covered in the first interview were no longer appropriate. These later interviews were concerned mainly with the child's feelings about and impressions of the school, the teacher and the other children. Information was also solicited concerning how the child perceived his or her progress and how he perceived the attitude of his parents toward his work (Appendix B).

Parental attitudes for primary parents were determined on two different occasions. The first questionnaire to the parents of primary children was a short one sent home within the first week of school (Appendix C). It was mainly concerned with establishing how long the parents had been associated with the school and assessing their initial reactions to the school and the teachers. This information was felt to be particularly important if the child in the primary grade was the first child in the family to attend school.

Questionnaires were sent home with the primary children along with a letter asking the parents' co-operation in filling out the questionnaire. Parents were told it was not necessary to sign their name if they did not wish to do so. However, a system was devised to identify the returned questionnaires in order that the findings could be compared with those of the children. The primary teachers assisted in the distribution and collection of the questionnaires.

The second questionnaire for the primary parents and for parents of the Grade I children was sent out early in 1972. It was a modified version of the Illinois Inventory of Parental Opinion (Appendix D). This was a pre-tested, reliable instrument used in one or more city-wide polls in a city in Illinois.[1] These questionnaires were forwarded to the parents with a letter explaining the purpose of the study. As in the previous case, parents were told it was not necessary to sign their names if they did not wish to do so. The distribution and collection of the questionnaires was conducted by the classroom teachers of the children in the sample. As before, a method was devised to identify questionnaires.

The questionnaire was chosen as the method of data collection since time did not permit the conducting of interviews. Also, it was felt that parents might be more open in their responses to a questionnaire in which they did not have to identify themselves. This highly structured questionnaire was considered to be better than an open-ended variety because it was felt to be easier for the people of this sample to express their opinions by ticking off a category. This proved to be a correct assumption as the few open-ended type questions on the sheet were very poorly answered.

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[1] Harold C. Hand, What People Think About Their Schools (New York: World Book Co., 1948), p. 155.

This questionnaire was very inclusive and covered such topics as satisfaction-dissatisfaction with the school, discipline, necessity for money, and the effort on the part of the school and the teachers to help the parents become acquainted with the school program and the work of the children. Examples of questions covering these topics are:

> In general, are you satisfied or dissatisfied with the way your child is treated by the teachers and the other officials of the school?
>
> How do you feel about the amount of money your child needs in order to take part fully in school life?
>
> How many teachers welcome your visits to your child's school?

These and similar questions gave ample opportunity for parents to express their opinions concerning the school.

Another source of data was the record cards of the school which were used to obtain background information on the families studied. This information was found wanting in two respects. First, the information was limited as the record cards were incomplete in many cases and, secondly, the record cards were not up to date in some cases, particularly in the case of the Grade I students. In the families of children attending this school there are many changes within the family structure in a very short time.

A number of problems were encountered in the undertaking of this study, some of which occurred in the interviewing. Time was a limiting factor as it gave little opportunity for the interviewer to establish a rapport with the children.

The children, especially in the first week of school, were seeing many new faces and attempting to learn new names, and the interviewer was an added factor in this sea of unknowns. Many of the children were, therefore, understandably shy and reticent to say very much to the interviewer. Given more time, there would have been the opportunity to establish a trusting relationship with the interviewer, thus providing more verbal communication.

Also, it is difficult to interview children of this age, particularly those who have poor verbal skills. Some children were unable to understand simple questions to the extent that some of these questions could not be used in the data analysis. It was virtually impossible to gear the questions for all the children since some were too retarded or too shy to respond to any of the interviewer's questions or comments. For example, the question "Do you think your teacher cares about you?" seemed to be misunderstood by many of the children. It seems the word "care" has many meanings for children and therefore the question had to be omitted. During the first interviews a tape recorder was used to record the inflections given to the answers, to help in determining the attitude score. However, this proved to be rather unsuccessful since many children were unable to verbalize their answers and therefore nothing was recorded.

Interviews were not always carried out under ideal conditions. Since particularly the first primary interviews had to be done within a limited period of time, the situation

was not always the most desirable to gain the children's co-operation, as it was necessary at times to take children away from games, films and "fun" activities which take place during the first days of school. Another problem that arose unexpectedly was that the original three primary classes had to be consolidated into two classes. This meant that it was necessary for one class to change teachers within the first days of school, thus unsettling the children involved. This was unfortunate and may have had a temporary effect on the feelings of those children toward their school experience.

Despite all of the difficulties encountered, most of the children appeared eager, or at least willing, to participate in the interviews. Although in many cases, particularly with the primary children, language development is slow, the children proved able to express themselves through such non-verbal factors as tone, gestures and other bodily expressions. It is therefore felt that the results of the study are fairly valid and the bias is minimal.

Difficulties were also encountered with the questionnaires. The first to the primary parents proved to be too general. The lack of detail provided only a very superficial opinion. One important question that was missing from this questionnaire was: "Do you think the bad reports that you have heard about the school are true?" This would have given a better indication of whether the parent actually had a negative feeling or whether he or she was simply passing along something they had heard but did not necessarily believe. An

indication as to whether the family was one-parent, two-parent or an extended family would also have been valuable information, since such information was sketchy on the record cards. Had there been time for a pre-test of the parent questionnaire, these difficulties might have been detected.

The second questionnaire to parents proved to be too long and this was considered to be one reason for the low return. Although willing, many of the families do not have the time to spend or the ability to concentrate on such a report. This was illustrated by the parent who returned her questionnaire to the school principal with the comment: "I can't complain about nuthin!" Other questionnaires were returned in an incomplete form. The return would probably have been better had the questionnaire been further modified, and would still have had ample coverage to accurately assess the feelings of the parents.

Some parts of the questionnaire were too complex, and judging from some of the answers, the parents did not understand the questions. Finally, there were instances where parents answered subjectively rather than factually. Rather than answering the questions asked, they brought up minor problems and dwelled on them at some length.

However, over 50% of all parents did return their questionnaires in a completed form. This can be considered successful when comparing it with the low percentage of return

to other requests for information (e.g. vaccination certificates).

Of the parents who did return questionnaires, most made good comments and were able to express their opinions and concern. It was therefore felt that the questionnaire was successful in soliciting the type of information necessary to the study.

For the purpose of tabulating the data, each child in the Primary and Grade I samples was assigned a number, with the parent receiving the corresponding number. This enabled comparisons to be made more easily between first and later contacts in the case of both parent and child, as well as between parent and child.

Since a number of questions in the first primary interview were for information only, and were not considered to be indicative of attitude, six questions were chosen from the interview for the purpose of calculating an attitude score. These questions expressed the child's feelings toward the school, the teacher and the other children, as well as whether or not they liked their surroundings and what they were doing.

A five point scale was chosen as the method of scoring the questions as this provided for a mid-point or neutral score with two points above and below the mid-point to accommodate grades of positive and negative. Accordingly each answer was scored on a 0 to 4 scale. Two (2) points therefore were assigned to neutral answers with 0 to 1 points indicating

degrees of negativism; while 3 to 4 points were assigned to positive answers. As previously indicated, many of the children were unable to express themselves verbally and it was therefore necessary to take into consideration non-verbal factors such as tone, gestures, facial and bodily expressions while scoring the individual questions. A higher score was given when positives were indicated by more reasons or more conviction, and a lower score was conversely given. Since small children are unable to differentiate between the sources of satisfaction and dissatisfaction, the scoring was done on the basis of degree rather than quality. The interviewer and researcher worked as a team of two in scoring the results of the questionnaire. The answers given by the children and the comments noted as to the behaviour of the child during the interview and in relation to particular questions were analysed and discussed together before a score was assigned to a particular question. The highest possible score was 24 points.

Following calculation of the total score, the sample was then assigned to one of four categories. Since 12 points was half of the total score and indicated that all or most of the individual questions would be scored at the negative side of the scale, it was considered that any child having a score below 12 points had a negative attitude; those between 12 and 16 points were felt to have rather ambivalent attitudes since there were still a considerable amount of negative and neutral feelings along with the positives; those with scores

in the 17 to 21 range were positive, while those between 22 and 24 points were considered to be very positive in their attitude toward school.

The second interview with the primary children and the Grade I students was more concise and only the areas of the child's feeling toward the school, the teacher and the other children were recorded. Consequently, the highest possible total score was 12 points. Answers in this interview were also scored on a 0 to 4 range, with points being assigned in the same way as they were in the first primary interview. For the purpose of assigning the children to categories in these two sets of interviews, a score below the mid score of 6 was considered to indicate negative attitude since answers to individual questions would all be at the negative end of the scale; 6 to 7 points, while on the positive side of the mid-point still contained some negatives and therefore was considered to indicate an ambivalent attitude; 8 to 10 points was considered to be a positive score, while 11 to 12 points indicated a very positive attitude.

Since the first primary attitude score contained items which were not relevent to the second point in time (e.g. Did you want to come to school?), only those items which were the same (i.e. feeling toward the school, the teacher and the other children) were used when comparing the attitudes of the child when he first came to school with his later attitude. For this purpose the highest possible score was 12 points, with the attitude categories being the same as those

for the second primary interview. There were no such complications in comparing the second primary and Grade I interviews, since the interview was exactly the same.

The first questionnaire sent home to the parents of the primary children was very brief and served only to acquire the initial reactions of parents toward the school and the teachers. The four questions dealing with these topics were used as a basis for the attitude score calculated for the parents. Since it was necessary to score the second parent interview on a 0 to 2 scale, this was also done in the first interview. For a negative answer a score of 0 was given, 1 indicated a "don't know" or neutral attitude and 2 was given for a positive answer. "No answers" were treated as "don't know" and scored as a neutral answer. The total possible score on the questionnaire was 8 points. As with the children's questionnaires a score below the mid score was considered to indicate a negative attitude since the answers to the individual questions would be negative. Accordingly, a parent with a score of under 4 total points was considered to have a negative attitude toward the school, 4 to 5 points indicated ambivalence, 6 to 7 points was considered to be a positive score, while those parents scoring the total 8 points were considered to be very positive in their initial attitudes toward the school.

The second questionnaire to the primary parents and to the Grade I parents was very inclusive and covered a variety of areas concerning parents' attitudes and opinions from a

number of viewpoints. To calculate the attitude score, seventeen questions were chosen as being those most indicative of the parents feelings concerning the school, the teachers and the children. This was a much more structured questionnaire (Appendix D) than was the first, the relevent questions having either three or five categories which the parents could tick off. Since all of the questions did not have the five categories, it was decided to score the questionnaire on a 0 to 2 basis, 0 indicating a negative feeling, 1 indicating a neutral and 2 indicating a positive attitude. Where there was provision for the parent to register intensity of positive and negative feeling (i.e. 5 categories), it was necessary to consider these only as positive and negative and to score them as 2 or 0 respectively. Thus the scoring was consistent throughout the questionnaire. "Don't know" answers were treated as neutral and given a score of 0. "No answers" were again treated as "don't know" or neutral answers since the number of parent questionnaire returns was relatively small and it was felt preferable not to eliminate any of the returned questionnaires from the sample. The total possible score was 34 points. As previously, those scores below the mid point (17) were considered to indicate a negative attitude since all or most of the questions on the questionnaire would be answered in a negative way. A score of between 18 and 22 points was considered to indicate an ambivalent attitude since there would be a large number of negative or neutral answers to the questions. Parents

with a score of 23 to 29 points were assigned to the positive category, while those with a score of 30 to 34 points were considered to be very positive since all or most of their answers would be positive.

It is felt that the system of scoring provided a fair assessment of the attitudes of both parents and children. Although the scoring of the interview necessitated some interpretation of non-verbal factors such as nods, smiles and so on, in most cases the meaning of the child was obvious and it is felt that scoring was relatively accurate. Since the questionnaires to the parents were structured, the margin for error was smaller. The method of assigning children and parents to attitude categories was consistent with each group of the sample and it is felt that these designations provided a fair assessment of the attitudes of both parents and children.

Initial attitude scores of children in the Primary class were compared with their scores after they had been in school for a period of 2 to 3 months. Similarly, the attitudes of parents toward the school initially were compared with their attitudes at a later time. Comparisons were also made between the attitudes of parent and child.

Grade I attitude scores were compared with those of the second primary scores to determine whether the attitudes of Grade I children were more positive or negative than were those of the younger children. The attitudes of their parents were also compared with the attitudes of the primary

parents to determine what, if any differences, lay between the two groups. Their scores were also compared with those of their children to see if there was any correspondance between the two. Attitude scores of both parents and children were also looked at in relation to other variables (e.g. race, older siblings, previous school experience) which were felt might have a bearing on the scores received.

CHAPTER IV

FINDINGS

Attitudes of Primary Children

The primary sample consisted of 27 children, made up of 13 boys and 14 girls. Of the 27, 11 were white and 16 were black children. As the records were incomplete, it was impossible to determine the marital status of many of the parents, or to determine the occupation of many of the fathers. In considering this latter variable 10 positions of fathers had to be listed as unknown. This figure included absent males. Of the remainder: 5 were skilled workmen, 2 were semi-skilled, 4 were labourers, 2 were foremen, 1 was the owner of a club, 1 was a salesman and 1 was a student in a professional school. The remaining father was a pensioner.

The majority of the mothers were listed as housewives (15). The remainder were classified as follows: professional (1), skilled (1), semi-skilled (2), domestics (2). Due to lack of information the occupation of 6 of the women had to be listed as unknown.

The children's interviews provided the basis for their attitude score. The score included both verbal and non-verbal responses. In the first interview the highest possible total score was 24 points. The children were placed in one of four categories depending upon their score on the attitude

scale. As discussed in Chapter 3, a child with a score of under 12 points was considered to have a negative attitude toward school, those scoring between 12 and 16 points were considered to be ambivalent in their attitude, and an attitude was considered to be positive if the score fell into the 17 to 21 point range, while a very positive attitude was 22 to 24 points.

TABLE 1

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL

Attitude	Number	Percentage
Negative	4	15
Ambivalent	4	15
Positive	12	44
Very positive	7	26
Total	27	100

The distribution of the children according to their attitude score in the first interview is illustrated in Table 1. It is noted that the highest number of children (12) fell into the positive grouping, while the next highest number (7) fell into the very positive range. These two groups together account for 70% of the sample. Only 15% of

the children could be considered negative, with another 15% being rather unsure of their feelings toward school. Figure 1 further illustrates the distribution of the 27 children in the sample according to their attitude score. The median and the mode both are located at 19 points.

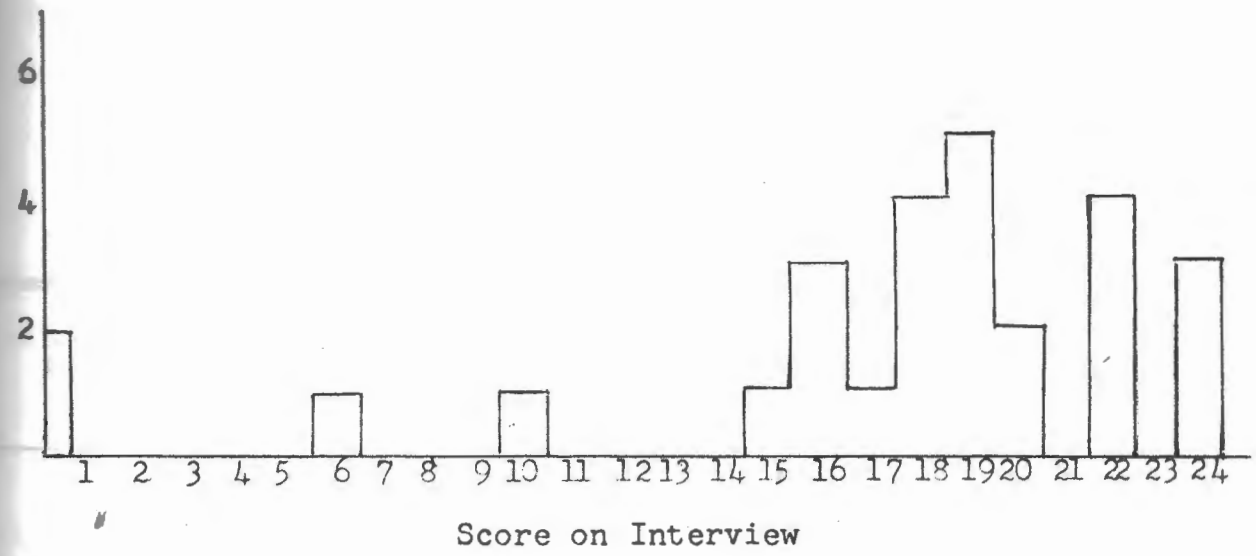


FIGURE 1

DISTRIBUTION OF PRIMARY CHILDREN ACCORDING TO TOTAL ATTITUDE SCORE ON THE FIRST INTERVIEW

It was decided to consider some of the variables which might possibly have a bearing on the young child's initial attitude toward school. Since it was felt that pre-school experience would probably give the child good preparation for adjusting to school life, the attitude scores were looked at in relation to previous school experience. Table 2 illustrates the findings. Since 77 percent of the children who

TABLE 2

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL AND PREVIOUS SCHOOL EXPERIENCE

Attitude	Previous School Experience		No Previous School Experience		Not Known		Total
	No.	%	No.	%	No.	%	
Negative	1	8	2	22	1	20	4
Ambivalent	2	15	0	0	2	40	4
Positive	7	54	3	33	2	40	12
Very Positive	3	23	4	44	0	0	7
Total	13	100	9	99*	5	100	27

*Percentage does not add to 100 due to rounding.

had previous school experience fell into the top categories, as well as 77 percent of those who did not, it may be concluded

that attendance at nursery school and day care centres had little or no bearing on the attitudes of these children as they entered the school system.

Likewise, it was felt that the presence of older siblings in school might have an effect on the initial attitudes of the primary child, and this variable was also looked at.

Table 3 illustrates that a slightly larger percentage of children who had older siblings (72 percent) were in the

TABLE 3

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL AND OLDER SIBLINGS+

Attitude	Older Siblings		No Older Siblings		Total
	No.	%	No.	%	
Negative	3	16	1	11	4
Ambivalent	2	11	2	22	4
Positive	9	50	3	33	12
Very Positive	4	22	3	33	7
Total	18	100	9	99*	27

+These may be natural or foster siblings.

*Percentage does not add to 100 due to rounding.

two categories, with 66 percent of the children with no older siblings also falling into the positive category. The percentage of children with no older siblings having ambivalent attitudes was much higher, since 22 percent fell within this group as compared with only 11 percent of children with older siblings. It would appear that in this sample presence of older brothers and sisters in school has a slightly positive affect upon the attitudes of their younger brothers and sisters entering school for the first time.

As was previously noted, the primary sample was made up of both black and white children. Since it is felt that school programs often unwittingly discriminate against minority groups, it was considered to be important to look at the attitude of children in terms of their race. Table 4 illustrates this comparison.

No great differences were apparent in the negative category where the black and white children had percentages of 13 and 18 respectively, nor in the positive category where the percentages were 44 and 45 respectively. However, 25 percent of the black children fell into the second or ambivalent category, illustrating that a large percentage of these children initially had very mixed feelings about approaching school. Further, a much higher percentage of white children (36 percent) fell into the extremely positive group, while only 19 percent of the black children did so. It would appear, therefore, that while the majority of black children

TABLE 4

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL AND RACE

Attitude	Black		White		Total
	No.	%	No.	%	
Negative	2	13	2	18	4
Ambivalent	4	25	0	0	4
Positive	7	44	5	45	12
Very Positive	3	19	4	36	7
Total	16	101*	11	99*	27

*Percentage does not add to 100 due to rounding.

in this sample are positive or borderline in their attitudes toward school, they are not extremely positive.

The attitudes of the children were also looked at in relation to their sex. Table 5 seems to support to some degree the theory that girls adapt to school life more easily than do boys. Those children in the negative category were all boys, two of these four failing to register a mark on the attitude score. Although there is little difference in the percentage of children falling into the very positive group, the percentage of girls in the positive category is somewhat higher than that of the boys, the percentages being 50 and 38 respectively. More girls (21 percent) were

TABLE 5

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL AND SEX

Attitude	Boys		Girls		Total
	Number	Percentage	Number	Percentage	
Negative	4	31	0	0	4
Ambivalent	1	8	3	21	4
Positive	5	38	7	50	12
Very Positive	3	23	4	29	7
Total	13	100	14	100	27

ambivalent in their attitude toward school, since only 8 percent of the boys fell into this category.

It was not possible to look at the children's initial attitudes in relation to the classroom teacher since a teacher was withdrawn from the school and the children were shuffled from three classrooms to two during the several days that the interview took place. Further, it was not possible to consider the scores in relation to social status or marital status since the information regarding these variables was inadequate for this purpose.

The second interview with the primary children took place after the children had been in school approximately three months. Since two of the sample left the school before the second interview took place, the total number in the

sample dropped from 27 to 25 children. The highest possible score on this interview was 12 points, with a score of below 5 being considered as a negative attitude, 6 to 7 points denoting an ambivalent or uncertain attitude, 8 to 10 points indicating a positive attitude and 11 to 12 points being considered very positive.

Table 6 illustrates that the largest percentage of children were very positive in their attitude toward school, with 40 percent of the children falling into the top group.

TABLE 6

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO LATER ATTITUDE TOWARD SCHOOL

Attitude	Number	Percentage
Negative	3	12
Ambivalent	5	20
Positive	7	28
Very Positive	10	40
Total	25	100

An additional 28 percent fell into the positive group. When compared with the initial attitudes which are illustrated in Table 1, it can be seen that these figures are nearly reversed

from the earlier ones when 26 percent of the children fell into the very positive group and 44 percent fell into the positive group. The lower two categories are relatively unchanged with a slightly higher number of children falling in the ambivalent range in the second interview.

Figure 2 further illustrates the distribution of the primary children on their attitude score. It can be seen that the median lies at 9 points, while the mode is located at the highest score (12 points).

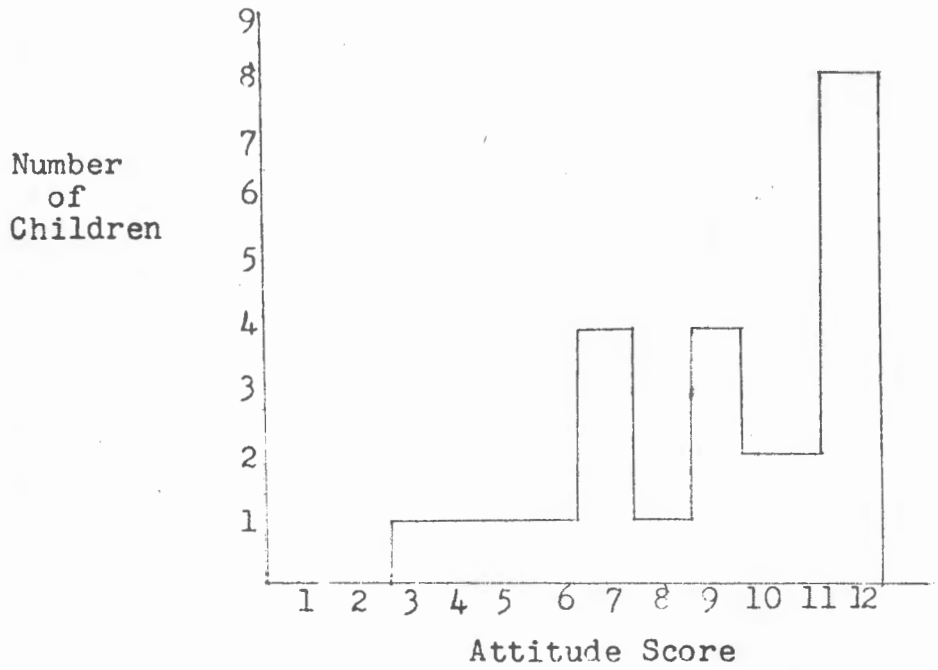


FIGURE 2

DISTRIBUTION OF PRIMARY CHILDREN ACCORDING TO TOTAL ATTITUDE SCORE ON THE SECOND INTERVIEW

Several variables were again considered in relation to the child's attitude toward school at this point in time. Race was again considered in relation to the child's attitude to determine if there had been any changes after the child had been in school for a period of time.

According to Table 7, the variations according to race seem to be very slight and of no particular significance since 32 percent of the black children and 33 percent of the white

TABLE 7

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO LATER ATTITUDE TOWARD SCHOOL AND RACE

Attitude	Black		White		Total
	No.	%	No.	%	
Negative	2	13	1	11	3
Ambivalent	3	19	2	22	5
Positive	5	31	2	22	7
Very Positive	6	38	4	44	10
Total	16	101*	9	99*	25

*Percentage does not add to 100 due to rounding.

children fall into the two lower categories. However, when compared with the results illustrated in Table 4 it will be noted that while the percentages for the black children

remained relatively stable, the percentage of white children in the positive and very positive range dropped from 81 percent to 66 percent.

Comparisons were again made between the attitude toward school and the sex of the child. Table 8 again illustrates that the girls adapt somewhat better toward school than do boys. When compared with Table 5 it is noted that there is

TABLE 8

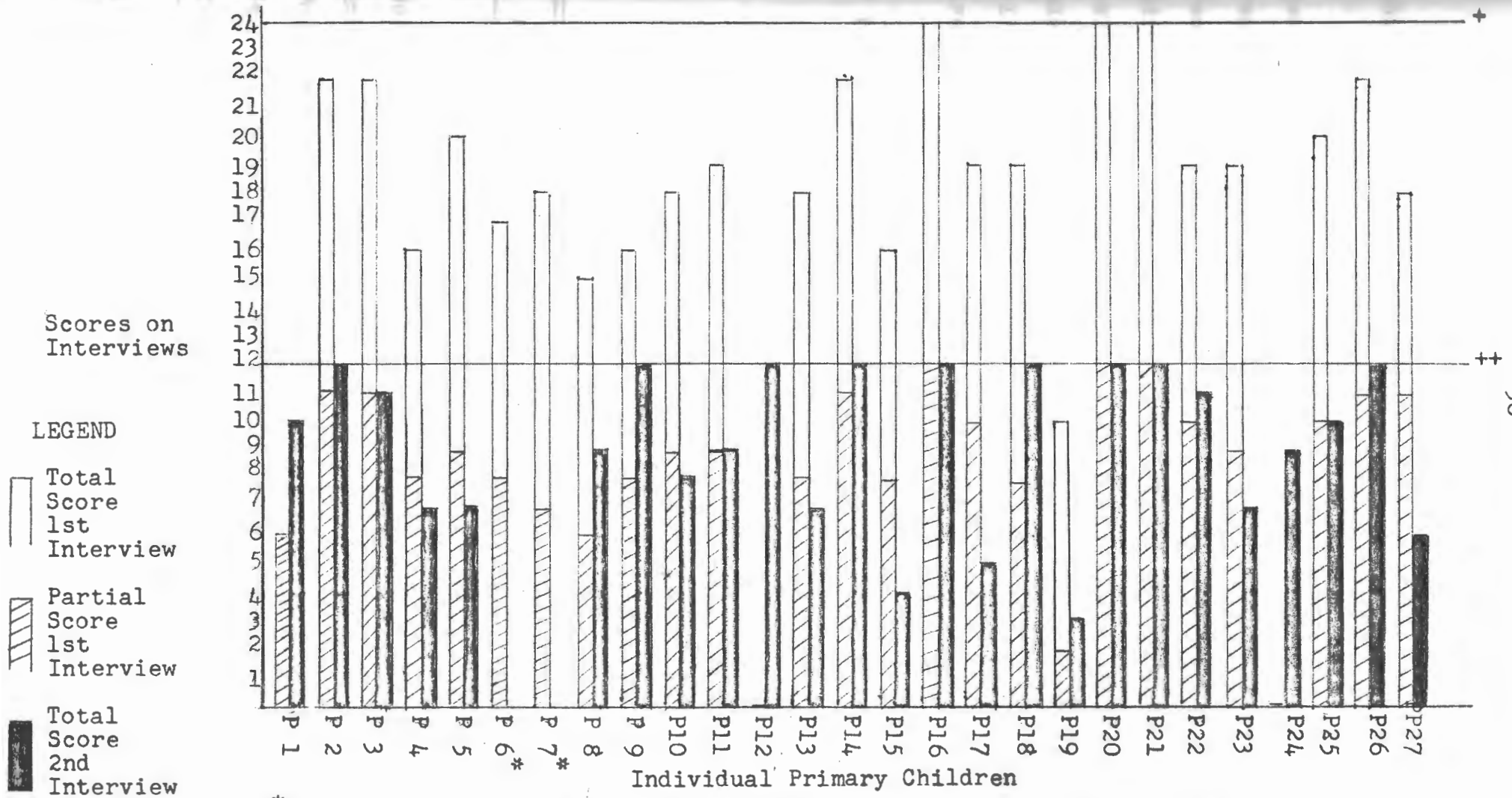
DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO LATER ATTITUDE TOWARD SCHOOL AND SEX

Attitude	Boys		Girls		Total
	Number	Percentage	Number	Percentage	
Negative	3	25	0	0	3
Ambivalent	2	17	3	23	5
Positive	3	25	4	31	7
Very Positive	4	33	6	46	10
Total	12	100	13	100	25

little change in the percentage of both boys and girls in the two positive categories since the time of the first interview. However, there is movement upward in that 33 percent of the boys now fall within the very positive group, whereas only 23 percent fell into that group in the early days of the school

year. Similarly, 46 percent of the girls are now in the top category as compared with 29 percent at the previous time.

Since the first interview dealt with a wider variety of topics (e.g. Did you want to come to school?) than did the second, for the purpose of making a true comparison between the first and later attitudes of the children a partial score of the initial interview was used and only the like items were compared. These included general attitude toward school, toward the teacher and toward the other children. Figure 3 illustrates this comparison between the initial attitude and the later attitude on the like items as well as the relationship of the partial score to the total score on the first interview. It is noted that 6 children had the same score on the like items in the first interview as on the second. Eleven (11) of the sample received higher scores while 8 of the sample received lower scores on the second interview. Two children (P6 and P7) left the school before the children were seen the second time. Of the six children who remained the same, all scored 9 or better out of a possible 12 points, with 3 of these scoring the full 12 points. Five (5) of the 8 who scored less on the second interview were within 1 or 2 points of their initial score. All of these were in the 7 to 9 score range and remained within that range. The other 3 children who scored lower had more significant changes. Child P15 dropped 4 points on the scale, while P17 and P27 each dropped a total of 5 points. In all three cases there appeared to be a problem in their relationship with other



*Children transferred from school before second interview was done
+Total Score on first interview
++Partial score on first interview and total score on second interview

FIGURE 3

COMPARISON OF INITIAL AND LATER ATTITUDE SCORES OF INDIVIDUAL AND PRIMARY CHILDREN

children, each scoring negatively in this area.

Of the 11 who had positive movement in their attitude toward school, 5 moved only 1 point. Three (3) of the children moved within the very positive range, while an additional 3 moved from the positive to very positive category. Two (2) additional children moved from an ambivalent attitude to a positive while 2 more moved from a completely negative attitude (0 points) to a positive one (9 points). The remaining child moved from 2 to 3 points, thus remaining in the negative category.

Table 9 illustrates the comparison of the attitudes of the children on the like items according to the categories

TABLE 9

DISTRIBUTION OF PRIMARY SAMPLE ACCORDING TO INITIAL AND LATER ATTITUDES TOWARD SCHOOL, THE TEACHER AND THE OTHER CHILDREN

Attitude	First Interview		Second Interview	
	Number	Percentage	Number	Percentage
Negative	3	12	3	12
Ambivalent	2	8	5	20
Positive	12	48	7	28
Very Positive	8	32	10	40
Total	25*	100	25	100

*The two students who left the school before the second interview were omitted from the total for the purposes of this comparison.

into which the sample fell. It can be seen that there tended to be a slight movement toward a higher percentage in the very positive range. More significant, however, is the drop in number from 12 to 7 children in the positive range. As noted earlier, a number of these children moved into the very positive category while 3 dropped to the ambivalent category. The percentage of children in the negative category remains the same.

Attitudes of the Parents of Primary Children

The first questionnaire to the parents of the primary children in the sample was sent out early in the school term. Of the 27 questionnaires, 3 were not returned and 2 were incomplete and therefore could not be used to calculate the total attitude score. As noted earlier the scoring was done on a 0 to 2 point scale with a total possible score of 8 points. A parent with under 4 points was considered to have a negative attitude, 4 to 5 points was considered to be ambivalent, those with 6 to 7 points were considered to have a positive attitude, while those scoring the full 8 points were felt to be very positive in their attitude toward school. Although the questionnaire was very general and did not explore the attitudes of the parents in any depth, it did give an indication of the general attitudes of the parents toward the school.

As illustrated in Table 10, 73 percent of the parents who responded to the questionnaire were very positive in their attitude toward school with an additional 18 percent falling into the positive group, for a total of 91 percent.

TABLE 10

DISTRIBUTION OF PARENTS OF PRIMARY SAMPLE ACCORDING TO INITIAL ATTITUDE TOWARD SCHOOL

	Number	Percentage
Negative	0	0
Ambivalent	2	9
Positive	4	18
Very Positive	16	73
	22*	100

*Three of the 27 questionnaires were not returned and 2 were incomplete thus reducing the total to 22.

None of the 22 parents were extremely negative in their attitude. Figure 4 illustrates the actual score of individual parents on this questionnaire. Parent numbers correspond with those of the children in the primary sample. The median and the mode both lay at 8 points on the scale.

Early in 1972 questionnaires were forwarded to the parents of the 25 children with whom interviews had been conducted. Of this number 40 percent (10) were not returned. The total number of parents for whom later attitude scores could be determined was therefore 15. Scoring was carried out in the same way as it was on the initial questionnaire, that is, on a 0 to 2 scale. Since the second questionnaire

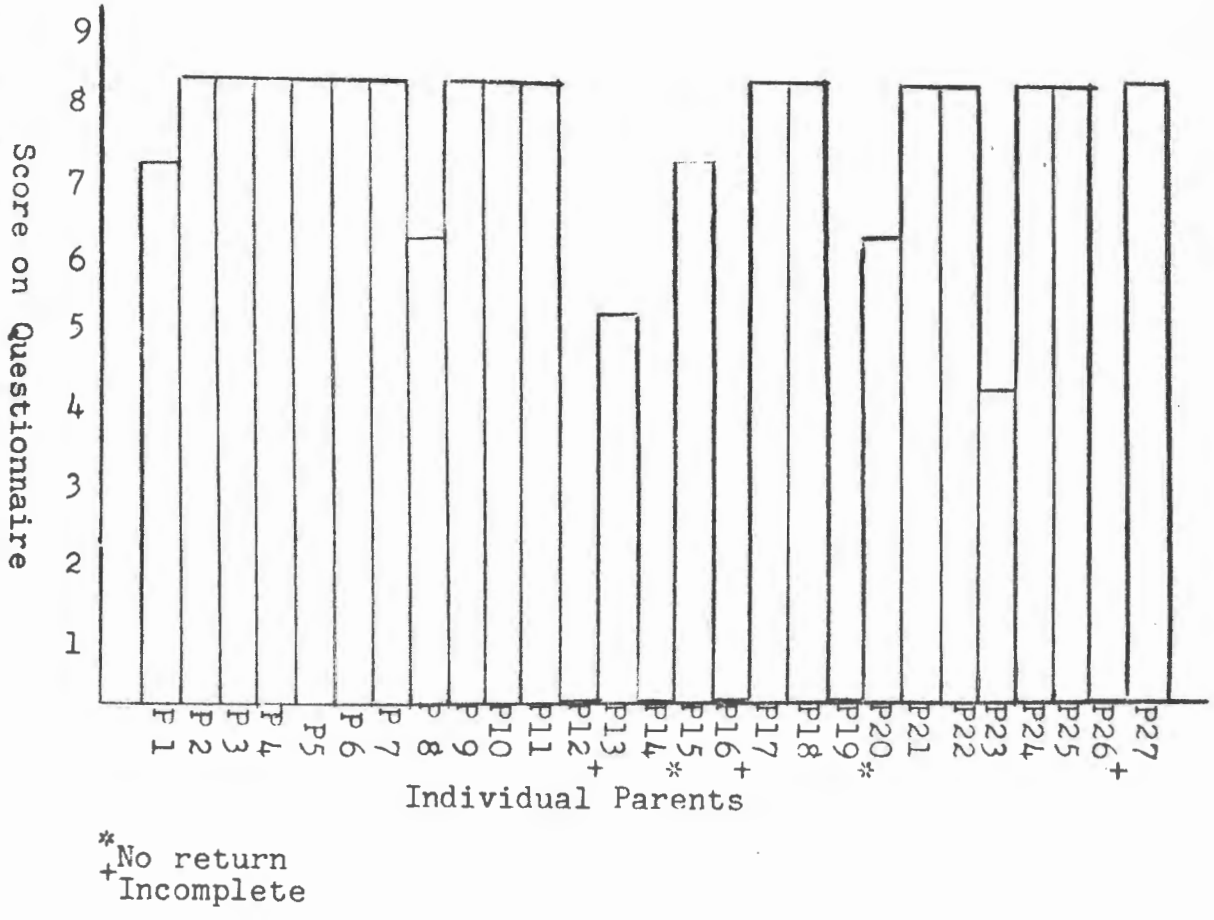


FIGURE 4

DISTRIBUTION OF PARENTS OF PRIMARY CHILDREN ACCORDING TO TOTAL ATTITUDE SCORE ON THE FIRST INTERVIEW

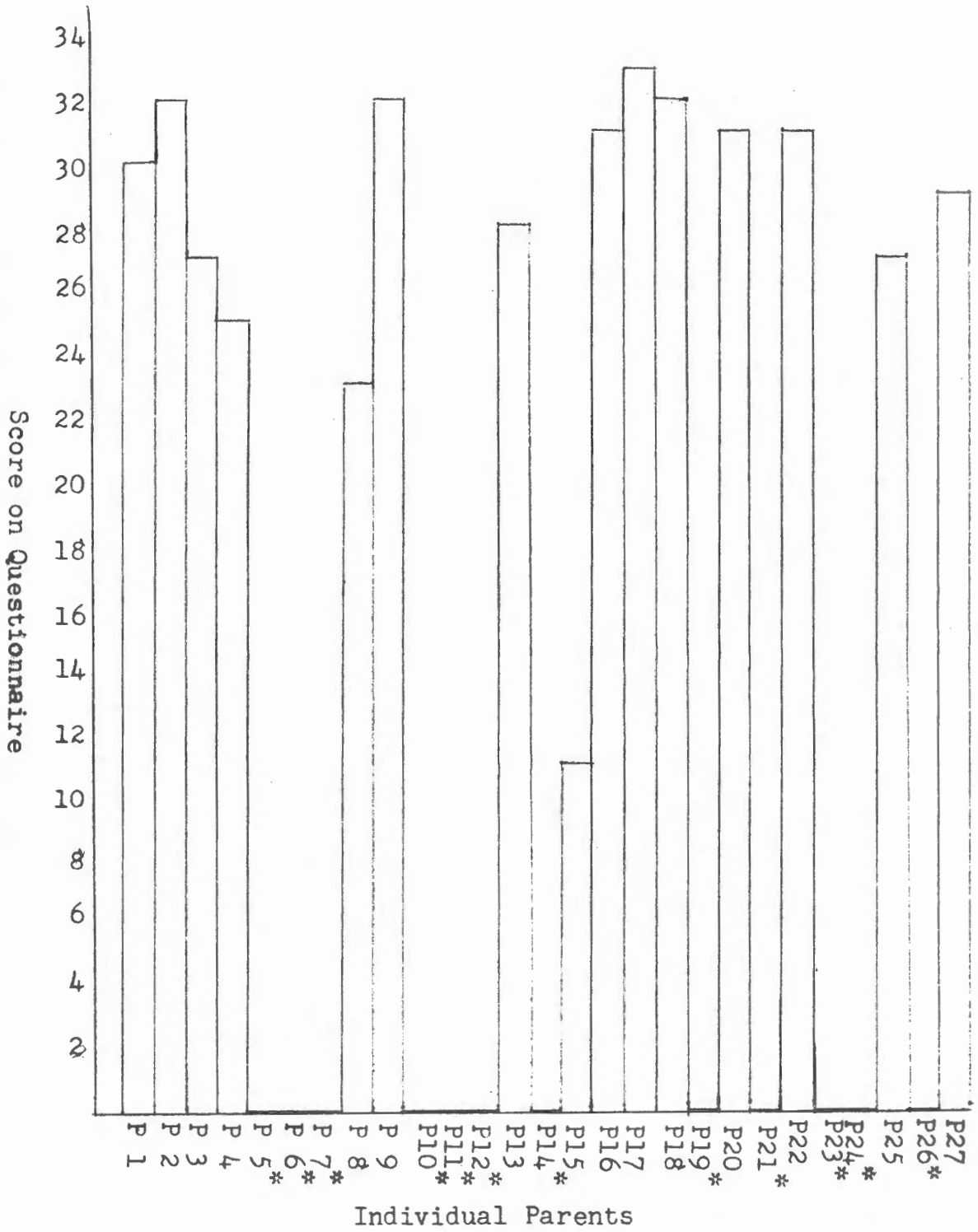
was much longer and more comprehensive, the total possible score was 34 points. A parent with a score of under 17 points was considered to have a negative attitude while those in the 18 to 22 point range were felt to have ambivalent attitudes. Parents having a total score of 23 to 29 points fell into the positive range, while those scoring 30 to 34 points were considered to be very positive in their attitude toward school. Table 11 illustrates the distribution of the parents into the four attitude categories while Figure 5 illustrates the individual scores of the 15 parents who returned the questionnaire. The median score was 30 points with the mode falling at both the 31 and 32 point on the scale.

TABLE 11

DISTRIBUTION OF PARENTS OF PRIMARY SAMPLE ACCORDING TO LATER ATTITUDE TOWARD SCHOOL

	Number	Percentage
Negative	1	7
Ambivalent	0	0
Positive	6	40
Very Positive	8	53
Total	15*	100

*Ten of the 25 questionnaires were not returned thus reducing the total to 15.



*No return

FIGURE 5

DISTRIBUTION OF PARENTS OF PRIMARY CHILDREN ACCORDING TO TOTAL ATTITUDE SCORE ON THE SECOND INTERVIEW

The scores on the returned questionnaires were mainly positive with 14 of the 15, or 93 percent being in the positive or very positive category. Scores on over half of the returned questionnaires (53 percent) fell into the upper category. When these figures are compared with the scores illustrated in Table 10 it can be seen that there is a drop of 20 percent in the scores falling into the very positive category. The score of the one remaining questionnaire was very low, falling into the negative range with a score of 11 points.

For the purpose of a true comparison of the initial and later attitudes of the primary parents, it was necessary to use only a partial score of the second questionnaire, as it covered a wider variety of topics than did the first. Only those questions dealing with the topics covered in the first interview (that is, feelings about the school and teachers) were compared. Since one of the 15 parents who completed the second questionnaire did not return the first, the total number of parents was reduced to 14 for this comparison.

Table 12 illustrates that initially there were 13 of the 14 parents or 93 percent in the positive and very positive categories, with no parents displaying a completely negative attitude. It is interesting to note that 93 percent of the parents also displayed positive and very positive attitudes at the later point in time. However, there is a shift from the very positive to the positive category since

TABLE 12

DISTRIBUTION OF PARENTS OF PRIMARY SAMPLE ACCORDING TO INITIAL AND LATER ATTITUDE TOWARD THE SCHOOL AND THE TEACHERS

	Initial Attitude		Later Attitude	
	Number	Percentage	Number	Percentage
Negative	0	0	1	7
Ambivalent	1	7	0	0
Positive	4	29	7	50
Very Positive	9	64	6	43
	14	100	14	100

only 6 or 43 percent of the parents displayed very positive attitudes at the time the second questionnaire was completed, whereas 64 percent of the parents initially fell into that category. The positive percentage was raised 21 points while there was a drop of 21 points in the very positive group. Figure 6 illustrates graphically the initial and later attitudes of the parents on the items compared according to their attitude category.

When looked at individually (Table 13) it can be seen that there was no movement in attitude in the case of 7 parents. Of the remaining, 4 parents moved from the very positive to the positive category while one parent moved from the positive category to the very positive. An

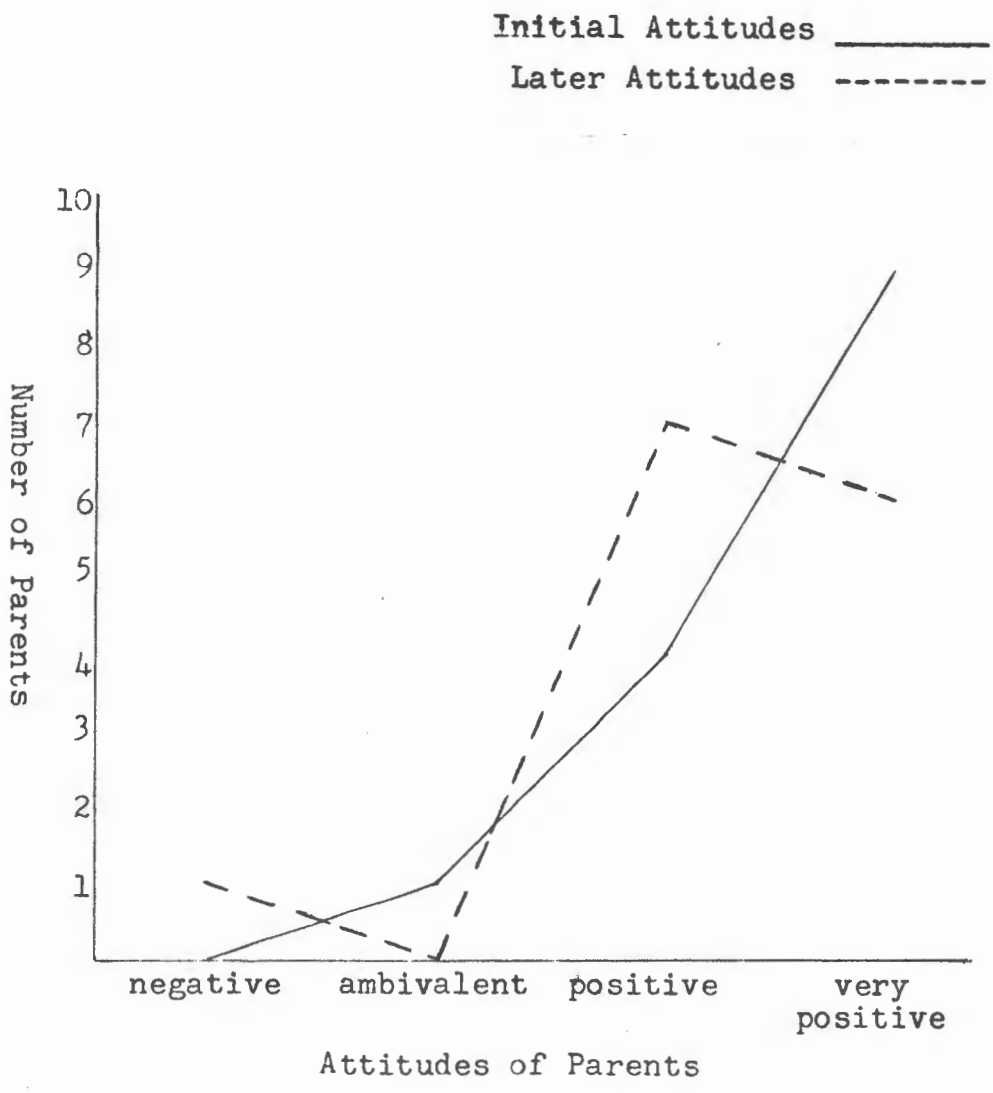


FIGURE 6

DISTRIBUTION OF PARENTS OF PRIMARY CHILDREN ACCORDING TO INITIAL AND LATER ATTITUDES TOWARD SCHOOL

TABLE 13

INITIAL AND LATER ATTITUDES* OF INDIVIDUAL PARENTS OF PRIMARY SAMPLE TOWARD THE SCHOOL AND THE TEACHER

Parent	Initial Attitude	Later Attitude	Movement
P1	III	III	0
P2	IV	IV	0
P3	IV	III	-1
P4	IV	III	-1
P8	III	III	0
P9	IV	IV	0
P13	II	III	+1
P15	III	I	-2
P17	IV	IV	0
P18	IV	IV	0
P20	III	IV	+1
P22	IV	IV	0
P25	IV	III	-1
P27	IV	III	-1

*Negative - I
Ambivalent - II
Positive -III
Very Positive - IV

additional parent moved from the ambivalent category to the positive, while the remaining parent initially displayed a positive attitude but later dropped to the negative category. This latter is probably the most important change since it represented movement beyond more than one category.

Comparison of the Attitudes of Primary Children with Those of Their Parents.

Studies[1] have shown that the interaction of parent and child affect the attitudes of both, but in particular those of the children. It was decided, therefore, to compare the attitude scores of parents and children, both initially and at the later contact to see if this was indeed the case. For the purposes of this comparison, the total attitude score of both the parent and child was used as it was felt that the total attitude of the parent would affect the total attitude of the child. Table 14 illustrates this comparison for each individual case. It may be noted that in only 5 cases did parent and child completely correspond in their initial attitude, while there was a correspondence in 9 instances in the second contact. Only 2 cases correspond in both the initial and later instances, one being very positive throughout while in the second case both parent and child moved from the positive category to the completely negative one.

In only 3 cases was there a discrepancy of more than 1 category between parent and child. Child P7 scored in the ambivalent category, while the parent displayed a very positive attitude at the time of the first contact. This case

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[1]Marans and Phillips, The Disadvantaged Child, ed. by Jerome Hellmuth, p. 22.

TABLE 14

COMPARISON OF INITIAL AND LATER ATTITUDES* TOWARD SCHOOL OF PRIMARY CHILDREN AND THEIR PARENTS

	Initial Attitude			Later Attitude		
	Sample	Parents	Discrepancy	Sample	Parents	Discrepancy
P1	II	III	+1	III	IV	+1
P2	IV	IV	0	IV	IV	0
P3	IV	IV	0	IV	III	-1
P4	III	IV	+1	II	III	+1
P5	III	IV	+1	II	nil+	-
P6	III	IV	+1	moved from area		-
P7	II	IV	+2	moved from area		-
P8	II	III	+1	III	III	0
P9	III	IV	+1	IV	IV	0
P10	III	IV	+1	III	nil	-
P11	I	IV	+1	III	nil	-
P12	I	nil	-	III	nil	-
P13	III	II	-1	II	III	+1
P14	IV	nil	-	IV	nil	-
P15	III	III	0	I	I	0
P16	IV	nil	-	IV	IV	0
P17	III	IV	+1	I	IV	+3
P18	III	IV	+1	IV	IV	0
P19	I	nil	-	I	nil	-
P20	IV	III	-1	IV	IV	0
P21	IV	IV	0	IV	nil	-
P22	III	IV	+1	IV	IV	0
P23	III	II	-1	II	nil	-
P24	I	IV	+3	III	nil	-
P25	III	IV	+1	III	III	0
P26	IV	nil	-	IV	nil	-
P27	IV	IV	0	II	III	+1

could not be followed through as the family left the area before the second contact took place. An even larger discrepancy was noted in the case of P24 where the child displayed a negative attitude while the parent was very positive. It is interesting to note that the child's attitude had moved upward to the positive range at the time of the second contact, but the parent did not return a questionnaire and so it was therefore impossible to tell if the parent had moved from the initial position. In the third case (P17) there was a discrepancy of only one category at the time of the initial contact, the child being in the positive range and the parent being in the very positive. However, at the time of the later contact the child was displaying a negative attitude while the parent remained very positive.

In P4 it is interesting to note that both parent and child dropped one category, while in P13 the child moved down while the parent moved up. P15 is one of the most noteworthy in that both the parent and child moved from the positive category at the time of the initial contact, to the negative category at the later time. Parent P27 dropped one category and the child dropped two.

There did not seem to be any specific pattern among those children whose parents did not return questionnaires. The following results were observed: six children remained in the same category at both the early and later times, three of these being very positive, two positive and one negative; two additional children went down from the positive to ambi-

valent categories, while two more went up from the negative to the positive category.

Attitudes of Grade I Children

One of the purposes of the study was to look at the attitudes of a sample of Grade I students to determine if there were any differences in attitude after children had been in school a year. The random sample of 21 students was made up of 12 boys and 9 girls. Of these 21, 12 students were white and 9 were black. Since the records were again lacking in information, the occupations of 6 of the fathers had to be classified as unknown. Of the remainder there were: 3 clerks, 2 vehicle drivers, 3 semi-skilled workers, 4 skilled workers, 1 club owner, and 1 pensioner. The majority (14) of the mothers were classified as housewives. Of the remainder there were: 2 domestics, 1 laboratory technician, 1 hairdresser, 1 teaching assistant and 1 student. Since two of the children in the sample were from the same family, the total number of families is 20.

The Grade I interview covered the same topics as did the second primary interview and had the same possible score of 12 points. A score of under 6 points was again considered to indicate a negative attitude on the part of the children, 6 to 7 points an ambivalent attitude, 8 to 10 points a positive attitude and 11 to 12 points a very positive attitude.

Table 15 illustrates that 91 percent of the children fall into the top two categories, with almost half of the sample (48 percent) falling into the extremely positive category. Only 1 child had a completely negative score.

TABLE 15

DISTRIBUTION OF GRADE I SAMPLE ACCORDING TO ATTITUDE TOWARD SCHOOL

Attitude	Number	Percentage
Negative	1	5
Ambivalent	1	5
Positive	9	43
Very Positive	10	48
Total	21	101*

*Percentage does not add to 100 due to rounding.

Figure 7 further illustrates the distribution of the Grade I students according to their attitude score. The median score lies at 10 points. An equal number of children scored 11 and 12 points, 5 children falling at each of these points on the scale.

When these results are compared with those of the later attitudes of the Primary children (Table 16), it can be seen that a slightly higher number of Grade I students (48 percent to 40 percent) fall into the very positive category. However, when the two top categories are combined, the Grade I students are much more positive in their attitudes with 91 percent of the children falling into the two upper categories, while only 68 percent of the Primary children do so. The

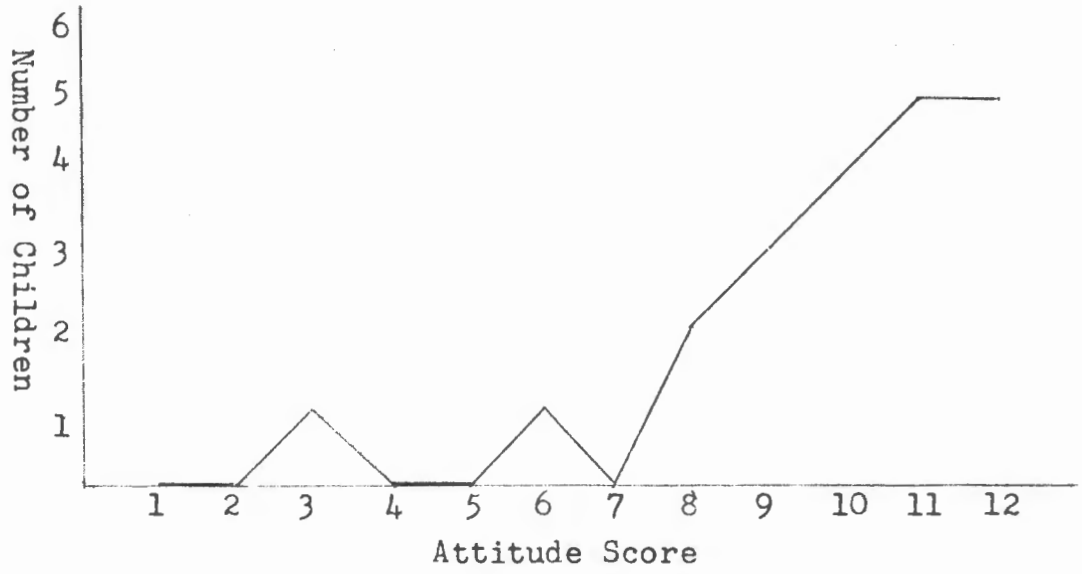

FIGURE 7

DISTRIBUTION OF GRADE I SAMPLE ACCORDING TO ATTITUDE SCORE

median score for the primary students was at 9 points on the scale as compared with the Grade I students who fell at the 10 level. As can be seen, a much higher percentage of the primary students fall into the borderline group.

As with the primary students, the variable of race was considered in terms of the attitudes of Grade I students to

TABLE 16

COMPARISON OF THE ATTITUDES TOWARD SCHOOL OF PRIMARY AND GRADE I SAMPLES

	Primary		Grade I	
	Number	Percentage	Number	Percentage
Negative	3	12	1	5
Ambivalent	5	20	1	5
Positive	7	28	9	43
Very Positive	10	40	10	48
Total	25	100	21	101*

*Percentage does not add to 100 due to rounding.

determine if there were any differences in scores between the primary and Grade I children. Table 17 illustrates the distribution of attitude scores according to the race of the Grade I children.

Black children have the highest percentage in the two extreme categories with 11 percent of the sample falling into the negative category and 55 percent in the very positive. The largest percentage of white children (50 percent) fall into the positive range. When the two positive categories are combined there is little difference between the two groups, with 88 percent of the black children and 92 percent of the white children having positive attitudes

TABLE 17

DISTRIBUTION OF GRADE I SAMPLE ACCORDING TO ATTITUDE TOWARD SCHOOL AND RACE

Attitude	Black		White		Total
	Number	Percentage	Number	Percentage	
Negative	1	11	0	0	1
Ambivalent	0	0	1	8	1
Positive	3	33	6	50	9
Very Positive	5	55	5	42	10
Total	9	99*	12	100	21

*Percentage does not add to 100 due to rounding.

toward school. This trend is somewhat different from that illustrated in Table 7 concerning the primary sample. In the primary sample a large percentage of the black children (19 percent) fell into the ambivalent category, and a much smaller proportion of black children (38 percent) fell into the extremely positive range than is the case with the Grade I sample.

The Grade I attitude scores were also looked at according to sex. In Table 18 one percentage of particular note is that 67 percent of the girls have a very positive score, once again supporting the theory that girls adapt better to school than do boys. However, when the two positive categories

TABLE 18

DISTRIBUTION OF GRADE I SAMPLE ACCORDING TO ATTITUDE TOWARD SCHOOL AND SEX

	Boys		Girls		Total
	Number	Percentage	Number	Percentage	
Negative	0	0	1	11	1
Ambivalent	1	8	0	0	1
Positive	7	58	2	22	9
Very Positive	4	33	6	67	10
Total	12	99*	9	100	21

*Percentage does not add to 100 due to rounding.

are combined, the boys do slightly better than the girls with 91 percent falling into these two categories over the girls' 89 percent. The one negative score was obtained by a girl. When compared with the results of the later attitudes of the primary sample illustrated in Table 8, it can be seen that the percentage of Grade I boys in the positive category is much higher, since only 25 percent of the primary boys were considered to have positive attitudes toward school. However, the percentages of very positive attitudes remain the same. The Grade I girls also display considerable improvement in attitude since 67 percent now fall within the very positive range as compared with 46 percent of the girls in the primary sample. There were 23 percent of the primary

girls displaying ambivalent attitudes at the time of this later primary interview, whereas, no Grade I girl falls into this category. On the whole, there is upward movement in the case of both boys and girls.

Attitudes of the Parents of Grade I Children

Of the 21 questionnaires sent out to the parents of the children in the Grade I sample, 6, or 29 percent, were not returned. The total number of responses was therefore 15. This questionnaire was the same as the second one completed by the primary parents and was scored in the same manner, with a total possible score of 34 points. Division into attitude categories was as before, with a score of under 17 points denoting a negative attitude, and 18 to 22 points denoting an ambivalent attitude. A score of 23 to 29 points was considered to indicate a positive attitude, while a score of 30 to 34 points was considered to be indicative of a very positive attitude.

Table 19 indicates a generally positive attitude with 87 percent of the parents scoring in the positive and very positive categories. Only 2 parents scored below the positive range. Figure 8 illustrates the individual scores of the Grade I parents on the questionnaire.

When the attitudes of the Grade I parents are compared with those of the primary parents (Table 20) it can be seen that the primary parents have a higher percentage in the very positive category, having 53 percent as compared with 40

TABLE 19

DISTRIBUTION OF PARENTS OF GRADE I SAMPLE ACCORDING TO ATTITUDE TOWARD SCHOOL

	Number	Percentage
Negative	1	7
Ambivalent	1	7
Positive	7	47
Very Positive	6	40
Total	15	101*

*Percentage does not add to 100 due to rounding.

TABLE 20

COMPARISON OF THE ATTITUDES TOWARD SCHOOL OF THE PARENTS OF PRIMARY AND GRADE I SAMPLES

	Primary		Grade I	
	Number	Percentage	Number	Percentage
Negative	1	7	1	7
Ambivalent	0	0	1	7
Positive	6	40	7	47
Very Positive	8	53	6	40
Total	15	100	15	101*

*Percentage does not equal 100 due to rounding.

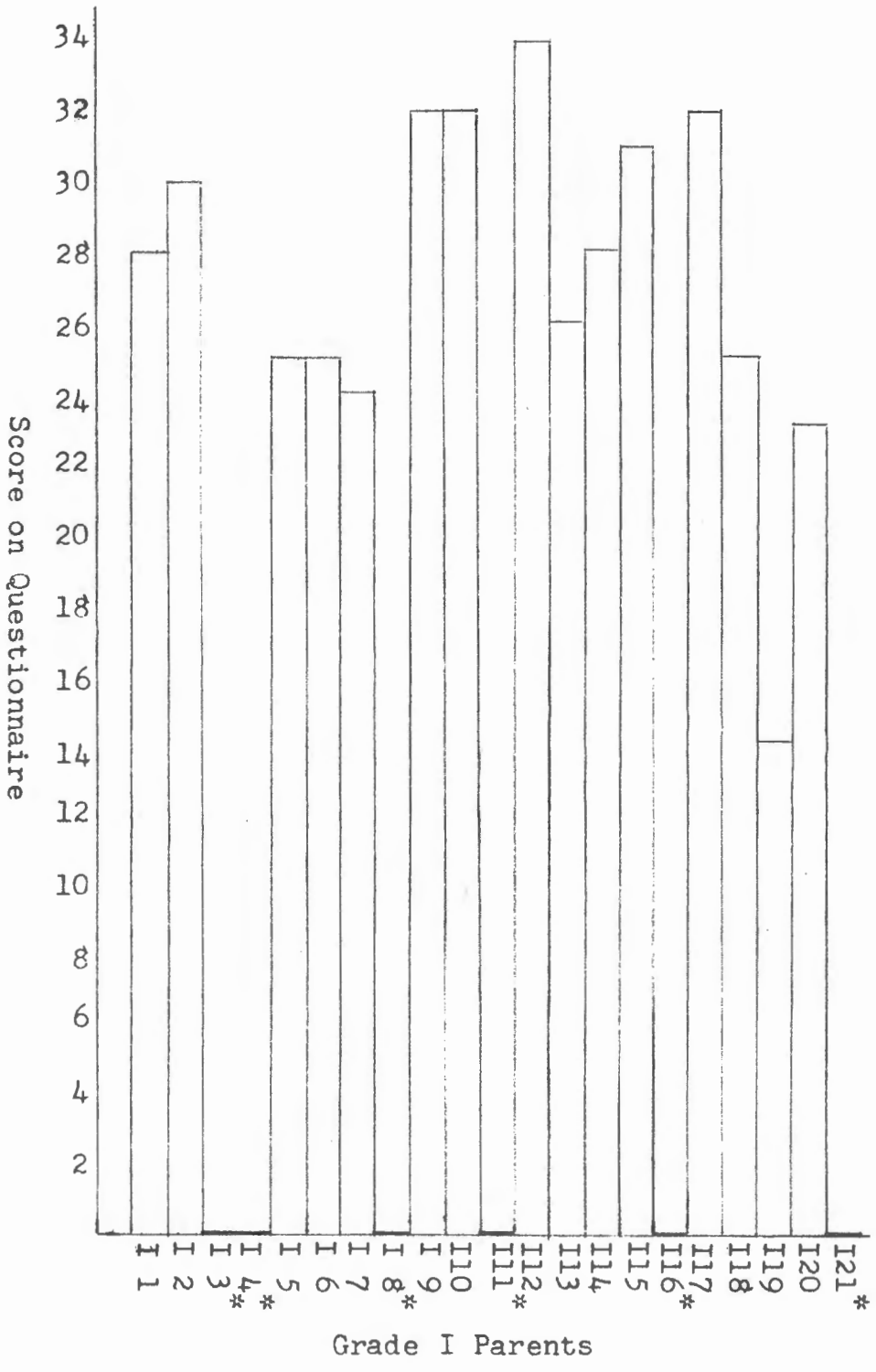

FIGURE 8

DISTRIBUTION OF PARENTS OF GRADE I CHILDREN ACCORDING TO ATTITUDE SCORE

percent of Grade I parents in this category. They are also slightly higher when the positive and very positive categories are combined with the primary and Grade I parents scoring 93 percent and 87 percent respectively in these top two categories. This trend is reversed from that of the children where the Grade I students were more positive in their attitudes than were the primary students. However, the discrepancy is much larger for the children when the two categories are combined. Both the primary and Grade I sample had an equal number of parents in the negative category. The median score for the Grade I parents was at the 28 point on the scale as compared with the primary parents where the median score was 30 points. Although the primary sample was larger than that of the Grade I sample, the number of questionnaires returned were the same, meaning that there was a higher percentage of Grade I parent questionnaires returned.

In comparing the attitudes of the Grade I parents with those of their children, total scores were used. Table 21 illustrates this comparison. Of the 15 parents who returned the questionnaire, 7 scored in a lower category than did the child. Six (6) of these scored one category below the child, and 1 scored two categories below. Three parents scored in the category above their children, and in 5 cases there was no discrepancy. In the three cases where the parents scored higher than did the children, the parents were all in the very positive range with the children falling into the positive category. The majority of children (5) who scored

TABLE 21

COMPARISON OF THE ATTITUDES TOWARD SCHOOL OF GRADE I CHILDREN AND THEIR PARENTS

	Children	Parents	Discrepancy
I 1	IV	III	-1
I 2	IV	IV	0
I 3	I	Nil	-
I 4	III	Nil	-
I 5	IV	III	-1
I 6	IV	III	-1
I 7	IV	III	-1
I 8	III	Nil	-
I 9	III	IV	+1
I 10	III	IV	+1
I 11	IV	Nil	-
I 12	IV	IV	0
I 13	IV	III	-1
I 14	III	III	0
I 15	IV	IV	0
I 16	II	Nil	-
I 17	III	IV	+1
I 18	III	III	0
I 19	III	I	-2
I 20	III	II	-1
I 21	IV	Nil	-

higher than their parents were all in the very positive category as compared with their parents who displayed positive attitudes. One child had a positive attitude as compared with an ambivalent parent, and a final child possessed

a positive attitude while the parents scored in the negative range. As in the case of the primary sample, there seemed to be no overall pattern.

Summary

The initial attitudes of the primary children toward school appeared to be positive with 70 percent of the sample falling into the positive or very positive range. On the other hand, 15 percent expressed a negative attitude and an equal number (15 percent) expressed an ambivalent attitude. Attendance at a day care centre or pre-school nursery appeared to have little affect on the attitudes of the child coming to school, while the presence of older siblings seemed to have a slightly positive affect. While there was little difference in the percentage of black and white children falling into the positive and negative groupings, more white children (36 percent) than black (19 percent) fell into the very positive range and 25 percent of the black children displayed ambivalent attitudes while no white children fell into this category. Results indicated that the girls appeared to adapt better to school than did the boys, with 31 percent of the boys falling into the negative group, and a smaller percentage of boys (38 percent) than girls (50 percent) falling into the positive range. Differences in the percentages in the very positive group were minimal, however.

When the later attitudes of the primary children were explored, it was found that while the percentages in the two

lower categories remained relatively unchanged, there was upward movement in that 40 percent of the children fell into the very positive range, while only 28 percent remained in the positive group, thus nearly reversing the previous percentages. When looked at in terms of race, there was little difference in the percentages of black and white children falling into the lower two categories. However, there was some interesting movement in that on second testing there was a much higher percentage of black children in the very positive range (38 percent) than there had been previously (19 percent).

On the other hand, on the second testing, a higher percentage of white children fell into the lower two categories than earlier. Although the percentages of boys and girls in the upper two and lower two categories remained relatively unchanged, there was some movement on the part of both boys and girls from the positive to the very positive range, the percentages in these groups being 33 percent and 46 percent respectively. A comparison of the initial and later attitudes of the children on like items (the school, the teacher and the other children) revealed that while there was some upward movement in that a slightly higher percentage of children fell into the very positive range at the later time (40 percent to a previous 32 percent), there was also downward movement in that the original 8 percent in the ambivalent range was later increased to 20 percent.

Of the 22 parents who returned the first questionnaire, 91 percent displayed either positive or very positive attitudes, with 73 percent falling into the upper range. None displayed an initially negative attitude toward the school.

Sixty (60) percent of the parents returned the second questionnaire, and of this number 93 percent scored in the positive or very positive range. In comparing the parents on their initial and later attitudes toward like items in the questionnaires, it was found that the same percentage (93 percent) scored in the top two categories on both occasions. However, while 64 percent scored in the very positive group initially, only 43 percent were very positive in their attitudes at the later time.

When the total attitude scores of the children were compared with those of their parents, in only 5 cases did the scores correspond in the initial contact, while there was a correspondence in 9 cases in the second. Only 2 cases corresponded in both the first and second instances.

Generally the attitude of the Grade I sample was positive as well, with 91 percent of the children falling into the top two categories. This percentage was considerably higher than the 68 percent of the primaries who fell into these two categories after they had spent some time in school. There was little difference in the attitudes of the Grade I children racially, with 88 percent of the black children and 92 percent of the white children falling into the top two

categories. More black children (55 percent) than white children (42 percent) fell into the very positive range. A much higher percentage of both black and white children displayed positive or better attitudes toward school than was the case with the primary children. This also was the case when attitudes were considered according to the sex of the children, with 91 percent of the boys and 89 percent of the girls in the Grade I sample falling into the top two categories. The boys, however, displayed a greater discrepancy in that 91 percent of the Grade I boys displayed positive and very positive attitudes, while only 58 percent of the primary boys did so.

Of the 15 parents who returned questionnaires, 87 percent displayed positive and very positive attitudes. This is slightly lower than the scores of the primary parents, since 93 percent of those parents fell into the top two categories. A much higher percentage of primary parents (53 percent) than Grade I parents (40 percent) displayed very positive attitudes. When the attitudes of the Grade I parents were compared with those of their children, there was correspondence in 5 cases.

CHAPTER V

CONCLUSIONS

Generally, the findings of this study pointed quite conclusively to the fact that the children in this sample do like to come to school. This supports the theories of Deutch, Moran and Phillips, that children arrive at school eager and essentailly interested in learning. Similiarly, the parents of the children indicated a positive attitude toward the school also upholding the theory that, although the majority of culturally deprived parents lack much formal education and in all probability had difficulties themselves in school, they are interested in and positive toward the school, and expect their children to apply themselves in order to obtain an education. It would appear, therefore, that it is not at this point in the school career of culturally deprived children, at least for those in this sample, that negative attitudes begin to emerge, thus indicating that it is not too late to help them.

A number of interesting points were revealed during the course of the study. For example, in the primary grade the girls appeared to adapt better to school life than did the boys. Among the Grade I students the girls again appeared to have the most positive attitudes, although the boys could certainly not be considered negative since they had a higher percentage when the two positive categories were combined. It would appear, therefore, that while the

boys adapted more slowly than did the girls, they did become more positive after they had been in the school environment for a time. The fact that more girls scored in the very positive group in the Grade I classes might possibly be explained by the fact that girls develop verbalization skills earlier than do the boys and may have been able to articulate their feelings toward school better than the boys could. In any event, the boys in this sample are not a cause for concern although efforts need to be devised to maintain this interest on their part.

Another interesting observation is the movement of the black children as their time in school increased. Although initially the percentages of black and white children falling into the positive and negative categories were similar, considerably fewer black children fell into the very positive category while one quarter of the black children displayed ambivalent attitudes when first coming to school while none of the white children fell into this category. It may well be that, for the black children leaving the protection of their homes for the first time, coming into an environment where many of the children and most of the adults are white is a very threatening experience for them. The child does not know what to expect and therefore enters school hesitantly.

However, since the attitudes of the black children steadily became more positive as their time in school

increased, it may well be assumed that they felt more secure as time increased and were able to adopt the eager attitudes of their white classmates toward school and learning. This topic would bear further study in depth, and it would be interesting to know if this trend is prevalent in other schools and other areas, or if this characteristic is unique to this particular school or sample. These findings would appear to be encouraging in that it would seem to be possible with a conscious effort to help these black children as a group feel a part of the school and equal within this school community.

On the whole, both black and white children appeared to have more positive attitudes as their time in school increased. This may be explained in some degree by the fact that the Grade I students are better able to express themselves, having developed better verbalization skills after a year in school, and being able to differentiate between sources of satisfaction and non-satisfaction. It may be, also, that children adapt better as time goes on. They know what the school is all about, what is expected of them, and physically are better able to cope with the reduced activity and the kind of behaviour expected within the school. Again, it would be interesting to further study this, with other samples and in other schools. Certainly, in this sample, at least, the Grade I children have not lost any of their enthusiasm for school which is again encouraging to those

interested in fostering ways of keeping enthusiasm alive among these children.

It is interesting to note that the parents of the primary children had more positive attitudes than did their children both initially and at the later time. One possible explanation for the parents' enthusiasm is McCreary's theory[1] that culturally deprived parents see the practical side of education and hope and expect their children to apply themselves in school and to receive the maximum benefit from their experience there. Parents see this as a possible way to escape their environment. It is difficult to see why children scored lower than did the parents on their attitude scores. Possibly the explanation lies in the preparation the children received before coming to school. There were no questions on the parental questionnaires to provide any detailed information as to how children were prepared for school and this is an area that would warrant further study. Indications from the children appear that they are threatened by the parents with what the teachers and principal will do to them if they do not behave. This would, in all probability, slightly dampen their enthusiasm for what would otherwise be a rather exciting new experience.

The comparison of parental attitude scores pointed out that the primary parents scored slightly higher than did the

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[1]Staten W. Webster, The Disadvantaged Learner, pp. 51-52.

Grade I parents. Observation has shown that many of the primary parents keep a close contact with the school. Many of the parents do, in fact, come to school to meet or to bring their children. Also, since the primary children are somewhat less reliable in taking home notices from the school, the parents have to keep quite a close contact in order to be aware of what is happening. It is felt that this contact fosters a good rapport between parent and school. The Grade I parents, on the other hand have much less of this type of contact. It is felt that possibly because of this decline in contact that alienation does begin to develop with these parents of older children. Also, it is possible that once a child begins to have problems in school, the parent may tend to become more distant. A study of the parents of children at all age levels would be beneficial to determine if there is a trend for parents to become more alienated the longer their children are in school.

Some limitations of this study should be taken into consideration when planning future studies. Since many of the children, especially those in the primary grades, were too shy or lacked the verbal skills necessary to express their feelings, more effective ways should be developed in order to assist these children in expressing themselves more easily and accurately. Possibly the use of projective techniques (e.g. play techniques) by a knowledgeable person might produce fruitful results. It is especially important that

ample time be provided for the interviewer to establish a positive rapport with the children.

A more precise definition of culturally deprived might be beneficial to determine if there are differences in the attitudes of different classes of culturally deprived (e.g. working class people versus those on welfare) or in the way they prepare their children for school. This would enable educators to meet the varying needs of each group of people to the best advantage.

The limitations of some of the information became obvious as the study progressed. The most noteworthy was that limitation of the first questionnaire sent to the parents of the primary children. It generally left many unexplored areas and thus limited the extent of the findings. Future studies might explore attitudes in more depth at this point, without being extensively long, which proved to be a limitation of the second questionnaire to the primary parents. Open ended types of questions did not prove to be successful as they were misinterpreted or left unanswered for the most part. A concise, very structured questionnaire would seem to be the most successful with these parents.

The findings of this study point to several follow up studies which might be carried out. In depth studies on students and parents with negative attitudes might offer useful insight into means of prevention or of changing attitude. Also, it would be interesting to carry out a longi-

tudinal study with the primary sample and their parents to determine at what point negative feelings may begin to develop. This would help to locate areas where children generally become disenchanted with school life which would give valuable information in determining how and when programs of prevention should be undertaken. This could be explored more quickly by conducting a similar study at each grade level using samples of children in each grade.

This exploratory study has only touched the surface of the problem but has pointed out areas where study can be continued. It is hoped that future work in this area will lead to a more complete understanding of this variable in order that children from culturally deprived areas can obtain the maximum benefit possible from their years in school.

APPENDIX A

Outline for First Interview with Primary Students

I Preparation for School:

1. Do you have any brothers or sisters in school?
   Do they go to this school?
   Do they like going to school?
   Did you ever talk to your brother and/or sister about school?
   What did they tell you school was like?

2. Did anyone(else) at home talk to you about school?
   Who?
   What did they tell you?

3. Did you get anything new when you came to school? (Books, clothes, etc.)
   Did you go shopping with Mummy or Daddy to get them?

4. Do you have story books at home?
   Who reads them to you?
   Do you like to listen to stories being read?

II Previous School Experience:

1. Have you been to nursery school?
   Did you like it there?
   What did you like/not like?

2. Do you go to Sunday School?
   Do you like going there?

III Impressions of School:

1. Do you like it here in school?
   Do you like coming as much as nursery school/ Sunday School?

2. Why do you think people come to school?

3. What do you do in school?
   Do you like what you are doing?

4. Did you want to come to school?
   Why/Why not?
   Did somebody bring you the first day? Who?
   Were you a little frightened coming to school?

5. What do you like most about coming to school?
   What else do you like?
   What don't you like about coming to school? Why?

6. Do you like your teacher?
   Why do you think the teacher is here?

7. Do you like your classroom?
   What do you like most about it?
   Is there anything you don't like?

8. Do your friends go to school?
   Do they go to this school? Are they in your class?

9. Do you like the children in your class?
   What do you like/dislike about them?

IV Is there anything else you would like to tell me about school?

V Interviewer's Impressions and Observations:

APPENDIX B

Outline for Second Interview with Primary Children and Grade One Children

Attitude to School

1. Do you like coming to school?
   Why do you say that?
2. What do you like most about school?
3. What else do you like?
4. What don't you like about school?
   Why do you say that?

Progress and Attitude to Progress

1. How are you getting along in school?
2. Do you find the work hard? If yes, what are you having trouble with?

Attitude Toward Teacher

1. Do you like your teacher?
   Why or why not?
2. Does your teacher treat the children kindly and fairly?
3. Does she help you when you are having trouble?
4. Do you think your teacher cares about you?

Attitude Toward Students

1. Do you like the children in your class?
2. Do the children treat one another fairly and kindly?
3. What do you like or dislike about them?

Perceived Attitude of Parents

1. Are your mother and father pleased with your school work?
   Why do you say that?

Interviewer's Impressions and Observations

APPENDIX C

FIRST QUESTIONNAIRE FOR PARENTS OF PRIMARY CHILDREN

1. How long have you lived in the Joseph Howe School District?

2. (a) Have you heard good reports about the school?

   Yes_____ No_____

   (b) Could you give some examples.

3. (a) Have you heard bad reports about the school?

   Yes____ No____

   (b) Could you give some examples.

4. (a) Do you have children in other grades in school?

   (b) If yes, list their ages and grade. AGE GRADE

5. Do you think Joseph Howe School can help your child? Why?

6. If you could would you send your child to another school? Why?

7. Have you met any of the teachers?

8. Did you think they were interested in your child?

9. Do you think the teachers will do a good job teaching your child. Why?

10. What do you like best about the school?

11. What do you like least about the school?

12. Do you have any further comments?

APPENDIX D

PERSONAL FACTS

A. Which parent filled out this inventory? (Check one.)

_____1) The father.

_____2) The mother.

_____3) The male guardian or stepfather.

_____4) The female guardian or stepmother.

B. In what grade in school is your oldest child now enrolled? (See direction No. 3 above, and check one answer below.)

K 1 2 3 4 5 6 7 8	9 or Fresh. in HS	10 or Soph. in HS	11 or Jr. in HS	12 or Sr. in HS	13 Junior College	14 College

C. How far did you yourself go in school? (Check one.)

1 2 3 4 5 6 7 8	9 or Fresh. in HS	10 or Soph. in HS	11 or Jr. in HS	12 or Sr. in HS	1 2 3 4 College

Put a check here _____ if you have attended vocational, night, or other special school.

D. In what age group do you belong? (Check one.)

_____1) I am under 30 years of age.

_____2) I am in my 30's.

_____3) I am in my 40's.

_____4) I am in my 50's.

_____5) I am 60 years of age or older.

E. What is your occupation or that of you husband if you are a housewife? _____

_____

_____

INVENTORY OF PARENT OPINION

PART I

1. In general, are you satisfied or dissatisfied with the school which your child is attending? (Check one.)

_____1) Very well satisfied.

_____2) Satisfied.

_____3) About half and half.

_____4) Dissatisfied.

_____5) Very much dissatisfied.

_____6) I have no opinion.

2. Does your child's teacher know your child as well as she should? (Check one.)

_____1) Yes.

_____2) No.

_____3) Uncertain.

3. a) In general, are you satisfied or dissatisfied with the way your child is treated by the teachers and other officials in his school? (Check one.)

_____1) Very well satisfied.

_____2) Satisfied.

_____3) Half and half.

_____4) Dissatisfied.

_____5) Very much dissatisfied.

_____6) I have no opinion.

b) If you are dissatisfied with the way your child is treated, tell what things are done that you don't like.

_____

_____

4. Do you think your child feels that he is "one of the gang" in his school? (Check one.)

_____1) Yes, I think he feels that he "belongs", that he "counts" for something, and that he is "wanted".

_____2) I am not sure.

_____3) No, I think he feels that he is more or less of a "nobody" or an "outsider".

5. a) In general, how often do the teachers and other officials in his school treat your child fairly? (Check one.)

_____1) Always or almost always.

_____2) Usually.

_____3) About half the time.

_____4) Seldom.

_____5) Never or almost never.

_____6) I have no opinion.

b) If there are ways in which the teachers and other school officials are unfair to your child, tell them here.

_____

_____

_____

6. In general, are your child's teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough) to suit you? (Check one.)

_____1) Yes.

_____2) Uncertain.

_____3) No.

7. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep your child from getting as much as he could from his schoolwork? (Check one.)

_____1) Yes.

_____2) Uncertain.

_____3) No.

8. a) In general, is the discipline in your child's school too strict or not strict enough? (Check one.)

_____1) It is much too strict.

_____2) It is too strict.

_____3) It is about right.

_____4) It is not strict enough.

_____5) It is nowhere near strict enough.

_____6) I have no opinion.

b) If there are things about the discipline in your child's school you don't like, what are they?

_____

_____

_____

9. Does your child's teacher seem really to care about your child?

_____1) Yes.

_____2) No.

_____3) Uncertain.

10. a) In general, how often do the pupils in your child's school treat one another fairly and kindly? (Check one.)

_____1) Always or nearly always.

_____2) Usually.

_____3) About half the time.

_____4) Seldom.

_____5) Almost never.

b) If the pupils in your child's school are unfair or unkind to one another, tell what they do that you don't like.

_____

_____

_____

11. a) How much help do your child's teachers usually give him in his schoolwork? (Check one.)

_____1) All the help he needs.

_____2) Most of the help he needs.

_____3) About half the help he needs.

_____4) Some of the help he needs.

_____5) Very little of the help he needs.

_____6) I have no opinion.

b) If you think your child needs more help with his schoolwork, what kind of help does he need that he is not getting?

_____

_____

12. On the average, does your child spend too much or too little time on homework each school day? (Check one.)

_____1) Much too much.

_____2) Too much.

_____3) About the right amount.

_____4) Too little.

_____5) Much too little.

_____6) I have no opinion.

13. On the average, how much time does your child spend on homework each school day? (Check one.)

_____1) None.

_____2) Less than $\frac{1}{2}$ hour.

_____3) Between $\frac{1}{2}$ and 1 hour.

_____4) Between 1 and $1\frac{1}{2}$ hours.

_____5) Between $1\frac{1}{2}$ and 2 hours.

_____6) More than 2 hours.

_____7) I have no opinion.

14. Should the school try to give children help with the social problems they face in their everyday life? (Check one.)

_____1) Yes.

_____2) No.

_____3) Uncertain.

15. a) How much help does the school usually give your child in solving his social problems? (Check one.)

_____1) All or almost all of the help needed.

_____2) Considerable amount of the help needed.

_____3) Little of the help needed.

_____4) I have no opinion.

b) If you think that your child should be given more help in solving his social problems, tell what problems he needs help with.

_____

_____

_____

_____

16. a) All things considered, how much do you think your child is getting out of his schoolwork? (Check one.)

_____1) About all that he could get.

_____2) Somewhat less than he could get.

_____3) Considerably less than he could get.

_____4) A great deal less than he could get.

_____5) I have no opinion.

b) If you feel that your child isn't getting as much out of his schoolwork as he could get, what do you think the reasons are? (Check <u>all</u> that tell why.)

_____1) He doesn't study hard enough.

_____2) The work is too hard.

_____3) He doesn't understand the assignments.

_____4) Teachers do not give enough individual help.

_____5) Teachers do not give enough attention to slow learners.

_____6) Not enough opportunities for rapid learners.

_____7) He has too much schoolwork to do (assignments too large, or too many subjects).

_____8) He does too much work outside school.

_____9) He spends too much time on student activities (parties, clubs, athletics, etc.).

____10) He isn't interested in schoolwork.

____11) Other reasons. (Tell what.) _____

17. In general, does your child have to do too much or too little work in order to "keep up" in his studies? (Check one.)

_____1) Much too little.

_____2) Too little.

_____3) About the right amount.

_____4) Too much.

_____5) Much too much.

_____6) I have no opinion.

18. a) How much of what your child is studying in school do you think will be useful to him in everyday living? (Check one.)

_____1) Practically everything he is studying.

_____2) Most of what he is studying.

_____3) About half of what he is studying.

_____4) Considerably less than half of what he is studying.

_____5) Very little of what he is studying.

_____6) I have no opinion.

b) If you think that some of these things your child is studying will not be useful in everyday living, what are these things?

_____

_____

19. a) Does your child take part in as many student activities (clubs, parties, plays, athletics, etc.) at school as you think he should? (Check one.)

_____1) He takes part in more than I think he should.

_____2) He takes part in as many as I think he should.

_____3) He doesn't take part in as many as I think he should.

_____4) I have no opinion.

b) If your child is not taking part in as many student activities as you think he should, what is the reason?

_____

20. a) Are you satisfied or dissatisfied with the teaching methods used in your child's school? (Check one.)

_____1) Very well satisfied.

_____2) Satisfied.

_____3) About half and half.

_____4) Dissatisfied.

_____5) Very much dissatisfied.

_____6) I have no opinion.

b) If the school uses teaching methods that you don't like, tell what they are.

_____

_____

21. a) Are there things that your child should be learning right now which are not being taught in his school? (Check one.)

_____1) No, none.

_____2) Yes, a few things.

_____3) Yes, many things.

_____4) I have no opinion.

b) If there are things that you think your child should be learning which are not being taught in his school, tell what these things are.

_____

_____

_____

_____

_____

22. a) How do you feel about the amount of money your child needs in order to take part fully in school life? (Consider notebooks, canteen, plays, games, parties, charity drive, gym uniforms, etc.). (Check one.)

_____1) It takes altogether too much money.

_____2) It takes far too much money.

_____3) It takes about the right amount of money.

_____4) I have no opinion.

b) Tell any kinds of requests or needs for money in the school which should be eliminated.

_____

_____

23. a) Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)

_____1) Yes.

_____2) No.

_____3) Uncertain.

b) If you feel that children with little money to spend are handicapped, tell how. (Check all in which children with little money are handicapped.)

_____1) Getting textbooks and supplies.

_____2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.

_____3) Taking part in athletics.

_____4) Going to parties.

_____5) Joining clubs and taking part in other activities.

_____6) Using canteen.

_____7) Going on trips or excursions sponsored by the school.

_____8) Other. (Tell what.) _____

_____

24. a) Does your child's school have as much equipment (library books, moving-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs? (Check one.)

_____1) It has everything it needs.

_____2) It has most of what it needs.

_____3) It has very little of what it needs.

_____4) I have no opinion.

b) If you think the school needs more equipment, tell what it needs.

_____

_____

_____

25. Do you think that your child's school is overcrowded? (Check one.)

_____1) No, it is not overcrowded.

_____2) Yes, it is somewhat overcrowded.

_____3) Yes, it is seriously overcrowded.

_____4) I have no opinion.

26. a) Are the rooms, halls, rest rooms, playgrounds, and other parts of your child's school kept clean? (Check one.)

_____1) Yes, always clean.

_____2) Yes, usually clean.

_____3) No, sometimes dirty.

_____4) No, always dirty.

_____5) I have no opinion.

b) If some parts of the school are not kept as clean as you would like, tell what is not kept clean.

_____

_____

27. a) Are you treated as well as you think you ought to be treated when you visit the school? (Check one.)

_____1) Yes.

_____2) Sometimes yes, sometimes no.

_____3) No.

_____4) I have never visited the school.

b) If you don't like the way you are treated when you visit the school, tell what you don't like.

_____

_____

28. How many of the teachers welcome your visits to your child's school? (Check one.)

_____1) All or almost all.

_____2) Most.

_____3) About half.

_____4) Few.

_____5) None or almost none.

_____6) I have never visited my child's school.

29. a) In general, do you know your child's teachers as well as you would like? (Check one.)

_____1) Yes.

_____2) No.

_____3) Uncertain.

b) If you don't know your child's teachers as well as you would like, what suggestions do you have for getting better acquainted?

_____

_____

30. a) Do you know as much about your child's school as you would like? (Check one.)

_____1) Yes.

_____2) No.

_____3) Uncertain.

b) If there are things you would like to know about your child's school, tell what they are.

_____

_____

31. Do you feel that your child's school does a good job or a poor job of telling you about the work of the school? (Check one.)

_____1) Very good.

_____2) Good.

_____3) Fair.

_____4) Poor.

_____5) Very poor.

_____6) I have no opinion.

32. How do you get information about your child's school? (Check all that tell how you get information about the school.)

_____1) Visiting the school.

_____2) Going to parents' night, etc.

_____3) Talking with children.

_____4) Talking with other adults.

_____5) Going to school games, plays, etc.

_____6) Reading the city newspapers.

_____7) Helping pupils with homework.

_____8) Hearing talks about the school at club meetings, on the radio, etc.

_____9) Other. (Tell what.) _____

33. What is the one thing you like most about your child's school?

_____

_____

34. What is the <u>one</u> thing you <u>most</u> <u>dislike</u> about your child's school?

_____

_____

35. If you have any suggestions to offer concerning things you think should be done to improve your child's school, write them here.

_____

_____

APPENDIX E

SAMPLE OF CHILDREN IN THE STUDY

STATISTICAL INFORMATION ON FAMILIES OF PRIMARY CHILDREN

	Occupation Of Father	Occupation Of Mother	Religion	Race	No. of Siblings	Place in Family
P 1	NR	Housewife	R.C.	Caucasian	5	-
P 2	NR	Housewife	Salvation Army	Caucasian	2	2nd
P 3	Milkman	Housewife	R.C.	Caucasian	2	1st
P 4	NR	-	Baptist	Negroid	4	5th
P 5	Labourer	Housewife	Anglican	Caucasian	NR	NR
P 6	moved from school before data taken from record cards					
P 7	moved from school before data taken from record cards					
P 8	Student	Nurse	R.C.	Negroid	NR	1st
P 9	Dept. Nat. Defence	Housewife	Baptist	Negroid	4	5th
P 10	Pensioner	Housewife	Baptist	Negroid	3	3rd
P 11	Welder	Housewife	Baptist	Negroid	4	5th
P 12	Plasterer	Waitress	Baptist	Negroid	3	4th
P 13	Labourer	Housewife	Baptist	Negroid	NR	NR
P 14	Radio & TV Technician	Housewife	Anglican	Caucasian	4	3rd
P 15	NR	Receptionist	Baptist	Negroid	NR	NR
P 16	Carpenter	Housewife	Baptist	Negroid	2	1st
P 17	Foreman	Housewife	Anglican	Caucasian	1	1st
P 18	NR	Housewife	Anglican	Negroid	NR	NR
P 19						
P 20	Club Owner	Lab. Tech.	NR	Negroid	1	2nd
P 21	Dockyard	Housewife	United	Caucasian	3	3rd
P 22	NR	NR	NR	Negroid	NR	NR
P 23	Warehouse Manager	Housewife	Pentecostal	Negroid	NR	NR
P 24	Labourer	Housewife	R.C.	Caucasian	1	2nd
P 25	Labourer	NR	Baptist	Negroid	NR	NR
P 26	moved from school before data taken from record cards					
P 27	Painter		R.C.	Caucasian	NR	NR

NR = not recorded

STATISTICAL INFORMATION ON FAMILIES OF GRADE ONE CHILDREN

	Occupation Of Father	Occupation Of Mother	Religion	Race	No. of Siblings	Place in Family
I 1	NR	NR	Anglican	Caucasian	NR	NR
I 2	Head Janitor	Housewife	R.C.	Caucasian	1	2nd
I 3	NR	Teacher's Aid	Baptist	Negroid	8	9th
I 4	NR	Domestic	Baptist	Negroid	4	5th
I 5	Dental Technician	Hairdresser	Baptist	Negroid	0	1st
I 6	Pensioner	Housewife	R.C.	Caucasian	5	3rd
I 7	Pensioner	Housewife	R.C.	Caucasian	5	4th
I 8	NR	Housewife	R.C.	Caucasian	6	4th
I 9	Civil Servant	Housewife	Baptist	Negroid	4	4th
I 10	Clerk	NR	Baptist	Negroid	1	2nd
I 11	NR	NR	Baptist	Negroid	NR	NR
I 12	Foreman Mechanic	NR	R.C.	Caucasian	1	1st
I 13	Truck Driver	Student	Baptist	Negroid	0	1st
I 14	NR	Domestic	Anglican	Caucasian	0	1st
I 15	Club Owner	Lab. Tech.	NR	Negroid	1	1st
I 16	Machine Operator	NR	R.C.	Caucasian	6	7th
I 17	Taxi Driver	NR	United	Caucasian	NR	NR
I 18	Printer	NR	Baptist	Negroid	7	NR
I 19	Demolition Worker	Housewife	Anglican	Caucasian	2	1st
I 20	Steeplejack	Housewife	Anglican	Caucasian	NR	NR
I 21	NR	Housewife	Baptist	Negroid	1	2nd

NR = not recorded

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